Inglês

11.º ano

11



Ministério da Educação

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Manual Revisto

O presente manual foi revisto e validado pela Universidade de Cabo Verde.

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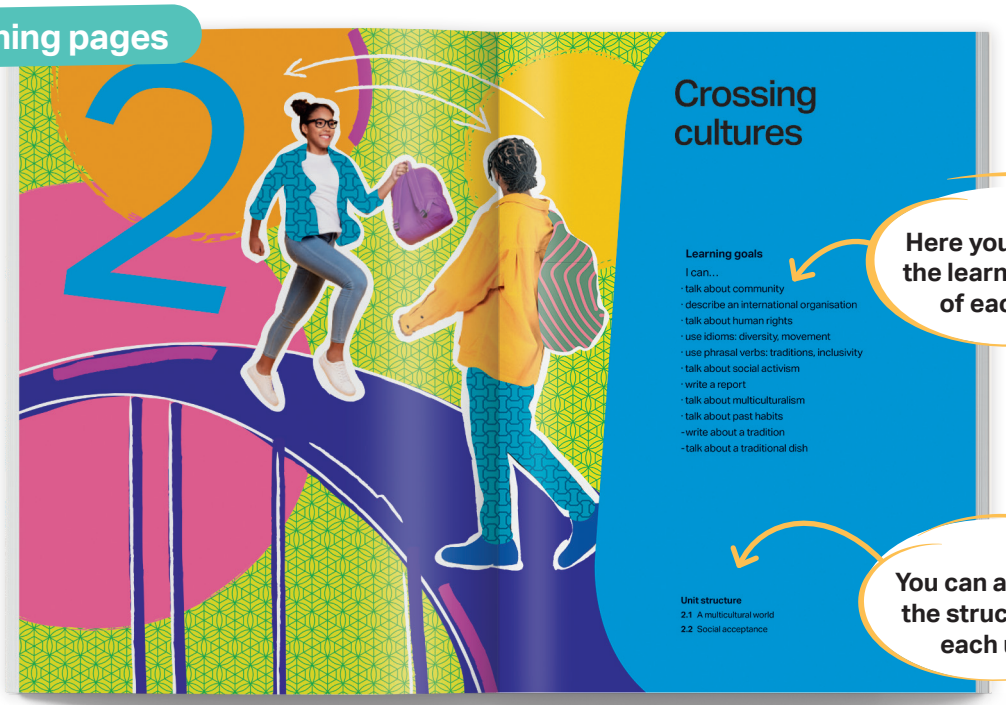
Ministério da Educação

This is your coursebook

This 11th grade coursebook adopts a communicative approach to learning English, engaging learners with real-world themes, a variety of stories and factual texts, songs, videos, and creative tasks. These materials support the development of reading, listening, grammar, writing, and speaking skills, helping learners communicate with confidence.
Each unit is organised into thematic sub-units that include warm-up activities, focused vocabulary work, and practical tasks that encourage interaction and critical thinking. Every sub-unit also features Word Power sections focusing on topic-related idioms and phrasal verbs, helping learners use more natural and fluent English. Speaking and writing banks, located at the end of the book, provide structured support to help learners develop accuracy, independence, and effective communication skills.

Each unit has...

Opening pages



Unit challenges

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

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

Speaking
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

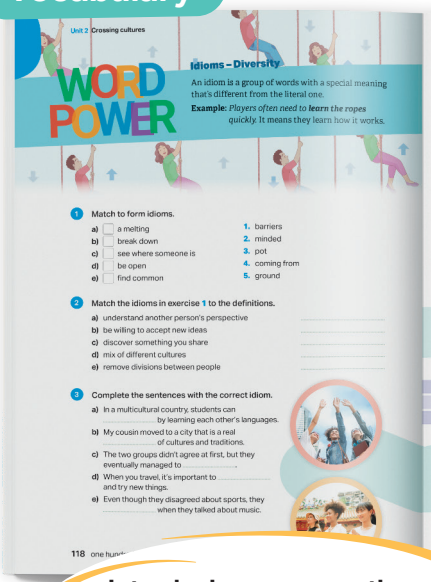
Writing
Step by step guidance through the writing process providing you with the necessary tools that will boost your confidence and make you become a better writer

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

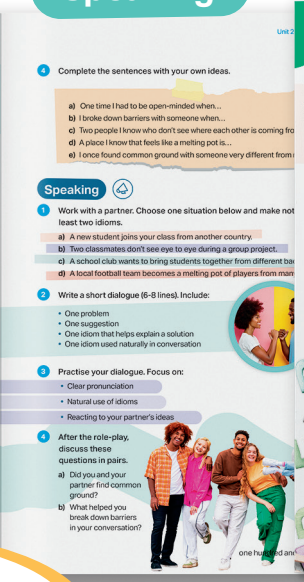
You can also use the vocabulary you learnt in engaging communicative activities

Each unit has...

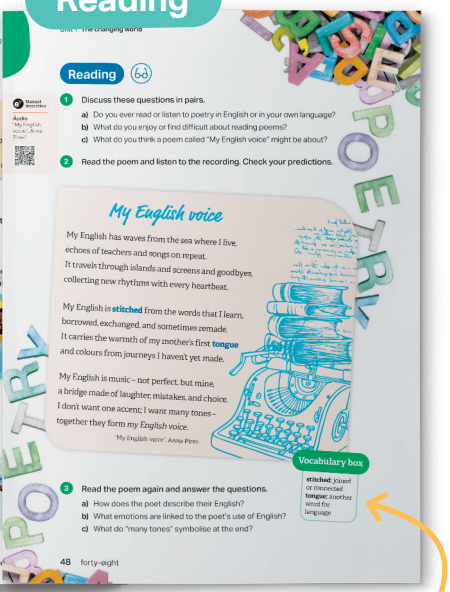
Vocabulary



Speaking



Reading



Introducing a new section, Word Power, to help you grow and strengthen your vocabulary

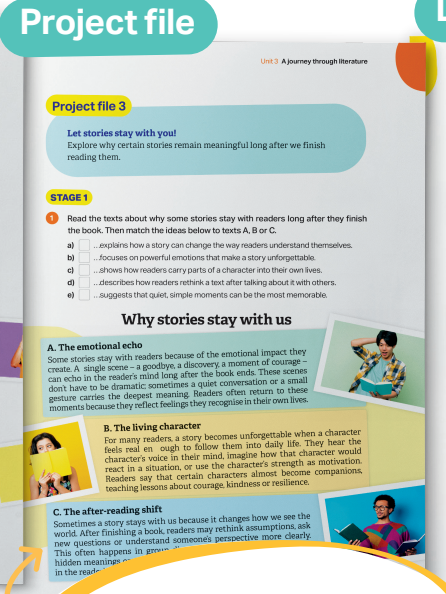
Here you can find some information on new vocabulary

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

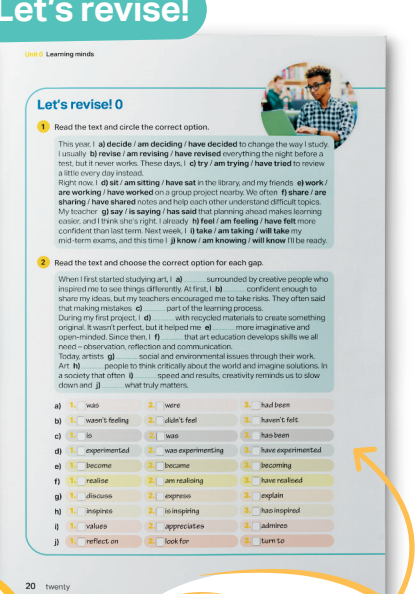
Wordlist



Project file



Let's revise!



Key words of each unit and their translation to Portuguese

This will challenge you to develop your critical thinking skills while working on creative and engaging projects

Test your knowledge at the end of each unit

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Learning minds

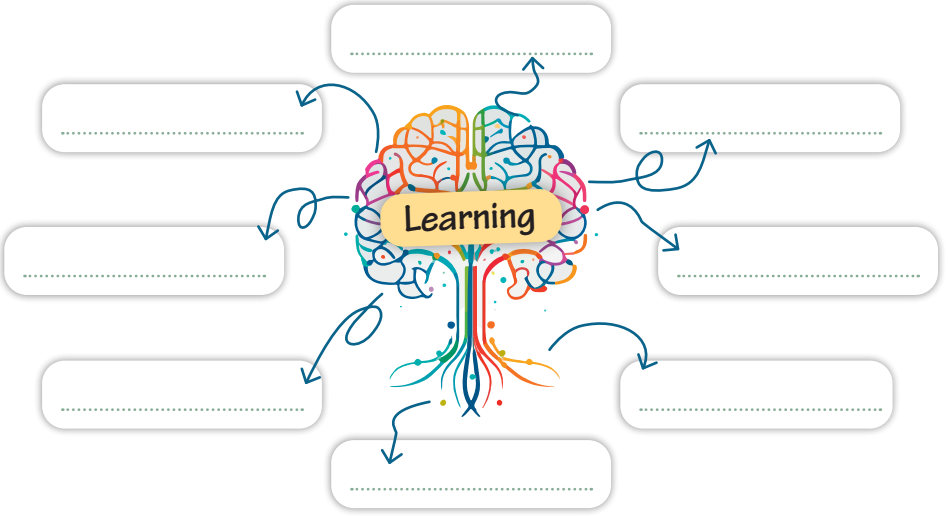
Learning goals

I can…

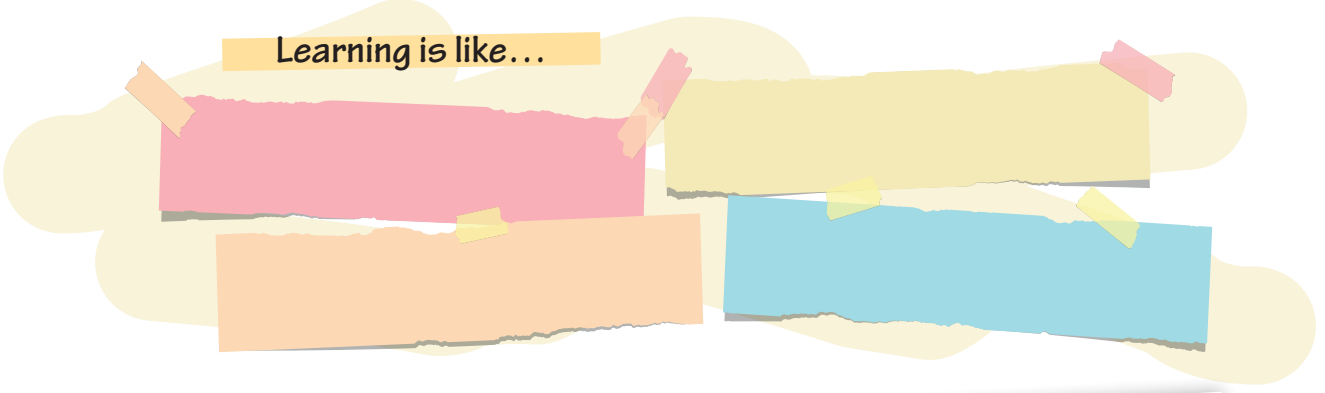
- use vocabulary to talk about learning
- talk about different types of learners
- talk about learning habits
- use adjectives to describe different types of learners
- use verbs in the present, past and future
- ask questions
- plan an activity to show how art helps learning

Speaking

1 In pairs, make a list of words associated with learning.



2 Now, with your partner, complete this sentence in as many different ways as you can.



3 Look at this picture and describe it.



4 With your partner, look at the picture again and discuss these questions.

a) What might this represent in life?

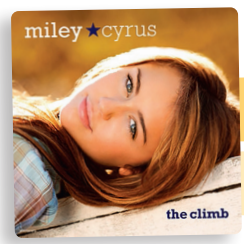
b) How does this image relate to learning?

Listening

1 Listen to the song. What's the message? Choose the best option.

a) ☐ Reaching a dream
b) ☐ Learning from the journey
c) ☐ Giving up on challenges

2 Listen to the song again and complete the gaps with the missing words.



The climb
Miley Cyrus

I can almost **a)** ..... it
That dream I'm **b)** .....
But there's a voice inside my head saying
You'll never **c)** ..... it
Every **d)** ..... I'm taking
Every move I make feels
Lost with no **e)** .....
My faith is shaking
But I, I gotta keep **f)** .....
Gotta keep my head held high
There's always gonna be another mountain
I'm always gonna wanna make it move
Always gonna be an uphill **g)** .....
Sometimes I'm gonna have to lose

Ain't about how fast I get there
Ain't about what's waiting on the other side
It's the climb
The struggles I'm facing
The **h)** ..... I'm taking
Sometimes might knock me down, but
No, I'm not breaking
I may not know it
But these are the moments, that
I'm gonna **i)** ..... most, yeah
Just gotta keep going
And I, I gotta be **j)** .....
Just keep pushing on, 'cause

"The climb", Miley Cyrus

3 **Speaking.** In pairs or small groups, discuss these questions.

a) When has learning felt like climbing a mountain for you?
b) What helps you stay motivated when learning something difficult?
c) Do you think mistakes are part of "the climb"? Why?

4 Choose a line from the song that is meaningful to you and write a short paragraph explaining why.

5 Find out how you learn best. Read each question and circle the option that sounds most like you.

Manual Digital

Jogo
What type of learner are you?

Quiz: What type of learner are you?



1 When I need to remember something I
- **a)** ☐ picture it in my head.
- **b)** ☐ repeat it out loud.
- **c)** ☐ write it down or do something with it.

2 In class, I learn best when the teacher
- **a)** ☐ shows pictures, diagrams or videos.
- **b)** ☐ explains clearly or tells stories.
- **c)** ☐ lets me try or experiment.

3 When I study at home, I prefer to
- **a)** ☐ use colour, charts and notes.
- **b)** ☐ listen to recordings or talk to someone.
- **c)** ☐ build, move, or make examples.

4 When I read something new I
- **a)** ☐ notice how it looks on the page.
- **b)** ☐ hear the words in my mind.
- **c)** ☐ act it out or imagine doing it.

5 If I forget a word in English I
- **a)** ☐ visualise it written or see an image.
- **b)** ☐ remember how it sounded.
- **c)** ☐ remember when or where I used it.

SCORE YOURSELF!

Mostly a)
Visual learner:
you remember best through images, colours, and seeing information clearly.

Mostly b)
Auditory learner:
you learn through listening, rhythm, and spoken explanations.

Mostly c)
Kinaesthetic learner:
you understand by doing, touching, and experiencing things directly.

6 **Speaking.** In pairs, discuss your results.

a) Do you agree with your result? Why (not)?

b) What's something that helps you learn better?

c) What's something that makes learning harder for you?

d) Do you prefer working alone or with others? Why?

Useful language

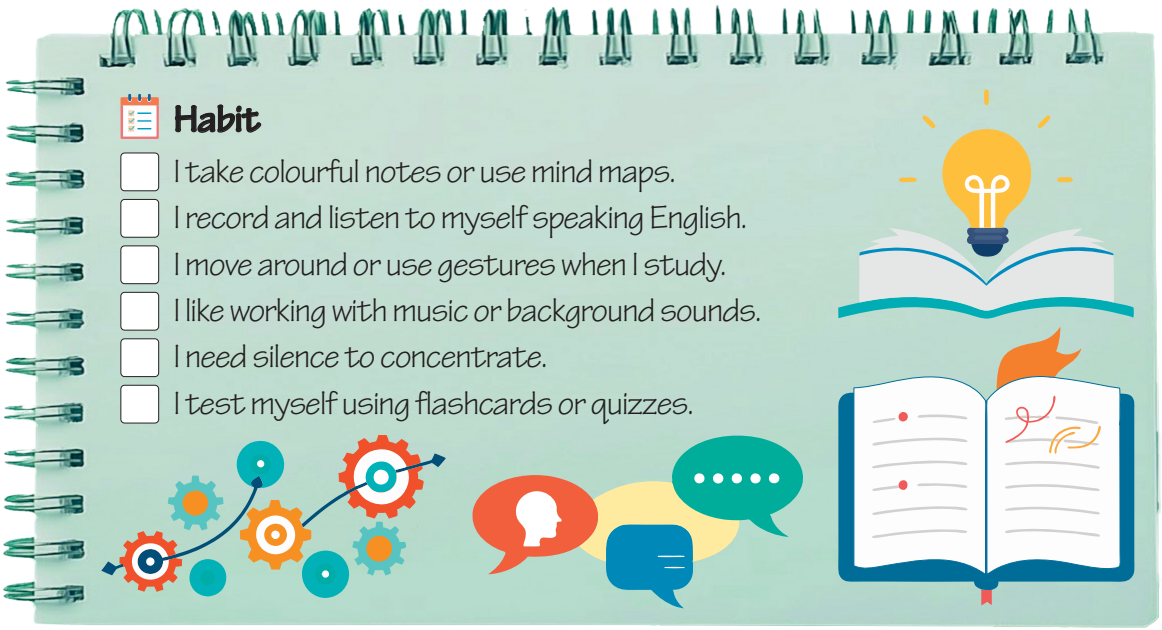
I think I'm a ... learner because ...
For me, it's easier to learn when ...
I find it hard to learn if ...



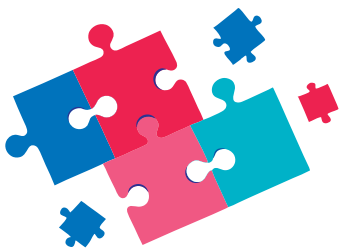
7 **Learning habits check.** Tick (✓) the things that describe your study habits.

Habit

- ☐ I take colourful notes or use mind maps.
- ☐ I record and listen to myself speaking English.
- ☐ I move around or use gestures when I study.
- ☐ I like working with music or background sounds.
- ☐ I need silence to concentrate.
- ☐ I test myself using flashcards or quizzes.



8 **Speaking.** In pairs, compare your answers. Which habits are similar? Which are different? Which could you try this term?



9 Complete these tips for learning with your own ideas.

a) A good study habit is…
b) The best way to remember new words is…
c) You can build your confidence if you…
d) Before a test…
e) To enjoy English more…
f) You can improve your pronunciation by…
g) When you feel tired, …





Reading

1 Discuss the following questions in pairs.

a) Do all students learn in the same way?

b) Do you think people who study **science**, **arts**, **humanities**, and **economics** use similar or different strategies?

c) Which subject do you think is the hardest to learn? Why?

2 Read about the students below. Which one is the most similar to you?

How do you learn best?

Mário • Science (analytical and practical learner)



"I've always been curious about how things work, so I love experiments. I'm definitely a kinaesthetic learner – I understand better when I do things. In chemistry, I take notes during lectures, but I don't really understand the concepts until I test them in the lab. I also draw diagrams to visualise reactions. My top tip? Turn theory into practice. Don't just memorise formulas – find real-life examples. It makes learning much easier to remember."



Carla • Arts (creative and visual learner)

"I think in colours and shapes, not in numbers. When I'm designing something, I need to see how it looks. I'm a very visual learner, so I use mind maps, sketches, and mood boards to organise my ideas. Music helps me focus, and I often link colours to emotions or themes. My advice? Use your imagination. Learning is more fun when you connect information to something visual or emotional."

Lúcia • Humanities (reflective and verbal learner)



"I study literature, so reading and writing are a big part of my life. I'm probably an auditory and verbal learner — I understand ideas best when I talk about them or explain them to someone else. In classes, I love discussing different interpretations of a text. When I study alone, I read aloud or record my voice to hear how my argument sounds. My strategy? Speak your thoughts. Talking helps you organise your ideas and find your own voice."



Elton • Economics (logical and independent learner)

"I enjoy analysing data and finding patterns. I'm quite analytical, so I learn best when things are well-structured. I like setting goals and breaking big projects into small, clear steps. I often study on my own because I prefer to work quietly and make notes in bullet points or tables. My learning tip? Plan and review. When you know your goals and check your progress, it's easier to stay motivated."

3 **Who says it? Complete the sentences with the correct student: Mário, Carla, Lúcia or Elton.**

a) ☐ understands ideas better through practical experience rather than just listening.

b) ☐ remembers things more easily when they are linked to images or colour.

c) ☐ learns best by discussing ideas or explaining them to others.

d) ☐ prefers to study independently and follow a clear plan.

e) ☐ enjoys learning that involves creativity and emotion.

f) ☐ is organised and likes to work with facts and logical thinking.

4 **Complete the sentences with the correct word from the box. There are two extra words.**

curious | organised | visual | independent | creative | practical | reflective | logical

a) Mário is very ..... ; he likes testing ideas in the lab to understand them.

b) Carla has a ..... mind; she enjoys using colour and design to express ideas.

c) Lúcia is a ..... thinker who learns a lot from analysing and talking about texts.

d) Elton is ..... and likes to plan his work carefully.

e) People who are ..... usually prefer to study on their own.

f) Scientists often need to be both ..... and analytical.

5 **Which of the words in exercise 4 best describes you as a learner? Discuss with a partner and give examples.**

6 **Speaking. Discuss these questions in pairs or small groups.**

a) Which student do you think has the most effective study habits? Why?

b) Which type of learner are you most similar to? Give examples from your own study experience.

c) Do you prefer working alone or with others? Explain how this affects your learning.



Challenge

Your learning style

Write a short paragraph about how you learn best. Include one strategy that helps you study effectively. Use at least three words from the vocabulary box (e.g. *creative, logical, independent*).



Grammar

Manual Digital

Jogo
Digital game: Present simple, past simple and present perfect

Verb tenses

Simple → facts or finished actions
Example: *We often **work** in groups.*

Continuous → actions in progress
Example: *We **were working** on a project at lunch.*

Perfect → completed actions with a link to another time
Example: *I've **completed** the task.*

Exercises

1 Read the texts below and complete them with the verbs in brackets in the correct form: **present**, **past** or **future**.

Present

How we learn

In our class, we like to **a)** ..... (**explore**) different ways of learning. We often **b)** ..... (**work**) in groups and **c)** ..... (**share**) ideas about how to improve. Right now, we **d)** ..... (**prepare**) a poster about memory techniques. I **e)** ..... (**already / learn**) that I remember better when I **f)** ..... (**draw**) mind maps. Everyone **g)** ..... (**try**) something new this week, and we **h)** ..... (**discover**) that learning together makes us more confident.

Past

When learning changed

When I **a)** ..... (**be**) in primary school, I **b)** ..... (**learn**) by repeating information from the board. One day, our teacher **c)** ..... (**introduce**) a project about local plants. While we **d)** ..... (**collect**) samples, I **e)** ..... (**realise**) how much I **f)** ..... (**enjoy**) learning outside. By the time we **g)** ..... (**finish**), I **h)** ..... (**discover**) that I understood better through practice than by memorising.

Future

What learning will be like

Next term, our school **a)** ..... (**start**) a "Learning Lab" to test new study methods. We **b)** ..... (**try**) virtual reality lessons and creative challenges. I **c)** ..... (**think**) students **d)** ..... (**enjoy**) using technology to explore ideas in new ways. By the end of the project, I **e)** ..... (**learn**) a lot about how I **f)** ..... (**study**) best, and I **g)** ..... (**be**) ready for bigger challenges. Our teachers **h)** ..... (**help**) us apply what we learn in real situations.

2 Which verb forms are used in exercise **1** for the **present**, **past**, **future**?

Present	Past	Future
present simple		

3 Complete the table with example sentences from the text.

Tense	Example from the text	Use
Present simple	**a)**	Habit or general truth
Present continuous	**b)**	Action happening now
Present perfect	**c)**	Experience or result
Past simple	**d)**	Finished action in the past
Past continuous	**e)**	Action in progress in the past
Past perfect	**f)**	Action before another past event
Will	**g)**	Prediction
Be going to	**h)**	Plan or intention
Present continuous (future)	**i)**	Fixed arrangement

4 Complete the text with the correct form of the verbs in brackets.
Pay attention to the verb tenses: **past**, **present** and **future**.

Learning languages

I've always **a)** ..... (**love**) learning new languages. When I **b)** ..... (**be**) younger, I studied French at school, but I **c)** ..... (**not** / **practise**) much outside the classroom. Later, I realised that real progress **d)** ..... (**happen**) when you use the language every day. Now I **e)** ..... (**learn**) English, and I try to speak it whenever I can. I've already improved my pronunciation, and I'm becoming more confident in conversations. This term, I'm **f)** ..... (**work**) on a video project with my classmates.

In the future, I'm going to follow my dream of visiting London, where I **g)** ..... (**be able**) to use everything I've learned in real situations. I hope I **h)** ..... (**feel**) confident enough to speak with people easily when I get there.





Listening

Manual Digital

Áudio
Dialogue: using phones to study

Jogo
Digital game: Yes/no questions

1 Discuss these questions in pairs.

a) How often do you use your phone while studying?
b) Does it help you focus or distract you?
c) What could you do to stay more focused?

2 Listen to the conversation between two students.
What is Rui's opinion about using phones to study?
What is Marta's?

3 Now listen again and answer the questions.

a) Why does Rui say he uses his phone?
b) What problem does Marta mention?
c) How has Rui changed since he was younger?
d) What does Rui decide to do?



Grammar

Question forms (revision)

Yes/no questions: *Do you…?*
Wh- questions: *Where / how / when / why…?*

Exercises

1 Look at these questions from the conversation and answer the questions below.

A. Are you on your phone again?
B. What kind of apps do you use?
C. Where do you find the time to do all that?
D. Doesn't that make it harder to remember things?

a) Which ones begin with a question word?
b) What comes after the auxiliary verb in each question?
c) Which ones are yes/no questions?

Grammar

Asking questions

We form questions in two main ways:

- **Yes/no questions** (ASI pattern): **A**uxiliary + **S**ubject + **I**nfinitive
  Used when the answer is yes or no.
  Example: ***Do*** *you use apps to study?*

  ✅ Auxiliary (be/do/have/will...) + Subject + Infinitive
  ❌ You are on your phone again? → incorrect word order

- **Wh- questions** (QASI pattern): **Q**uestion word + **A**uxiliary + **S**ubject + **I**nfinitive
  Used when we ask for specific information.
  Example: ***Where*** *do you find the time to do all that?*

Manual Digital

Vídeos
Question words: when

Question words: where

Question words: why

Exercises

1 **Write questions for the answers below.**

a) I usually study in the evening because it's quieter at home.
.....?

b) Yes, I use my phone for research and online dictionaries.
.....?

c) I think students should be allowed to use phones, but only for study purposes.
.....?

d) I'm quite good at concentrating if I take short breaks.
.....?

e) You prefer working in groups, don't you?
.....?

2 **Choose one of the topics below and prepare 5 questions to ask your partner.**

Staying focused while studying
Using technology in class
Preparing for exams
Working in groups vs studying alone

- 1 Yes/no question
- 1 Wh- question
- 1 Modal question
- 1 Question with verb *to be*
- 1 Tag question

3 **Speaking. Ask the questions to your partner and compare your answers.**

Vocabulary

Learning

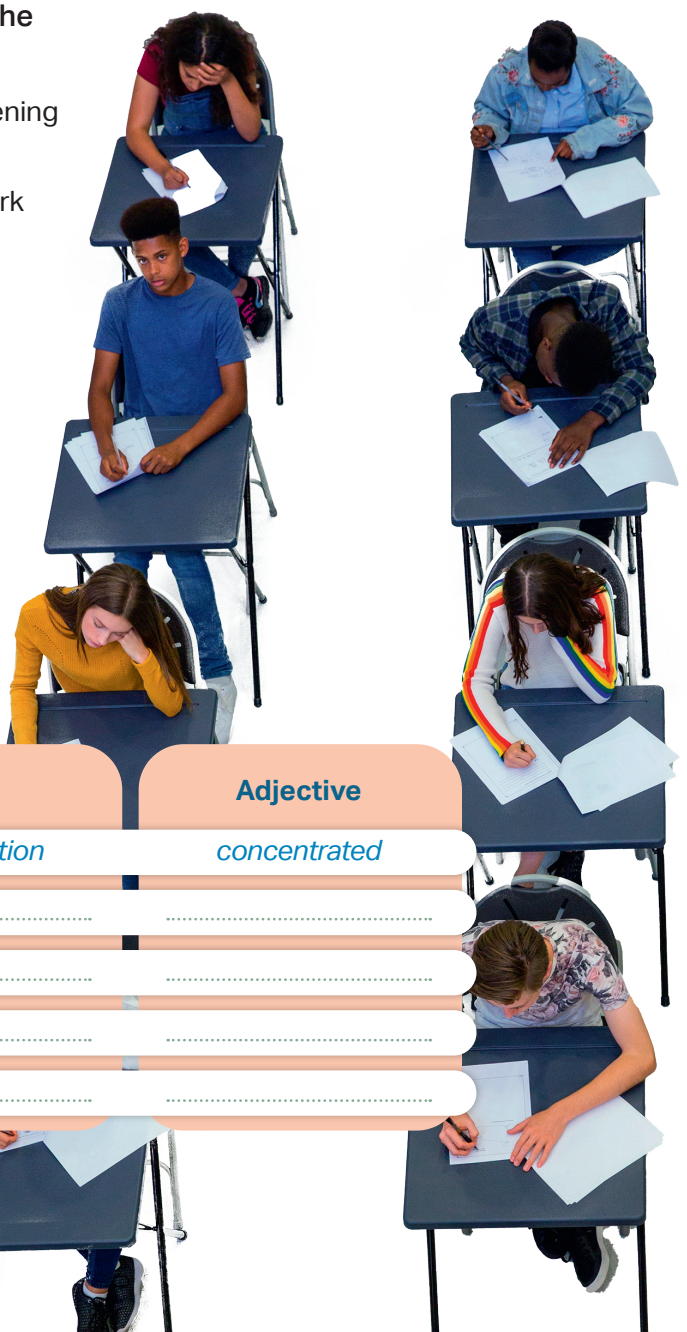
1 Match the verbs to their meanings.

a) ☐ achieve
b) ☐ improve
c) ☐ memorise
d) ☐ concentrate
e) ☐ review

1. to make something better
2. to keep something in your memory
3. to succeed in reaching a goal
4. to give full attention to what you're doing
5. to look again at something you've studied

2 Now complete the sentences with the verbs from exercise **1**.

a) I'm trying to ..... my listening skills this term.
b) She can't ..... on her work when her phone is next to her.
c) We'll ..... the key ideas before the test.
d) I ..... the formula by repeating it several times.
e) He worked hard to ..... the best grade in the class.



3 Complete the table. Then write a sentence using each noun or adjective.

Verb	Noun	Adjective
to concentrate	*concentration*	*concentrated*
to decide	.....	.....
to create	.....	.....
to succeed	.....	.....
to learn	.....	.....

4 **Complete the sentences with the adjectives below.**

curious · determined · motivated · organised · patient · responsible

a) I'm very ..... about new ideas and enjoy asking questions.
b) You need to be ..... if you want to reach long-term goals.
c) It's important to stay ....., even when a subject feels difficult.
d) Good students are usually .....; they plan their time well.
e) Learning takes time, so you have to be .....
f) I try to be ..... for my own learning and results.



5 **Complete the sentences with the correct expression/idiom from the box.**

learn by heart • make progress • a quick learner
learn the hard way • hit the books • learn from mistakes

a) I had to ..... when I failed my first test.
b) She's .....; she remembers new words easily.
c) You'll have to ..... tonight if you want to pass the exam.
d) We all ..... when we face challenges.
e) He's really ..... this term; his marks are much higher.
f) I still remember that poem – I ..... it ..... I was ten.

Speaking



1 **Imagine your school wants to start a new "Learning through art" week. Work in groups of 3-4. Plan one activity that would show how art helps people learn, think, or connect.**



Prepare to explain:

- What students will do
- What skills or values they will develop
- Why this activity matters in today's world



Useful language

Let's organise / plan an activity that...
We could include / invite / create...
Our aim is to show that...
This activity helps students develop...



Let's revise! 0

1 Read the text and circle the correct option.

This year, I **a) decide / am deciding / have decided** to change the way I study. I usually **b) revise / am revising / have revised** everything the night before a test, but it never works. These days, I **c) try / am trying / have tried** to review a little every day instead.
Right now, I **d) sit / am sitting / have sat** in the library, and my friends **e) work / are working / have worked** on a group project nearby. We often **f) share / are sharing / have shared** notes and help each other understand difficult topics. My teacher **g) say / is saying / has said** that planning ahead makes learning easier, and I think she's right. I already **h) feel / am feeling / have felt** more confident than last term. Next week, I **i) take / am taking / will take** my mid-term exams, and this time I **j) know / am knowing / will know** I'll be ready.

2 Read the text and choose the correct option for each gap.

When I first started studying art, I **a)** ..... surrounded by creative people who inspired me to see things differently. At first, I **b)** ..... confident enough to share my ideas, but my teachers encouraged me to take risks. They often said that making mistakes **c)** ..... part of the learning process.
During my first project, I **d)** ..... with recycled materials to create something original. It wasn't perfect, but it helped me **e)** ..... more imaginative and open-minded. Since then, I **f)** ..... that art education develops skills we all need – observation, reflection and communication.
Today, artists **g)** ..... social and environmental issues through their work. Art **h)** ..... people to think critically about the world and imagine solutions. In a society that often **i)** ..... speed and results, creativity reminds us to slow down and **j)** ..... what truly matters.

a)	1. ☐ was	2. ☐ were	3. ☐ had been
b)	1. ☐ wasn't feeling	2. ☐ didn't feel	3. ☐ haven't felt
c)	1. ☐ is	2. ☐ was	3. ☐ has been
d)	1. ☐ experimented	2. ☐ was experimenting	3. ☐ have experimented
e)	1. ☐ become	2. ☐ became	3. ☐ becoming
f)	1. ☐ realise	2. ☐ am realising	3. ☐ have realised
g)	1. ☐ discuss	2. ☐ express	3. ☐ explain
h)	1. ☐ inspires	2. ☐ is inspiring	3. ☐ has inspired
i)	1. ☐ values	2. ☐ appreciates	3. ☐ admires
j)	1. ☐ reflect on	2. ☐ look for	3. ☐ turn to

3 **Complete the sentences with the correct word or expression.**

Excellent!

achieve | concentrate | review | know by heart | make progress | learn from mistakes

a) I can't ..... when my phone keeps buzzing.
b) We'll ..... the key ideas before the test.
c) She worked hard to ..... excellent results.
d) You can ..... if you study a little every day.
e) He had to ..... after failing his first exam.
f) I ..... all the irregular verbs now!

– FAIL –

4 **Choose the correct verb to complete each expression.**

a) ..... a mistake
1. ☐ make **2.** ☐ do **3.** ☐ have

b) ..... notes
1. ☐ do **2.** ☐ take **2.** ☐ give

c) ..... a course
1. ☐ follow **2.** ☐ attend **2.** ☐ join

d) ..... an exam
1. ☐ do **2.** ☐ take **2.** ☐ make

e) ..... your progress
1. ☐ check **2.** ☐ look **2.** ☐ test

5 **Write a short opinion paragraph (100–120 words) about the topic:**
Art helps us learn about ourselves and the world.

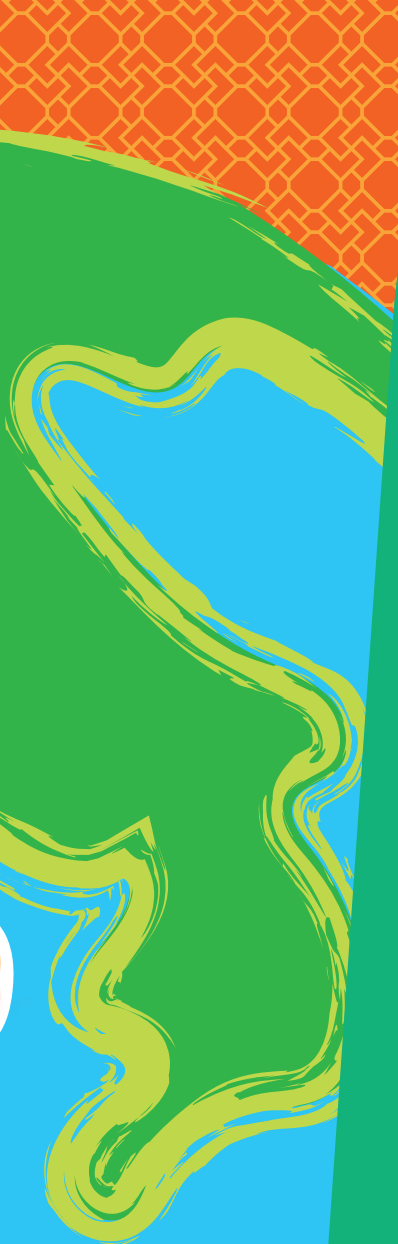
Plan your paragraph:

- Start with your opinion (e.g. *In my view, art plays an important role because…*)
- Give 2 or 3 reasons why art matters in education or society
- Add one example from your experience, school, or community
- Finish with a clear conclusion



1





The changing world

Learning goals

I can…

- identify English-speaking countries in the world
- use idioms: communication, family, human rights
- use phrasal verbs: learning, success, activism
- give opinion in a debate
- talk about English as a global language
- talk about the importance of learning a foreign language
- identify British English and American English vocabulary
- tell a story in the past
- write: an organised paragraph, short story, a blogpost, a short letter, an article, a report
- talk about different types of families and relationships
- describe photos
- make predictions
- discuss ideal learning conditions
- talk about social change, human rights and social activism
- describe an international organisation

Unit structure

1.1 English around the world

1.2 Social changes

1.3 Helping in the community

Look ahead!

Manual Digital

Jogo
25 fun facts about the English language

1 **Picture.** What can you see in the picture? How can music bring people from different backgrounds together? Why is music a universal language?



2 **Song.** Listen to the song and choose the correct option.



I wish I knew how it would feel to be free/One

Lighthouse Family

I wish I knew how it would feel to be **a) free / me**
I wish I could break all the chains **b) folding / holding me**
I wish I could say all the things that I should **c) pray / say**
Say 'em loud say 'em clear
For the whole wide world to hear
I wish I could **d) share / compare**
All the love that's in my **e) heart / chart**
Remove all the bars that keep us apart
And I wish you could know how it is to be **f) free / me**
Then you'd see and agree that every man should be free
I wish I could be like a bird in **g) your eye / the sky**
How sweet it would be if I found I could fly
Well I'd soar to the sun and look down at the **h) sea / tree**
And I'd sing cos I know how it feels to be **i) free / me**
I wish I knew how it would feel to be free
I wish I could break all the **j) chains / rains** holding me
And I wish I could say all the things that I wanna say
Say 'em loud say 'em clear
For the whole wide world to hear

"I wish I knew how it would feel to be free/ One", Lighthouse Family



This song was made famous by **Nina Simone** in the 1960s. It became a powerful **anthem of the Civil Rights Movement** in the United States, expressing the dream of freedom and equality.

Challenge

Freedom Wall

Write one short message about freedom or hope. Post it on the wall for everyone to read.

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



1 Which of these countries has the most people who speak English as a second language?
- **a)** ☐ India
- **b)** ☐ Nigeria
- **c)** ☐ China

2 What do we call English used by speakers from different countries to communicate?
- **a)** ☐ Native English
- **b)** ☐ Global English
- **c)** ☐ Regional English

3 Which English variety includes words like mate, barbie, and no worries?
- **a)** ☐ British English
- **b)** ☐ American English
- **c)** ☐ Australian English

4 What is one main reason English became a global language?
- **a)** ☐ The British Empire and international trade
- **b)** ☐ It's easier to learn
- **c)** ☐ It sounds more musical

5 Which singer famously used her voice to promote freedom and equality through music in the 1960s?
- **a)** ☐ Nina Simone
- **b)** ☐ Taylor Swift
- **c)** ☐ Beyoncé

6 Which movement led to the end of racial segregation in the United States?
- **a)** ☐ The Civil Rights Movement
- **b)** ☐ The Peace Movement
- **c)** ☐ The Environmental Movement

7 Which organisation promotes education, science and culture worldwide?
- **a)** ☐ WHO
- **b)** ☐ UNESCO
- **c)** ☐ EU

8 Which of these organisations helps protect human rights around the world?
- **a)** ☐ Greenpeace
- **b)** ☐ Amnesty International
- **c)** ☐ The United Nations

9 Which global event brings countries together to compete every four years?
- **a)** ☐ The Olympic Games
- **b)** ☐ The World Cup
- **c)** ☐ The Eurovision Song Contest

10 Why is understanding the world around us important today?
- **a)** ☐ It helps us build empathy and make positive change
- **b)** ☐ It helps us win arguments online
- **c)** ☐ It helps us speak faster in English

1.1 English around the world



Vocabulary

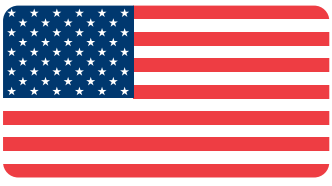
Languages

1 With a partner, make a list of countries where English is the mother tongue.

2 Can you identify these English-speaking countries?



a) .....



b) .....



c) .....



d) .....



e) .....



f) .....

3 Match the words or phrases to the meaning and country.

friend • umbrella • pavement • elevator
afternoon • toilet • It's ok. • move to an earlier time

Word	Meaning	Country
a) brolly	.....	.....
b) arvo	.....	*Australia*
c) washroom	.....	.....
d) braai	*barbecue*	.....
e) bakkie	.....	*South Africa*
f) no worries	.....	.....
g) lift	.....	.....
h) sidewalk	.....	.....
i) prepone	.....	*India*
j) mate	.....	.....

English is spoken in many different ways around the world, and each country adds its own words and expressions.

4 **Now complete these sentences with words from exercise 1.**



a) When the rain started suddenly, she opened her ..... and kept walking.

b) The company decided to ..... the meeting so that everyone could finish earlier.

c) We took the ..... to the top floor because we were carrying heavy boxes.

d) After the long trip, he went straight to the ..... to freshen up.

e) "Thank you for waiting!" – "....." she replied with a smile.

f) On weekends, they often have a ..... and invite their neighbours for dinner outdoors.

5 **Speaking.** **Discuss these questions in pairs.**

a) Why do you think English has so many different words around the world?

b) How can learning these differences help you as an English speaker?

c) Are there any English words that sound funny or interesting to you?

d) Can you think of any examples where Portuguese or Creole words are used in English in Cabo Verde?



Challenge

Work in small groups and create a **poster called "English around the world."**

Include:

- 3-5 English words or expressions from different countries, their meanings or translations
- One short example sentence for each
- A small flag or image to represent each country

Add a short title or slogan that shows your message.
For example: "*Same language, different words*"

Same language, different words

Listening

Manual Digital

Jogo
Monologue: Kiara

1 You're going to hear Kiara talking about English in South Africa. Guess which of these statements are true (T) or false (F).

a) ☐ She expected English to sound different everywhere.
b) ☐ She learned some local words she didn't know.
c) ☐ She gave up after a few days.



2 Now listen and check.

3 What is the main idea of Kiara's story?

a) ☐ She didn't like the local English in South Africa
b) ☐ She learned to understand new expressions through experience
c) ☐ She studied South African grammar rules

4 Listen again and choose the correct option.

a) What surprised Kiara when she arrived in South Africa?
1. ☐ People used words she didn't know
2. ☐ Everyone spoke very fast
3. ☐ No one understood her

b) What did her friends often do in conversation?
1. ☐ Correct her pronunciation
2. ☐ Teach her slang
3. ☐ Translate her sentences



c) How did Kiara finally learn the meanings?
1. ☐ She looked them up in a book
2. ☐ She asked teachers for help
3. ☐ She discovered them through use

WORD POWER

Phrasal verbs – Learning

A **phrasal verb** is a verb followed by one or two small words (called particles) that change its meaning.

Example: *I **came across** words like robot.*

1 Use the words in the boxes to form possible phrasal verbs. Then match each phrasal verb to its meaning below.

Verbs	look	pick	get	run	break	keep	point	turn
Particles	out	up	out	across	with	up	down	into	up

Phrasal verb	Meaning
a)	**1.** meet by chance
b)	**2.** result or end up being
c)	**3.** continue learning or following
d)	**4.** communicate an idea clearly
e)	**5.** stop working or fail
f)	**6.** highlight or mention
g)	**7.** learn something naturally
h)	**8.** find information

2 Use one of the phrasal verbs above in the correct form.

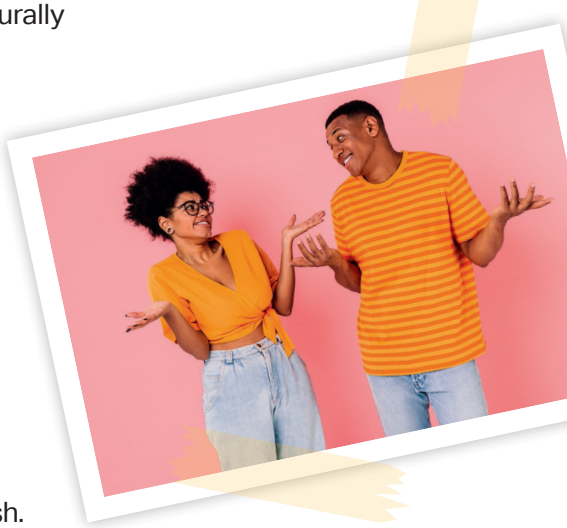
a) We stopped talking because communication .....

b) I often ..... new expressions from films.

c) My teacher always ..... mistakes politely.

d) You should ..... difficult words before class.

e) It ..... that our partners spoke excellent English.



3 Complete the questions with phrasal verbs. In pairs, ask and answer the questions.

a) How do you usually ..... new English words?

b) Have you ever ..... a misunderstanding when speaking English?

c) Do you find it easy to ..... your ideas in another language?

4 Write 5 sentences about you using the phrasal verbs in exercise **1**. Then compare them with your partner. Do you have anything in common?

Listening





1 Discuss these questions in pairs.

Would you rather…?

a) … people always ask you to repeat, or pretend to understand you?

b) … have people correct your English all the time or never correct you at all?

c) … be in a group where no one speaks, or where everyone disagrees?

Manual Digital

Áudio
Conversation: learning English

2 Listen to a conversation. What is the main idea?

a) ☐ English is replacing other languages.

b) ☐ The speakers discuss both the advantages and the limits of English.

c) ☐ They completely disagree about learning English.

3 Listen again and complete the table with expressions from the dialogue.

Function	Expression
Giving your opinion	.....
Showing you are unsure	.....
Agreeing	.....
Partly agreeing	.....
Softening disagreement	.....

4 Listen to the conversation again and complete the gaps.

Paul: I ..... everyone should learn English because it ..... people. You can travel or study almost anywhere.

Daniela: ....., but I'm not sure it's fair. Some people don't have the same opportunities to learn.

Paul: ....., but English is useful for jobs.

Daniela: ....., but local languages are important too. We shouldn't forget them.

Paul: ..... Maybe what matters is balance – using English and keeping our own languages alive.

5 In English, we often add small words to make our opinions sound polite or open.

Examples:
- *I think maybe...*
- *That's true, but I also believe...*
- *You could be right, although...*

6 Work in pairs. Complete each sentence in your own words.

a) I think maybe .....

b) That's true, but I also believe .....

c) You could be right, although .....

7 Match each beginning (1-4) with a possible response (a)-d)).

a) ☐ English connects people around the world.

b) ☐ Social media makes English more important.

c) ☐ Local languages are disappearing.

d) ☐ Everyone should learn one foreign language.

1. You're right, but not everyone has access to the internet.

2. I agree, but people should also learn their own history.

3. That's true, and it helps us understand different cultures.

4. I'm not sure that's completely true.

8 Reorder the words to make natural sentences.

a) right / you / could / but / be / too / difficult / it's

.....

b) maybe / I / learning / languages / is / fun / think

.....

9 **Speaking.** Work in small groups. Choose one topic below and discuss.

English is more important than maths.

Music helps people learn languages.

School should start later in the day.



Reading

Manual Digital

Vídeo
English for beginners (advert)



1 Look at the picture. Why do you think this man might need to learn English?

2 Watch the video. What emotions can you see on the man's face?

a) ☐ Frustration b) ☐ Excitement c) ☐ Curiosity
d) ☐ Joy e) ☐ Determination f) ☐ Love

3 What do you think the sentence "Hi, I'm your grandpa" means in this story?

4 Read the article and find out why English spread so widely.

How English became the global language

English is often described as a global language, or *lingua franca*, because people from many different countries use it to communicate. Today, there are around 350 million native speakers and over 430 million people who speak it as a second language. This means English is spoken by more than 15% of the world's population.

But how did English reach this position? The story began centuries ago, with **trade**, exploration, and the expansion of the British Empire. As Britain established colonies in Africa, Asia, and the Americas, the English language travelled with it. Later, in the 20th century, the growing political and economic power of the United States helped English spread even further. Movies, music, and technology all played their part in making English the language of global culture.

Today, English is the international language of business, science, and technology. Many multinational companies use English as their main working language, and most **MBA programmes** are taught in English. In science and medicine, researchers publish their studies in English so that people around the world can access their work. International conferences, too, are almost always held in English.



In the media, English is the language of global journalism, television, and the internet. For travellers, English makes communication easier and opens doors to new opportunities. It is also the official language of aviation, used by pilots and air traffic controllers everywhere.

Of course, English doesn't sound the same everywhere. Local varieties – from Indian English to Nigerian English — have added new **accents**, words, and expressions, making the language richer and more diverse.

Whether for work, study, or pleasure, learning English helps connect people across cultures. With so much information and media available in English, there has never been a better time to learn it.

Source: www.englishlive.ef.com (adapted)

Vocabulary box

trade: the exchange of goods and resources between people, regions, or countries
MBA: Masters in Business Administration
accent: a person's way of pronouncing words

5 Choose the correct option.

a) Why did English first spread around the world?

1. ☐ Because of American technology
2. ☐ Because of British trade and colonisation
3. ☐ Because people wanted to travel

b) What helped English grow in the 20th century?

1. ☐ The British Empire
2. ☐ The influence of the United States and global media
3. ☐ The rise of social media

c) Why is English important in business today?

1. ☐ It is the language of most multinational companies
2. ☐ It is easier to learn than other languages
3. ☐ It is used only in English-speaking countries

d) How has English changed in different countries?

1. ☐ It has stayed the same
2. ☐ It has mixed with local languages
3. ☐ It has become harder to learn

e) What is the main idea of the text?

1. ☐ English is disappearing
2. ☐ English connects people
3. ☐ English should only be used in business

6 Match the words with their meanings.

a) ☐ *lingua franca*
b) ☐ colonisation
c) ☐ globalisation
d) ☐ variety
e) ☐ culture

1. people and traditions of a place
2. a shared language between speakers of different native languages
3. becoming worldwide in influence
4. the act of taking control of another country
5. a particular form or version of something

7 Speaking. Discuss these questions in pairs.

a) English is often called a ***lingua franca***. In what situations do you use it that way?

b) How do you think **globalisation** has changed the way people learn and use English?

c) Do you know any **varieties** of English (e.g. *Nigerian or Singaporean*)? What makes them unique?

d) How has English influenced your local **culture**? Can you give examples?

e) Do you think the global spread of English is a positive result of **colonisation**, or does it cause problems today? Explain.



Listening

Manual Digital

Áudio
Interview: Leo's languages

1 Look at the statements below and tick (✓) any that are true for you. Then compare with a partner.

- ☐ I speak more than one language every day.
- ☐ I mix languages when I talk with friends.
- ☐ I sometimes change languages depending on who I'm talking to.
- ☐ I watch films or series in another language.
- ☐ I follow influencers or musicians who speak a different language.
- ☐ I feel more like "myself" in one language than another.



2 Which ones are the most common in your class? Why do you think so?

3 Listen to Leo being interviewed on the languages he speaks. Which is the correct message? Choose the one that best matches what he says.

a) ☐ I speak English because it's my mother tongue. I use it at home every day.
b) ☐ Creole is my first language, but I also speak Portuguese and English.
c) ☐ I only speak one language and I'm not interested in learning others.

4 Now listen again and choose the correct answer.

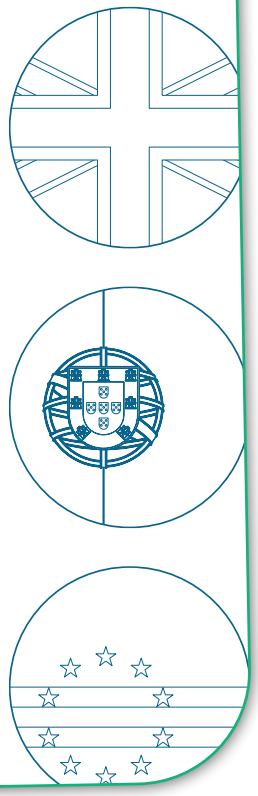
a) Leo first learned to speak
1. ☐ English. **2.** ☐ Portuguese. **3.** ☐ Creole.

b) He learned English mainly through
1. ☐ travel. **2.** ☐ school and media. **3.** ☐ family.

c) He says he's bilingual because he
1. ☐ studies two languages.
2. ☐ can switch easily between languages.
3. ☐ teaches languages.

d) Being bilingual helps him
1. ☐ make friends and study.
2. ☐ find work abroad.
3. ☐ translate for others.

e) Leo believes each language
1. ☐ expresses a different side of him.
2. ☐ has the same grammar.
3. ☐ is difficult to learn.



5 **Complete the sentences with a word from the box. Use each word only once.**

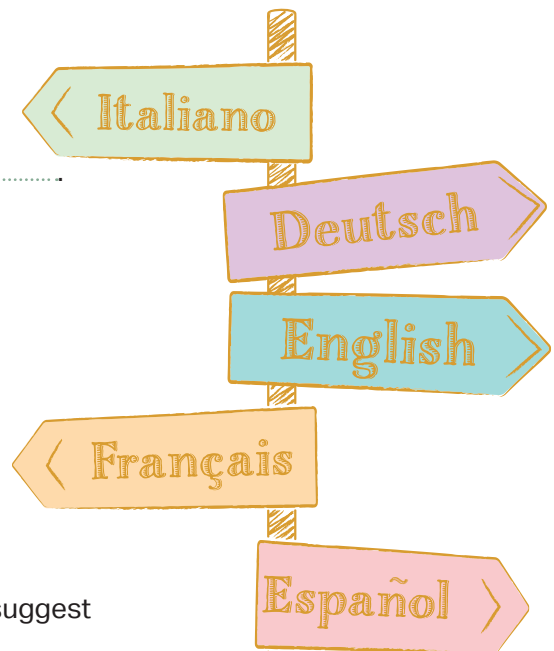
mother tongue • first language • second language
bilingual • multilingual • fluency

a) My ..... is Portuguese, but I also speak English at school.
b) English is my ..... because I learned it after Portuguese.
c) People who can speak two languages fluently are called ..... .
d) In Cabo Verde, many people grow up in ..... communities, using Portuguese, Creole, and sometimes French.
e) Speaking regularly with native speakers helps improve your ..... .
f) My ..... and my first language are the same – the language I learned at home.



6 **Complete the sentences about yourself. Then share with a partner.**

a) My mother tongue is ..... .
b) My second language is ..... .
c) I feel most confident speaking ..... .
d) I'd like to improve my ..... in ..... .



Speaking

1 **Your school is planning to offer a new foreign language course next year. Work in groups of 3-4 and decide which language should be chosen. You must agree on one language only and be ready to explain your choice to the class.**

Look at the list of possible languages. You may also suggest another one if you can justify it.

French · Spanish · Italian · German · Chinese · Japanese · Arabic

Use the questions to guide your discussion:

- How useful would this language be for students in Cabo Verde?
- How difficult would it be to learn?
- How important is its culture, music, or media for young people?
- How could it help with future studies or jobs?

Useful language

What do you think about learning...?
How do you feel about...?
Would it be useful for us to learn...?
Do you agree that... would be a good choice?

Grammar

Manual Digital

Jogo
Present Simple vs Present Continuous

Present tenses (revision)



When I **switch** languages, sometimes feel like **I'm switching** worlds.

Tense	Form	Use	Examples
Present simple	Subject + base verb (+ s/es)	Habits, facts, general truths	*It **gives** me flexibility.*
Present continuous	am/is/are + verb -ing	Actions happening now or around now; temporary situations	*We're **talking** about language.*
Present perfect	have/has + past participle	Past actions with results in the present; experiences	*English **has opened** doors for me.*

Exercises

1 Read Leo's sentences. Underline the verb form and indicate: Simple (S), Continuous (C), or Perfect (P).

a) ☐ I think and dream in Creole.
b) ☐ I catch myself thinking in English.
c) ☐ It has opened doors for me.
d) ☐ I feel more confident.
e) ☐ I am switching worlds.

2 Which tense does Leo use the most when talking about his identity? Why do you think so?

3 Complete the sentences with the correct form of the verb in brackets.

a) Leo usually ..... (**watch**) films in English.
b) Right now, he ..... (**talk**) about how languages shape his life.
c) He ..... (**learn**) English since primary school.
d) Many young people in Cabo Verde ..... (**use**) social media to practise English.
e) Leo ..... (**feel**) proud of being bilingual.
f) I ..... (**never / think**) about how language affects identity.

4 Complete the sentences about yourself using the correct **present tense**. Then share your answers with a partner. Compare how language shapes who you are.

a) My first language .....

b) I usually ..... **(speak)** ..... at home.

c) At the moment, I ..... **(learn)** .....

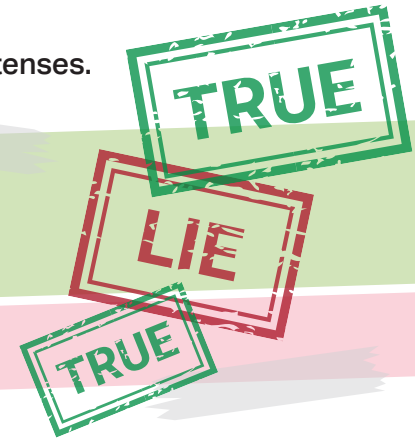
d) Recently, I ..... **(discover)** that I enjoy .....

e) I often ..... **(think)** in ..... when I'm nervous/excited.

5 Write 3 sentences about yourself using different present tenses. Two should be true and one is a lie.

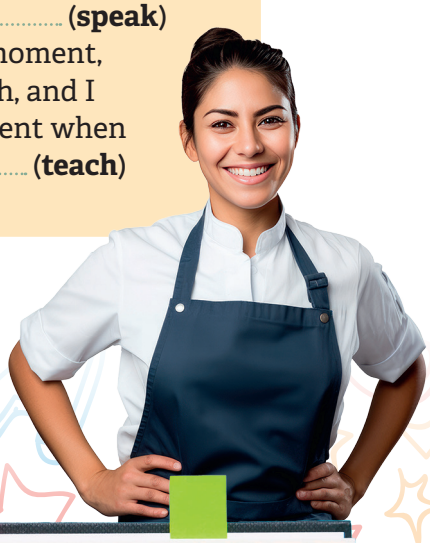
- One **fact** (Present simple)
- One **action happening now** (Present continuous)
- One **experience** (Present perfect)

Then read them to your partner and guess which one is a lie.



6 Complete the text with the correct form of the verbs in brackets. Use the **present simple**, **present continuous**, or **present perfect**.

I ..... **(come)** from Portugal, but I ..... **(live)** in Canada for almost three years now. I ..... **(work)** as a chef in a small restaurant, and I really ..... **(love)** my job. Every day I ..... **(speak)** both English and Portuguese with my colleagues. At the moment, I ..... **(take)** evening classes to improve my English, and I ..... **(notice)** that I ..... **(feel)** more confident when I talk to customers. Moving to another country ..... **(teach)** me a lot about patience and communication.



7 **Present Tense Diary.** Write 5 sentences about how languages are part of your daily life. One in each tense: **simple**, **continuous**, **perfect**.

Reading

Manual Digital

Jogo
Idioms about language

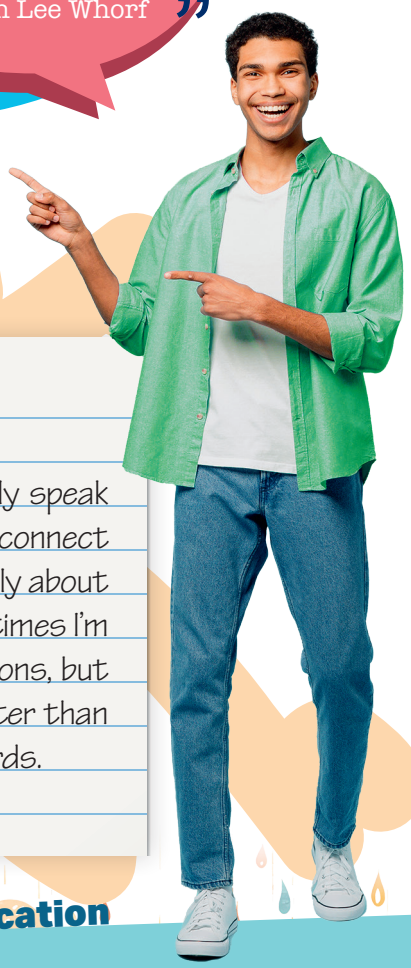
1 **Read the quote and discuss the questions with a partner.**

a) What do you think this quote means?
b) Do you agree or disagree? Why?
c) Can you think of an example from your own experience?

> "Language shapes the way we think, and determines what we can think about."
> Benjamin Lee Whorf

2 **Read the paragraph and answer the questions.**

a) What is the main idea of the paragraph?
b) Find two expressions that are not meant to be taken literally. What do they mean?
c) Which sentence gives the writer's final message?



The power of language

Language shapes the way I see the world. I only speak Portuguese, but it helps me express who I am and connect with others. I often speak my mind when I care deeply about something because honesty matters to me. Sometimes I'm lost for words when I try to describe strong emotions, but that's okay – what I do often shows how I feel better than words can. In the end, actions speak louder than words.

WORD POWER

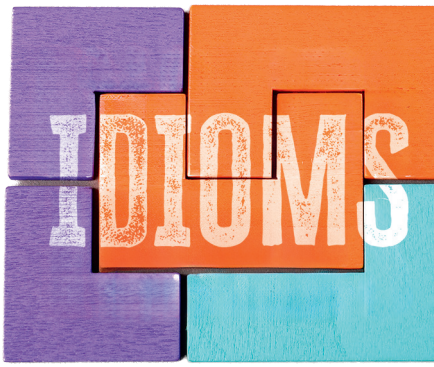
Idioms – Communication

An idiom is a group of words with a special meaning that's different from the literal one.

Example: ***It's raining cats and dogs*** means it's raining heavily, not that animals are falling from the sky!

1 Match the idioms to the meanings.

Idioms	Meanings
a) ☐ speak your mind	**1.** be unable to express yourself clearly
b) ☐ be lost for words	**2.** say exactly what you think
c) ☐ actions speak louder than words	**3.** what you do is more important than what you say
d) ☐ be on the same wavelength	**4.** understand someone easily
e) ☐ have a way with words	**5.** express ideas beautifully or persuasively



2 Complete the sentences using the idioms above.

a) When I met my best friend, I knew we were .....

b) I was ..... when I heard the news.

c) My teacher always ..... She's so honest.

d) He really .....; everyone listens when he speaks.

e) Don't just promise to help. Remember, ...!

Writing

1 Write one well-organised paragraph (69-80 words) using at least 2 idioms from the previous exercises. Your paragraph must include:

- A clear topic sentence introducing your main idea
- Supporting sentences with examples or explanations
- A concluding sentence that sums up your message

Use these expressions to connect your ideas: e.g., *because, in my opinion, as a result, that's why, in the end*

A paragraph usually has three parts:

Part	Purpose	Example
Topic sentence	Introduces the main idea	*Language shapes the way I see the world.*
Supporting sentences	Give examples, explanations, or details	*I often speak my mind when I care deeply about something*
Concluding sentence	Summarises or gives a final thought	*My friends and I are usually on the same wavelength, and that makes communication easy and fun.*



Listening

1 Look at the photos. What comes to your mind when you think of these cities?





Manual Digital

Áudio
Conversation: English varieties

2 Which type of English do you prefer: British or American? Why? Discuss with a partner.

3 Listen to Isa from Cabo Verde, and Mateo, from Chile. Then answer these questions.

a) Where are they having the conversation?

b) What are they doing in London?

c) What did Mateo do before coming to London?

d) What does he say about Chicago?

4 Listen again. Write who says each idea: Isa (I), Mateo (M), or Both (B).

a) ☐ English sounds different in different countries.

b) ☐ It is more than vocabulary – it has its own rhythm and culture.

c) ☐ Learning English adds another voice to who we are.

d) ☐ Studying abroad helps people see the world differently.

5 Listen to the conversation again and complete the gaps.

Isa: You sound really confident in English, Mateo. Have you **a)** ..... it for a long time?

Mateo: Yes, I **b)** ..... a year in Chicago before coming here. I'd never **c)** ..... how different English could sound until I arrived in London.

Isa: I know what you mean. Yesterday I was **d)** ..... to people on the train and couldn't understand half of what they were saying!

Mateo: Same here. In the U.S., people said elevator and trash. Here it's lift and **e)** ..... . But it's more than vocabulary. It's a whole different **f)** ..... .

Isa: Yes, and people speak in such polite ways. It's like culture **g)** ..... inside the language.

Mateo: Exactly. I think there isn't just one **h)** ..... . There are Englishes, each one carrying a story, a history, an identity.

Isa: That's beautiful. I think learning English has **i)** ..... how I see myself too. It's like I'm not losing my voice; I'm adding another one.

Mateo: I feel the same. Maybe that's what studying abroad really **j)** ..... us – not just a language but all the worlds inside it.

Manual Digital

Vídeo
English-speaking countries

Jogo
Digital game: English-speaking countries



6 Match the words that mean the same.

British English		American English
a) ☐ flat		**1.** pants
b) ☐ lift		**2.** trash
c) ☐ trousers		**3.** chips
d) ☐ crisps		**4.** apartment
e) ☐ rubbish		**5.** elevator

7 Complete the sentences with one of the words above.

a) We took the ..... to the third floor.
b) Can you help me carry the ..... outside?
c) I bought a new pair of ..... yesterday.
d) Let's have some ..... with our sandwiches.
e) My cousin lives in a small ..... in London.

8 **Speaking.** In pairs, prepare a short role-play showing a conversation between people who use different types of English (for example, British and American). Rehearse and perform your role-play for the class.



Reading

1 When people move from one country to another, they don't just pack clothes and books. They also take things you can't see, for example memories. If you moved to another country, what invisible things would you take with you? Write or draw 3 ideas.

2 Share your ideas with a partner. Did you choose similar or different things?

3 Read the text and find out what English took with it on its journey across the ocean.



One language, two stories

When English crossed the Atlantic in the 1600s, it **packed more than just words into its suitcase**. It carried people, ideas, and dreams of a new world. Over time, the language developed in different ways on each side of the ocean. In Britain, centuries of history shaped English through tradition, the influence of the monarchy, and contact with Europe. In America, English met new landscapes and new people. It borrowed words from Native American, Spanish, and later from the many immigrants who arrived from all over the world. An American farmer, a New York journalist, and a California musician could all use the same language in different ways: practical, direct, and inventive.

Across the Atlantic, British English continued to evolve, rich in regional accents, humour, and understatement. While Americans simplified spellings like color and center, British speakers kept older forms from French and Latin. Neither variety is better; each tells the story of its speakers.

Today, global media, music, and technology are bringing the two varieties closer again. When a British teenager watches an American series or an American listens to British music, the language keeps travelling, changing, and connecting people across the world.

4 Read the text again and choose the correct answer.

a) When English arrived in America, it **1.** ☐ stayed the same. **2.** ☐ adapted to new places and people. **3.** ☐ became another language entirely.

b) The text says American English was influenced by
1. ☐ Latin and Greek.
2. ☐ Native American and immigrant languages.
3. ☐ British traditions.

c) Which statement is true about modern English?
1. ☐ It belongs only to native speakers
2. ☐ It is becoming identical everywhere
3. ☐ It keeps changing and connecting people

5 What does the word pack in this sentence mean "it packed more than just words into its suitcase"? Why is it a good word to show how a language travels and changes?

Vocabulary

English varieties

British and American English often sound different because of the way vowels are pronounced, and syllables are stressed.

1 **Long and short vowels.** Listen and repeat. Notice how the vowel sounds change.

	BRITISH ENGLISH (RP)	AMERICAN ENGLISH (GA)
dance	/dɑːns/	/dæns/
path	/pɑːθ/	/pæθ/
half	/hɑːf/	/hæf/
can't	/kɑːnt/	/kænt/
tomato	/təˈmɑːtəʊ/	/təˈmeɪtoʊ/



British English (RP) shows the British standard sound.

American English (GA) shows the American standard sound.

2 British English often uses a longer **/ɑː/** sound, while American English uses the shorter **/æ/** sound. Practise saying these sentences in British and American English.

1. I can't dance on this narrow path.
2. I cut the tomato in half.

3 In some words, British and American English stress different syllables. Listen and notice the stressed syllable.

GB de'fence	**GB** a'dress	**GB** a'luminium
US 'defense	**US** ad'dress	**US** alu'minum

4 Practise saying the words aloud. Which pronunciation sounds more familiar to you?

Manual Digital

Áudios
British English and American English vowels

British English and American English stress syllables

Jogo
Digital game: British and American English

Vídeo
Do you speak British?

Grammar

Manual Digital

Vídeos
Past Simple: irregular verbs

Past Simple vs Past Continuous

Past Perfect Simple

Past tenses (revision)



Tense	Form	Use	Examples
Past simple	Verb + -ed or irregular form	Habits, facts, general truths	*I **spent** a year in Chicago before coming here.*
Past continuous	was/were + verb -ing	Actions happening now or around now; temporary situations	*Yesterday I **was listening** to people on the train and couldn't understand half of what they were saying.*
Past perfect	had + past participle	Past actions with results in the present; experiences	*I'd **never realised** how different English could sound until I arrived in London.*

Exercises

1 Choose the correct option.

a) I **spent / was spending** a year in the U.S. before moving to London.

b) I **listened / was listening** to people on the train when I heard a new expression.

c) He **had never realised / never realised** how different English could sound.

d) While **we talked / were talking**, I noticed our accents were not the same.

e) She **studied / had studied** British English before visiting Chicago.





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

a) Mateo ..... (**study**) in Chicago before he came to London.

b) Isa ..... (**listen**) to people on the train when she noticed they were Australian.

c) I ..... (**learn**) a lot of new expressions during my first week abroad.

d) He ..... (**never / realise**) how different English could sound until that moment.

e) They ..... (**talk**) about accents and culture when the teacher arrived.



3 Read and complete the text with the correct past tense form of the verbs in brackets.

When Isa first **a)** ..... (**arrive**) in London, she **b)** ..... (**think**) she already knew English well. But during her first week, she **c)** ..... (**realise**) that British English was very different from what she **d)** ..... (**learn**) before. One morning, while she **e)** ..... (**wait**) for the bus, she heard two people talking and couldn't understand them. Later, she **f)** ..... (**write**) to her friend Mateo, who **g)** ..... (**study**) in the US the year before, to share her experience.

Speaking

1 Think of a real or imaginary situation that could begin with one the phrases below.

- I was walking to school when...
- It was a rainy afternoon and suddenly...
- I'll never forget the day I met...
- Everything was going well until...
- Before that day, I had never...

Choose one and tell your partner what happened using past tense verbs.

- What was happening at the beginning?
- What suddenly changed?
- How did it end?
- How did you feel?



Writing

1 Now write a short story (100–120 words) called **"My unforgettable moment"** based on the same or another idea. Follow this plan:

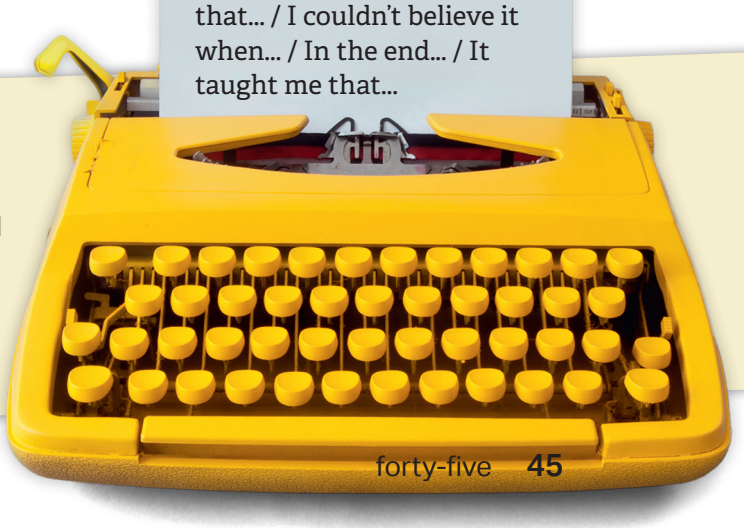
Paragraph 1: Set the scene (when, where, who)

Paragraph 2: Describe what happened (use past simple and past continuous)

Paragraph 3: Explain how it ended and how you felt (use past perfect if needed)

Useful language

It all started when... / While I was... / Suddenly... / Before that... / I couldn't believe it when... / In the end... / It taught me that...



Reading

Manual Digital

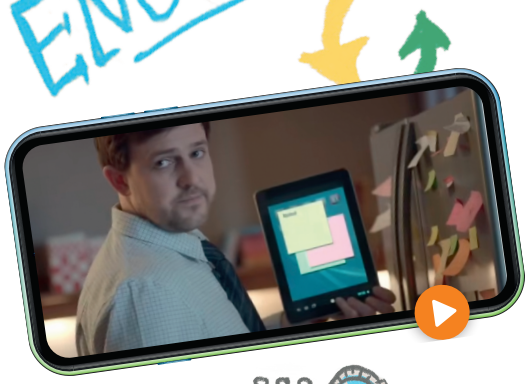
Vídeos
Gadgets (advert)

Multicultural short story

1 **Discuss these questions in pairs.**

a) What are the advantages and disadvantages of using screens versus paper? Discuss with a partner.

b) Watch the video. Do you agree with the man or the woman?



2 **Read the blogpost. What is the writer's main message?**

HOW THE INTERNET BECAME MY ENGLISH TEACHER

I never thought I'd learn so much English just by being online. When I was younger, I spent hours watching tech reviews and music interviews on YouTube. At first, I read the subtitles, but soon I realised I didn't need them anymore.

Later, I joined a Discord server where people from all over the world play games and chat. That's when my English really started improving. I began to pick up slang and expressions that never appear in textbooks.

Now I use English every day when I comment on videos, search for information, or post my own content. I've even made friends I've never met in person.

The best thing is that English no longer feels like a school subject. It's simply the language I use to connect with the world.

learn english

3 **Read the post again and answer the questions.**

a) How did the writer first start learning English online?

b) What helped the writer stop using subtitles?

c) What did they learn from chatting online?

d) How do they feel about English now?



4 Look at how the text is structured. Add examples from the text.

Part	What it does	Example from text
Beginning	Introduces the topic	
Middle	Describes experiences and examples	
Ending	Gives a reflection or conclusion	

Manual Digital

Vídeo
Writing tutorial: how to write a blog post

5 Why does this structure make the text easy to follow? Discuss with a partner.

6 Complete the sentences with your own ideas on the topic of using **English online**.

a) I use English when I…

b) At first I…, but now I…

c) I've learned new words from…

d) Over time, I've become more confident at…

e) I often search for… in English

f) These days I… without thinking.

7 In pairs, share your sentences about how you use English online.

Writing

1 Write a short blogpost (100-130 words) about your experience using English online.

Plan:
- How you first started using English online
- What online activities helped you improve
- What you've learned and how your English has changed
- How you feel about English now

Checklist
- ☐ Use sequencing expressions (*At first, then, later, now, these days*)
- ☐ Use 1-2 phrasal verbs (*pick up, look up, find out, turn off, log in*)
- ☐ Include one feeling or reflection (*I'm proud, confident, surprised, curious…*)

Reading

Manual Digital

Áudio
"My English voice", Anna Pires

1 **Discuss these questions in pairs.**

a) Do you ever read or listen to poetry in English or in your own language?
b) What do you enjoy or find difficult about reading poems?
c) What do you think a poem called "My English voice" might be about?

2 **Read the poem and listen to the recording. Check your predictions.**

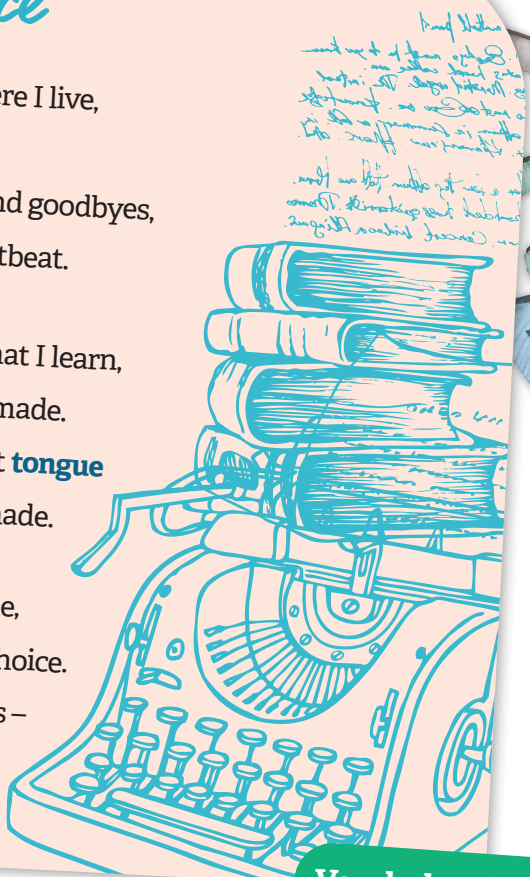
My English voice

My English has waves from the sea where I live,
echoes of teachers and songs on repeat.
It travels through islands and screens and goodbyes,
collecting new rhythms with every heartbeat.

My English is **stitched** from the words that I learn,
borrowed, exchanged, and sometimes remade.
It carries the warmth of my mother's first **tongue**
and colours from journeys I haven't yet made.

My English is music – not perfect, but mine,
a bridge made of laughter, mistakes, and choice.
I don't want one accent; I want many tones –
together they form *my English voice*.

"My English voice", Anna Pires



Vocabulary box

stitched: joined or connected
tongue: another word for language

3 **Read the poem again and answer the questions.**

a) How does the poet describe their English?
b) What emotions are linked to the poet's use of English?
c) What do "many tones" symbolise at the end?

4 **Vocabulary and imagery.** Find words in the poem that relate to the following.

a) Sound / music: .....
b) Travel / movement: .....
c) Emotion / belonging: .....
d) Learning / creation: .....

5 **Pronunciation and rhythm.** Listen to the poem again.

a) Tap the beat as you hear the lines. Which lines have a steady rhythm? Which flow more freely?
b) Read the poem aloud in pairs. Experiment with speed, stress, and emotion.



6 In pairs or small groups, write a short poem (4–6 lines) inspired by "My English voice". You can begin with one of these examples:

Examples:
- *My English sounds like...*
- *When I speak, I carry...*
- *My words travel through...*
- *I want my English to...*

TIP
Don't worry too much about rhyme. Focus more on rhythm, repetition, and imagery!

7 Share your poem in a small group or record it. Then discuss:

a) What makes each person's English unique?
b) How does writing a poem help you see language differently?

Challenge

Create a class collection or digital gallery called "Voices of English." Include each student's poem, voice recording, or illustration. Celebrate the many *Englishes* spoken in your classroom.



CVING11 – 4

Reading

"The village of many voices"

1 **Look at the title "The village of many voices".**

a) What do you think the story will be about?

b) What could the words many voices mean?

c) How can people build bridges between languages and cultures?

2 **Read the story and discuss with a partner what it teaches us about diversity and communication.**

The village of many voices

Long ago, there was a mountain village where every family spoke a different language. They all lived peacefully, but they couldn't understand one another. When a storm destroyed the main bridge, no one knew how to rebuild it because nobody could share their ideas.

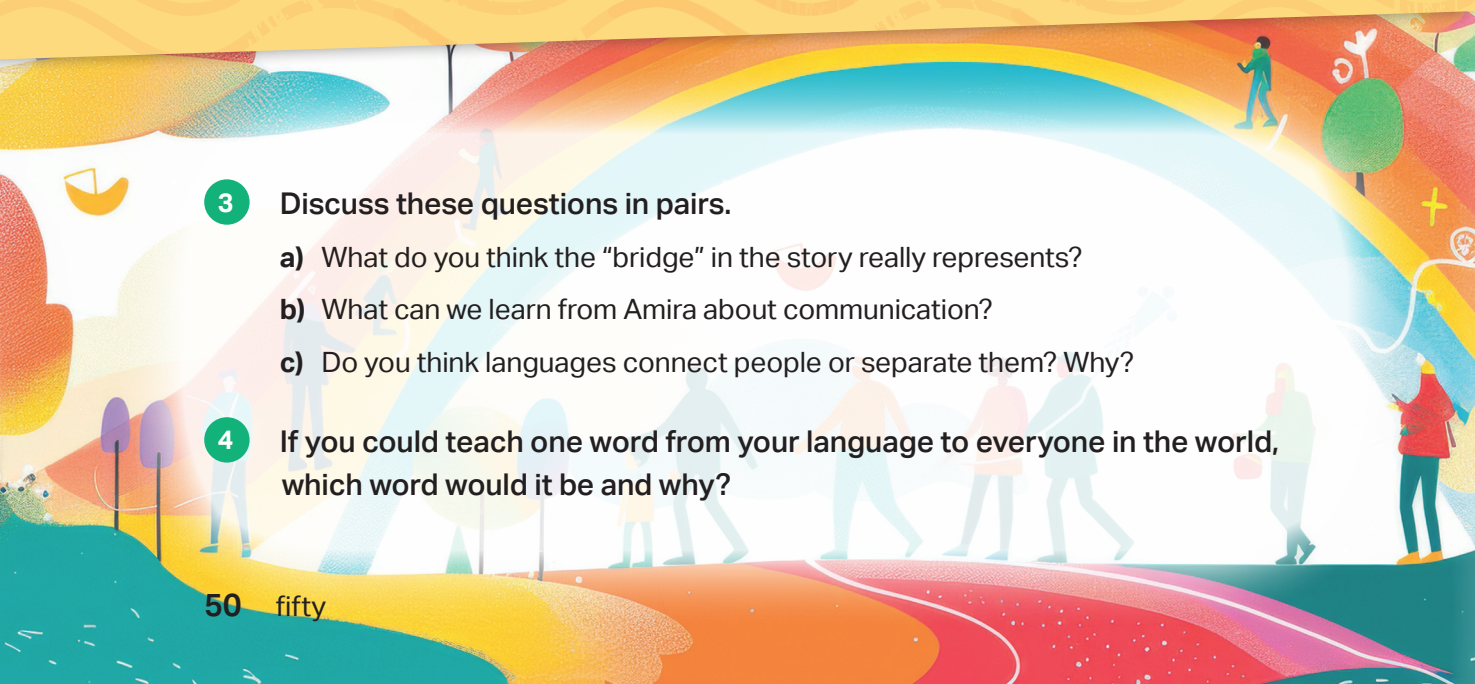
A young girl named Amira decided to help. Every morning she visited each family to learn a few of their words. She listened carefully, practised, and soon she could greet people in every language.

One day, Amira had an idea. She asked the children to draw pictures of the bridge. The villagers used the drawings instead of words and began to work together.

After many weeks, the new bridge stood strong. The villagers celebrated, dancing and singing in all their languages. From then on, they used both pictures and words to share their stories and traditions.

Amira had shown them that understanding begins when people listen, not just speak.

"The village of many voices", Anna Pires



3 **Discuss these questions in pairs.**

a) What do you think the "bridge" in the story really represents?

b) What can we learn from Amira about communication?

c) Do you think languages connect people or separate them? Why?

4 **If you could teach one word from your language to everyone in the world, which word would it be and why?**

Mini-project



Make your voice heard!

Give your country a voice through stories and folk tales. In pairs or small groups, prepare a short presentation about a piece of your culture.

1. Collect and share a traditional story or folk tale from Cabo Verde.

You can:

- Ask family members or older neighbours to tell you a story they remember.
- Look for folk tales online or in a local library.
- Or choose a well-known song or legend that tells a story about the islands.

2. Prepare your presentation.

Work in pairs or small groups. Prepare a short presentation (3-5 minutes) that includes:

- Title and origin of the story (which island, region, or community)
- Main characters and plot (what happens)
- Moral or message of the story
- Why you chose it and what it teaches about Cape Verdean culture
- You can illustrate your story, create a poster or digital slide, or perform a short dramatisation.

3. Share and reflect.

- Present your story to the class.
- Discuss these questions:
  - What values or lessons are common in Cape Verdean tales?
  - How are they similar to or different from "The Village of many voices"?
  - Why do you think stories remain important across generations?



1.2 Social changes



Manual Digital

Vídeos
Families diversity (advert)

Richard and John: family structures

Vocabulary

Family



1 Watch the video and number the events in the order you hear them.

a) ☐ A child says someone at school said they are not "real" parents.
b) ☐ The parents ask the children who they would choose as their family.
c) ☐ A child says someone asked why they have two dads.
d) ☐ A child says someone at school talked about their parents' age.

2 What does the video show about what really makes a family? Discuss with a partner.

3 Look at the words below. In pairs, categorise the words into the three groups below. Some words may fit more than one group.

affectionate • ancestor • blended • close-knit • descendant • distant
dysfunctional • extended • foster • half-brother • in-laws • nuclear • step
protective • single-parent • sibling • spouse • strict • supportive • adoptive

Types of families	Family members	Family relationships

4 Which words were difficult to categorise? Why?



Manual Digital

Vídeo
Animated text: Instant family

5 Match the family members with their descriptions.

a) ☐	sibling	**1.**	family that joins through marriage or partnership
b) ☐	half-brother	**2.**	husband or wife
c) ☐	in-laws	**3.**	a brother or sister you share one parent with
d) ☐	ancestor	**4.**	family that temporarily cares for a child who isn't theirs
e) ☐	descendant	**5.**	someone from an earlier generation in your family
f) ☐	spouse	**6.**	a person from a later generation in your family
g) ☐	stepfamily	**7.**	a brother or sister
h) ☐	relative	**8.**	a family that includes children from previous relationships
i) ☐	foster family	**9.**	family members connected by marriage
j) ☐	blended family	**10.**	any person in your family

6 Complete each sentence with a suitable adjective from below.

affectionate · supportive · strict · close-knit · distant · protective · dysfunctional

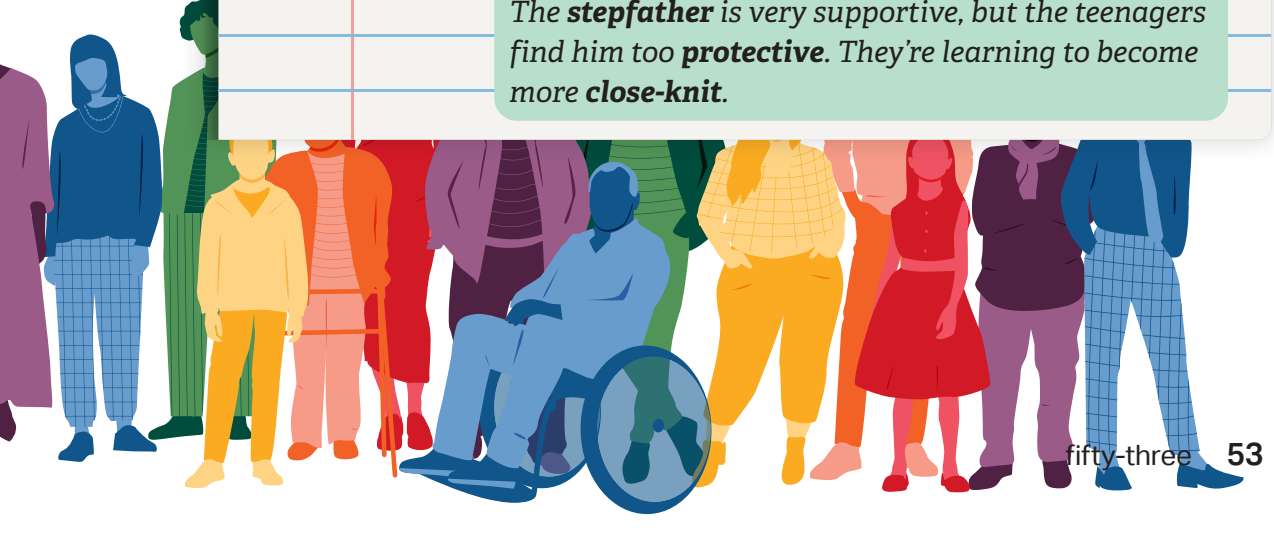
a) My parents are very ..... – they show love openly.
b) We're a ..... family; everyone helps each other.
c) My father is quite ....., he has many rules.
d) My grandparents are ..... and always encourage me.
e) My uncle is rather ....., we rarely speak.
f) Teenagers often find their parents too ....., wanting to control everything.
g) Some families are ....., with frequent arguments.

7 In pairs or small groups, invent a fictional family for a TV series or film. Decide on:

- The type of family (e.g. *blended*, *foster*, *extended*)
- The family members (who's related to whom?)
- The relationships (e.g. *close-knit*, *strict*, *affectionate*, *dysfunctional*)

Write a short description or prepare to introduce your family to the class.

Example: *The Ribeiros are a **blended family** living in Praia. The **stepfather** is very supportive, but the teenagers find him too **protective**. They're learning to become more **close-knit**.*



Reading

1 Look at these headlines and choose two that you think best describe families today. Discuss your choice with a partner.

- Families are smaller but closer.
- Work changes the way families live.
- Technology connects families across distance.
- Old traditions, new rules.
- One definition no longer fits all.
- Sharing care, sharing love.

2 Read the summary of a report and decide which two headlines match the main ideas of the text best.



UN report: *changing families*

Families today look very different from those of the past. Around the world, people are living in many kinds of households, such as single-parent families, blended families, families living apart because of work or migration, and same-sex families. There is no longer one "traditional" model that represents everyone. According to UN Women, what matters most is that laws, policies, and social systems support all families fairly.

Changing roles and responsibilities

In many countries, women's roles have changed faster than social expectations. More women now study, work, and earn income, but they still do most of the unpaid care work at home, such as cooking, cleaning, and caring for children or older relatives. This "care gap" limits women's opportunities to rest, learn, or take better jobs. UN Women argues that governments should recognise care as essential work and create policies such as paid parental leave, public childcare, and flexible working hours for both women and men.

Family laws and equality

The report shows that some of the world's oldest laws are those that govern family life, including marriage, divorce, inheritance, and child custody. While many countries have improved women's legal rights, family laws often continue to favour men. In some places, women still need permission from a male relative to marry or travel. Reforming these laws is one of the most effective ways to promote equality and protect women's freedom.



Safety and support

Although the family is often seen as a safe space, it can also be a place of danger. Millions of women and girls experience violence from family members. The report calls for stronger protection systems, access to justice, and shelters for survivors. It reminds us that a truly supportive family is one where everyone feels safe, respected, and valued.

Migration and new family forms

Global migration has created new types of families. Some members work abroad and send money home, while others live in different countries but stay connected through technology. The meaning of family is expanding beyond geography. What unites families now is care and communication, not just living under one roof.

A new vision of family

UN Women concludes that families can be a powerful space for equality if societies support them properly. Governments must design laws and policies that protect all kinds of families, share care responsibilities more fairly, and make home life safer and more balanced. In the end, the report reminds us that families, in every form, remain the heart of society: places of love, connection, and hope for the future.

Summary based on UN Women, Progress of the World's Women 2019–2020
Source: www.unwomen.org

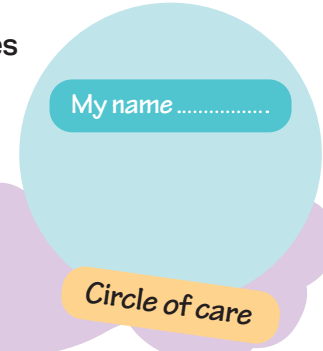
3 Read the summary of the report again and decide if the sentences are true (T) or false (F).

a) ☐ Families today come in many different forms.
b) ☐ Women and men now share care work equally.
c) ☐ Some old laws still give men more rights than women.
d) ☐ Technology helps families stay close across distance.
e) ☐ The report says families are no longer important in society.

4 Match the words from the text with their meanings.

a) ☐	leave (parental)	**1.**	money that a person earns from work
b) ☐	income	**2.**	people who live together as a unit
c) ☐	household	**3.**	time off work to care for a baby or child
d) ☐	policy	**4.**	a plan/decision made by a government or organisation
e) ☐	shelter	**5.**	a safe place to stay

5 Family can mean the people, or even pets, who care for us most. Write your name in the centre of the circle. Around it, add the names of people (or animals) who make you feel supported or loved.



6 Share your circle with a partner and discuss these questions.

a) Who's in your circle of care?
b) What makes these people important to you?
c) What do all families have in common?

WORD POWER

Idioms – Family

An idiom is a group of words with a special meaning that's different from the literal one.

Example: ***Birds of the same feather flock together*** means that people with the same interests are usually friends.

Manual Digital

Jogo
Digital game: Idioms

1 **Match the idioms with their meanings.**

a) ☐ like father, like son
b) ☐ the apple doesn't fall far from the tree
c) ☐ run in the family
d) ☐ the odd one out
e) ☐ blood is thicker than water
f) ☐ a chip off the old block

1. something shared by several family members
2. a family member who is very different from the others
3. family ties are the strongest
4. a child similar in looks or behaviour to a parent
5. children often behave like their parents
6. a child very much like one of their parents

2 **Complete the sentences with the correct idiom.**

a) Everyone in my family has green eyes – it really .....
b) My brother is the .....; he's so different from the rest of us.
c) My mum says ..... – I laugh just like my dad!
d) You can tell he's his father's son – he's a real .....
e) My parents always say we must stick together because .....
f) My sister and I are both teachers. I guess it .....



3 **Speaking.** Discuss these questions with a partner. Try to use the idioms.

a) In your family, what **runs in the family**? (A talent, a habit, or a feature?)

b) Who in your family is a **chip off the old block**? In what way?

c) Who is sometimes the **odd one out** in your family? Why?

d) Do you think **blood is thicker than water**? Why?

e) Can you think of a moment when you realised the **apple doesn't fall far from the tree**?

Manual Digital

Vídeo
Writing tutorial: how to describe an important person in your life

4 Choose two questions to share with a partner or with the class.

Writing

1 Think about people in your close circle. Write a short paragraph (80-100 words) describing one or two of them. Use at least 2 of the idioms.

TIP
Use linking words like *because*, *for example*, and *as a result* to make your paragraph flow naturally.

You can write about:

- A habit, talent, or value that runs in the family
- Someone who's a chip off the old block
- A person who's sometimes the odd one out
- How you know that the apple doesn't fall far from the tree



2 **Speaking.** Exchange your paragraph with a partner.

a) Underline the idioms your partner used.

b) Tell them which part you found most interesting or relatable.



Speaking

1 **Look at the photos of families and describe them with a partner.**

a) What's happening in each picture?
b) Who do you think the people are?
c) What do the pictures tell you about each family's daily life?









2 **Now discuss the questions.**

a) Which family looks more traditional? Which looks more modern? Why?
b) Who seems responsible for cooking, caring, or helping with schoolwork?
c) How are these families similar or different from families in your country?
d) What values do you think are important to each family?

3 **What do you wonder? Look at the photos again. What would you like to know that the picture doesn't tell you?**

Example: *I wonder what the children are learning from their grandparents.*

Write one or two "I wonder…" questions for each picture, then share them with your partner.

I wonder…

I wonder…

Listening

Manual Digital

Áudio
Podcast: Voices of our world

1 **Listen to a podcast about family changes in Cabo Verde and around the world. Choose the best summary.**

Voices of our world



a) ☐ Families are becoming less important because people are too busy.

b) ☐ Families are changing shape but remain important for love and support.

c) ☐ Families are exactly the same as in the past.

2 **Listen again and write short notes about what each speaker says.**

Speaker	Topic	Key ideas
Jair	Traditional families in Cabo Verde	.....
Jair	Families today	.....
Mayra	Her family life	.....
Mayra	Gender roles	.....
Jair	Families around the world	.....
Jair	Meaning of family	.....

3 **Decide whether each statement refers to a traditional family (T), a modern family (M), or both (B).**

Statement	(T) / (M) / (B)
a) Several generations live together.	.....
b) Family members live in different places.	.....
c) Men and women share housework.	.....
d) Grandparents help with childcare.	.....
e) People use technology to keep in touch.	.....

4 **Look back at the four pictures on page 58.**

a) Which picture best represents **today's families**? Why?

b) Which one shows what you think **future families** might look like?

c) What new picture could you add to represent the future? Describe it to your partner.



Grammar

Manual Digital

Vídeos
Future: will vs be going to

Future tenses

Future tenses

Families **will** always **be** about love, care, and support.

Form	Use	Example
***Will* + infinitive**	predictions, promises, opinions	*Families **will be** smaller and more flexible.*
***Be going to* + infinitive**	plans, intentions, or evidence	*We're **going to see** more families living in different countries.*
Present continuous (am/is/are + -ing)	fixed future arrangements or personal plans	*I'm **having dinner** with my family later.*
***Will be* + -ing** (future continuous)	actions in progress at a specific future time; describing life in progress	*Many people **will be working** from home.*

Exercises



1 Read the sentences. Which ones show a plan, a prediction, a decision, or an arrangement?

a) We're **going to visit** my grandparents next weekend.
b) People **will live** in smaller houses in the future.
c) I'm **meeting** my cousin for lunch tomorrow.
d) I think families **will continue** to support each other.
e) We're **going to move** to Praia when I finish school.



2 Choose the correct option.

a) I think people **will** / **are going to** spend more time at home in the future.
b) We **will** / **are going to** visit my aunt on Saturday.
c) My parents **are meeting** / **will meet** their friends tonight.
d) Families will **be living** / **are living** in more digital spaces by 2050.
e) Look at the table! Mum has already set the plates! We **are going to** / **will have** dinner soon.





3 **Complete the gaps with the correct future form of the verbs in brackets.**

a) My sister ..... (**study**) abroad next year – she's already applied for university.

b) Families ..... (**spend**) more time online in the next ten years.

c) I ..... (**meet**) my cousin at the café at six.

d) In 2040, many people ..... (**work**) from home.

e) I think grandparents ..... (**play**) an even more important role in the future.

Manual Digital

Vídeo
Future: be going to – negative

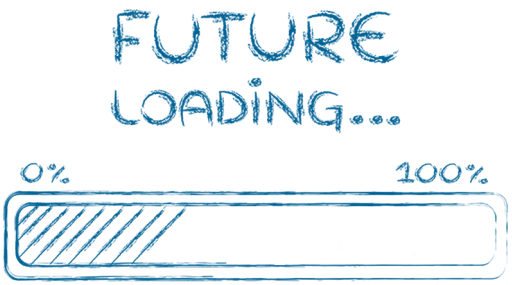
Jogo
Digital game: Future

4 **Speaking. In pairs, take turns to make predictions about the future for the topics below. Use different future forms in each sentence.**

Example: ***A:*** *In 20 years, most families* ***will be living*** *in smart homes.*

B: *Yes, and people* ***are going to have*** *more free time because of technology.*

- Where people live
- Gender roles
- Technology at home
- Communication between family members
- Free time and celebrations



5 **Imagine it's ten years from now. Write a short letter (100-120 words) to your future self. Use at least four different future forms.**

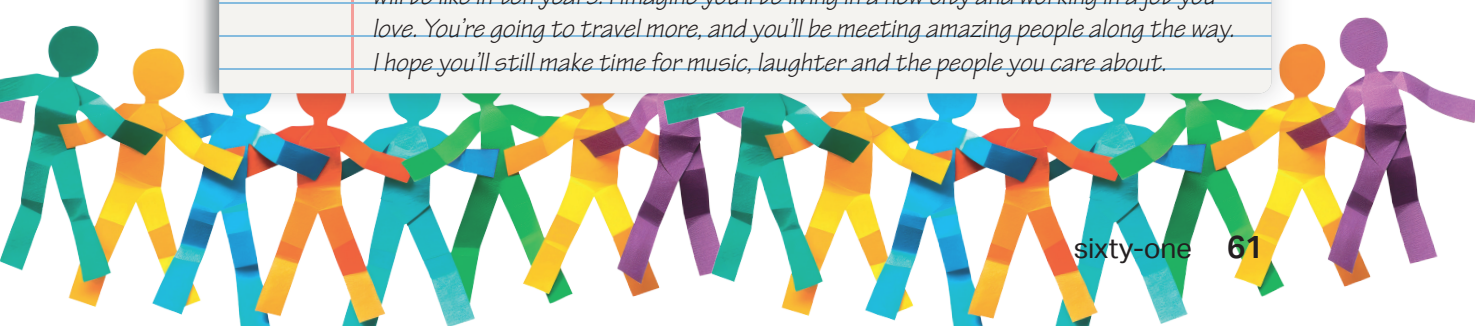
Include:

- Where will you be living or working?
- What goals or dreams are you going to achieve?
- What will your daily life be like?
- What are you doing or planning to do to stay happy and healthy?

Example:

Dear future me,

I hope you're doing well. Right now, I'm studying English and thinking about what life will be like in ten years. I imagine you'll be living in a new city and working in a job you love. You're going to travel more, and you'll be meeting amazing people along the way. I hope you'll still make time for music, laughter and the people you care about.



Video

Manual Digital

Vídeo
Online bank (advert)

1 Look at these two options and choose your side.

A

Online
I do everything on my phone or computer.

B

Bank
I prefer going to the bank to talk to a real person.

Then discuss with a partner:

a) Why did you choose your side?
b) What are the advantages of your way?
c) When might the other way be better?

2 Watch the advert and tick (✓) the things that happen.

a) ☐ The son teases his mom for being "old-fashioned"
b) ☐ The mom helps her son at the bank
c) ☐ They argue about money
d) ☐ Someone changes their mind
e) ☐ The ad shows both online and in-person banking



3 Who's right – the son or the mom? Why? Discuss with a partner.

Reading

1 Discuss these questions in pairs.

a) What kinds of disagreements do parents and teenagers usually have?
b) Do you think the gap between generations is bigger today than in the past? Why?

2 Read the article. Which statement best summarises the writer's message?

a) ☐ The generation gap can't be avoided.
b) ☐ Understanding differences helps families communicate better.
c) ☐ Parents should stop trying to understand teenagers.

Bridging the generation gap

The generation gap

The generation gap refers to the differences in attitudes, values, and communication styles between one generation and another, particularly between parents and their teenage children. These differences can be influenced by various factors, including:

- Technology: Rapid advancements in technology often leave parents and teens on different pages. While teens are digital natives, parents may find it challenging to keep up with the latest trends.
- Cultural shifts: Social norms and cultural values evolve over time, leading to different perspectives on issues such as education, career, and relationships.
- Life experiences: The experiences that shape each generation can be vastly different, contributing to varying worldviews and expectations.

Understanding these factors is the first step in addressing the communication barriers that arise from the generation gap.

Common communication barriers between parents and teens

Effective communication is key to overcoming the generation gap, but several barriers often stand in the way:

- Lack of understanding: Teens and parents may struggle to understand each other's perspectives due to different life stages and experiences.
- Technology divide: Teens often communicate through social media and messaging apps, while parents may prefer face-to-face or phone conversations, leading to a disconnect.
- Emotional differences: Teens are in a phase of emotional development that may lead to mood swings and sensitivity, which parents might misinterpret as defiance or disrespect.
- Cultural and societal expectations: The societal pressures and cultural expectations faced by each generation can create misunderstandings, especially in areas like education, career choices, and social behaviour.

Source: www.click2pro.com

3 Read the article again and answer these questions.

a) What does the article say the "generation gap" is?

b) How does technology create distance between parents and teens?

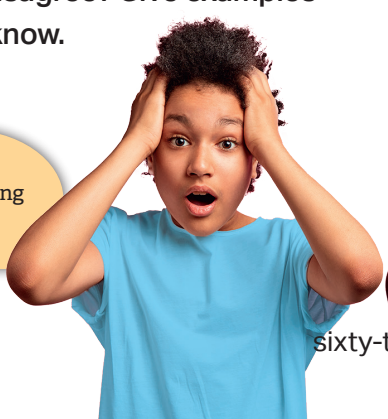
c) What other factors make parents and teens see life differently?

d) What is suggested as the first step to improve communication?

4 **"Rapid advancements in technology often leave parents and teens on different pages."** Do you agree or disagree? Give examples from your own life or from people you know.

Challenge

If you could teach your parents or another adult one thing about your generation, what would it be and why?





Reading

1 Match each paragraph with the correct generation.

Generation X

Millennials

Generation Alpha

Baby Boomers

Generation Z

WHO'S WHO? UNDERSTANDING THE GENERATIONS

Every generation grows up in a different world, shaped by unique events, music, and technology. That is why people from different ages sometimes see life so differently.

a)
They grew up after World War II, in a time of hope and economic growth. Many are interested in traditions and inspired by hard work and stability. They sometimes feel worried about how fast the world is changing.





b)
They were the first to use personal computers and music videos. They are often relaxed about differences and bored with rules. They value independence and work-life balance.

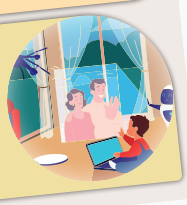
c)
They grew up with the Internet and smartphones. They are usually excited about new ideas and motivated by social causes, but many feel frustrated by economic pressure and competition.





d)
They have never known a world without Wi-Fi or social media. They are fascinated by technology and connected to the world around them but sometimes overwhelmed by constant information.

e)
They have grown up with AI and smart devices from birth and have never known life without advanced technology.





2 **Speaking.** After reading the descriptions, discuss with a partner.

a) Which generation do you think you are most similar to? Why?

b) Which generation do you think your parents belong to? What do they value most?

c) Do you think the generation gap is bigger today than in the past? Give examples.



They are **fascinated** by technology.

Grammar

Adjectives: -ed/-ing

We use **-ed adjectives** to describe how people feel. We use **-ing adjectives** to describe what causes that feeling.

Examples: *They are **fascinated** by technology.*
*Technology is **fascinating**.*

Manual Digital

Jogo
Adjectives ending in -ed or -ing

Vídeo
Adjectives (-ed/-ing)

Exercises

1 **Complete the sentences with the correct form of the adjective.**



a) Many Baby Boomers feel **worried / worrying** about how quickly the world is changing.

b) Generation X students get **bored / boring** with too many rules.

c) Millennials are often **motivated / motivating** by social causes.

d) Some Generation Z teens feel **overwhelmed / overwhelming** by social media.

e) My grandparents find new technology **confused / confusing**.

2 **Complete the gaps with the correct form of the adjective in brackets.**

Different generations often feel very **a)** ..... (**confuse**) about each other's habits. Parents sometimes get **b)** ..... (**worry**) when their children spend hours online, while teenagers find it **c)** ..... (**frustrate**) when adults don't understand social media. Millennials are **d)** ..... (**motivate**) by change and new ideas, but they can also be **e)** ..... (**tire**) by competition and pressure. For many young people today, technology is both **f)** ..... (**excite**) and **g)** ..... (**overwhelm**). Understanding these differences can help everyone feel more **h)** ..... (**connect**) and less **i)** ..... (**stress**).

3 **Speaking.** **Work with a partner. Complete and discuss the sentences.**

a) I feel inspired when …

b) I get bored when …

c) School is most exciting when …

d) Technology can be confusing because …

Speaking

Manual Digital

Áudio
Gen Z problem

1 Look at the statements. Which do you identify with? Then discuss in pairs. Which opinion is closest to yours? Why?

a) Social media connects people.
b) Social media isolates people.
c) It depends on how we use it.

2 Listen to a student talking about a problem that affects Gen Z. Answer the questions.

a) What is the main problem?
b) How does the speaker feel about it?
c) What solution does she suggest?

3 Listen again and complete the gaps.

I'd like to talk about one problem that really affects Gen Z – the pressure to always look **a)** ..... on social media. Our generation has **b)** ..... up online, and it's become completely normal to share everything we do. The problem is that most people only show their **c)** ..... moments, so it's easy for Gen Z to **d)** ..... themselves and feel they're not good enough.

As a result, many young people feel **e)** ....., **f)** ....., or even isolated, even though they seem connected all the time.

Personally, I think social media can be inspiring, but it's also **g)** ..... when you feel you have to look happy or successful every day. The good thing is that many people in Gen Z are starting to talk more **h)** ..... about mental health and authenticity.

I believe our generation can change this culture by being more **i)** ..... online and supporting each other instead of competing.



4 Match the useful language to the topics below.

Expressing feelings and evaluations • Explaining causes
Offering reflection or hope • Describing effects

Purpose	Useful language
Opening your talk	I'd like to talk about... • One issue that really affects Gen Z is... • Something I've noticed about my generation is...
a)	It happens because... • One reason is that... • It's mainly due to...
b)	As a result... • This can make people feel... • It often leads to...
c)	Personally, I find it... • It can be exhausting / inspiring / frustrating... • What worries / inspires me is...
d)	I think we're becoming more aware of this. • We can change things by... • I believe our generation has the power to...

5 Put the structure of a successful long turn in order.

a) ☐ Reflect on possible solutions or lessons.
b) ☐ Describe its effects or how people feel.
c) ☐ Introduce the problem or topic.
d) ☐ Explain why it happens.

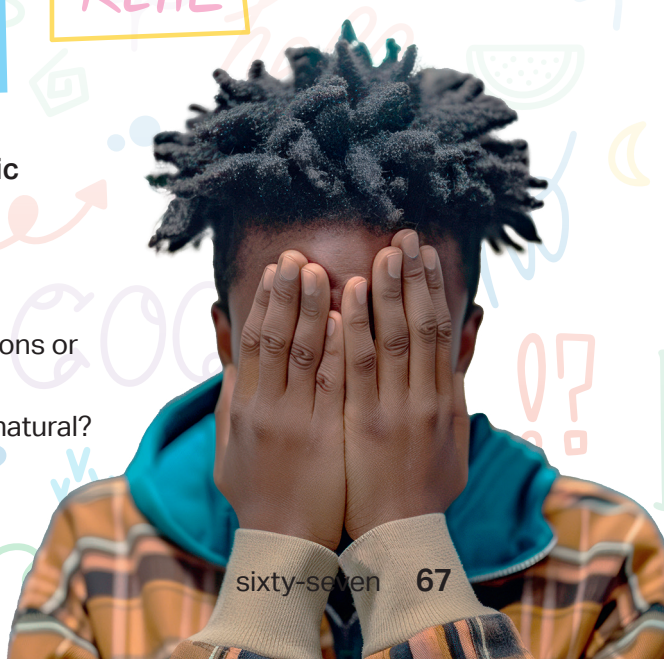
6 Choose one of the Gen Z problems below. Make brief notes following the structure above. Use at least 3 expressions from the table of exercise **4**.

- School pressure
- Online versus real-life connection
- Body image and self-esteem
- Digital addiction

7 In pairs, take turns speaking about your topic for 1 minute.

8 Then discuss these questions.

a) Which topics generated the strongest reactions or empathy?
b) Which expressions helped you sound more natural?
c) What positive things define Gen Z, despite these challenges?




Batman


Spider-Man


Achiles

Listening

1 Look at the pictures of famous superheroes and historical figures.

a) What do these people have in common?
b) Why do many young people look up to them?
c) Do you think success always means being extraordinary?


Hercules

2 Listen to the song and choose the best summary.

a) ☐ It's about wanting fame and power.
b) ☐ It's about believing in ordinary love and human strength.
c) ☐ It's about superheroes saving the world.

3 Now listen again and complete the gaps.



Something just like this
The Chainsmokers & Coldplay

I've been reading **a)** ..... of old
The legends and the **b)** .....
Achilles and his **c)** .....
Hercules and his **d)** .....
Spider-Man's **e)** .....
And Batman with his fists
And clearly I don't see myself upon that **f)** .....

But she said, "Where'd you wanna go?
How much you wanna **g)** .....?

I'm not lookin' for somebody
With some **h)** ..... gifts
Some **i)** .....
Some fairy-tale bliss
Just something I can turn to
Somebody I can kiss"

I want something just like this
Doo-doo-doo, doo-doo-doo
Doo-doo-doo, doo-doo
Doo-doo-doo, doo-doo-doo

"Something just like this", The Chainsmokers & Coldplay



4 **Speaking.** Discuss these questions in pairs.

a) What does the song say about self-expectation and perfection?
b) How does it connect with Gen Z challenges such as pressure and comparison?
c) How could education or work help people find "something just like this" – purpose without pressure?

WORD POWER

Phrasal verbs – Success

A **phrasal verb** is a verb followed by one or two small words (called particles) that change its meaning.

Example: *I'm not **looking for** somebody.*

1 Complete the table with the meaning of the **phrasal verbs**.

continue after a problem • take responsibility
meet expectations or standards • gradually develop confidence or a skill
spend time improving a skill • try to achieve something

Phrasal verb	Meaning	Example
aim for	**a)**	*We should always **aim for** progress, not perfection.*
work on	**b)**	*She's **working on** becoming more confident.*
build up	**c)**	*It takes time to **build up** courage.*
step up	**d)**	*Sometimes you have to **step up** and help others.*
live up to	**e)**	*Gen Z often feels pressure to **live up to** impossible ideals.*
carry on	**f)**	*Even when things go wrong, we must **carry on**.*

Manual Digital

Vídeos
Phrasal verbs

Speaking tutorial: describing being a teenager

2 Complete each sentence with the **phrasal verb** in the correct form.

a) Gen Z students often ..... high goals but also value balance.
b) I'm ..... my confidence before an important interview.
c) She's gradually ..... experience through volunteering.
d) It's time for us to ..... and take action on climate change.
e) Many young people feel pressure to ..... their parents' expectations.
f) Even when things go wrong, it's important to ..... and keep learning.

3 **Speaking.** Work with a partner and discuss these questions.

a) What goals are you **aiming for** this year?
b) What are you **working on** improving in yourself?
c) When did you have to **step up** and take responsibility?
d) Is there anything you want to **build up** – confidence, skills, or habits?
e) Have you ever felt pressure to **live up to** someone's expectations?
f) What helps you **carry on** when life feels difficult?



communication teamwork
managing money
creativity
time management

Listening

Manual Digital

Áudio
Radio programme: Learning for life

Vídeo
Comparatives and superlatives

1 Which of these skills do schools teach well and which not so well? Discuss with a partner.



2 Listen to Emma and Ben on the radio programme *Learning for life* and answer the questions.

Learning for life

a) Who is more positive about school?
b) What kind of learning do both of them value?

3 Listen again. Tick (✓) the ideas each person agrees with.

Ideas	Emma	Ben
a) School is more motivating today.	☐	☐
b) Real work is more rewarding than studying.	☐	☐
c) Teamwork helps people become more confident.	☐	☐
d) Online courses are the easiest way to keep learning.	☐	☐
e) Marks are the most important thing for success.	☐	☐
f) Curiosity and motivation are more valuable than grades.	☐	☐

4 Answer these questions. Then compare with a partner.

a) Whose opinion do you agree with more?
b) What are some of the most valuable lessons you have learned outside school?



I think teachers today are **more motivating than** when I was at school.

Grammar

Comparative and superlative adjectives

Form	Comparative	Superlative	Example
Short adjectives	-er + than	the + -est	*Real work is **harder than** school.*
Ending in -y	-ier + than	the + -iest	*Teachers today are **friendlier than** before.*
Long adjectives	more + adjective + than	the most + adjective	*Online courses are **the most useful for** busy workers.*
Irregular forms	better / worse / further + than	the best / the worst / the furthest	*Curiosity is **better than** grades for success.*

Modifiers: We can make comparisons stronger or softer using modifiers.

Stronger	**Softer**
far • much • a lot • way	a bit • a little • slightly

Example: *Online learning is **a lot easier** for me.*
*My new job is **slightly better** than my old one.*

Manual Digital

Jogo
Digital game: Comparatives and superlatives



Exercises

1 **Complete the sentences with the correct comparative or superlative form of the adjective in brackets.**

a) This term has been ..... (**busy**) than the last one.
b) Working in a team is ..... (**effective**) than working alone.
c) For me, motivation is the ..... (**important**) factor in learning.
d) Taking notes by hand is ..... (**good**) than typing.
e) The final exam was the ..... (**difficult**) part of the course.

2 **Complete the sentences with an appropriate modifier.**

a) My old school was good, but this one is ..... better organised.
b) I was only ..... nervous before the interview, not really scared.
c) The final exam was ..... harder than any of the practice tests.
d) Our new classroom is ..... bigger and brighter than the old one.
e) I feel ..... more confident speaking English this year, but I still need more work.

3 **In pairs, create a short description of the ideal learning experience for students like you. Use comparatives, superlatives, and modifiers (e.g. *far*, *much*, *slightly*, *a bit*, *way*).**

Lessons / Classrooms / Activities / Learning should be .....
.....
.....

Example: *Our lessons could be **slightly shorter**, our classrooms **much more comfortable**, and our school **the most welcoming** place to learn.*





Reading

Manual Digital

Vídeo
Animated text: What can future working generations expect with AI?

1 In pairs, make a list of 5 things that only humans can do but artificial intelligence (AI) can't. Then discuss these questions:

a) Which human abilities are the hardest for AI to copy?

b) Which of these skills do you think will be most important in the future?

2 Read the article quickly. Which title fits best?

The end of human work
Learning for the age of AI
Machines that think
The future of schools

Artificial intelligence is changing how we live, learn, and work. Many people worry about which jobs will disappear, but technologist Kevin Bovell says we should focus on the skills that will always matter.

What skills will help us succeed in a world shaped by technology?

More than just knowledge
Machines can already answer questions, translate texts and analyse data, but they cannot make decisions for us. Bovell says that judgment is one of the most important skills for the future.

"Imagine a computer gives you fifteen good answers," he explains. "Which one is best for your situation?" Knowing how to choose requires judgment, not memorisation. It also requires good communication: asking the right questions and explaining ideas clearly.

Thinking and learning deeply
Even when AI helps solve problems, humans must decide how to define those problems. Bovell calls this deep thinking, the ability to understand a situation, connect ideas and look for meaning instead of quick answers.

Schools often focus on exams and facts, but Bovell believes we need to spend more time developing these thinking skills if we want to use technology wisely.

The skill of adaptability
AI keeps changing, and so must we. "There is no one-time upgrade," Bovell says. "How well do you learn?"

He reminds us that today's technical skills can become old in just two or three years. To stay ready for the future, people need to be curious, flexible and willing to learn new things.



Humans and machines together

Some skills never go out of date, such as creativity, judgment and empathy. Bovell calls these "non-negotiable skills". Machines may help us find answers, but only humans can decide which questions really matter.

For Bovell, education in the age of AI is not about learning everything. It is about learning how to keep learning.

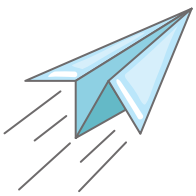
Source: www.npr.org (adapted)

Manual Digital

Vídeo
Writing tutorial: how to write an article









3 **Read the article carefully and answer the questions.**

a) What kind of skills does Bovell call "non-negotiable"?

b) What skill helps people decide which answer is best?

c) How long does a technical skill usually stay up to date?

d) What ability does Bovell say is the key to staying ready for the future?

e) According to Bovell, what is education really about in the age of AI?

4 **Complete the sentences with the correct word below.**

adaptability | judgment | communication | abilities | experience

a) Bovell believes success in the future will depend on human ..... rather than technical knowledge alone.

b) Good ..... helps people share ideas and ask the right questions.

c) Making sound ..... is an important skill in a world full of information.

d) Workers with strong ..... can adjust to new tools and changes in technology.

e) Learning from ..... helps us make better decisions next time.



Writing

1 **Choose a skill from the article (e.g. *judgment*, *communication*, *deep thinking or adaptability*). Write a short article (about 100-120 words) explaining:**

- Why this skill is important in today's world
- How people can develop or practise it
- Why it will still matter in the future

Give your article a title.



Speaking

1 Work in pairs or small groups and discuss these questions.

a) What qualities make people truly human?

b) How do we show kindness or empathy in everyday life?

c) Can you think of a person or group who helps make your community more human? How?

2 Read the five short statements below. Which human value do you think each one represents? Choose from the words below.



empathy • compassion • justice • respect • cooperation

a) Before you judge someone, try walking in their shoes.

b) If one person is treated unfairly, we are all affected.

c) We achieve more when we work as a team.

d) Be kind, even when no one is watching.

e) Every person deserves to be heard and valued.

3 Discuss these questions with a partner.

a) Which of these values do you see most often in your community?

b) Which one do you think the world needs most today? Why?

4 Look at these examples of social change. Which do you think help humanise the world? Why? Add one more idea of your own.

a Communities cleaning beaches and planting trees around their neighbourhoods

b Schools encouraging respect, inclusion, and emotional well-being

c Local businesses giving equal opportunities to men and women

d Young people using social media to promote Cape Verdean culture and raise awareness about local neighbourhood issues

e Students helping children or older people in their communities

5 Work with a partner. Choose one of the ideas above and plan a short explanation (about 1 minute) answering these questions.

- What is the problem or need?
- What action could make things better?
- Who would benefit and how?

Share your ideas with the class.

mini-project



Humanise the world!

In today's world, technology is part of our daily lives. It can help people learn, share, and stay connected. How is technology used for good in Cabo Verde? In pairs or small groups, prepare a presentation about an example of technology used for good.

1. Read the quote and discuss the questions below with a partner.

> "We must use technology to humanise the world, not to make it colder."
> Sherry Turkle

- What do you think this quote means?
- Do you agree? In what ways can technology make the world "colder"?
- How can people use technology to build empathy, connection and understanding?

2. Collect and share ideas. In pairs or small groups, find one example of technology used for good.

You can:

- Talk to people in your community
- Research a local or global digital project
- Choose an app, invention or story that helps people

3. Prepare your presentation.

Include:

- Title and aim of your idea
- How it helps people connect or care
- The values it shows (e.g. *empathy*, *equality*, *creativity*)
- Present your idea as a poster, slide, short video or story



4. Share and reflect. After the presentations, discuss the questions in small groups:

- Which ideas could work in your community?
- How can we keep technology human?

1.3 Helping in the community



Listening

1 Work with a partner. Look at the word community.

2 Write down three or four words or ideas you connect with it.

COMMUNITY

Example: *support*

3 You will hear a short part of the song "One love", by Bob Marley. Before you listen match the ideas to the short phrases.

a) ☐	Unity	**1.**	"one love, one heart"
b) ☐	Peace	**2.**	"let's get together"
c) ☐	Gratitude	**3.**	"give thanks and praise"
d) ☐	Being together	**4.**	"feel all right"

4 Now listen and tick the ideas you hear in the song.

a) ☐	Love	**d)** ☐	Peace
b) ☐	Unity	**e)** ☐	Respect
c) ☐	Conflict	**f)** ☐	Fear



Bob Marley was a Jamaican singer who became a global symbol of reggae, and his songs inspired people with messages of peace and unity.

5 **Speaking.** Discuss these questions in small groups.

a) What feelings does the song create?

b) How does the song show the idea of community?

c) Do you know any songs in Cabo Verde that bring people together?



Vocabulary

Community

Manual Digital

Áudio
Community (vocabulary)

1 Complete the sentences with the words below. Listen and repeat.

empower • *integrate* • *support* • *welcome* • *listen to* • *value* • *engage with*

a) Good leaders ..... every member of their community.
b) Volunteers help ..... local families who need assistance.
c) Projects that ..... young people often lead to long-term change.
d) When we ..... others, we show respect for their experiences.
e) Schools should ..... new students so they feel part of the group.
f) Strong communities ..... people from different backgrounds.
g) Communities grow stronger when people ..... local issues and take action.

2 Match the action verbs to the definitions.

Actions	Definitions
a) ☐ advocate for something	**1.** work together to achieve a shared goal
b) ☐ collaborate with others	**2.** join a project, campaign or organised activity
c) ☐ contribute to a cause	**3.** support or promote an idea publicly
d) ☐ raise awareness	**4.** inform people about an important issue
e) ☐ reach out to someone	**5.** help a group or project by giving time, skills or resources
f) ☐ take part in an initiative	**6.** contact someone to offer help or information

3 Look at the verbs in exercises **2** and **3**. Which ones describe **active participation** and which describe **support**? Group them into two categories.

Active participation	Support

4 **Speaking.** Work in pairs and discuss these questions.

a) Which actions from exercises **2** and **3** are most important for building a fair community? Explain your choices.
b) Think about your school or neighbourhood. Which groups or individuals show strong community values?
c) In your view, what stops communities from becoming more united?



Reading

Manual Digital

Atividade
#instaculture: non-governmental organisations

1 Look at the organisations below.
What type of work do you expect these organisations to do?

2 Read the short articles below and match the topics to the texts.

a) Youth leadership
b) Emergency support
c) Global ocean campaigns
d) Marine conservation
e) Youth participation and advocacy

☐ **ASSOCIAÇÃO BIOSFERA 1**
Biosfera 1 is a conservation organisation in São Vicente. Its teams monitor sea turtles and seabirds, carry out marine research and work to reduce plastic pollution along the coast. The group also partners with local fishers to promote sustainable fishing and protect fragile ecosystems across the islands.

☐ **CABO VERDE RED CROSS**
The Cabo Verde Red Cross plays a central role in emergency response. Volunteers support communities during storms and floods, deliver medical assistance and organise first-aid training. The organisation is recognised for helping families rebuild their lives and for promoting safer, better-prepared communities.

☐ **GIRL MOVE ACADEMY**
Girl MOVE Academy is an education and leadership initiative that supports girls and young women in Lusophone countries. Through mentoring and skills programmes, participants gain confidence to design social projects and challenge inequalities in their communities. The academy has become a model for youth-driven change.

☐ **UNICEF YOUTH PROGRAMMES**
UNICEF runs youth programmes that focus on education, protection and participation. Young people take part in workshops on digital skills, health and climate action. UNICEF also works with schools and governments to ensure children have a voice in decisions that shape their future.

☐ **OCEANA**
Oceana is an international NGO dedicated to ocean protection. Its scientists and campaigners push for stronger environmental laws, reduced overfishing and cleaner coastlines. The organisation also leads public campaigns that encourage people to protect marine life and take action on climate change.

3 **Answer the questions below. Then discuss in pairs.**

a) Which organisation do you think has the most long-term impact? Why?
b) Which one would you volunteer for? What skills could you offer?
c) How important is it for international organisations to cooperate with local communities?
d) What makes an organisation trustworthy in your view?



4 **Match the verbs with the definitions.**

a) ☐ monitor	**1.**	support an idea or policy in public
b) ☐ rebuild	**2.**	work together with other groups
c) ☐ advocate	**3.**	check progress or activity over time
d) ☐ collaborate	**4.**	give people confidence or the ability to act
e) ☐ empower	**5.**	put a plan or project into action
f) ☐ implement	**6.**	help something function again after damage

5 **Complete the sentences using verbs from exercise 4.**

a) Many youth organisations try to ..... young people to take part in decision-making.
b) Local groups often ..... with schools to expand their activities.
c) After the flood, volunteers helped families ..... their homes.
d) Environmental teams regularly ..... water quality along the coast.
e) Public campaigns ..... for stronger protection of endangered species.
f) UNICEF helps governments ..... programmes that support children's rights.

Speaking

1 **Choose one organisation from the reading. In groups, prepare a short presentation.**

- What issue does it address?
- Who benefits from its work?
- What challenges might it face?
- Why should people support or volunteer for it?



Listening

1 Look at the pictures and discuss the questions in pairs.

a) What do you think the groups are trying to achieve?

b) Which group do you think has worked together for the longest time? Why?







Manual Digital

Áudio
Interview: Youth Community Network



2 Listen to two young volunteers. Choose the best option.

a) ☐ Planning a new community project

b) ☐ Talking about a recent volunteering experience

c) ☐ Discussing training for future volunteers

Youth Community Network

3 Listen to the interview again. Are the sentences true (T) or false (F)?

a) ☐ Paulo joined the Youth Community Network to take part in practical local projects.

b) ☐ Kiara's project focuses mainly on raising environmental awareness in schools.

c) ☐ Both volunteers say that finding volunteers is the easiest part of their work.

d) ☐ Some students became more confident after participating in Kiara's workshops.

e) ☐ Paulo's group relies mostly on government funding for equipment.

f) ☐ Kiara says her team sometimes cooperates with other groups to continue their activities.

4 **Speaking.** In pairs, discuss these statements from the interview.

a) "People are more willing to help than I expected." Do you agree? Why or why not?

b) "Small actions can make a big difference." Can you think of examples from school or your community?



Grammar

Present perfect simple (revision)

We **have received** great support from local shops.

Use	Example
Experiences at an unspecified time	*Some students **have started** their own eco clubs.*
Recent actions with a result now	*They **have just finished** planting trees.*
Situations that started in the past and continue now	*The community spirit **has grown** a lot.*

have/has + past participle

Manual Digital

Vídeos
Present Perfect: use

Present Perfect: form

Jogo
Present perfect simple

Exercises

1 Choose the correct form of the verb – **past simple** or **present perfect simple**.

a) Paulo ..... (**join**) the Youth Community Network last year.
b) Kiara ..... (**work**) with the project for a long time.
c) They ..... (**plant**) trees near the school last month.
d) The volunteers ..... (**create**) several new posters for the workshops.
e) Some students ..... (**become**) more confident after the sessions.

2 Complete the gaps with the correct tense of the verbs in brackets.

Last week, Ellen **a)** ..... (**interview**) two young volunteers. They **b)** ..... (**talk**) about their experiences and the impact of their projects. Kiara **c)** ..... (**run**) several workshops with students, and she says the results **d)** ..... (**be**) amazing. Paulo **e)** ..... (**join**) the network last year, and he **f)** ..... (**help**) with many clean-ups since then. Both volunteers feel that their work **g)** ..... (**make**) a real difference.



3 Complete these sentences and make them true for you.

a) I have changed my opinion about .....
b) I have tried .....
c) I have become more interested in .....
d) I have improved .....

Grammar

Manual Digital

Vídeo
Present perfect with adverbs of time

Present perfect simple – time expressions



Time expressions	Use	Example
how long, for, since	Use these to talk about the duration of an activity or situation.	***How long*** *have you volunteered?* *I* ***have worked*** *with this project* ***for*** *two years.* *She* ***has volunteered since*** *last summer.*
just, already, yet	Use these with recent actions or things that happened earlier than expected.	*They* ***have just finished*** *a workshop.* *I've* ***already seen*** *that leaflet.* *Have you organised the next clean-up* ***yet****?* *We haven't found enough materials* ***yet****.*
never	Use this to talk about experiences you have not had.	*I* ***have never worked*** *on a community project like this.*

Exercises

1 Complete the sentences with **for**, **since**, **yet**, **never**, **already**, **just**.

a) Our group has worked with local residents ..... 2022.

b) Kiara has ..... organised two workshops today.

c) Paulo has ..... taken part in an ocean project.

d) They have planted trees, but they haven't cleaned the playground .....

e) Some students have been in the eco club ..... six months.

f) The volunteers have ..... finished a new poster for the school.

2 **Complete the second sentence so that it has a similar meaning to the first. Use the key word given. Do not change the key word.**







a) **for**
Paulo started volunteering a year ago.
Paulo ..... a year.

b) **since**
The students began running eco clubs last term.
The students ..... last term.

c) **never**
This is the first time Ellen has interviewed volunteers.
Ellen ..... volunteers before.

d) **just**
They finished preparing the materials a moment ago.
They ..... the materials.

e) **grown**
The community projects became more popular recently.
The community projects ..... more popular.

f) **yet**
It is possible that they haven't decided on the next activity.
They ..... on the next activity.

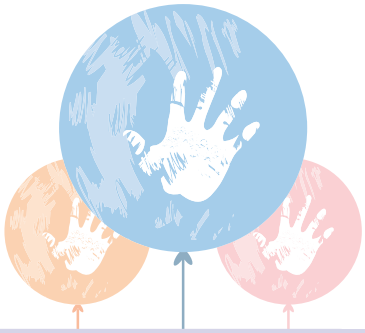
3 **Complete the questions and answer them using your own ideas.**

a) How long have you ..... part in school projects?
b) How long have you ..... a member of a club or organisation?
c) How long have you ..... about environmental issues?

4 **Speaking. In pairs, ask and answer questions for the topics below.**



a) volunteer in your community
b) learn a new skill
c) work on a group project
d) support a friend with a problem
e) try something completely new



Reading

Manual Digital

Jogo
Digital game: Human rights

Vídeo
What are the universal human rights?

1 Look at these topics. Are they rights or privileges?

a) access to clean water
b) owning a smartphone
c) going to school
d) playing video games

2 Complete the text with the words below.

freedoms | dignity | choices | everywhere | United Nations | articles | peace

What are human rights?

Human rights are the basic rights and **a)** ..... that every person has simply because they are human. They protect our **b)** ....., safety and ability to make **c)** ..... about our lives. These rights belong to everyone, **d)** .....

The Universal Declaration of Human Rights, created by the **e)** ..... in 1948, explains thirty **f)** ..... that aim to promote freedom, justice and **g)** ...... Here are ten key articles that every young person should know.

3 Read the following selected articles from the Universal Declaration of Human Rights. What message do you think they all share?

Universal Declaration of Human Rights
(selected articles)

01 **We are all born free & equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

02 **Don't discriminate.** These rights belong to everybody, whatever our differences.

03 **The right to life.** We all have the right to life, and to live in freedom and safe.

12 **The right to privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

18 **Freedom of thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19 **Freedom of expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

24 **The right to play.** We all have the right to rest from work and to relax.

25 **Food and shelter for all.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26 **The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

29 **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.

Source: www.youthforhumanrights.org

4 **Speaking.** Read the human rights above again. Then work in pairs.

a) Choose the 3 most important rights for young people today.

b) Choose 1 right you think people often forget or ignore.

c) Be ready to explain your choices.

Manual Digital

Vídeo
Human rights (advert)

Video

1 Watch the video. How does it make you feel? Why?

2 What do you think the message of the video is?

3 Choose one human right from the list above.

4 Create a short script inspired by the video.

Include:

- A title
- 3 moments from everyday life that show this right
- Why this right matters
- 1 question for your classmates

5 Present it to the class or record a short video.

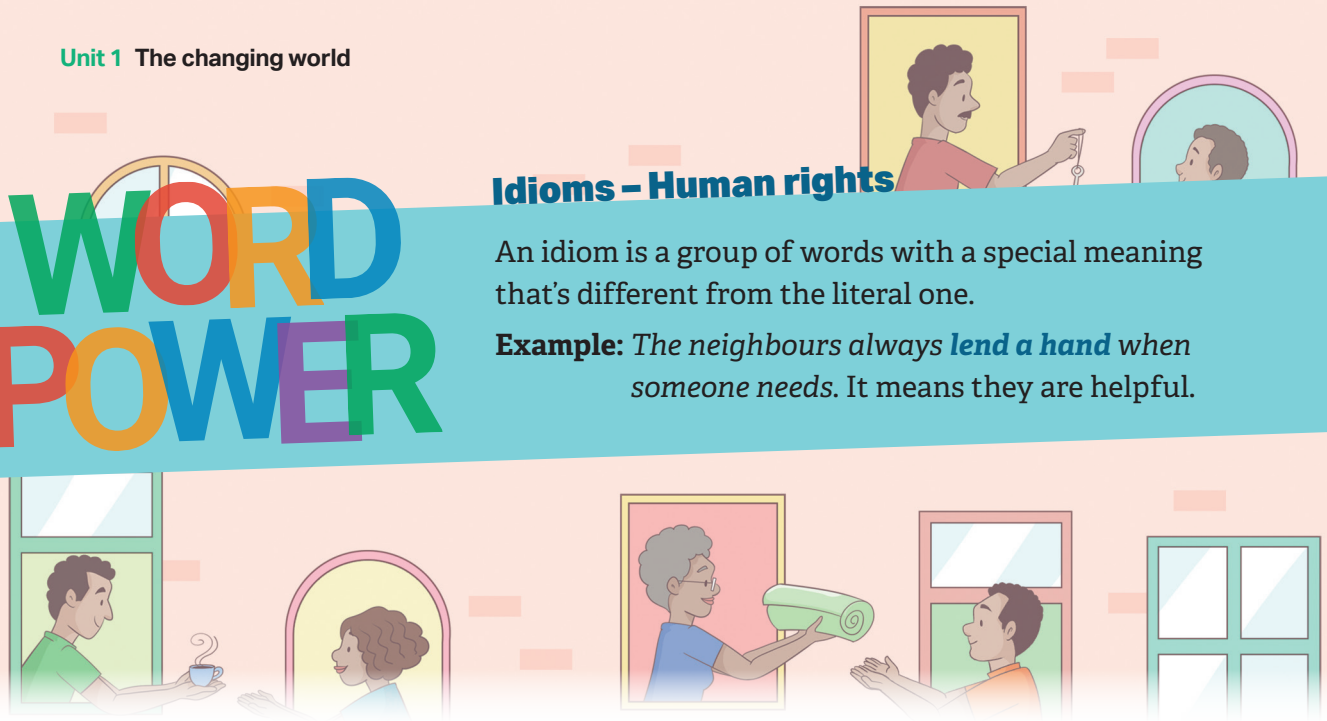


WORD POWER

Idioms – Human rights

An idiom is a group of words with a special meaning that's different from the literal one.

Example: *The neighbours always* ***lend a hand*** *when someone needs.* It means they are helpful.



Manual Digital

Vídeo
Phrasal verbs: stand up

1 Match the idioms with their meanings.

a) ☐ pick yourself up
b) ☐ stand up for someone
c) ☐ walk in someone's shoes
d) ☐ turn a blind eye
e) ☐ take a stand
f) ☐ play fair
g) ☐ see eye to eye
h) ☐ give someone a chance

1. treat someone honestly and equally
2. recover after difficulty
3. support or defend someone
4. ignore something wrong
5. understand someone's situation
6. take action and defend your beliefs
7. agree with someone
8. allow someone an opportunity

2 Complete the sentences with the idioms.

a) When I see unfair behaviour, I try to ..... the person being treated badly.
b) Even when you fail, it is important to ..... and try again.
c) If you want to understand people, try to ..... before judging them.
d) Some people ..... when they see bullying, which only makes things worse.
e) The class decided to ..... and organise a campaign for inclusion.
f) Teachers expect students to ..... and not cheat.
g) We don't always ....., but we respect each other's views.
h) Everyone deserves to ..... when they make a mistake





3 **Complete these mini dialogues with the missing idiom.**

a) A Lucas copied my homework again.
B Talk to him. Tell him he needs to .....

b) A I don't think Daniela meant to hurt your feelings.
B Maybe... I should try to .....

c) A The new student keeps being left out at lunch.
B We should ..... and invite them to join us.

d) A I got a bad grade on the test.
B Don't worry. ..... and study with me next time.

e) A Why didn't anyone tell the teacher about the bullying?
B People decided to ....., which didn't help.



Speaking

1 **Choose two idioms that you feel best represent human rights. Explain your ideas using these questions:**

- What does the idiom mean?
- How does it connect to human rights?
- Can you give a real-life example?

2 **Work with a partner. Choose two idioms and create short dialogues for each situation:**

a) A disagreement between two classmates.
b) A friend feeling discouraged.
c) Someone being left out.
d) Somebody needs support.

Use the idioms naturally in your dialogues.



Listening

Manual Digital

Áudio
Conversation: social cause

1 Look at this announcement from a community group. What do you think the volunteers will still need to organise before the event? Write two predictions.



2 Listen to a conversation and answer the questions.

a) What event are they organising?

b) What preparations are they still working on?

3 Listen again and choose the correct option.

a) The posters were printed
1. ☐ on time. **2.** ☐ late. **3.** ☐ not yet.

b) The bus will be
1. ☐ replaced. **2.** ☐ repaired. **3.** ☐ rented.

c) The logo is being
1. ☐ redesigned. **2.** ☐ removed. **3.** ☐ approved.

4 Match the words to their meanings.

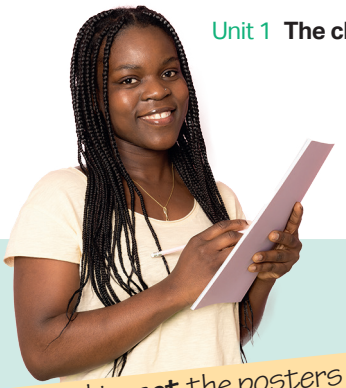
a) ☐ logistics
b) ☐ support
c) ☐ schedule
d) ☐ cooperative
e) ☐ access

1. help or assistance
2. entrance to a place
3. planning and organisation of details
4. group working together for shared benefit
5. timetable for activities



Grammar

Have/get something done



I had to **get** the posters **printed**.

We use **have/get something done** to talk about someone else doing a service or job for us. Someone else does the action for you.

Example: *Melissa **got the posters printed**.*
*They **are having the bus repaired**.*

have/get + object + past participle

Manual Digital

Vídeo
Have/get something done

Exercícios
Writing sentences using have/get something done

Identifying the difference between have/get something done

Exercises

1 Complete the sentences with the correct form of **have** or **get**.

a) We ..... the uniforms ..... (**wash**) before the event.
b) Júlio ..... his bike ..... (**fix**) last week.
c) They will ..... the stage ..... (**build**) on Friday.
d) The volunteers are ..... banners ..... (**make**) by students.
e) The community centre ..... the drinks ..... (**cool**) in advance.

2 Rewrite the sentences using **have/get something done**.

a) A technician repaired my laptop. .....
b) The school will paint the classroom next week. .....
c) A designer created their certificates. .....
d) My friend is checking my phone today. .....
e) A mechanic changed our tyres yesterday. .....



3 Complete the sentences about your life.

a) I usually get my .....
b) Last month I had my .....
c) Next weekend I will get my.....

Vocabulary

Social activism

Manual Digital

Áudio
Social activism (vocabulary)

Jogo
Volunteer activities



1 Organise the words from the box into the categories below. Then add one more word to each category.

advocacy awareness fundraising campaign activist initiative donation empowerment

Action	People	Support/resources	Results

2 Match the words from exercise **1** to their meaning. Listen and repeat.

a) _____ Money or resources given to help a cause.
b) _____ Organised actions to reach a goal.
c) _____ Support for a cause through communication or action.
d) _____ Someone who works actively to support a cause.
e) _____ Increasing people's confidence and ability to act.
f) _____ A new plan or project to solve a problem.
g) _____ Activities to collect money for a cause.
h) _____ Understanding of an issue.

3 Complete the sentences with the correct word.

a) The youth group started an _____ to reduce plastic waste.
b) The organisation is doing a _____ to build a new playground.
c) We need more _____ about ocean pollution.
d) Many students became _____ after the event.
e) The council offered _____ to improve accessibility.
f) People made a large _____ to buy equipment.
g) The school will run a recycling _____ next month.
h) The project focuses on _____ young girls in the community.



4 Look at the expressions. Match them to the correct meaning.

a) ☐ make a difference	**1.**	start doing something to improve a situation
b) ☐ take action	**2.**	help people understand a problem
c) ☐ raise awareness	**3.**	help a group or project
d) ☐ support a cause	**4.**	create positive change

WORD POWER

Phrasal verbs – Activism

A **phrasal verb** is a verb followed by one or two small words (called particles) that change its meaning.

Example: *Let's **set up** the tables for the charity event.*

1 Complete the phrasal verbs with the correct **preposition** from the box.

up · out · in · to · about · back · for

a) set	**d)** reach out	**g)** stand up .....
b) carry	**e)** bring	**h)** join ..... .
c) take part	**f)** give	

2 Complete the sentences with the correct **phrasal verb**.

a) The students decided to ..... a charity event to help families.
b) We will ..... local organisations to ask for support.
c) Everyone is welcome to ..... the clean-up.
d) The group wants to ..... to the community after receiving help.
e) Volunteers ..... a survey to understand the problem.
f) Young activists often ..... human rights.



3 **Speaking.** In pairs, choose a community project, for example, repainting a school wall. Discuss the questions. Use at least three phrasal verbs from this page.

a) How would you **set it up**?
b) Who would you **reach out to** for help?
c) How could the project **give back** to the community?

Reading

400 kg

1 week

16-21 September

1 Look at the title of the report and the numbers below. What do you think these numbers refer to? Write 1 sentence predicting what the report will say.

2 Read the report and check your predictions.

a) .....

b) .....

c) .....

d) .....

e) .....

Clean-Up & Recycle SOUTH AFRICA

COMMUNITY REPORT

Clean-Up & Recycle SA Week 2024

The purpose of this report is to describe the main activities and results of Clean-Up & Recycle SA Week 2024, which took place from 16-21 September across South Africa.

This annual campaign has been bringing together communities, schools and businesses to reduce litter and promote recycling. Organisers have been coordinating volunteer teams and distributing clean-up bags nationwide.

During the week, groups in several provinces carried out clean-up activities in rivers, parks and coastal areas. For example, volunteers in the Western Cape collected almost 400 kg of waste at Milnerton Beach Lagoon. In addition, the plastics industry has been providing gloves, transport and refuse bags to support the work. Social media campaigns have also been raising awareness and encouraging households to recycle.

Overall, the campaign has been creating a positive change. More residents have been getting involved in community actions and schools report increased interest in environmental projects.

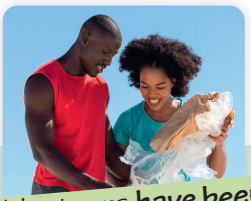
In conclusion, the event has shown that coordinated community action can make a difference and may lead to greater environmental benefits in the future.

Information sourced from: www.cleanupandrecycle.co.za

3 **Read the report again and answer the questions.**

a) What was the main purpose of Clean-Up & Recycle SA Week 2024?
b) How have organisers been preparing for the campaign?
c) What example does the report give of a clean-up activity during the week?
d) What positive impact has the campaign been creating in communities?

Grammar



Volunteers **have been helping** every weekend.

Present perfect continuous

Use	Example
Actions that started in the past and are still continuing now	*They **have been collecting** books.*
Recent activities with visible results now	*People **have been joining** more eco-friendly events.*
Repeated activities over a period of time	*She **has been working** with local groups.*

have/has been + verb + ing

Manual Digital

Vídeo
Present Perfect Continuous

Jogo
Digital Game: Present Perfect Continuous

Exercises

1 **Find examples in the report where the tense shows:**

a) an activity that is still happening
b) repeated actions
c) preparation for an event

2 **Choose the correct option.**

a) The team **has collected / has been collecting** waste every week.
b) Schools **have started / have been starting** to join the campaign regularly.
c) Businesses **have supported / have been supporting** the initiative with donations.

3 **Complete the sentences with the present perfect continuous.**

a) Organisers ..... (**plan**) the campaign for months.
b) Volunteers ..... (**clean**) beaches in several areas.
c) The group ..... (**raise**) awareness online.
d) Local companies ..... (**provide**) materials for the events.

4 **Write 2-3 sentences about something you have been doing recently.**

Writing

Reports usually include:



They are formal and objective. They organise information in clear paragraphs.

Manual Digital

Vídeo
Writing tutorial: how to write a report

1 Look at the report on page 92.
Put the sentences in the correct order to form a logical report.

a) ☐ Volunteers collected almost 400 kg of waste.
b) ☐ The purpose of this report is to describe a national campaign.
c) ☐ As a result, more residents have been getting involved.
d) ☐ The campaign took place in South Africa in September.

2 Which paragraph…

a) ☐ … explains the purpose of the report?
b) ☐ … describes the situation before the event?
c) ☐ … describes the main activities?
d) ☐ … explains the results?
e) ☐ … gives a final message?

3 Match the paragraph labels to the report paragraphs.

Introduction
Background
Main actions
Impact
Conclusion



4 **Rewrite this sentence in a more formal report style.**

Lots of people joined and it was really good.

5 **Match the linkers to their function.**

a) ☐ moreover
b) ☐ as a result
c) ☐ for example
d) ☐ however

1. contrast
2. giving more information
3. result or consequence
4. illustration

6 **Improve the text. Add one cohesive device to each sentence.**

however | as a result | in addition

a) The group collected rubbish. ..... they talked to residents about recycling.
b) The campaign was successful. ..... many people want to repeat it next year.
c) The clean-up was planned. ..... heavy rain caused problems.

7 **Write a report (140-180 words) about a community project in your area or another country or you can invent one.**



Include:

- Introduction
- Background
- Main actions
- Impact
- Conclusion

Use:

- At least 3 cohesive devices
- Formal language
- 1-2 examples of the present perfect continuous

Speaking

Manual Digital

Vídeo
The power of activism (trailer)

1 Why do some people become activists? In pairs, complete the diagram with characteristics of an activist.



2 Watch the video. What is the main message?

a) Being an activist is impossible for young people
b) Individual actions can contribute to change
c) Governments are the only ones who can solve problems



3 Watch again and answer the questions. Then discuss in pairs.

a) What personal challenge does one activist mention?
b) Why do some people doubt that their actions matter?
c) What example of activism does the video show?
d) What do the activists say about government responsibility?



4 Work in small groups. Choose one idea from the video and discuss:

- Why is it important?
- How could young people take action?
- What difficulties might they face?

5 Prepare a short talk (1 minute) for the class. Include:

- The issue
- Why it matters
- One action young people could take



Mini-project

Be the change!

Young activists around the world are taking action to protect the environment and support their communities. Small actions can create real change. How are young people making a difference in Cabo Verde or in other countries?



1. Read the quote and discuss the questions in pairs or small groups.

> "If you think you are too small to make a difference, try sleeping with a mosquito."
> Wangari Maathai, environmental activist

- What do you think this quote means?
- Do you agree? Why or why not?
- How can one small action lead to a bigger impact?

2. Collect and share ideas. In pairs or groups, find one example of activism that has made a difference.

You can:

- Talk to people in your community
- Research a local or global youth project
- Choose a story about someone who took action
- Look for an environmental, social or animal welfare initiative

3. Prepare your presentation (poster, video or speech).

Include:

- Title and aim of the project or action
- What problem it tries to solve
- What the person or group has been doing
- How their actions help others or the environment
- The values it shows (responsibility, courage, solidarity)



4. Share and reflect. After the presentations, discuss in groups:

- Which ideas could work in your community?
- What small action could you start this month?
- How can young people stay motivated?

Wordlist

Language

bilingual *bilingue*
colonisation *colonização*
culture *cultura*
first language *primeira língua*
fluency *fluência*
globalisation *globalização*
lingua franca *língua franca*
mother tongue *língua materna*
multilingual *multilíngue*
second language *segunda língua*
variety *variedade*
manual jobs *trabalhos manuais*
administrative jobs *trabalhos administrativos*
healthcare jobs *trabalhos na área da saúde*

Family

adoptive *adotivo/a*
affectionate *afetuoso/a*
ancestor *antepassado/a*
blended *família reconstruída*
close-knit *muito unido/a*
descendant *descendente*
distant *distante*
disfunctional *disfuncional*
extended *alargada*
half-brother/sister *meio-irmão; meia-irmã*
in-laws *sogro; família do cônjuge*
protective *protetor/a*
siblings *irmãos/irmãs*
single-parent *família monoparental*
spouse *cônjuge*
stepfamily *família reconstituída*
strict *rigoroso/a*
supportive *prestável*

British English (BE) vs American English (AE)

crisps (BE) / chips (AE) *batatas fritas de pacote*
flat (BE) / apartment (AE) *apartamento*
lift (BE) / elevator (AE) *elevador*
rubbish (BE) / trash (AE) *lixo*
trousers (BE) / pants (AE) *calças*

Community

engage with *envolver-se com; interagir com*
integrate *integrar*
listen to *ouvir*
support *apoiar*
value *valorizar*
welcome *acolher*

Social activism

activist *ativista*
advocacy *defesa; advocacia*
awareness *sensibilização*
campaign *campanha*
donation *doação*
empower *capacitar*
empowerment *capacitação; empoderamento*
fundraising *angariação de fundos*
initiative *iniciativa*

Phrasal verbs

aim for *ambicionar*
break down *deixar de funcionar*
bring about *provocar; causar*
build up *desenvolver; aumentar*
carry on *continuar*
carry out *realizar; executar*
get across *comunicar; transmitir*
give back *devolver*
join in *participar; juntar-se*
keep up with *acompanhar; manter o ritmo*
live up to *corresponder a; estar à altura de*
look up to *admirar*
pick up *melhorar; aprender*
point out *salientar; apontar*
reach out to *contactar; procurar ajudar*
run into *encontrar por acaso*
set up *montar; criar; estabelecer*
stand up for *defender*
step up *aumentar o esforço*
take part in *participar em*
turn out *revelar-se; acabar por acontecer*
work on *trabalhar em*



Project file 1

Design a community language campaign!

Communities grow stronger when people listen to one another. Explore inspiring communication roles and create your own campaign to help voices in your school or neighbourhood be understood and valued.

STAGE 1

1 Read the statement and decide whether you agree or disagree. Explain your reasons.

> "A community is only strong when everyone's voice is understood and valued."

2 Read the four short profiles. Then answer the questions below.



Sofia • Community activist

Sofia leads a local advocacy initiative that empowers newcomers to access services in their own language. She organises workshops to help residents engage with public institutions and feel more confident when expressing their needs.



Malik • Family story archivist

Malik works with extended and blended families, helping them document their multilingual histories. He believes that when people value their cultural roots, they communicate more openly and become more supportive of one another.



Lúcia • Language connector

Lúcia created an online platform that pairs bilingual or multilingual residents with learners who want to improve their fluency. She also volunteers at community events, helping people get across their ideas clearly.



Daniel • Youth advocate

Daniel runs campaigns in schools promoting tolerance and responsible communication. He encourages students to stand up for classmates who feel excluded and teaches them how to speak their mind respectfully and effectively.

a) Which person works mainly with families?
b) Who leads projects that empower newcomers?
c) Who promotes respectful communication among young people?
d) Which profile mentions using digital tools to support language learning?
e) Which roles require strong interpersonal skills?

3 **With a partner, discuss these questions.**

a) In what ways can community projects promote intercultural understanding?

b) How can schools address stereotypes or misunderstandings related to language or culture?

c) What role does family play in shaping a person's linguistic identity?

STAGE 2

1 **You are responsible for designing a campaign that strengthens communication and promotes inclusion in your school or neighbourhood. Your campaign should include:**

Name of the campaign (e.g. *Voices of our community, Speak up spaces*)
Target group – Who will benefit? (e.g. *families, newcomers, teenagers…*)
Objective – What do you want to achieve? (e.g. *reduce isolation, promote advocacy…*)
Key activities – Use at least two examples below or create your own:

- Storytelling circles language buddy system
- Family heritage exhibition
- Community podcast
- Activism workshop

2 **Explain how you will reach out to participants, get across your message, use language inclusively and avoid anyone feeling like the odd one out.**

3 **How will your campaign bring about positive change? How will you measure success?**

4 **Create a promotional text (120-180 words). Write a campaign leaflet or a website announcement encouraging people to join your project. Include:**

- Purpose of the campaign
- Activities offered
- Who can participate
- How the community will benefit
- Persuasive language and clear communication

5 **Present your campaign to the class in 2–3 minutes.**

- Explain the goals clearly
- Show how the campaign supports language, family or community needs

6 **After listening, students vote for:**

- Most impactful campaign
- Most creative campaign
- Campaign with the strongest communication strategy



Let's revise! 1

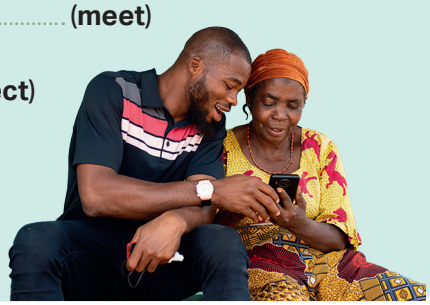
1 Complete the paragraph with the correct form of the verb in the **present tense**.

The language and community club **a)** ..... (**support**) students who speak more than one language. It usually **b)** ..... (**offer**) conversation circles after school, but this term it **c)** ..... (**focus**) on communication skills. Many volunteers **d)** ..... (**believe**) that sharing languages helps create stronger friendships, and the coordinator always **e)** ..... (**encourage**) everyone to speak their mind during activities.



2 Complete the paragraph with the **past simple** or **past continuous**.

Last month, the youth activists **a)** ..... (**plan**) a campaign about family support in the community. While they **b)** ..... (**interview**) local residents, one student **c)** ..... (**meet**) a grandmother who runs a neighbourhood initiative. The group **d)** ..... (**collect**) stories when they suddenly **e)** ..... (**notice**) that more families wanted to join their project. The visit inspired them to continue their work.



3 Complete the paragraph with the correct future form: **will**, **be going to**, or **present continuous**.

Next week, the school **a)** ..... (**start**) a project on social activism and multilingual communication. Teachers think it **b)** ..... (**help**) students understand how language shapes community life. The media team **c)** ..... (**record**) interviews with families who speak different languages, and the student leaders **d)** ..... (**create**) a guide on respectful communication. Don't worry, I **e)** ..... (**support**) you with the planning later today.



4 Complete the paragraph with the correct tense (**present**, **past** or **future**).



Every year, our language and community club **a)** ..... (**organise**) projects that help students and families connect through communication. Last month, while the volunteers **b)** ..... (**prepare**) the materials for a storytelling workshop, they **c)** ..... (**discover**) that many parents wanted activities in more than one language. Some families **d)** ..... (**explain**) that their children often act as translators at home, which made the team reflect on how language responsibilities shape family life.

At the moment, the coordinators **e)** ..... (**work**) on a new programme that supports both students and caregivers in developing confidence when speaking their different languages. The media team **f)** ..... (**record**) interviews with multilingual families this week, and the results already **g)** ..... (**show**) how communication strengthens community bonds.

Next term, the club **h)** ..... (**launch**) a series of workshops on respectful communication, and the student leaders **i)** ..... (**meet**). I think the project **j)** ..... (**inspire**) many more people to value linguistic diversity and take part in future activities.

5 Complete the sentences using the correct form of the adjective – **comparative** or **superlative** – and suitable **modifiers**.

a) Learning a new language can be ..... (**challenging**) than people expect, but it is also ..... rewarding.

b) This was ..... an inspiring workshop that many students asked for more sessions.

c) The community group is one of the ..... (**active**) organisations in our school.

d) Communication becomes ..... (**effective**) when everyone listens carefully.

e) She is ..... a confident speaker now that she practises every day.



6 **Complete the paragraph with the correct form of have/get something done.**

For the community fair, the youth activists prepared a stand about family support and communication. They **a)** ..... the posters ..... (**print**) at a local shop because they wanted professional quality. One student **b)** ..... her camera ..... (**check**) before filming interviews with families. The team also **c)** ..... a banner ..... (**design**) with the project's slogan. Before the event, I **d)** ..... my notes ..... (**organise**) by a friend, and finally we **e)** ..... everything ..... (**prepare**) in time for the opening.



7 **Choose the correct phrasal verb to complete each sentence.**

a) The coordinator tried to **get across** / **run into** the main idea, but some students still looked confused.

b) During the community event, several former volunteers suddenly **run into** / **break down** us and offered to help again.

c) The media team will **work on** / **look up** a short guide to help families use the school website.

d) When the project became difficult, the group decided to **carry on** / **pick up** and finish what they started.

e) Before presenting the campaign, the students need to **look up** / **aim for** the key terms they don't understand.

8 **Complete the sentences with the suitable phrasal verb from the boxes. You may need to change the form.**

reach out | set up | point out | pick up | keep up with



a) The youth activists plan to ..... local organisations to build stronger partnerships.

b) During the meeting, one student ..... an important detail everyone had missed.

c) The school wants to ..... a new centre to support multilingual families.

d) Some younger students struggle to ..... the fast pace of conversation.

e) At the fair, many visitors managed to ..... new phrases in different languages.

9 Choose the correct **idiom**.





a) When the debate became intense, the teacher asked everyone to **speak your mind / turn a blind eye** and speak calmly.

b) She communicates naturally with students from different backgrounds; they are really **on the same wavelength / the odd one out**.

c) After the project failed, the team had to **pick yourself up / walk in someone's shoes** and try again.

d) Everyone in her family loves community work; it clearly **runs in the family / stand up for someone**.

e) He defended his classmate during the discussion; he decided to **stand up for someone / lost for words**.

10 Complete the sentences with one of the **idioms** below.

walk in *someone's shoes* • *the apple doesn't fall far from the tree*
lost for words • *a chip off the old block* • *the odd one out*

a) When she heard the family's story, she was completely .....

b) Before judging a person's language skills, try to ..... and understand their situation.

c) He felt like ..... during the multilingual activity because he didn't know the language.

d) Her enthusiasm for activism shows she's .....

e) Everyone in her family works in education; ..... really applies to them.



11 Choose the correct option for each gap.

Language as a bridge

In our school community, language plays a central part in helping students connect with one another. Many teachers **a)** ..... that encouraging learners to share their linguistic backgrounds builds confidence and understanding. During a recent workshop, one student **b)** ..... how important it is to listen before forming an opinion, especially when people come from different cultures. As more students began to **c)** ....., the atmosphere quickly became more supportive.

Families also played a role in the project. Several parents **d)** ..... examples of how communication at home strengthens relationships across generations. Inspired by this, volunteers organised activities to show how small actions can **e)** ..... stronger connections between students. Next term, the organising team hopes the project **f)** ..... even broader participation from the whole community.



a)	**1.** ☐ believe	**2.** ☐ assume	**3.** ☐ trust
b)	**1.** ☐ pointed out	**2.** ☐ broke down	**3.** ☐ carried on
c)	**1.** ☐ join in	**2.** ☐ get across	**3.** ☐ pick yourself up
d)	**1.** ☐ brought up	**2.** ☐ ran into	**3.** ☐ took in
e)	**1.** ☐ bring about	**2.** ☐ run into	**3.** ☐ live up to
f)	**1.** ☐ will attract	**2.** ☐ is attracting	**3.** ☐ is going to attract

12 Which ideas from this unit can help you become a more active, supportive and open-minded member of your community? Write a short paragraph (50-80 words) about this topic.




2



Crossing cultures

Learning goals

I can…

· talk about community
· describe an international organisation
· talk about human rights
· use idioms: diversity, movement
· use phrasal verbs: traditions, inclusivity
· talk about social activism
· write a report
· talk about multiculturalism
· talk about past habits
- write about a tradition
- talk about a traditional dish

Unit structure

2.1 A multicultural world
2.2 Social acceptance

Look ahead!

Manual Digital

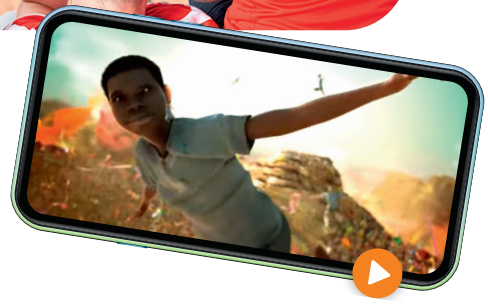
Vídeo
Wavin' flag (advert)

1 **Picture.** What can you see in the picture? What are they doing? How do you think they are feeling?



2 **Video.** Watch the video and find a moment of:

a) connection **b)** celebration **c)** movement



3 What do you think the message of the video is? Discuss in pairs.

4 **Song.** Listen to the song and choose the correct option.



Wavin' flag

K'naan

When I get older, I will be stronger
They'll call me **oppression** / **freedom**, just like a wavin' flag
When I get older, I will be stronger
They'll call me **oppression** / **freedom** just like a wavin' flag
And then it goes back, and then it goes back
And then it goes back, oh
Born to a throne, stronger than **Rome** / **home**
A violence-prone poor-people zone
But it's my **Rome** / **home**, all I have known
Where I got grown, **rivers** / **streets** we would roam
Out of the darkness, I came the **farthest** / **closest**
Among the hardest, survival
Learn from these streets, it can be bleak
Accept no **defeat** / **repeat**, surrender, retreat
So we strugglin', fighting to **eat** / **cheat**
And we wonderin' when we'll be **free** / **key**
So we patiently wait for that fateful day
It's not far away, but for now, we say

"Wavin' flag", K'naan

K'naan is a Somali-Canadian singer. "Wavin' flag" became a World Cup song about hope and multicultural unity.

Challenge

Create a short, powerful slogan inspired by the video or the song. Focus on one idea such as connection, freedom or hope. Your slogan should be only one line, but strong enough to inspire others.

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



1 Which country is recognised for having one of the oldest continuous cultures in the world?
- **a)** ☐ Australia
- **b)** ☐ Canada
- **c)** ☐ Finland

2 Which football team is known for having many players from its global diaspora?
- **a)** ☐ Japan
- **b)** ☐ Cabo Verde
- **c)** ☐ Iceland

3 Which festival is famous for celebrating diversity and inclusion with colourful parades?
- **a)** ☐ Carnival
- **b)** ☐ Oktoberfest
- **c)** ☐ Diwali

4 Which of these used to be a common reason for large waves of migration in the 20th century?
- **a)** ☐ Climate celebrations
- **b)** ☐ Economic hardship
- **c)** ☐ Language exams

5 In many cultures, people prepared traditional foods long before modern kitchens existed. Which of these dishes comes from West Africa?
- **a)** ☐ Jollof rice
- **b)** ☐ Paella
- **c)** ☐ Sushi

6 What is one sign of cultural tolerance?
- **a)** ☐ Expecting everyone to follow the same customs
- **b)** ☐ Respecting traditions that are different from your own
- **c)** ☐ Avoiding contact with people from other cultures

7 Which country received large numbers of immigrants in the early 1900s?
- **a)** ☐ Argentina
- **b)** ☐ Portugal
- **c)** ☐ Thailand

8 Which habit is common in several Asian cultures?
- **a)** ☐ Greeting with a bow
- **b)** ☐ Greeting with a fist bump
- **c)** ☐ Greeting with a whistle

9 Which global event often promotes intercultural understanding and brings nations together?
- **a)** ☐ Expo World Fair
- **b)** ☐ National Exam Week
- **c)** ☐ Tax Season

10 Which example shows true inclusion in a sports team or classroom?
- **a)** ☐ Only experienced players are allowed to join
- **b)** ☐ Everyone is welcome and adaptations are made if needed
- **c)** ☐ People who struggle are asked to sit out

2.1 A multicultural world



Manual Digital

Vídeo
How to improve multiculturalism

Vocabulary

Multiculturalism

1 Discuss these questions in pairs.

a) Do you hear more than one language in your school or community?

b) Do you know a tradition that comes from another country?

c) How do people from different cultures meet or mix where you live?

2 Read the paragraph. Underline **5** words connected to multiculturalism.

Many communities today bring together people from different places, languages and traditions. Migration, travel and global communication make it possible for cultures to meet every day. Schools often aim to create inclusive environments where everyone feels respected and able to participate. Young people learn to value differences and build positive relationships across cultures.

3 What examples in the text show how multicultural communities work?

4 Read the sentences and identify if the word in bold is a noun (N), verb (V), or adjective (Adj).

a) ☐ Schools try to create an **inclusive** environment for all students.

b) ☐ Young people often **migrate** with their families to new countries.

c) ☐ Students need time to **adapt** to a new school culture.

d) ☐ Some customs are **valuable** to families because they express identity.

e) ☐ Many organisations work for the **protection** of minority groups.





5 Complete the table with the missing words. Then listen and repeat.

Base word	Noun	Adjective	Verb
include	inclusion	inclusive	include
exclude	**a)**	exclusive	exclude
integrate	**b)**	integrated	integrate
segregate	segregation	**c)**	segregate
discriminate	discrimination	discriminatory	**d)** .....
assimilate	assimilation	**e)**	assimilate
identify	**f)**	identifiable	identify
coexist	coexistence	coexistent	**g)** .....

6 Complete the sentences with words from the table.

a) Schools try to ..... new students into the community.

b) Young migrants often need time to ..... to new habits and expectations.

c) Laws exist to protect people who experience unfair treatment or .....

d) Some traditions help people ..... strongly with their cultural roots.

e) We must not ..... people because of their differences.

f) Diverse groups can ..... peacefully when there is mutual respect.

Manual Digital

Áudio
Multiculturalism (vocabulary)

7 Choose the correct option.

a) A truly inclusive society tries to **integrate** / **segregate** newcomers as part of the community.

b) Governments work to reduce **discrimination** / **identification** in employment and education.

c) Some cultural habits are easy to **assimilate** / **exclude** as they feel familiar.

d) A person's sense of **identity** / **integration** can be influenced by several cultures.

8 Complete the sentences with your own ideas.



a) In my community, people from different backgrounds coexist by…

b) One example of exclusion I have seen is…

c) Schools can promote integration when they…

d) It is sometimes difficult to assimilate because…



Listening

Manual Digital

Áudio
Podcast: Global game talk



1 Discuss these questions in pairs.

a) Can sport help people from different cultures connect? Give examples.

b) Do you know any footballers from Cabo Verde who play or played in other countries?

c) What does it mean for an athlete to represent more than one cultural background?

2 Match the words to the definitions.

a) ☐ heritage
b) ☐ talent pipeline
c) ☐ supporter culture
d) ☐ diaspora
e) ☐ national squad

1. the group of players chosen to represent a country
2. cultural traditions or origins passed through generations
3. people living outside their country of origin
4. young athletes developing towards professional level
5. the habits and behaviours of sports fans



3 Listen to a podcast called Global game talk, hosted by Telma and Nelson, and choose the correct option.

PODCAST
GLOBAL GAME TALK

a) The episode focuses mainly on
1. ☐ football tactics.
2. ☐ multicultural players in international football.
3. ☐ the history of the World Cup.

b) The speakers agree that international teams today are
1. ☐ less multicultural.
2. ☐ the same as before.
3. ☐ more multicultural.

c) The hosts believe that multicultural squads
1. ☐ can be challenging but positive.
2. ☐ never work well.
3. ☐ always create conflicts.

4 **Listen again and complete the notes with 1 to 3 words.**

a) Cabo Verde has a strong football .....

b) Several players grew up in the .....

c) Dressing rooms include many .....

d) Multicultural teams need integration and .....

e) Supporter culture is becoming more .....

5 **Now listen and answer the questions.**

a) Why does Ryan Mendes say that playing for Cabo Verde gives him a strong sense of identity?

b) What examples do the hosts give of multicultural habits in dressing rooms?

c) How is supporter culture changing according to Telma?

d) What message do the hosts want listeners to remember?

6 **Speaking.** **Discuss these questions in pairs.**

a) Which multicultural players or teams inspire you? Why?

b) Do you think multicultural squads can help reduce discrimination in sport?

d) How does sport influence the identity of young people in Cabo Verde and abroad?



Challenge

In groups of 3, create a short profile of a fictional multicultural football team. Include:

- Team name
- Countries or cultures represented
- Languages spoken
- Challenges and advantages
- One star player from the diaspora

Share your profile with the class.

Reading

1 Read the statements below and decide if you agree or disagree with them. Then discuss with a partner.

a) A multicultural team can be stronger.

b) Moving abroad is always easy.

c) You can belong to more than one place.

2 Choose one statement in exercise 1. Do you think the text will support it or challenge it? Then read and check your prediction.



A multicultural journey

Ryan Mendes was born in 1990 on the island of São Vicente, Cabo Verde. Like many young players, he used to practise football in the streets of Mindelo and later played for local youth clubs before starting his professional journey. As a teenager, he moved to Portugal, where many Cabo Verdean players used to develop their careers. He joined the academy at Leixões SC, a club known for working with teams that bring together players from different countries.

Moving from Cabo Verde to Portugal introduced him to the structure of professional football. In competitive leagues, players often need to learn the ropes quickly — new training routines, new expectations and new levels of competition. Leixões regularly signed players from Portugal, Brazil, Guinea-Bissau and other countries, creating what many describe as a "football melting pot".

His next step took him to France, where he signed for Lille OSC in Ligue 1, one of Europe's major multicultural leagues. Playing alongside teammates from Africa, Europe and South America is common there, and adapting to new tactical systems is part of the job. Footballers entering a new league are often expected to hit the ground running, which is typical for top-level sport.

Later in his career, Mendes played for clubs in Turkey, the United Arab Emirates and Saudi Arabia, each with its own football culture, fan traditions and international mix of players. These environments regularly bring together athletes with different styles of play, languages and cultural backgrounds, making professional football a place where collaboration across cultures is part of everyday life.

Mendes has also been an important figure for the Cabo Verde national team since his debut in 2010. The national squad itself is multicultural, with players born in Cabo Verde as well as in Portugal, France, the Netherlands and Luxembourg. Competing internationally connects players with diverse backgrounds who represent the same country.

Today, Mendes continues to represent Cabo Verde and has become one of the team's most experienced players. His career shows how modern football moves across borders and how teams become stronger when different cultures and experiences come together.



3 **Read the statements and decide if they are True (T) or False (F).**

a) ☐ Mendes has played in more than one country during his career.
b) ☐ The teams he joined often included players from different cultural backgrounds.
c) ☐ Mendes has only played in leagues with players born in Cabo Verde.
d) ☐ The Cabo Verde national team includes players with different national origins.
e) ☐ Mendes's career shows that football rarely connects people from different cultures.

4 **Match the phrases from the text with their meanings.**

a) ☐ learn the ropes
b) ☐ melting pot
c) ☐ hit the ground running

1. start something quickly and with energy
2. a place where many cultures mix
3. learn how things work in a new situation

5 **Speaking. Choose one of the topics and prepare a short presentation for the class.**

a) Someone you know (or have heard of) who has lived in more than one country.
b) How your generation interacts with people from different cultures.





Grammar

Manual Digital

Áudio
Listen and repeat (grammar)

Vídeo
Usage of used to

Exercício
Applying the structure used to

Used to

We use ***used to*** to talk about **habits** or **states** in the past that are **not true now**.

He **used to practise** football in the streets of Mindelo.

Affirmative subject + used to + base verb	*He **used to play** football in the street.*
Negative subject + didn't use to + base verb (NOT *didn't used to*)	*He **didn't use to speak** French.*
Interrogative Did + subject + use to + base verb?	***Did he use to play** in Cabo Verde?*

Used to vs past simple

We use the **past simple** to talk about **completed actions** at a specific time in the past. We use **used to** for **past habits or states** that are no longer true.

Examples: *He used to train on the street.* (habit, not now)
He moved to Portugal at 17. (completed action)

Pronunciation: *used to*

- In the affirmative, ***used to*** is pronounced /'**ju**:**st tu**:/ (the *d* is not pronounced).
- After **did/didn't**, the form is **use**, not *used*.
  *Did he **use** to...?*

Exercises



1 Listen and repeat.

a) He used to play with his friends in the street.
b) She didn't use to travel abroad.
c) Did they use to train every morning?
d) Where did you use to live?



2 Correct the mistakes. Rewrite the sentences correctly.

a) I didn't used to play any sports.
b) Did she used to live in Praia?
c) They use to walk to school every day.
d) He didn't use to ate breakfast in the morning.

3 Choose the correct option.

a) Where **did you use to go / used you to go** after school?
b) My school **didn't use to have / didn't used to have** a library.
c) She **used to collect / collected** football cards when she was younger.
d) They **used to live / lived** in three different cities.



4 **Write the correct form of the verb in brackets.**

a) She ..... (**live**) in a small village before she moved to the capital.

b) We ..... (**go**) to the same summer camp every year.

c) He ..... (**play**) his first match for the team in 2018.

d) They ..... (**have**) training on Saturdays, but now they train on Fridays.

5 **Complete the gaps with the correct form of the verbs in brackets – used to or past simple.**



When Lídia was younger, she **a)** ..... (**live**) in a small town on São Nicolau. She **b)** ..... (**walk**) to school every day because it was close to her house. She also **c)** ..... (**help**) her aunt at the family shop after school. In 2017, her parents **d)** ..... (**move**) to Praia, and her routine changed completely. She **e)** ..... (**not / have**) the same quiet afternoons she had before, and she **f)** ..... (**join**) a local youth club to make new friends. Looking back, Lídia realises she **g)** ..... (**be**) more outdoorsy when she was a child, but she enjoys the opportunities she has now.

6 **Complete the sentences to make them true for you.**

a) When I was younger, I used to…

b) I didn't use to…

c) One thing that changed was that I…

d) My family used to…

7 **Mini-survey. Write 5 Did you use to…? questions to ask your classmates. Then share your findings with the class.**

Did you use to...?

1.

2.

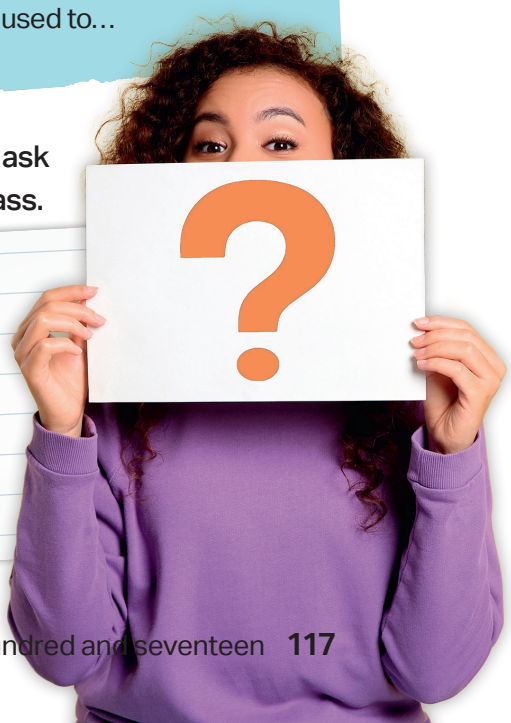
3.

4.

5.







WORD POWER

Idioms – Diversity

An idiom is a group of words with a special meaning that's different from the literal one.

Example: *Players often need to* ***learn the ropes*** *quickly.* It means they learn how it works.

1 Match to form idioms.

a) ☐ a melting
b) ☐ break down
c) ☐ see where someone is
d) ☐ be open
e) ☐ find common

1. barriers
2. minded
3. pot
4. coming from
5. ground

2 Match the idioms in exercise 1 to the definitions.

a) understand another person's perspective .....
b) be willing to accept new ideas .....
c) discover something you share .....
d) mix of different cultures .....
e) remove divisions between people .....

3 Complete the sentences with the correct idiom.

a) In a multicultural country, students can ..... by learning each other's languages.
b) My cousin moved to a city that is a real ..... of cultures and traditions.
c) The two groups didn't agree at first, but they eventually managed to .....
d) When you travel, it's important to ..... and try new things.
e) Even though they disagreed about sports, they ..... when they talked about music.





4 **Complete the sentences with your own ideas.**

a) One time I had to be open-minded when…
b) I broke down barriers with someone when…
c) Two people I know who don't see where each other is coming from…
d) A place I know that feels like a melting pot is…
e) I once found common ground with someone very different from me when…

Speaking

1 **Work with a partner. Choose one situation below and make notes using at least two idioms.**

a) A new student joins your class from another country.
b) Two classmates don't see eye to eye during a group project.
c) A school club wants to bring students together from different backgrounds.
d) A local football team becomes a melting pot of players from many places.

2 **Write a short dialogue (6-8 lines). Include:**

- One problem
- One suggestion
- One idiom that helps explain a solution
- One idiom used naturally in conversation



3 **Practise your dialogue. Focus on:**

- Clear pronunciation
- Natural use of idioms
- Reacting to your partner's ideas

4 **After the role-play, discuss these questions in pairs.**

a) Did you and your partner find common ground?
b) What helped you break down barriers in your conversation?



Reading

Manual Digital

Atividades
Food from around the world

Popular typical dishes

1 Match the words/phrases below to the countries.

a) Japan
b) Spain
c) South Korea
d) Belize, Honduras and Guatemala
e) Peru, Bolivia and Ecuador

seasonal ingredients | family cooking traditions | emotional singing | hand-clapping rhythms | pottery | apprentices | natural dyes | patterns inspired by landscapes | drumming patterns | weaving techniques

2 Read the blogpost below and check your answers.

How the past still shapes what we do today

Traditions help communities stay connected to their past. Many continue because families carry on old practices, pass down skills and bring back memories from earlier generations. Here are five examples of living traditions from around the world.



Washoku
(Japan)

Washoku is Japan's traditional food culture. Families prepare meals with seasonal ingredients that reflect habits from earlier generations. Many households still carry on these simple cooking practices, which keep ideas of balance and respect alive.



Flamenco
(Spain)

Flamenco grew from gatherings where people sang, clapped and danced together. The emotional style developed over centuries, and modern performers bring back the same rhythms and energy on stage.



Living human treasures
(South Korea)

In South Korea, master artisans preserve crafts such as pottery, papermaking and traditional music. They teach younger apprentices using methods that have stayed almost unchanged, helping the culture continue into the future.

Garifuna drumming
(Belize, Honduras and Guatemala)

Garifuna communities used to tell their stories through drumming, singing and dance. **Elders** would gather young people to teach rhythms that honoured their ancestors. Today's musicians bring back the same patterns, allowing the culture to live on.



Andean weaving
(Peru, Bolivia and Ecuador)

Andean **weaving** uses natural **dyes** and patterns inspired by local landscapes. Families teach weaving to younger members, so designs and techniques from ancient times remain part of community life.



Why these traditions matter

When people carry on meaningful practices and pass down knowledge, the past becomes part of daily life. These living traditions show how history continues to shape identity in today's world.

Vocabulary box

elders: older, respected people
weaving: making cloth by crossing threads
dyes: colours used for materials

3 **Complete the sentences with 1 or 2 words from the text.**

a) Flamenco brings back the ..... of early gatherings.
b) Apprentices in South Korea learn traditional ..... .
c) Garifuna musicians keep culture alive through ..... .
d) Andean families pass down ..... techniques.
e) Washoku carries on ..... cooking habits.

4 **Answer the questions.**

a) How does Washoku show a connection between past and present cooking in Japan?
b) What elements in Flamenco performances reflect its historical roots?
c) How do South Korean master artisans help keep traditional culture alive?
d) In what way does Garifuna drumming act as cultural memory?
e) How do features of Andean weaving link the craft to the natural environment?

Challenge

Choose one tradition from the text and say why it should continue into the future. Then compare it with a tradition from your own country.

WORD POWER

Phrasal verbs – Traditions

A phrasal verb is a verb followed by one or two small words (called particles) that change its meaning.

Example: *Many continue because families* ***carry on*** *old practices.*

1 Match the **phrasal verbs** below to the definitions.

pass down • carry on • bring back • look back on
take part in • grow up with • hand over • build on

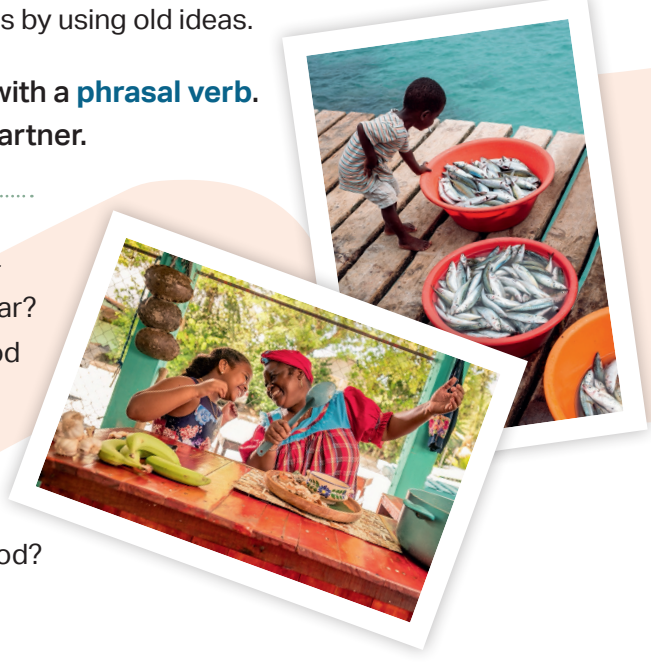
a) continue a tradition .....
b) remember the past .....
c) teach younger generations .....
d) give responsibility for a skill .....
e) use past knowledge .....
f) join an activity .....
g) make something return .....
h) have something during childhood .....

2 Complete the gaps with a **phrasal verb**.

a) Families in the Andes ..... weaving skills to younger members.
b) Flamenco performers ..... old rhythms on stage.
c) Many communities ..... special celebrations every year.
d) Young apprentices ..... traditional crafts in South Korea.
e) Children in Garifuna communities ..... music and stories.
f) Villagers ..... new designs by using old ideas.

3 **Speaking.** Complete the questions with a **phrasal verb**. Then discuss the questions with a partner.

a) What traditions did you ..... when you were younger?
b) What celebrations do people in your community ..... every year?
c) Which traditions ..... good memories for you?
d) What traditions would you like to ..... in the future?
e) What activities do you usually ..... in your neighbourhood?



Writing

1 Think about a tradition you know. It can be from your family, community, country or culture. Choose something that is still alive today.

You can write about:

- A food tradition
- A dance or music style
- A craft or art form
- A celebration or ceremony



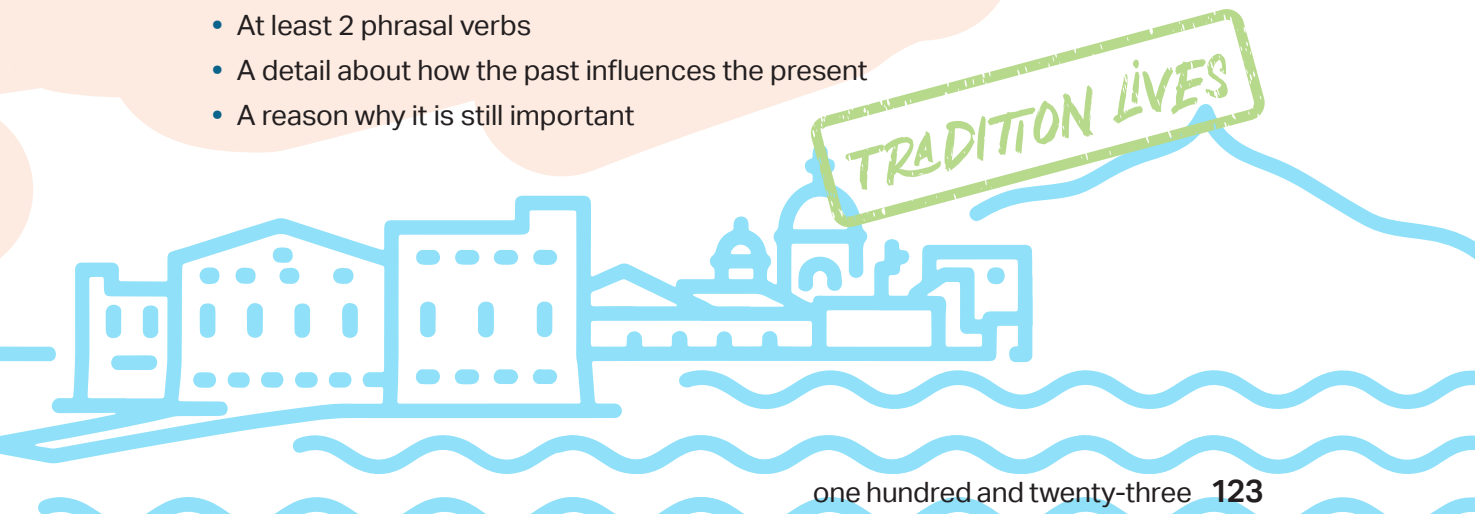
2 Now complete the table with information about the tradition.

Name of the tradition	.....
Where it comes from	.....
What people do	.....
What skills or materials it uses	.....
Who teaches it or keeps it alive	.....
Why it matters today	.....

3 Write a short paragraph (80-100 words). Use the information above to describe the tradition.

Include:

- At least 2 phrasal verbs
- A detail about how the past influences the present
- A reason why it is still important



Video

Manual Digital

Vídeo
"Michael Twitty teaches tracing your roots through food (trailer)"



1 **Read the statement and then discuss the questions with a partner.**

a) How can food show who we are?
b) What traditions in your family or community involve food?
c) What stories do older relatives tell about cooking or eating together?

2 **Match the words to the definitions.**

ancestry • *culinary historian* • *migration* • *genealogy*
setting • *document (v)* • *origin story* • *traumatic*

a) moving from one place to another .....
b) the place or situation where something happens .....
c) serious or painful memories or experiences .....
d) record information carefully .....
e) the story of where something began .....
f) a person who studies food history .....
g) the study of family history .....
h) the people your family comes from in the past .....

3 **Watch the trailer. What is the main message? Then discuss with your partner.**

a) ☐ Food can help us understand who we are.
b) ☐ Everyone should learn professional cooking skills.
c) ☐ Migration destroys food traditions.



4 **Watch the trailer again. Take short notes for each question. Write only key words, not full sentences.**

a) What does food show about people?
b) What does Michael Twitty say people keep during migration?
c) What is his class really about (not cooking skills)?
d) Who should you talk to in your family to learn food stories?

"Tracing your roots through food" features culinary historian Michael Twitty. Through stories, reflection and practical tasks, he teaches viewers how to document their own food traditions.



e) What difficult parts of history does he mention?

f) What does he want students to understand about their own stories?

5 Read the quotes below. Choose one and explain your opinion to a partner. Say what you think it means and why it is important.

"The last thing people will give up as they make migrations is their food culture."	"You have to look at one particular dish and trace it back to its origin story."	"We become better because we understand what it took to get us here."	"Go to the eldest people who are able to tell you the stories."

6 Work individually. Choose a traditional dish from your family or community. Prepare a 30-40 second presentation using the prompts below.



Include:

- The name of the dish
- Its main ingredients
- What story the ingredients tell about your family or community

When you are ready, present it to a partner or small group.

7 **Speaking.** Work in pairs. After listening to each other's presentations, discuss these questions.



a) What is similar about your two dishes, ingredients or stories?

b) What is different about them?



Listening

1 Discuss these questions with a partner.

a) What football habits or traditions are common in Cabo Verde?

b) How do people at home and in the diaspora celebrate a historic qualification?

Manual Digital

Áudio
Sports report

2 Listen to a sports report and choose the main idea.

a) ☐ Cabo Verde's qualification created a national moment of pride and unity.

b) ☐ The team is planning to change most of its players next season.

c) ☐ Fans are abandoning old football traditions.

3 Listen again and answer the questions with short answers.

a) When did the qualification happen?

b) How did people celebrate in different islands?

c) What did fans use to do during older matches that they still do today?

d) How did the diaspora react?

e) What multicultural or diaspora element is highlighted in the team?

f) What new tradition began after the qualification?

Speaking

1 Work in small groups and discuss these questions.

a) Where were you when Cabo Verde qualified for the World Cup?

b) How did you feel at that moment? Use detailed adjectives.

c) How did you celebrate? Tell your group what you did and who you were with.

d) Did your family or community have any special habits or traditions for big matches?

e) Did people use to celebrate differently in the past? Give examples if you know any.



2 Write a short summary of your discussion and share it with the class.

Mini-project



Celebrate together!

Celebrations connect people, honour traditions and create a sense of belonging. They can bring together different generations, cultures and communities. How do celebrations help people feel united in Cabo Verde or in other parts of the world?

1. Read the quote and discuss the questions in pairs or small groups.

> "People are made of stories, and celebrations are how we tell them."
> Unknown

a) What do you think this quote means?
b) Do you agree? Why or why not?
c) How can a celebration strengthen community identity?

2. Collect and share ideas. In pairs or groups, find one example of a celebration that brings people together.

You can:

- Talk to people in your community
- Research a local or global celebration
- Choose a family or community tradition
- Look for a multicultural or religious celebration



3. Prepare your presentation (poster, mini-video or speech).

Include:

- Title and purpose of the celebration
- What people used to do in the past; what people do now and any changes
- How it brings people together
- The values it shows (e.g. *unity*, *identity*, *inclusion*)

4. Share and reflect. After the presentations, discuss in groups:

- Which celebrations help create a sense of belonging in your community?
- What traditions should continue for future generations?
- How can celebrations include people from different backgrounds?

2.2 Social acceptance



Manual Digital

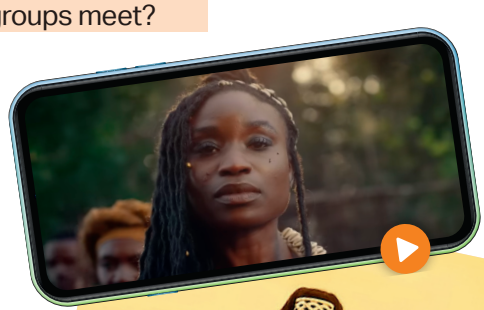
Vídeo
African queens: Njinga (trailer)

Video

1 Discuss these questions in pairs.

a) What makes a leader or community figure respected?

b) What forms of intolerance can appear when different groups meet?



2 Watch the trailer and choose the best summary.

a) ☐ A queen who defends her people and culture during foreign pressure.

b) ☐ A documentary about traditional celebrations.

c) ☐ A story about modern migration.



3 Watch the trailer again and answer with short notes.

a) What threats appear in the trailer?

b) How does Njinga respond?

c) What cultural elements are shown?

d) How is conflict or displacement suggested?

e) Which qualities of Njinga stand out?

Reading

1 Read about Queen Njinga and find 3 facts about her that you didn't know and share them with your partner. Why did you choose those facts?

Njinga: the queen who defied expectations

Queen Njinga of Ndongo and Matamba is one of Angola's most important historical figures. Born into the Mbundu people in the early seventeenth century, she grew up in a region rich in culture but increasingly affected by Portuguese expansion. Njinga first became known as a skilled diplomat when she was sent to negotiate with the Portuguese, impressing them with her intelligence and confidence.

When she later rose to power, Angola was facing major disruption from conflict and the Atlantic slave trade. Njinga worked to protect her people by forming alliances, supporting communities displaced by war and defending local traditions. Her actions challenged European views of Africa and broke expectations about women's roles at the time.

Today, Njinga is celebrated across Angola as a symbol of resistance, cultural pride and national identity. Her story continues to inspire people who value courage, resilience and the importance of giving visibility to African histories often left out of mainstream narratives.

2 **Read the text again. Match each cause to its effect.**

Causes	Effects
a) ☐ Njnga's early life in a culturally rich region.	**1.** She became widely respected for her intelligence.
b) ☐ Her diplomatic mission to the Portuguese.	**2.** She developed resilience and political awareness.
c) ☐ Conflict and the slave trade in Angola.	**3.** Communities experienced displacement and insecurity.
d) ☐ Her alliances and efforts to protect traditions.	**4.** People maintained cultural identity during difficult times.
e) ☐ Modern recognition of her historical impact.	**5.** She is seen as a national symbol in Angola today.

3 **Find words in the text that mean:**

a) serious disturbance .....

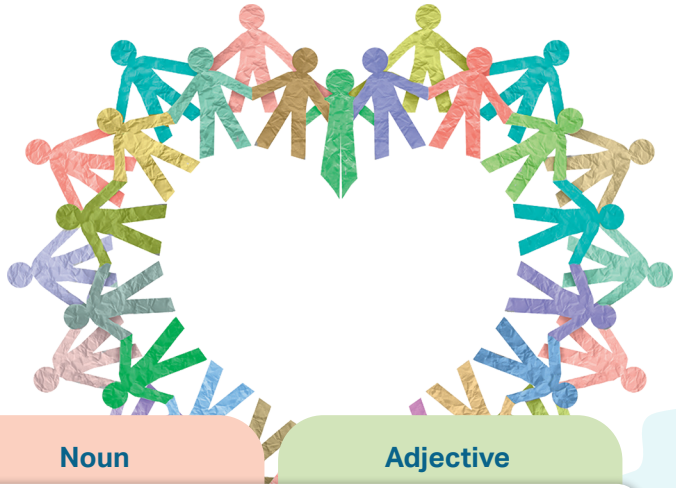
b) groups forced to move .....

c) strong and able to recover .....

4 **Speaking. Discuss the question in pairs or small groups and share your ideas with the class.**

How does Njinga's story help us reflect on social acceptance, cultural identity and the importance of recognising different historical perspectives?





Vocabulary

Identity, culture and belonging

1 Complete the table with the correct noun form of each word.

Verb	Noun	Adjective
include	**a)**	inclusive
migrate	**b)**	migrant / migratory
belong	**c)**	————
tolerate	**d)**	tolerant
resist	**e)**	resistant
identify	**f)**	identifiable
adapt	**g)**	adaptable

2 Match each word to its meaning.

a) ☐ diaspora	**1.**	being forced to leave one's home
b) ☐ heritage	**2.**	cultural background passed through generations
c) ☐ minority	**3.**	unfair negative judgement about a group
d) ☐ prejudice	**4.**	people living outside their country of origin
e) ☐ integration	**5.**	being left out or denied participation
f) ☐ displacement	**6.**	a group that represents a smaller part of a population
g) ☐ diversity	**7.**	the process of becoming part of a new community
h) ☐ exclusion	**8.**	a range of different people or cultures

3 Choose the correct word: **emigrate**, **immigrate**, or **migrate**.

a) Large groups were forced to ..... because of war.

b) Many people ..... to new countries in search of work.

c) Birds ..... seasonally, but humans do it for social and economic reasons.

d) When people ....., they often rebuild their sense of identity.

4 For each pair, underline the word with a positive connotation.

a) inclusive / exclusive

b) belonging / isolation

c) acceptance / intolerance

d) solidarity / division

e) empowerment / marginalisation



5 Complete the paragraph with the correct words from the boxes.

diaspora | heritage | integration | resistance | belonging | displacement

Queen Njinga lived during a time of conflict and **a)** ....., when many communities were forced to move or rebuild their lives. Despite these challenges, she protected the cultural **b)** ..... of her people and strengthened their sense of **c)** ..... Her actions helped groups within and beyond Angola's borders, including those living in the African **d)** ..... Njinga believed that true strength came from **e)** ..... to injustice and from supporting the **f)** ..... of people into safe and stable communities.

6 **Speaking.** Discuss these questions in pairs.

a) What does an **inclusive** community look like, and how can schools help create one?

b) Why is a sense of **belonging** important for people who move to a new country or culture?

c) In what ways can **acceptance** of different traditions strengthen a community?

d) How can acts of **solidarity** or **empowerment** inspire positive social change?



Listening

1 Look at the list below. Which of these cultural elements would someone from Nigeria most miss if they moved abroad to London? Choose 3 and explain why.

- ☐ Jollof rice and suya
- ☐ Afrobeats and Naija music
- ☐ Lagos traffic energy
- ☐ Nollywood films
- ☐ Street markets and food vendors
- ☐ Speaking Pidgin English with friends
- ☐ Family gatherings and celebrations

Manual Digital

Áudio
Monologue: Olivia

2 Listen to Olivia, a Nigerian woman, talking about moving from Lagos to London. Choose the correct option.

a) At the first, how did Olivia feel?
1. ☐ Fully confident **2.** ☐ Mixed emotions **3.** ☐ Disappointed

b) What made adjusting difficult?
1. ☐ Different customs **2.** ☐ Lack of support **3.** ☐ School challenges

c) What changed her attitude?
1. ☐ Joining local groups
2. ☐ Connecting with a neighbour
3. ☐ Avoiding cultural events

3 Listen again. Complete the sentences with short notes.

a) At first, Olivia tried to hide her .....
b) Meeting supportive people helped her feel more .....
c) Moving abroad added another chapter to her .....



4 **Speaking.** Discuss these questions in pairs.

a) Can someone belong to more than one place? Why or why not?
b) What should communities do to welcome newcomers?

WORD POWER

Idioms – Movement

An idiom is a group of words with a special meaning that's different from the literal one.

Example: *It took me a while to **find my feet** in London.* It means become comfortable in a new context.

1 Match the **idioms** to the meanings.

a) ☐ take the first step
b) ☐ find your feet
c) ☐ go with the flow
d) ☐ move forward
e) ☐ at a crossroads
f) ☐ step into someone's shoes

1. accept things as they happen without resisting
2. reach a point where you must make an important choice
3. begin something new or difficult
4. start to feel confident in a new situation
5. make progress after a challenge
6. imagine another person's experience or perspective

2 Complete the sentences with the correct **idiom**.

a) It took me a few weeks to ..... when I started my new job.
b) After the setback, the team wanted to ..... and refocus.
c) Starting college was scary, but I knew I had to .....
d) We should try to ..... to understand how others feel.
e) She feels ..... and needs to choose what to do next.
f) On the trip, we had no plan, so we decided to .....



3 Choose the **idiom** that best describes each situation.

a) You move to a new city and finally feel comfortable.
1. ☐ go with the flow **2.** ☐ find your feet **3.** ☐ at a crossroads

b) Your friend must decide whether to take a job abroad or stay home.
1. ☐ at a crossroads **2.** ☐ take the first step **3.** ☐ move forward

c) You try to understand how someone else feels after a big change.
1. ☐ move forward **2.** ☐ go with the flow **3.** ☐ step into someone's shoes

d) You decide to begin a difficult but meaningful journey.
1. ☐ take the first step **2.** ☐ find your feet **3.** ☐ at a crossroads





Challenge

Use **3 idioms** to describe a moment of change, movement or adaptation in your life.

Reading

Manual Digital

Atividade
One World, So Many Languages

1 You are going to read an article. Look at the title **"More than 300 languages on one street"**. Discuss these questions with a partner.

a) What kind of place do you imagine?
b) What sounds, colours or people might you see?
c) How do you think this affects daily life?

2 Read to check if your ideas are mentioned.

More than 300 languages on one street



Roosevelt Avenue in Queens, New York, is often described as one of the most linguistically diverse streets in the world. Along only a few kilometres, you can hear more than 300 languages. The avenue passes through neighbourhoods shaped by waves of migration, where each community has added its own traditions, music and stories.

Walking down the street feels like travelling across continents. Signs appear in Spanish, Nepali, Korean, Arabic and dozens of other languages. Many families settled here after they had left difficult circumstances in their home countries, and they found comfort in a place where they could rebuild their lives while staying connected to their roots. Restaurants offer food from West Africa, South Asia, Latin America and the Caribbean, creating a mixture of flavours that reflects the street's history.

Linguists say that Roosevelt Avenue is a living example of how languages coexist and evolve. A single conversation might blend English with vocabulary borrowed from several other languages. For residents, this mix feels completely natural. It shows how identity can grow when people bring experiences from the places they had come from and combine them with life in their new city.

Even with its diversity, the avenue faces challenges such as rising costs and fears of displacement. Still, locals describe it as a symbol of resilience. It demonstrates how migration does not erase culture but weaves multiple voices together in one shared space.

Information sourced from: www.nationalgeographic.com





3 **Read again and answer the questions.**

a) Why is Roosevelt Avenue considered unique?
b) How do shops and restaurants reflect the diversity of the area?
c) What do linguists find interesting about conversations on the avenue?
d) What challenges do local communities face today?
e) What does the street symbolise for many residents?

4 **Find a word or phrase in the text that means the following.**

a) Different groups living together and influencing one another .....
b) A strong connection to cultural roots .....
c) A situation where people might lose their homes due to pressure .....
d) The ability to recover or stay strong in difficult conditions .....

5 **Speaking. In pairs, discuss these questions about identity.**

a) How does language help people feel connected to their culture?
b) What might be difficult about living in a neighbourhood with so many different languages?
c) What might be beautiful about it?





6 **If you lived on Roosevelt Avenue, which languages or cultures would you want to learn about? Why?**

Writing

1 **Write a short description (80-120 words) of your ideal multicultural street.**

Include:

- What people would hear
- What people would see
- How people would treat each other

Share your ideas with the class.

Useful language

Seeing
You could see...
There would be...
You'd notice...
The street would show...
It would be full of...

Hearing
You might hear...
You'd hear a mix of...
The street would be filled with...
Voices and music would carry through the street...



Grammar

Manual Digital

Jogos
Digital game: Past perfect

Digital game: Past Perfect vs Past Simple

Apresentação
Past perfect – Affirmative

Past perfect

We use the **past perfect** to show that one action happened **before another action** in the past.

Example: *The street **reflected** the traditions communities **had added** over time.*

Many families settled here after they **had left** difficult circumstances.

had/hadn't + past participle

Past perfect vs past simple

We use the **past simple** to describe the main events in a story and the **past perfect** to show an action that happened earlier than those main events.

Example: *Many families **settled** in Queens after they **had left** difficult times.*

↓ **Later past** (past simple) ↓ **Earlier past** (past perfect)

Time expressions like **after**, **before**, **because**, **when** help show the sequence.

Exercises

1 Rewrite the sentences so the order of actions is clearer using the **past perfect**.

Example: She learned English easily. She lived with neighbours from different countries.
*She learned English easily because she **had lived** with neighbours from different countries.*

a) The festival became famous. Thousands of migrants shared their traditions.

.....

b) The volunteers created a new project. They listened to young people's stories.

.....

c) The team felt united. They experienced similar challenges when moving to the city.

.....

d) The community felt proud. Local artists painted new murals.

.....

2 Use the key word and change the verbs to **past simple** or **past perfect**.

a) **after**
The community centre (**collect**) stories. They (**create**) an exhibition.
.....

b) **before**
The team (**win**) the match. They (**train**) together for months.
.....

c) **because**
She (**feel**) welcome. People in the neighbourhood (**invite**) her to join their celebrations.
.....

d) **when**
We (**reach**) the street. The shops already (**open**).
.....



3 Spot the mistake and correct it.

a) Before the concert started, the DJ has prepared the playlist.
b) They had celebrate the festival for years before tourists discovered it.
c) When we arrived, the parade already started.
d) She felt emotional because she lived far from her home country for so long.

4 Put the verbs in the **past simple** or **past perfect**.

When Dino first **a)** ..... (**walk**) down Roosevelt Avenue, he immediately felt the same mix of cultures described in *Englishman in New York*. The street was alive with voices and music from everywhere. Many families **b)** ..... (**settle**) there after they **c)** ..... (**leave**) difficult circumstances in their home countries. Some shop owners **d)** ..... (**open**) small cafés because they **e)** ..... (**bring**) food traditions from abroad. By the time Dino **f)** ..... (**reach**) the end of the avenue, he **g)** ..... (**hear**) more languages than in any other street he had visited. He realised the community **h)** ..... (**become**) strong because people **i)** ..... (**share**) their stories and support over the years.



5 Complete the sentences to make them true for you.

a) I did well in class because I had…
b) I felt ready for the test because I had…
c) I enjoyed the activity because I had…
d) The day improved after I had…



Listening

1 Look at the stereotypical behaviours below.
Put each one into a column below based on your opinion.

values community spirit

eats on the go

queues patiently

apologises often

speaks loudly in public

uses expressive gestures

drinks tea

shows strong pride and energy

English	American	African

2 Do you think these stereotypes are true for everyone? Why/why not?

3 Match the words to the definitions.

a) ☐ accent
b) ☐ pride
c) ☐ dream
d) ☐ energy
e) ☐ alien

1. a strong feeling of confidence in who you are
2. the way someone pronounces words
3. someone who feels foreign in a place
4. lively strength or enthusiasm
5. something you hope to achieve

4 Listen to the song and choose the main idea.

a) ☐ A person who hates New York life.
b) ☐ A person who feels foreign but stays true to himself.
c) ☐ A person who wants to return home immediately.

5 Listen to the song again and complete the gaps with the missing words.



Englishman/African in New York

Sting & Shirazee

I'm gonna make it
I'm gonna get it
I'm gonna make it, oh
Gonna get it
I'm gonna make it
I'm gonna make it, oh
I don't drink **a)** ....., I take tea, my dear
I like my **b)** ..... done on one side
And you can hear it in my **c)** ..... when I talk
I'm an Englishman in New York
See me walking down Fifth **d)** .....
A walking cane here at my side
I take it everywhere I **e)** .....
I'm an Englishman in New York
Oh, I'm an alien, I'm a legal alien
I'm an Englishman in New York
Oh, I'm an alien, I'm a legal alien
I'm an Englishman in New York

Every day I wake up here's a win
'Cause I got here on a **f)** .....
I still hear my **g)** ..... praying everyday
I'm an African in New York, uh huh
You dey see am for my pride and **h)** .....
When I dey waka down the **i)** .....
You can hear it in my accent when I **j)** .....
I'm an African in New York
Oh, I'm an alien, I'm a legal alien
I'm an African in New York
Oh, I'm an alien, I'm a legal alien
I'm an Englishman in New York

"Englishman/African in New York", Sting & Shirazee

"Englishman/African in New York" brings together Sting and the Beninese singer Shirazee. The song mixes Sting's classic story about feeling different in New York with Shirazee's experience as an African who moved there to follow his dreams. Together, they celebrate identity, culture and belonging in a new city.

6 Answer the questions with short notes.

a) What shows the Englishman's identity in New York?
b) How does the Englishman describe his daily habits?
c) What feelings does the African singer express about being in New York?
d) How do both singers show pride in where they come from?

Challenge

Create a small poster titled "**Be yourself**". Include:
- A message of inclusion inspired by the song
- A real example from your community
- A simple action that promotes social acceptance





Reading

1 Look at the three statements and discuss these questions with a partner.

a) Which of these statements sound familiar to you?

b) What information would you need before believing a statement like this?

"People from big cities are always in a hurry."

"Teenagers only care about social media."

"Island communities all share the same traditions."

2 Read the article. What is the main message? Write one sentence.

stereotypes

BIAS

INTOLERANCE

judging

Breaking the pattern: WHY WE NEED TO RETHINK STEREOTYPES

Scroll through social media or listen in any busy street, and you will hear quick opinions about cultures, generations or communities. These confident statements often rely on stereotypes. A stereotype reduces a diverse group to a single idea. It feels simple, but it rarely reflects reality.

Stereotypes often begin with something small – a habit, a custom, an image – repeated until it sounds like a "fact." Soon, whole communities are described in the same way, even though people who share a nationality, city or classroom can have completely different values, experiences and goals.

The real danger is the "single story." When one narrative is repeated again and again, it becomes the only version people see. It labels communities as traditional or modern, open or closed, calm or dangerous. Once that label sticks, cultural intolerance grows.

To break this pattern, curiosity is key. Instead of accepting quick explanations, we can ask where they come from and whose voices are missing. Listening to people rather than categories reveals the diversity inside every community.

Schools and youth spaces can support this by giving students access to stories from different cultures and encouraging them to compare perspectives. This builds a more informed and respectful understanding of the world.

Today, most of us belong to several communities at once. No single story can capture that complexity. Challenging stereotypes allows space for more accurate and inclusive stories that reflect how people truly live and connect.

3 **Read the article again and answer the questions.**

a) Why are stereotypes misleading according to the text?
b) What is the "single story," and why is it dangerous?
c) How can curiosity help us challenge stereotypes?
d) What role do schools and youth spaces play in reducing intolerance?
e) Why can't one story represent most people today?

4 **Match the words from the article to the meanings.**

a) ☐	stereotype	**1.** refusal to accept people who are different
b) ☐	narrative	**2.** describe or categorise someone in a fixed way
c) ☐	label (v)	**3.** a repeated story or version of events
d) ☐	inclusive	**4.** welcoming and open to different people
e) ☐	intolerance	**5.** a simplified idea about a whole group

Speaking

1 **Discuss the following questions in small groups.**

a) Have you ever heard a stereotype about your generation, your school or your community?
b) How accurate was it, and why?

2 **After your discussion, prepare to present one idea to the class.**

Useful language

Introducing an idea
One stereotype we talked about was...
People often say that...
In our group, we noticed that...

Explaining your view
This is not always true because...
In reality, people are more...
Our examples showed that...

Concluding
So, we think this stereotype should be questioned.
In short, the situation is more complex than it seems.
It's important to listen to individual stories.



Writing

Manual Digital

Vídeo
Writing tutorial: how to write an opinion text

1 Look at the title of this opinion essay. In pairs, discuss arguments for and against this statement.

Stereotypes do more harm than good

2 Now read the opinion essay and check your ideas.

Stereotypes do more harm than good



People often make quick assumptions about others based on nationality, age or background. These ideas may feel familiar, but I believe stereotypes do more harm than good because they turn complex individuals into simple labels.

First, stereotypes create distance between people. When the same story is repeated about a group, individual experiences become invisible. This can lead to intolerance and unfair treatment. Challenging these assumptions helps us see the real diversity inside every community.



Second, stereotypes can limit opportunities. When someone is labelled in a negative way, it may influence how others treat them. As a result, some people are not given the same chances to participate or succeed.

However, some argue that stereotypes exist because there is sometimes a small element of truth. They say that stereotypes help us understand groups more quickly. Although this view is common, generalisations usually ignore the complexity of real lives.

In conclusion, stereotypes oversimplify people and can cause real harm. It is more helpful to listen to individual stories than to rely on repeated assumptions.

3 Match each paragraph in the model essay to the correct function.

a) ☐ Introduction
b) ☐ First main argument
c) ☐ Opposing viewpoint
d) ☐ Second main argument
e) ☐ Conclusion

1. explains how labels affect opportunities
2. states the main opinion and introduces the topic
3. presents the opposite view and comments on it
4. summarises the message and restates the opinion
5. shows how stereotypes damage relationships and understanding



4 Read the first sentence of each body paragraph in the essay. Which two ideas does the writer focus on? Tick (✓) two.

a) ☐ Harm to relationships
b) ☐ Economic benefits
c) ☐ Limited opportunities
d) ☐ Social media influence
e) ☐ School performance

5 Categorise the phrases below into the correct boxes.

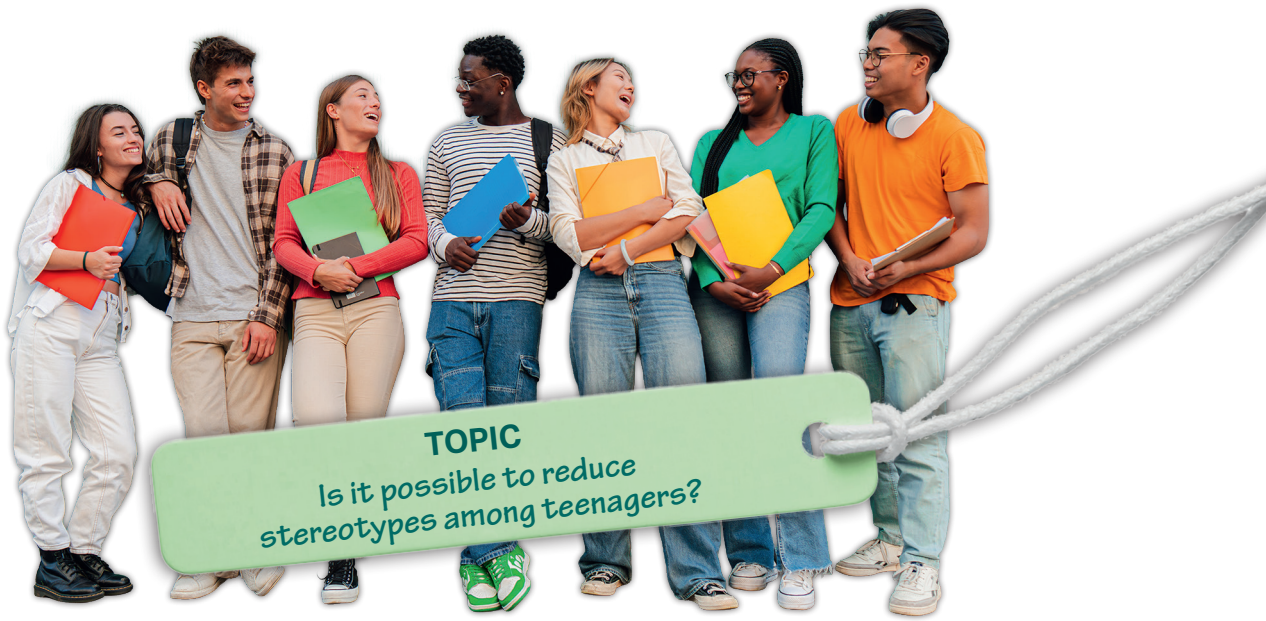
In conclusion... | Some people argue that... | However... | Another key point is... | Although this may be true... | One important reason is that... | In my view... | For example... | This shows that...

Giving an opinion	Introducing arguments	Giving examples	Acknowledging other views	Concluding

6 Rewrite the sentences in a more formal essay style.

a) People often think the same thing about a whole group, but it is not really true.
b) These ideas can hurt people and make life harder for them.

7 Write an opinion essay (160-180 words). Use the same structure as the model.

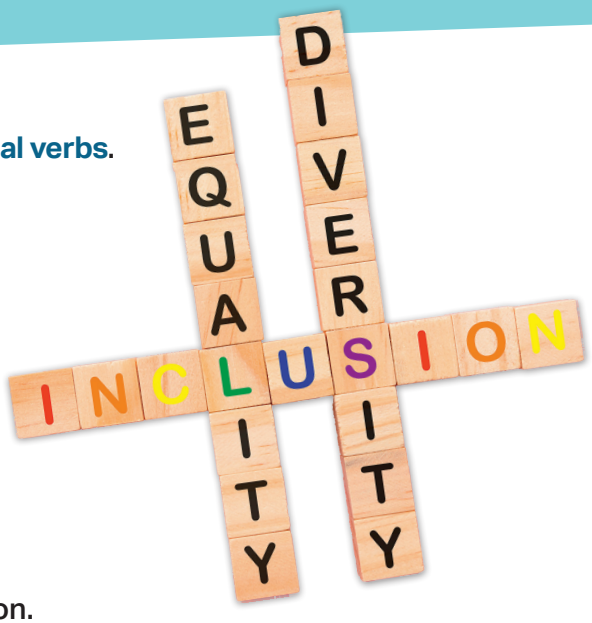


WORD POWER

Phrasal verbs – Inclusivity

A **phrasal verb** is a verb followed by one or two small words (called particles) that change its meaning.

Example: *It's urgent to **break up** stereoypes.*



1 Match each verb to the particle to form **phrasal verbs**.

a) ☐	open	**1.**	up
b) ☐	reach	**2.**	out (to)
c) ☐	stand	**3.**	up for
d) ☐	break	**4.**	down
e) ☐	get	**5.**	along (with)
f) ☐	leave	**6.**	out
g) ☐	work	**7.**	together
h) ☐	take	**8.**	part in

2 Now match the **phrasal verbs** to the definition.

a) defend or support someone unfairly treated .....
b) cooperate to achieve something .....
c) exclude someone .....
d) join or participate .....
e) build positive relationships .....
f) remove barriers or divisions .....
g) become willing to share or express yourself .....
h) make an effort to connect with someone .....

3 Choose the **phrasal verb** that best completes each sentence.

a) Our school wants to **break down** / **stand up** for barriers between different groups.
b) When new students arrive, everyone should **reach out** / **leave out** to make them feel welcome.
c) We can only organise the event if we **work together** / **take part in**.
d) It is important to **open up** / **leave out** your ideas so others understand your perspective.
e) Teachers encourage all students to **take part in** / **get along** class discussions.
f) We should **stand up for** / **break down** anyone who is being judged unfairly.



4 **Complete each sentence with the appropriate phrasal verb.**

a) Group activities can help students ..... stereotypes and misunderstandings.

b) It is important to ..... classmates who feel isolated or new.

c) A truly inclusive environment ensures no one is ..... of discussions.

d) Students usually ..... better when they feel respected and heard.

e) Our class needs to ..... if we want to organise a successful event.

f) When someone is treated unfairly, we should ..... them.

g) Teachers can encourage learners to ..... more during group reflection.

h) Everyone should have the chance to ..... school projects.

5 **Speaking. Use at least 4 of the phrasal verbs to discuss the questions.**

a) What helps classmates **get along** better in a multicultural school?

b) When is it important to **stand up** for others?

c) What can students do to **reach out to** someone who feels left out?

d) Why is it helpful to **work together** on tasks or projects?

6 **Complete the sentences with your own ideas using the correct phrasal verb.**

a) I feel more included when people .....

b) A time I had to stand up for someone was when .....

c) One way to help classmates get along is to .....



WELCOME

Listening

Manual Digital

Áudio
Radio programme: Rádio Escola

1 Imagine a student arriving at your school for the first time. Write one thing that would make them feel welcome.

2 Listen to an interview from a student radio programme about social acceptance in their school. Choose the main idea.

RÁDIO ESCOLA



a) ☐ The students describe new school rules.
b) ☐ The students discuss how to make everyone feel accepted.
c) ☐ The students explain why exams are stressful.

3 Listen again and decide if the statements are true (T) or false (F).

a) ☐ Lurdes says small actions helped new students feel welcome.
b) ☐ Kevin believes stereotypes can sometimes be positive for new students.
c) ☐ Both students mention times when they felt included by classmates.
d) ☐ A school activity helped students from different classes get to know each other.
e) ☐ The presenters suggest that respect is more important than participation.

Speaking

1 Discuss these questions in pairs or small groups.

a) What helps you feel a sense of belonging at school?
b) When have you seen someone show acceptance or kindness?
c) What small actions can help classmates understand each other better?

2 Summarise your ideas from the discussion and share with the class.



Useful language

One thing we talked about is...
This helps because...
A good example of acceptance is...
Our class could try...

Mini-project



Build a more accepting school!

Your task is to design a small campaign that promotes social acceptance in your school community. Work in groups and create a short presentation, poster or digital slide.

1. Choose your focus. Select one area for your campaign.

You can choose:

- Welcoming new students
- Reducing stereotypes
- Celebrating diversity
- Improving teamwork
- Promoting respectful communication

2. Research and brainstorm. Discuss the questions in your group.

- What challenge do students face in this area?
- Why does this matter for the school community?
- What small actions could make a difference?
- What example shows how acceptance can grow?

3. Create your campaign idea.

Your campaign should include:

- A title
- A slogan
- One main message
- An example or story
- An action for students
- An action for teachers or the school



4. Prepare to present. Each group will present their campaign in two minutes.

5. Think about.

Write two sentences:

- One thing I learned about social acceptance today is...
- One action I can take this week to support others...

Wordlist

Multiculturalism

assimilate *assimilar*
coexist *coexistir*
discriminate *discriminar*
exclude *excluir*
identity *identidade*
include *incluir*
segregate *segregar*

Identity, culture, belonging

adapt *adaptar(-se)*
belong *pertencer*
diaspora *diáspora*
division *divisão*
diversity *diversidade*
displacement *deslocamento; deslocação*
emigrate *emigrar*
exclusion *exclusão*
heritage *património; herança cultural*
immigrate *imigrar*
integration *integração*
marginalisation *marginalização*
migrate *migrar*
minority *minoria*
prejudice *preconceito*
resist *resistir*
solidarity *solidariedade*
tolerate *tolerar*

Phrasal verbs

break down *avariar; colapsar (emocionalmente)*
bring back *trazer de volta; fazer recordar*
build on *construir a partir de; desenvolver com base em*
carry on *continuar*
get along with *dar-se bem com*
grow up with *crescer com*
hand over *entregar; passar para alguém*
leave out *deixar de fora; excluir*
look back on *recordar; refletir sobre*
open up *abrir-se; falar abertamente*
pass down *transmitir (de geração em geração)*
reach out to *contactar; estender apoio*
stand up for *defender; apoiar*
take part in *participar em*
work together *trabalhar em conjunto*

Conflict and resolution

compromise *compromisso; chegar a acordo*
confront *confrontar*
escalate *escalar; agravar-se*
mediate *mediar*
misunderstanding *mal-entendido*
negotiate *negociar*
reconcile *reconciliar*
resolve *resolver*
tension *tensão*
violence *violência*

Diversity

acceptance *aceitação*
access *acesso*
bias *preconceito; viés*
equity *equidade*
fairness *justiça; imparcialidade*
intersectionality *interseccionalidade*
openness *abertura*
representation *representação*

Global connections

bridge-building *criação de pontes; aproximação entre pessoas ou grupos*
cooperation *cooperação*
exchange *intercâmbio*
interconnectedness *interconexão*
interdependence *interdependência*
network *rede*
outreach *ação de proximidade; serviços de apoio à comunidade*
partnership *parceria*

Cultural expressions

craftsmanship *artesanato; mestria artesanal*
custom *costume*
festival *festival*
folklore *folclore*
narrative *narrativa*
ritual *ritual*
symbolism *simbolismo*
tradition *tradição*

Project file 2

Build belonging!

Create a "Belonging tips" page for a student booklet. Include practical tips that help reduce stereotypes and make classrooms more welcoming.

STAGE 1

1 Look at the statements below. Decide if they are always true (T), sometimes true (ST), or not true (NT). Explain your reasons. Then discuss your answers with a partner.

a) ☐ Quiet people are shy.
b) ☐ Teenagers from the same country all share similar habits.
c) ☐ You can understand someone quickly by looking at them.

2 Read the extract from a Belonging booklet. Which sentence best summarises it?

a) ☐ People often behave strangely in new situations.
b) ☐ Stereotypes and quick judgements can hide who people really are.
c) ☐ Everyone communicates in exactly the same way.





Understanding others

We often make quick judgements about people based on how they look, speak or behave. These impressions feel natural, but they can be misleading. Someone who seems unfriendly may simply be nervous. A student who stays quiet might be thinking carefully, not avoiding others.

Stereotypes appear when we stop asking questions and start assuming we already know. They reduce people to labels and can make them feel invisible or misunderstood.

Belonging grows when we replace assumptions with curiosity. Listening, noticing small details and giving people time to express themselves helps everyone feel accepted and valued.





3 Read the text again and match each idea to the correct paragraph.

a) ☐ Stereotypes and their effects
b) ☐ First impressions can be misleading
c) ☐ How to build belonging

1. Paragraph 1
2. Paragraph 2
3. Paragraph 3

4 **Answer the questions in short notes.**

a) What examples does the text give of misunderstood behaviour?

b) Why can stereotypes be damaging?

c) What actions help people feel accepted?

5 **Discuss these questions with a partner.**

a) When have you seen someone misjudged because of a first impression?

b) What small actions could make your classroom more welcoming?

STAGE 2

1 **In groups, you will design one short, practical page for a class booklet on understanding people and reducing stereotypes.**
Your page must include:

A short text (80-120 words) on one topic:
- Why first impressions can be wrong
- How stereotypes start
- Simple actions that create acceptance
- What belonging feels like

A visual element: small sketch, symbol, quote or mini infographic
3 practical tips: for classmates (e.g. *ask before assuming*, *give people time*, *listen actively*).

2 **Present your page to the class in 1–2 minutes:**
- Explain your chosen topic
- Share your tips
- Highlight the message you want classmates to remember

3 **Combine all pages into a Belonging tips booklet and display it in class or online.**



Let's revise! 2

1 **Complete the paragraphs with used to or the past simple.**



Lúcia **a)** ..... (**meet**) students from many different backgrounds when she first joined the language club. She **b)** ..... (**feel**) unsure about expressing her ideas, but her classmates encouraged her. Her previous school **c)** ..... (**not / offer**) activities celebrating diversity, so she **d)** ..... (**not / hear**) many multilingual stories growing up. Now she confidently participates in cultural projects.



When Daniel was younger, he **e)** ..... (**move**) between countries because of his parents' work. He **f)** ..... (**learn**) new customs quickly, but he **g)** ..... (**not understand**) the idea of identity until later. His neighbours **h)** ..... (**host**) storytelling evenings every weekend, and guests **i)** ..... (**bring**) traditional dishes to share.

2 **Complete the sentences with the past perfect.**

a) By the time the workshop started, the organisers ..... (**prepare**) all the materials.

b) She felt confident because she ..... (**practise**) her presentation several times.

c) They understood the issue only after the families ..... (**explain**) their experiences.

d) The group changed their plans because students ..... (**express**) concerns about exclusion.

3 **Complete the paragraph with present, past or future verb structures.**



Last month, the coordinators **a)** ..... (**review**) the outcomes of previous projects and realised they **b)** ..... (**overlook**) several important cultural traditions. During the meeting, the group **c)** ..... (**suggest**) new ideas, but many students **d)** ..... (**already / share**) experiences that highlighted challenges with belonging. Each year, the student team **e)** ..... (**promote**) dialogue around identity, and at the moment the editors **f)** ..... (**work**) on an online collection of interviews. This week, the media team **g)** ..... (**upload**) the first recordings, and early results already **h)** ..... (**show**) how interconnected people's stories are. By the time they contact parents next term, they **i)** ..... (**gather**) enough material to launch a new project on cultural expression, which I believe **j)** ..... (**inspire**) even greater participation.

4 Complete the sentences with a **phrasal verb**.

reach out · set up · point out · pick up · build on

a) They plan to ..... local organisations to strengthen partnerships.

b) During the meeting, a student ..... a cultural detail everyone had missed.

c) The school hopes to ..... a new space supporting multilingual students.

d) Many students managed to ..... new expressions during the workshop.

e) The team wants to ..... last year's success and expand the project.

5 Choose the correct **idiom**.

a) When the debate became tense, the teacher asked everyone to **speak your mind / turn a blind eye**.

b) These two classmates understand each other easily; they are clearly **on the same wavelength / the odd one out**.

c) After failing, the group had to **pick yourself up / walk in someone's shoes**.

d) Malik loves collecting stories just like his father; it clearly **runs in the family / stand up for someone**.

6 Complete the sentences with one of the **idioms** below. There is one extra.

walk in someone's shoes • the odd one out
the apple doesn't fall far from the tree
lost for words • a chip off the old block



a) When she heard the family's story, she was completely .....

b) Before judging someone's accent, try to .....

c) He felt like ..... in the activity because he didn't know the language.

d) His passion for cultural projects shows he's .....

7 Choose the correct option for each gap.

Shared voices

In our school, students are encouraged to explore different cultural perspectives. Many teachers **a)** ..... that giving space to varied experiences strengthens learning. During a recent session, one student **b)** ..... that small acts of inclusion can make a big difference.

As more learners began to **c)** ....., the atmosphere became more relaxed.



Several parents also contributed. They **d)** ..... stories that had been passed down through generations. Inspired by this, the organisers designed activities to help students appreciate different viewpoints and **e)** .....stronger connections. Next term, the coordinators hope the programme **f)** ..... increased engagement.

a)	**1.** ☐ believe	**2.** ☐ assume	**3.** ☐ trust
b)	**1.** ☐ broke down	**2.** ☐ pointed out	**3.** ☐ carried on
c)	**1.** ☐ get across	**2.** ☐ join in	**3.** ☐ pick yourself up
d)	**1.** ☐ brought up	**2.** ☐ ran into	**3.** ☐ took in
e)	**1.** ☐ run into	**2.** ☐ bring about	**3.** ☐ live up to
f)	**1.** ☐ will attract	**2.** ☐ is attracting	**3.** ☐ is going to attract

8 Choose the correct option for each gap.

Marco **a)** ..... feel nervous speaking in front of others, but that changed after a few weeks. When he joined the literature club, he realised he **b)** ..... already gained useful experience from helping at home.

By the time he shared his first story, he **c)** ..... practised it several times. Now he feels ready to **d)** ..... new challenges.



a)	**1.** ☐ used to	**2.** ☐ was used	**3.** ☐ has used
b)	**1.** ☐ has	**2.** ☐ had	**3.** ☐ was
c)	**1.** ☐ will have	**2.** ☐ has	**3.** ☐ had
d)	**1.** ☐ take off	**2.** ☐ take on	**3.** ☐ take in

9 One word is incorrect. Replace it with the correct word.

a) She **use** to speak quietly but now feels more confident.

b) They realised they **have understood** the instructions incorrectly.

c) Before the lesson started, the teacher **writes** all the examples on the board.

d) He wished he **practice** more before the presentation.



10 Rewrite the sentence using the key word given.

after

a) He finished the story and then he added illustrations.

.....

until

b) She learnt the dialect and then she travelled to the region.

.....

once

c) They read the notes and then understood the ending.

.....







11 Complete the paragraph with the correct tense.

Eliane always **a)** ..... (**enjoy**) learning new expressions. Last year, she **b)** ..... (**start**) a journal where she recorded interesting words she heard. By the time her teacher saw it, she **c)** ..... (**collect**) over fifty entries. At the moment, she **d)** ..... (**work**) on turning the journal into a short presentation. Next term, she **e)** ..... (**share**) it with her classmates.



12 **Complete the dialogue using the correct tense or form.**



Amina: I've always been curious about your family's traditions. Were they different before you moved?

Miguel: Yes, they were. We **a)** ..... (**not / celebrate**) certain holidays until my grandparents explained them.

Amina: Really?

Miguel: Yes. And when I first joined this school, I **b)** ..... (**not / be used to**) sharing personal stories, but now I feel much more confident.

Amina: That's great. What about the project?

Miguel: By the time we present it, we **c)** ..... (**gather**) more than twenty interviews.

Amina: Impressive. I **d)** ..... (**look forward**) to seeing the final version.

13 **Use ONE word in each gap to complete the collocations or expressions.**

a) She is beginning to **find her** ..... in the new school environment.

b) He wishes he ..... **kept** better records of his family's traditions.

c) In the past, people ..... **to believe** that certain customs were universal.

d) By the time the interview started, the students **had** ..... all their questions.

14 **Which ideas from this unit can help you express yourself more confidently, understand others' experiences, and take part in intercultural exchanges? Write a short paragraph (50-80 words) about this topic.**



Z E W A





A journey through literature

Learning goals

I can…

- take part in a debate
- write a paragraph, a review
- take part in an interview
- role-play an extract by Oscar Wilde
- talk about literature
- understand and discuss poetry
- use idioms: books and films
- use phrasal verbs: storytelling and imagination
- talk about the story behind a song

Look ahead!

Manual Digital

Vídeo
The book thief (trailer)

1 **Picture.** What can you see in the picture? Why are they together? How do you think they are feeling?



2 **Video.** You are going to watch the trailer for the film called *The book thief.* Why might someone steal a book in a dangerous time? Share your ideas with a partner.



3 Watch the trailer again and tick (✓) the moments you see in the trailer.

- **a)** ☐ A girl finding a book
- **b)** ☐ Someone teaching her to read
- **c)** ☐ A book being hidden
- **d)** ☐ Books being burned in public
- **e)** ☐ Someone listening to a story
- **f)** ☐ A girl reading during a frightening moment



4 Answer the questions and then discuss with a partner.

- **a)** Why do books become important to Liesel in the trailer?
- **b)** Who helps Liesel discover the power of words?
- **c)** How does the trailer show that books can be a form of hope?

5 Complete the sentence and explain why.

"In the trailer, books seem to represent..."

Challenge

How many places can you think of where we find stories? Write as many as you can in one minute (e.g. *books*, *films*...). Compare your list with a partner. Who found the most?

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



1 What do we call a book of poems?
- **a)** ☐ Anthology
- **b)** ☐ Magazine
- **c)** ☐ Directory

2 Which word describes the time and place of a story?
- **a)** ☐ Setting
- **b)** ☐ Plot
- **c)** ☐ Cover

3 What do we call a traditional story passed down through generations?
- **a)** ☐ Article
- **b)** ☐ Folktale
- **c)** ☐ Report

4 Who is the person who tells the story in a book or film?
- **a)** ☐ Narrator
- **b)** ☐ Publisher
- **c)** ☐ Illustrator

5 What is the main problem or challenge in a story called?
- **a)** ☐ Conflict
- **b)** ☐ Preface
- **c)** ☐ Index

6 A book or film that is full of exciting events is described as:
- **a)** ☐ Action-packed
- **b)** ☐ Handwritten
- **c)** ☐ Illustrated

7 Which country is famous for its ancient storytelling tradition *One thousand and one nights*?
- **a)** ☐ Egypt
- **b)** ☐ Japan
- **c)** ☐ Brazil

8 Who wrote the famous play *Romeo and Juliet*?
- **a)** ☐ Mark Twain
- **b)** ☐ William Shakespeare
- **c)** ☐ Charles Dickens

9 Which genre includes magic, imaginary worlds and unusual creatures?
- **a)** ☐ Fantasy
- **b)** ☐ Biography
- **c)** ☐ Travel writing

10 What do we call the message or big idea of a story?
- **a)** ☐ Theme
- **b)** ☐ Chapter title
- **c)** ☐ Page number

Reading

Manual Digital

Jogo
Book types & genres

1 What counts as a story? Look at the images below. They all show different types of storytelling. Match each image with the phrase that describes it best.













1. ☐ A moment that becomes a memory
2. ☐ A mystery that begins with an object
3. ☐ A visual story
4. ☐ A story told through music
5. ☐ A shared story between generations
6. ☐ A traditional story told aloud

2 Then choose a picture you would most like to know more about and explain why in one sentence.

Stories around us

Stories appear everywhere in our lives. We find them in books, films, conversations, music, and even in the objects people keep for years. Long before people wrote anything down, stories travelled from person to person. They helped communities remember important events, explain the unknown, and understand how to live with one another. A single story, told at the right moment, could warn, encourage, or inspire.

Today, storytelling continues in countless forms. Some people prefer long novels that follow characters over many years. Others enjoy short videos that tell a complete story in a single minute. Graphic novels use images and colour to create atmosphere and emotion, while spoken-word performances bring rhythm and movement to personal experiences. Whatever form they take, stories help us make sense of the world and our place in it.

Reading is one way to connect with stories, but it is more than a school task. When we read a poem, we listen to someone else's voice. When we read a short story, we step into another person's thoughts. Literature gives us a chance to slow down, focus, and explore experiences we may never have in our own lives. A writer in one part o f the world can speak to a teenager in another, even if they will never meet. This is one of the reasons literature feels powerful: it allows strangers to understand each other.

Why do stories matter to us? Perhaps because they help us notice things we normally ignore. They offer new ways of seeing ordinary life. They give us words for feelings we do not always know how to express. And sometimes, they simply make us laugh after a difficult day. Whether written, spoken, drawn, or performed, stories remind us that imagination is one of our most human qualities.

3 **Read the text and choose the best summary.**

a) ☐ The text explains why traditional stories are more important than modern ones.
b) ☐ The text describes different forms of storytelling and why stories matter to people.
c) ☐ The text argues that reading is the only true form of storytelling.

4 **Read the text and match the idea to the paragraph.**

a) ☐ Stories existed before writing.
b) ☐ Literature helps us connect with unfamiliar experiences.
c) ☐ Storytelling today takes many different forms.
d) ☐ Stories help us notice and understand our emotions.

1. Paragraph 1
2. Paragraph 2
3. Paragraph 3
4. Paragraph 4

5 **Tick (✓) all the statements you think the writer believes:**

a) ☐ Stories help people understand the world.
b) ☐ Stories only belong in books.
c) ☐ Stories can connect people who have never met.
d) ☐ Stories are only for entertainment.
e) ☐ Stories exist in many forms, not just written ones.



Speaking

1 **In pairs, each student chooses a side.**

"Stories tell the truth better than facts."
✓ Agree or ✗ Disagree

Then conduct the debate and give two reasons for your position.

Useful language
In my view...
One reason is that...
Another point is...
I disagree because...
I see it differently...
For example...



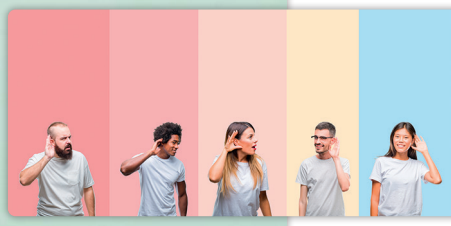
Listening

Manual Digital

Áudio
Interview: Rosa

1 Below are statements people sometimes make about writers. What do you think? Tick (✓) any that are true for you. No right or wrong answers.

- ☐ I'm interested in how writers get their ideas.
- ☐ I enjoy hearing people talk about books.
- ☐ I prefer stories that feel realistic.
- ☐ I like writers who describe everyday life.
- ☐ I think a writer's background affects their style.



2 Listen to an interview with the student Rosa Mendes and choose the best option.

The interview is mainly about:

a) ☐ How to write stories
b) ☐ Why a writer's work matters
c) ☐ The history of storytelling
d) ☐ Different book genres

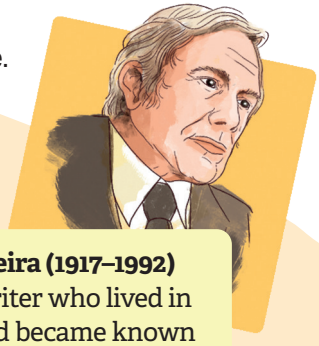
3 Are the statements true (T) or false (F)? Correct the false statements.

a) ☐ Rosa became interested after reading one of the author's stories in class.
b) ☐ She says the author only wrote about unusual events.
c) ☐ She believes familiar places inspired the settings.
d) ☐ She thinks oral storytelling may have influenced his style.
e) ☐ She says the author wanted readers to ignore everyday life.

4 Match each statement with the part of the interview that supports it.

Statements

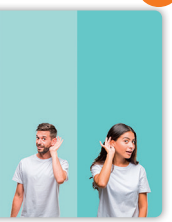
a) ☐ The author paid attention to small details when creating places.
b) ☐ His writing may have been shaped by stories told aloud.
c) ☐ He believed that everyday situations reveal important truths.
d) ☐ Rosa first became interested in the author during a school activity.



Manuel Ferreira (1917–1992)
Portuguese writer who lived in Cabo Verde and became known for stories about everyday life. His work was influenced by oral storytelling traditions. He and his wife, the writer Orlanda Amarílis, both helped promote Lusophone African literature internationally.

Parts of the interview

1. "In an old interview he described listening to stories performed aloud…"
2. "He showed how routine situations can hold emotion, tension, or humour."
3. "Many of the places feel familiar… He used small details to create atmosphere."
4. "I read one of his short stories in class last year…"



5 **Complete the sentences using one or two words from the listening.**

a) Why Rosa studied the author: .....

b) What his stories reveal: .....

c) What shaped the rhythm of his writing: .....

d) Message for readers today: .....

6 **How would you respond?**
Choose 2 of the statements below.
For each one, write one sentence giving your personal reaction.

"Ordinary moments reveal big truths."

"Places in stories don't need to be exact copies of real locations."

"Small scenes can reveal who we are."

"Stories can have a musical rhythm."



7 **Writing.** **Choose the part of the interview you found most interesting:**

inspiration style message settings

Then write a short paragraph explaining your choice.

Grammar



Manual Digital

Vídeo
Indirect questions

Exercícios
Identifying indirect questions

Writing indirect questions

Indirect questions

We use **indirect questions** to ask for information in a more polite or formal way and to show interest or curiosity without sounding too direct.

When we introduce a question after a **phrase** such as

Do you know...? Could you tell me...? I'd like to know...? Can you explain...?	+ the second part uses statement word order (subject + verb).

Examples: *Where does he live?* → *Do you know where he lives?*
Why did she choose it? → *Could you tell me why she chose it?*
Is he influenced by music? → *Do you know if he is influenced by music?*

Rules

- No inversion in the second clause
- Use **if** or **whether** for yes/no questions
- Use question words (**what**, **where**, **why**, **how**) when possible
- No question mark unless the whole sentence is a question

Exercises

1 **Rewrite the indirect questions as direct questions.**

a) Could you tell our listeners what first drew you to his work?
b) Do you know why he chose to focus on everyday life?
c) Could you explain what you discovered about the settings?
d) Do you know whether he was influenced by storytelling traditions?
e) Could you tell us what message his stories offer today?

2 **Rewrite the direct questions as indirect questions.**

a) Why does the writer use humour?
b) Where did she get the idea for the story?
c) Is the setting based on a real place?
d) Does the writer enjoy performing his work aloud?

3 Choose the correct option to complete the indirect question.

a) Do you know where the writer **lives / does live**?
b) Could you tell me why the story is **important / is it important**?
c) I'd like to know whether the characters **are based / are they based** on real people.
d) Can you explain how the writer **creates / does create** tension?

4 Complete the sentences using indirect questions. Use your own ideas.

a) I'd like to know .....
b) Could you tell me .....?
c) Do you know .....?

Manual Digital

Vídeo
Speaking tutorial: preparing and conducting an interview

Speaking

1 In pairs you are going to role-play an interview. Student A is the interviewer and student B is the expert on a writer. Use 4-6 **indirect questions** and include some topics like:

inspiration · themes · characters · setting · writing habits · style · message for readers

2 After 3-4 minutes, change roles.



Useful language
Could you tell me...?
I'd like to know...
Do you know why...?
Can you explain what...?
Do you know whether...?

Challenge
Do some research on your favourite writer and put together a fact file to share with the class.

Reading

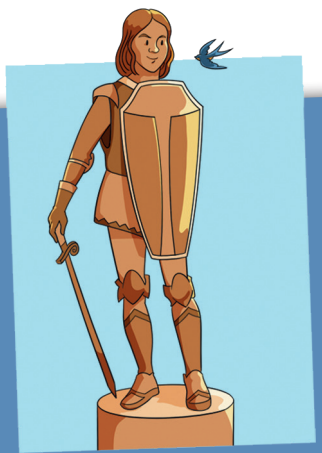
1 Read the summary of Oscar Wilde's *The Happy Prince* and choose the best sentence that describes the story's main theme.

a) ☐ The importance of travel
b) ☐ Helping others even when it is difficult
c) ☐ Learning to live alone

The Happy Prince is a modern fairy tale by Oscar Wilde. It tells the story of a golden statue, the Happy Prince, who can see the suffering of the people in the city below. Unable to move, he asks a migrating Swallow to become his messenger and help those in need. The story explores compassion, generosity, and the true meaning of happiness.

2 Read the extract below and choose the best summary.

a) ☐ A statue explains why he is unhappy and asks a bird for help.
b) ☐ A boy discovers a magical statue.
c) ☐ A group of travellers prepare to leave for Egypt.



"Who are you?" he said.

"I am the Happy Prince."

"Why are you **weeping** then?" asked the **Swallow**. "You have quite drenched me."

"When I was alive and had a human heart," answered the statue, "I did not know what tears were, for I lived in the Palace of Sans-Souci, where sorrow is not allowed to enter."

"But now that I am dead they have set me up here so high that I can see all the misery of my city, and though my heart is made of **lead**, yet I cannot choose but weep."

"What! is he not solid gold?" said the Swallow to himself. He was too polite to make any personal remarks out loud.

"Swallow, Swallow, little Swallow," said the Happy Prince, "will you not stay with me for one night and be my messenger?"

"The boys are waiting for me in Egypt," answered the Swallow. "I am to join them."

"Swallow, Swallow, little Swallow," said the Prince, "far away across the city I see a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn. She is **sewing** a gown for one of the Queen's maids. Her little boy is lying ill in a bed."

Excerpt from *The Happy Prince* by Oscar Wilde

Vocabulary box

weeping: crying
swallow: a small migratory bird
lead: a heavy, soft grey metal
sewing: joining fabric with a needle and thread

3 Read the text again and answer the questions.

a) What place does the Prince describe as free from sorrow?
b) What does the Prince say he can now see from high above the city?
c) Which destination is the Swallow expected to reach?
d) Which character in the Prince's story is suffering?

4 Tick (✓) the adjectives that describe the Happy Prince.
Then write one example from the text that supports your choice.

a) ☐ Selfish
b) ☐ Thoughtful
c) ☐ Compassionate
d) ☐ Observant
e) ☐ Cruel
f) ☐ Generous

Example: *I think the Happy Prince is ..... because .....*

5 Match the words to the meaning.

a) ☐ drenched
b) ☐ misery
c) ☐ worn
d) ☐ sorrow

1. deep sadness
2. extremely wet
3. tired or thin-looking
4. great suffering

6 **Speaking.** What emotion do you think is strongest in this excerpt?
Explain your choice to your partner.

Challenge

Find interesting facts about **Oscar Wilde** and share your findings with the class.
You may research:
- His life
- Another story he wrote
- Where he lived
- What he became famous for



Grammar

Manual Digital

Vídeo
Reported speech

Reported speech

We use the **reported speech** to tell someone what another person said or to report information in a more neutral or indirect way.



The Prince said that her face was thin and worn.

Direct speech → Reported speech

Verb tenses often move one step back (present → past)

present simple → past simple	will → would
present continuous → past continuous	can → could
past simple → past perfect	must → had

Time expressions

now → then	last night → the night before
today → that day	next week → the following week
tonight → that night	ago → before
yesterday → the day before / the previous day	this morning → that morning
tomorrow → the next day / the following day	here → there

Example: *"The boys **are waiting** for me in Egypt."*
*The Swallow explained that the boys **were waiting** for him in Egypt.*

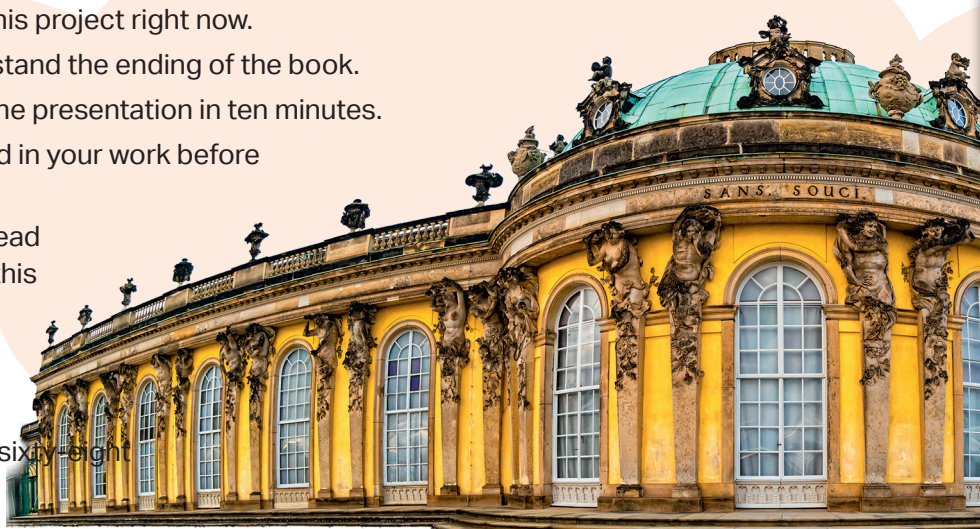
Exercises

1 Read these lines from the excerpt. Rewrite them in reported speech.

a) "Who are you?"
b) "Why are you weeping then?"
c) "I lived in the Palace of Sans-Souci."
d) "I cannot choose but weep."

2 Change the sentences to reported speech.

a) I'm finishing this project right now.
b) I didn't understand the ending of the book.
c) We will start the presentation in ten minutes.
d) You must hand in your work before Friday.
e) I have never read anything like this before.



3 **Complete the sentences. Use your own ideas.**

a) The Prince explained that .....

b) The Swallow answered that .....

c) The Prince added that .....

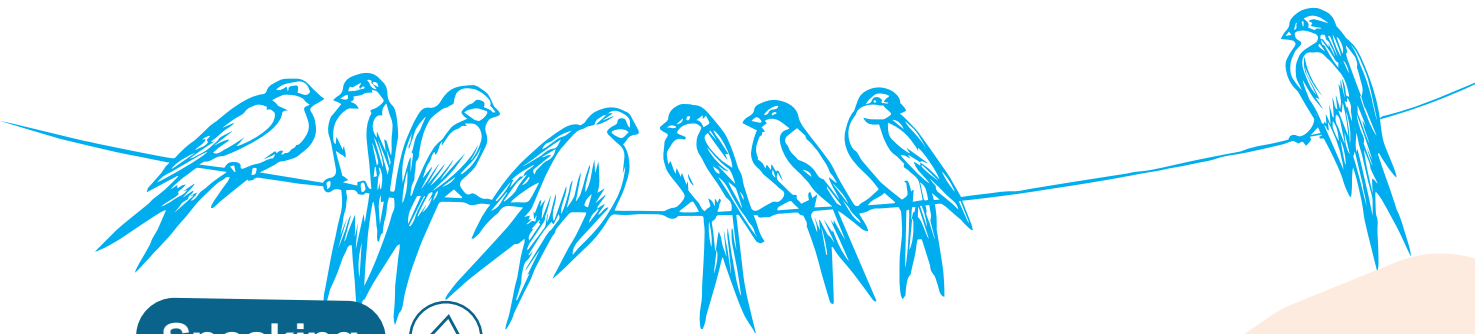
4 **Rewrite the paragraph using reported speech.**

a) "Far away across the city I see a poor house," said the Prince.

b) "A woman is sewing a gown, and her child is ill," he added.

5 **Write two predictions about what might happen next in the story. Tell your partner using reported speech.**

Example: *I think the Swallow will say that he cannot fly to Egypt yet.*



Speaking

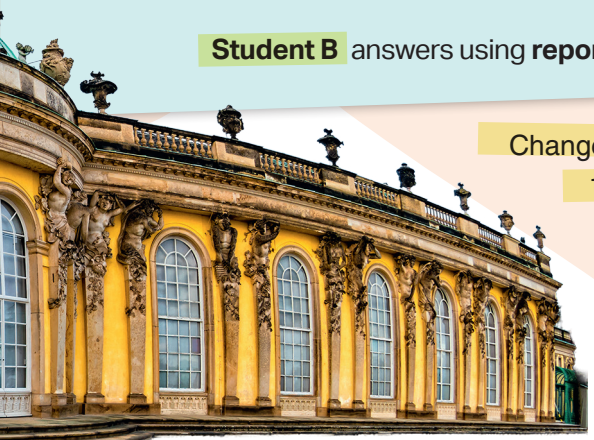
1 **In pairs you are going to role-play an interview. Student A is the interviewer and student B is the Swallow.**

Student A asks questions like:

- What did the Prince tell you?
- Why was he crying?
- What did he see across the city?

Student B answers using **reported speech**.

Change roles after 1-2 minutes.





Useful language

He told me ...
He was crying, because...

Vocabulary

Talking about literature

1 **Literary terms.** Match the words to the definitions.

a) ☐ narrator
b) ☐ *motif*
c) ☐ imagery
d) ☐ irony
e) ☐ tone

1. the main "voice" that tells the story
2. repeated element or idea in a story
3. language that creates vivid pictures in the reader's mind
4. a contrast between what is expected and what actually happens
5. the writer's attitude or feeling in the text

2 **Read each short excerpt and write the correct term from exercise 1.**

a) "The sky was a sheet of burning gold above the city."
b) "Every time the boy passed the fountain, he remembered the same childhood story."
c) "I never imagined that the quietest student would volunteer first," she said with a smile.
d) "I walked to the window and watched the street below," the voice continues.

3 **Write the correct literary term for each question. Which term…**

a) … describes who is telling the story in a text you read recently?
b) … can describe a repeated symbol in *The Happy Prince*?
c) … helps explain how the writer makes the reader feel?





4 **Literary genres.** Match each genre to its description.

a) ☐ memoir
b) ☐ novella
c) ☐ drama
d) ☐ satire

1. a story performed on stage, often showing conflict
2. a short novel, longer than a short story but shorter than a novel
3. writing that uses humour to criticise behaviour or society
4. a true account of someone's personal memories

5 **Write the correct genre.**

a) A performer argues with her family on stage as tensions rise.
b) A writer describes how moving to another country changed his life.
c) A short book shows a traveller learning an important lesson in a single day.

6 **Vocabulary for style and effect.** Complete the sentences with the vocabulary.

powerful | gripping | predictable | imaginative | moving

a) The ending was emotional and .....
b) The plot was exciting and ..... from the start.
c) Some readers liked the story, but others found it too .....
d) The descriptions were original and .....
e) The message of the story was strong and .....

7 Go back to *The Happy Prince* and choose words from exercise **4** to describe it. Then write one sentence explaining your choice.

8 **Speaking.** In pairs, choose one of the tasks below.

a) Describe a story you read recently using at least **3** of the vocabulary items.
b) Compare the tone of two texts you know.
c) Suggest a motif that could appear in a modern story about kindness.



Reading

Manual Digital

Áudio
Poems A and B

1 Look at the titles of the poems below. What ideas do they suggest about confidence, identity or women's voices? Write 1-2 ideas.

Still I rise

A woman speaks

2 Listen and read the poems. Then check your ideas.



POEM A

Still I rise

You may write me down in history
With your bitter, twisted lies,
You may tread me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Excerpt from
"Still I rise" by Maya Angelou

Maya Angelou was an American poet and writer during the civil rights movement, and she wrote powerful poems about hope and courage.

POEM B

A woman speaks

Moon marked and touched by sun,
my magic is unwritten
but when the sea turns back
it will leave my shape behind.

I seek no favour
untouched by blood
unrelenting as the curse of love
permanent as my errors
or my pride.



I speak in the voices
of many women,
some loud, some quiet,
but all still rising.

Excerpt from
"A woman speaks" by Audre Lorde

Audre Lorde was an American poet, writer and activist who wrote powerful poems about women's voices, identity and strength.

3 Match the ideas to the poem that best fits them.

a) Pride in a shared history of women's voices .....

b) Confidence and determination in the face of obstacles .....

4 **Answer the questions in short notes.**

a) In Poem A, what images show strength and rising above difficulty?
b) In Poem B, how does the speaker show connection to other women?
c) Which lines show that many women support or inspire the speaker?
d) Which poem focuses more on personal experience?
e) Which poem focuses more on collective strength?

5 **Find words or phrases in the poems that match the meanings.**

a) to walk with confidence and attitude .....
b) quiet but powerful support from others .....
c) strength shared by many women .....
d) to depress or upset someone .....

6 **Identify the repeated phrase in each poem.**
Why do you think each poet repeats these lines?

7 **Tick (✓) the themes present in each poem.**

Theme	Poem A	Poem B
Overcoming challenges	☐	☐
Belonging to a community or group	☐	☐
Pride	☐	☐
Hope	☐	☐
Strength passed shared among women	☐	☐

8 **Speaking. Discuss the questions in pairs or small groups.**

a) How does each speaker show strength?
b) Which poem feels more personal to you and why?
c) What can young people learn from these voices today?
d) How do both poems show the idea of rising?



Challenge

Find interesting facts about Maya Angelou and about Audre Lorde.
In groups, make a poster to display in the class.

Video

Manual Digital

Vídeo
Harriet (trailer)



1 Discuss these questions with a partner.

a) What qualities does a person need to fight for freedom?

b) Why do stories about real heroes inspire people today?

2 Do you know who Harriet Tubman was? Read the text about the film *Harriet*. What made Harriet Tubman a symbol of hope and courage?

Harriet Tubman was an African American woman who escaped from slavery in the United States in the 1800s. She became famous for returning many times to help other enslaved people reach freedom, and she is remembered as a symbol of courage, leadership and hope. The film ***Harriet*** (2019) tells the story of her escape and her brave journeys to help others. Cynthia Erivo plays Harriet and brings her strength and determination to life on screen.

3 Watch the film trailer and tick (✓) the ideas you notice.

a) ☐ Danger
b) ☐ Escape
c) ☐ Support from others
d) ☐ Fear
e) ☐ Hope
f) ☐ Leadership
g) ☐ A long journey
h) ☐ Fighting for justice



4 Watch the trailer again and answer in short notes.

a) What challenges does Harriet face in the trailer?
b) What motivates her to keep going?
c) How does the trailer show that she becomes a leader?



5 **Speaking.** In small groups, discuss these questions.

a) Why is Harriet's story still important today?
b) What qualities do you think made her a strong leader?

Listening

1 Read and listen to the song "Stand up" from the film *Harriet*. Underline phrases that show **danger**, **hope**, **helping others** and **determination**.



Stand up

Cynthia Erivo

I been walkin'
With my face turned to the sun
Weight on my shoulders
A bullet in my gun
Oh, I got eyes in the back of my head
Just in case I have to run
I do what I can when I can while I can for my people
While the clouds roll back and the stars fill the night
That's when I'm gonna stand up
Take my people with me
Together we are going
To a brand new home
Far across the river
Can you hear freedom calling?
Calling me to answer

Gonna keep on keepin' on
I can feel it in my bones
Early in the mornin'
Before the sun begins to shine
We're gonna start movin'
Towards that separating line
I'm wadin' through muddy waters
You know I got a made up mind
And I don't mind if I lose any blood on the way to salvation
And I'll fight with the strength that I got until I die
Chorus
And I know what's around the bend
Might be hard to face 'cause I'm alone
And I just might fail
But Lord knows I tried
Sure as stars fill up the sky
Chorus

"Stand up", Cynthia Erivo

2 Listen again and answer the questions.

a) Who is the singer standing up for?
b) What does "a brand new home" symbolise?
c) How does the song connect to Harriet Tubman's story?

3 **Speaking.** Discuss these questions in pairs.

a) What message does the song give to young people today?
b) What is one moment in your life when you had to be brave?



WORD POWER

Idioms – Books and films

An idiom is a group of words with a special meaning that's different from the literal one.

Example: *The last chapter of the book kept me* ***on the edge of my seat.*** It means making you want to know what happens next.

1 Look at the idioms below. Decide if they are used to talk about films, books or both. Write them in the correct column.

a cliffhanger • a page turner • couldn't put it down • action packed
larger than life • a tearjerker • steal the show • come to life
a plot twist • food for thought • judge a book by its cover • a real classic

Films	Books	Both

2 Match the **idioms** to the definition.

a) ☐ very exciting, full of action
b) ☐ a story that makes you cry
c) ☐ a surprising change in the story
d) ☐ a book that is very exciting and enjoyable
e) ☐ so interesting you want to keep reading
f) ☐ a story ending that leaves you in suspense
g) ☐ to become vivid and real in your imagination
h) ☐ something that makes you think deeply
i) ☐ a person or character who is unforgettable
j) ☐ to be the most impressive person in a scene
k) ☐ to decide something based only on appearance
l) ☐ a famous, high-quality story enjoyed for many years

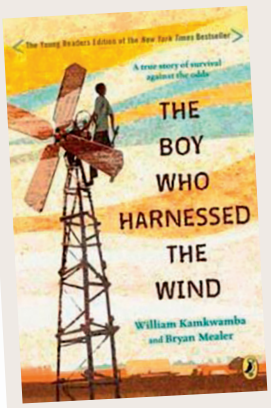


3 Complete the sentences with an **idiom**.

a) The film was so exciting from start to finish. It was really .....
b) This book was a real ..... I read it in two days.
c) The ending was a ..... Nobody knew what would happen next.
d) The actor playing the villain completely ..... Everyone talked about him.
e) The characters felt so real they seemed to .....
f) This documentary gave me ..... I'm still thinking about it.

Reading

1 Look at the book title *The boy who harnessed the wind*. What do you think the book might be about? Write one idea. Then read the review to check.



Book review

The boy who harnessed the wind is a moving and uplifting book based on the true story of William Kamkwamba, a boy from Malawi. At the beginning, we see William living in a small farming village that is facing a serious crisis because of a long drought. As the story continues, the situation becomes worse, and many families fear they will lose everything.

William is curious, creative and full of ideas. He loves science, and even though he is forced to leave school, he refuses to give up. Later in the book, he discovers a way to help his village by building a windmill to pump water to the fields. His solution is surprising, a real plot twist in a story that could have ended in despair.

The book is inspiring, and William's determination really steals the show. In the end, the message is clear: education, courage and community can change lives. It is a story that gives you food for thought and stays with you long after you finish reading.

Joe Monteiro

Manual Digital

Vídeo
"The boy who harnessed the wind (trailer)"

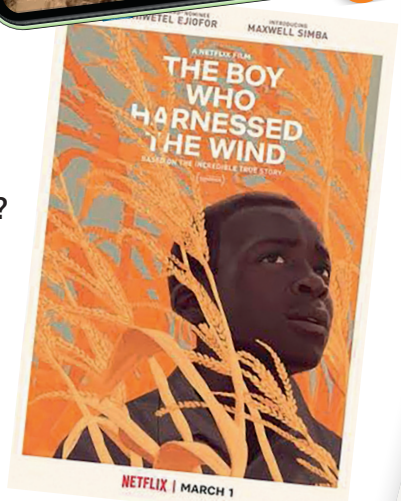
2 Read the review again and answer the questions.

a) What problem does William's village face?
b) What does William build to help his community?
c) What is one message the book gives?

3 Find examples of idioms in the text.

4 Watch the film trailer. Would you like to watch this film? Why or why not?





5 **Speaking.** How can one person make a difference in a community? Discuss in pairs.

Writing

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Jogo
Digital game: Linkers

1 Look back at the review of *The boy who harnessed the wind* on page 177. Match the parts of the review to the descriptions.

a) ☐ Introduction
b) ☐ Summary of the story
c) ☐ Key moment
d) ☐ Final opinion

1. the message of the book and the reviewer's recommendation
2. the main problem and what William tries to do
3. the part where William builds the windmill
4. the title and general information about the book

2 **Linkers/connectors.** Here are some useful linkers from the review. Match the topics to the linkers.

show contrast | organise the story | show reasons

a)
- at the beginning
- as the story continues
- later in the book
- in the end

b)
- even though
- however
- although

c)
- because
- so
- therefore

3 Go back to the review on page 177 and find 4 **linkers**.

4 Complete the sentences with a **linker**.

a) ..... the story, William is still at school.
b) William continues studying ..... he is forced to leave.
c) ..... he works hard, the situation becomes more difficult.
d) ....., he discovers a way to help his village.

5 **Speaking.** Now discuss these questions in pairs.

a) What book or film did you enjoy recently?

b) What happened at the beginning, and what happened later?

c) Who was the most interesting character? Why?

d) Would you recommend it? Who to?

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Vídeo
Writing Skills Tutorial – A film review

6 Choose a book or film and plan your review. Make notes under the headings.

Title: .....

Type (book/film): .....

What it is about: .....

Key moment in the story: .....

What you think of it: .....

Would you recommend it? Why/why not? .....

7 Write a review (120–150 words).

Use:

- Idioms and **linkers**
- Clear paragraphs
- Your own opinion with reasons



Useful language

Starting your review
- This book/film tells the story of...
- At the beginning...
- As the story continues...

Giving your opinion
- I think...
- In my opinion...
- What I liked most was...

Linkers to organise ideas
- later in the story
- in the end
- even though
- however
- because



Listening

Manual Digital

Áudio
Description: how to write a story

Vídeo
Phrasal verbs: look up

1 Discuss in pairs.

a) Where do writers get their ideas from?
b) What problems do writers face when creating a story?
c) What helps you use your imagination when you write?

2 Listen to a writer describing how she creates a story. Decide if each statement is true (T) or false (F).



a) ☐ The writer starts by thinking about a question or a problem.
b) ☐ She checks her old notebook to find completely new ideas.
c) ☐ The writer wants the story to feel realistic for the reader.
d) ☐ When she gets stuck, she stops writing for a long time.
e) ☐ She develops her first idea and expands the world of the story.
f) ☐ The writer finishes by adding something surprising for the reader.

WORD POWER

Phrasal verbs – Storytelling and imagination

A **phrasal verb** is a verb followed by one or two small words (called particles) that change its meaning.

Example: *Look this word up in the dictionary!*

1 Match the phrasal verbs to the meanings.

a) ☐	make up	**1.**	invent a story or idea
b) ☐	come up with	**2.**	continue developing the same idea
c) ☐	bring to life	**3.**	create characters or scenes that feel real
d) ☐	figure out	**4.**	think of a new idea
e) ☐	look up	**5.**	understand something after thinking about it
f) ☐	flick through	**6.**	check information in a reference source
g) ☐	carry on	**7.**	turn pages quickly without reading every word
h) ☐	build on	**8.**	continue doing something

2 Complete the sentences with **phrasal verbs**.

a) When I don't know a fact, I always ..... it .....

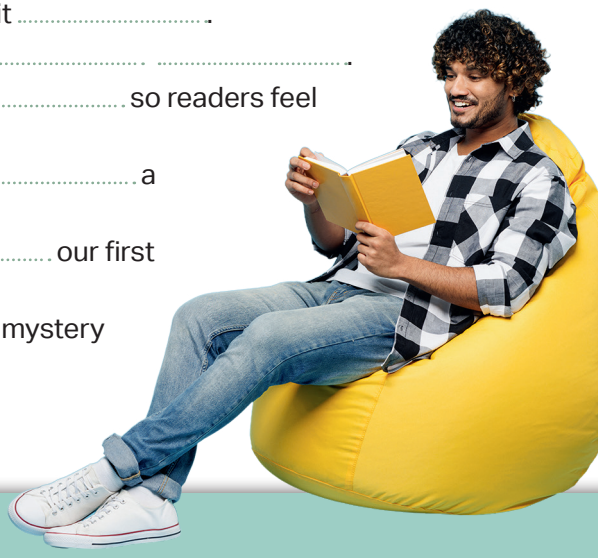
b) The author didn't stop writing. She decided to ....

c) Good writers can ..... characters ..... so readers feel connected.

d) He suddenly .... a fantastic idea for the ending.

e) The teacher told us to .... our first draft and improve it.

f) I couldn't .... how the mystery ended until the last page.



3 Now complete the text with a **phrasal verb**.





The imagination of a writer

Writers use imagination in many different ways. Sometimes they **a)** ..... ideas quickly, but other times they need inspiration. They often **b)** ..... old notebooks or read books to discover new thoughts. If they do not know a detail, they **c)** ..... before continuing.

Once they have a basic storyline, writers **d)** ..... their ideas by asking questions such as "What if?" or "What happens next?" When they create characters, they try to **e)** ..... so that readers can see and feel them clearly. If they get stuck, they simply **f)** ..... writing until they **g)** ..... the solution. In the end, storytellers do not only write. They **h)** ..... whole worlds.

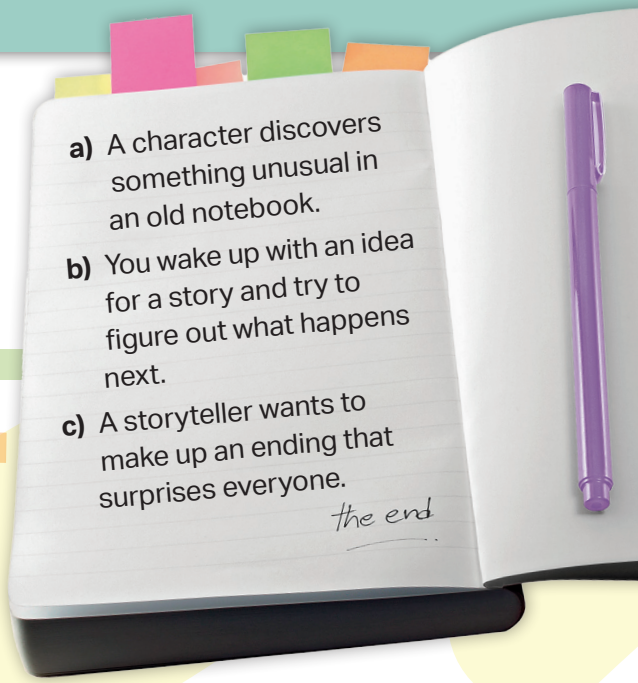
4 **Speaking.** Discuss these questions in pairs. Use at least 2 **phrasal verbs**.

a) How do you usually come up with ideas when you write?

b) Have you ever flicked through a book or notebook and found inspiration?

c) What makes a character feel "real" or brought to life in a story?

d) When you get stuck, do you carry on writing or stop and think?



5 Choose one of the topics and tell your partner a short story (4-6 sentences) using your imagination.

Speaking

Manual Digital

Áudio
Instrumental excerpt of a song

1 Answer these questions and then discuss them with a partner.

a) Can a song tell a story in the same way a book or film can? Give an example.

b) What makes the "voice" of a song powerful: lyrics, rhythm, emotion, or something else?

c) Think of a song you like. What message or feeling does it communicate?

2 In pairs, discuss these questions.

a) Choose a song. What is the story behind the lyrics?

b) Does it show a journey, a conflict, a memory, a dream?

c) Who is the speaker in the song? A narrator? A character? The singer?

d) What images or emotions appear in the lyrics?

e) How does the music (tempo, tone, mood) support the story?

3 Listen to an instrumental excerpt of a song. In pairs, answer the questions.

a) What do you imagine is happening in the story at this moment? Think about mood, pace, tension, calm, movement.

b) What emotions do you hear in the music? (e.g. *joy*, *sadness*, *fear*, *hope*, *excitement*, *mystery*, etc.)

c) If this music were part of a film or a story, what might come next? Describe the next scene, action or feeling.

4 Complete the sentences and share your ideas.

a) One reason songs can tell powerful stories is…

b) When I listen to a song with strong lyrics, I feel…

c) One thing stories in songs can teach us is…



Useful language

- The song suggests that…
- It reminds me of…
- The narrator seems to…
- The story shows…
- It makes me feel…

5 **In small groups, you are going to explore the story suggested by a piece of music. Choose your music.**

Select one of the following:

- An instrumental piece of music
- A song you all know that suggests a clear mood or story
- A traditional song from your culture
- A soundtrack theme from a film or series

6 **Imagine the narrative inspired by the sounds and mood. Discuss the questions in your group.**

a) Who could be the main character in this musical story?
b) What setting or place does the music suggest?
c) What is the central moment, conflict or emotion?
d) What images come to mind when you listen?
e) What message or theme could the story express?

7 **Create a short presentation that shows the story the music suggests, using your own ideas and words.**

Include:

- A title for your imagined story
- One key image, symbol or sketch
- A sentence explaining why this music inspired you
- One moment of change (turning point)
- One final message or idea

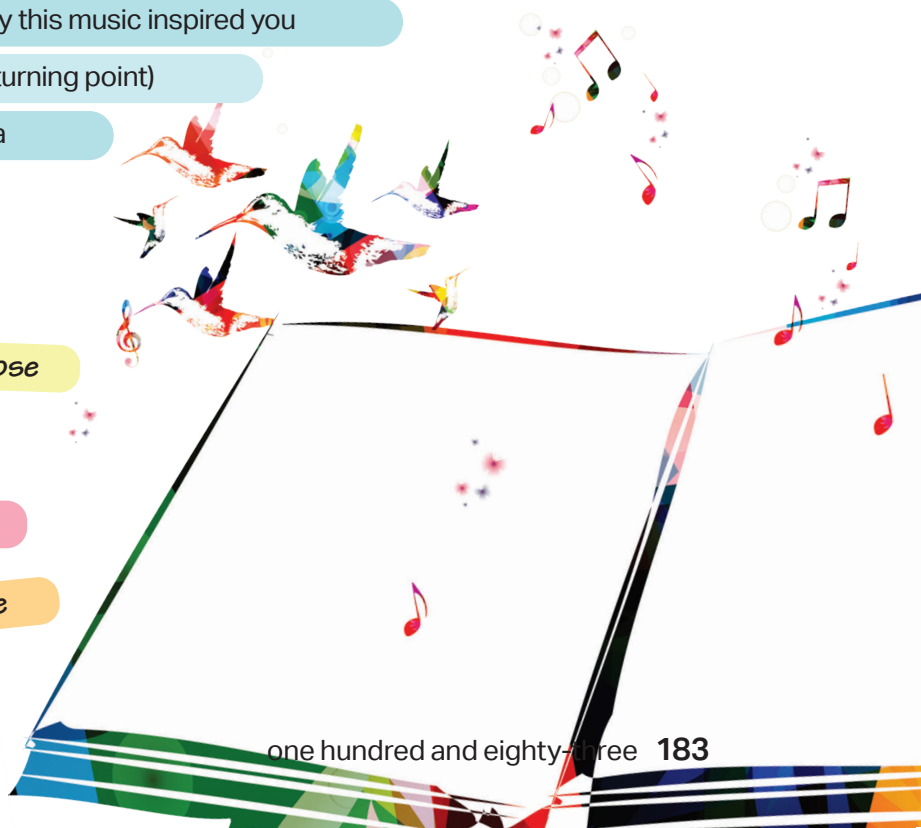
8 **Present your story.**
Include:

the music you chose

the story it inspired

the turning point

the message of your narrative



Wordlist

Talking about literature

character *personagem*
genre *género*
imagery *imagética*
irony *ironia*
metaphor *metáfora*
motif *motivo*
narrator *narrador*
personification *personificação*
plot *enredo*
point of view *ponto de vista*
protagonist *protagonista*
resolution *resolução*
setting *cenário; ambiente*
simile *símile; comparação*
stanza *estrofe*
structure *estrutura*
theme *tema*
tone *tom*
verse *verso*



Genre

autobiography *autobiografia*
biography *biografia*
classic *clássico*
comedy *comédia*
crime fiction *ficção policial*
detective story *história de detetives*
drama *drama*
fantasy *fantasia*
folk tale *conto tradicional; conto popular*
graphic novel *novela gráfica*
historical fiction *ficção histórica*
horror *terror*
memoir *relato autobiográfico*
mystery *mistério*
novella *novela (curta)*
poetry *poesia*
romance (love story) *romance (história de amor)*
satire *sátira*
science fiction *ficção científica*
short story *conto*
thriller *suspense*

Phrasal verbs

bring to life *dar vida a*
build on *desenvolver a partir de*
carry on *continuar*
come up with *inventar; criar*
figure out *resolver; compreender*
flick through *folhear*
look up *procurar (num dicionário ou online)*
make up *inventar (uma história)*

Adjectives

captivating *cativante*
complex *complexo*
confusing *confuso/a*
creative *criativo/a*
entertaining *divertido/a*
gripping *cativante; empolgante*
imaginative *imaginativo/a*
inspiring *inspirador/a*
moving *comovente*
powerful *poderoso/a*
predictable *previsível*
realistic *realista*
surprising *surpreendente*
thought-provoking *que faz pensar*

Project file 3

Let stories stay with you!
Explore why certain stories remain meaningful long after we finish reading them.

STAGE 1

1 **Read the texts about why some stories stay with readers long after they finish the book. Then match the ideas below to texts A, B or C.**

a) ☐ Explains how a story can change the way readers understand themselves.
b) ☐ Focuses on powerful emotions that make a story unforgettable.
c) ☐ Shows how readers carry parts of a character into their own lives.
d) ☐ Describes how readers rethink a text after talking about it with others.
e) ☐ Suggests that quiet, simple moments can be the most memorable.

Why stories stay with us



A. The emotional echo

Some stories stay with readers because of the emotional impact they create. A single scene – a goodbye, a discovery, a moment of courage – can echo in the reader's mind long after the book ends. These scenes don't have to be dramatic; sometimes a quiet conversation or a small gesture carries the deepest meaning. Readers often return to these moments because they reflect feelings they recognise in their own lives.



B. The living character

For many readers, a story becomes unforgettable when a character feels real enough to follow them into daily life. They hear the character's voice in their mind, imagine how that character would react in a situation, or use the character's strength as motivation. Readers say that certain characters almost become companions, teaching lessons about courage, kindness or resilience.



C. The after-reading shift

Sometimes a story stays with us because it changes how we see the world. After finishing a book, readers may rethink assumptions, ask new questions or understand someone's perspective more clearly. This often happens in group discussions, when others point out hidden meanings or symbols that went unnoticed. The story grows in the reader's mind, revealing layers that were invisible at first.

2 Discuss in pairs.



a) Which of the three ideas do you relate to most: emotional echo, living character or after-reading shift?

b) Can you name a book or story that stayed with you? Why?

c) Do you think stories change us, or do they simply reflect who we already are?

STAGE 2

1 Choose a text your group knows well.
It can be:

- A short story or poem studied in class
- A novel you have all read
- A character you all know from literature
- A key scene that left a strong impression

2 As a group, decide which aspect makes it unforgettable:

- The emotional echo
- The living character
- The after-reading shift
- A combination of these
- Or your own new category

3 Create your group presentation.
Include:

- A title (e.g. *Why this story stays with us*)
- A visual representation (e.g. *poster, mind map, mood board, diagram...*)
- Three pieces of evidence from the text (quotes, descriptions, actions)
- A short explanation of your chosen "reason" – emotional echo, living character, etc.
- A final group statement (e.g. *What we discovered about this story and ourselves was...*)

4 Share and reflect. After each group presents, discuss:

a) Which presentation revealed something you had never noticed about a story?

b) Did different groups choose different "reasons" for why stories stay with us?

c) Does understanding why a story stays with us deepen our reading experience?

Let's revise! 3

1 **Complete the sentences with a phrasal verb from the boxes. You may need to change the verb form.**

build on | figure out | come up with | carry on | look up



a) The students tried to ..... the message of the poem by analysing the final stanza.

b) The writer couldn't ..... a stronger ending, so he rewrote it twice.

c) If you don't understand a new idiom, you should ..... it online.

d) Even after negative reviews, he decided to ..... working on his novel.

e) The class can ..... last year's project to create a more imaginative version.

2 **Rewrite the questions as indirect questions.**

a) Where does the plot take place?
Can you tell me .....?

b) Why did the author use a cliffhanger?
I'd like to know .....

c) How many characters appear in the first chapter?
Do you know .....?

d) When was the memoir published?
Could you explain .....?

e) What influenced the writer's style?
Do you have any idea .....?

3 **Rewrite the statements in reported speech.**

a) "I didn't expect the story to be so moving."
She said .....

b) "We are studying satire this month."
They said .....



c) "I'll start the new book tomorrow."
He said .....

d) "The characters feel larger than life."
The reviewer said .....

e) "We have never read a novella before."
The students said .....

4 **Choose the best linker – although, because, so, but, however – to complete each sentence.**

a) The ending was predictable, ... the story was still enjoyable.

b) He stayed up late to finish the book ..... he couldn't wait to know the truth.

c) She loved the memoir ..... it reminded her of her grandmother's stories.

d) The illustrations were beautiful ..... not very detailed.

e) ..... it was long, the novel felt easy to read.

5 **Choose the idiom from the box that best completes each sentence.**

larger than life • came to life • tearjerker
page-turner • action-packed

a) The characters ..... on stage, and the audience was fascinated.

b) It's a real ..... – I finished it in one afternoon.

c) The film was such a ..... that people were crying at the end.

d) The story was so ..... that I didn't notice the time passing.

e) The main hero feels ....., with bold actions and memorable traits.



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

Every week, our reading club **a)** ..... (**meet**) to talk about books. We usually **b)** ..... (**choose**) a different genre, but this month we **c)** ..... (**focus**) on memoirs. Right now, I **d)** ..... (**read**) a powerful book recommended by a friend. She **e)** ..... (**mention**) it many times, and I finally borrowed it last Friday. So far, our group **f)** ..... (**share**) several reviews online, and we **g)** ..... (**prepare**) a list of our favourites. I **h)** ..... (**believe**) reading helps us understand others, and lately we **i)** ..... (**collect**) idioms from the stories we read.



7 Complete the text with the **past simple**, **past continuous** or **past perfect**.

When the workshop began, the teacher **a)** ..... (**already / prepare**) all the creative tasks and **b)** ..... (**set up**) the reading stations. The participants **c)** ..... (**arrive**) just as she **d)** ..... (**explain**) the instructions. While some students **e)** ..... (**work**) on their characters, others **f)** ..... (**discuss**) possible plot twists. She said she **g)** ..... (**base**) the tasks on authors she had admired for years. Everyone **h)** ..... (**add**) ideas, and by the end they **i)** ..... (**produce**) several imaginative pages.



8 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)** ..... (**host**) a literature festival. Students **b)** ..... (**perform**) scenes based on different genres, and each class **c)** ..... (**prepare**) its own theme. The organisers **d)** ..... (**invite**) a local writer to talk about creativity. Some groups **e)** ..... (**use**) drawings and music, so the event **f)** ..... (**be**) full of imagination. I **g)** ..... (**help**) them during rehearsals to give feedback.





Extra contents



- Speaking plus
- Writing plus
- Idioms 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?
- Shall we start with this question?
- Whose turn is it?
- Can I go first?

→ You / I can start.
→ 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...

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)



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...

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,...



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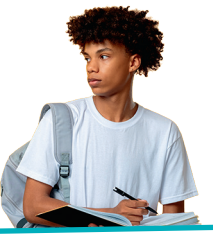
Writing plus



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 [Name],
- 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!

Idioms plus



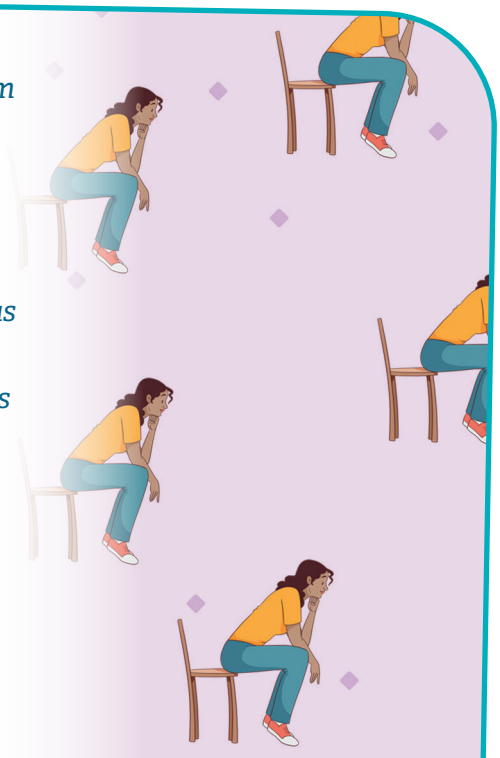
Unit 1 – The changing world

- a chip off the old block *tal pai, tal filho; ser muito parecido/a com alguém*
- actions speak louder than words *os atos valem mais do que palavras*
- blood is thicker than water *a família vem sempre primeiro*
- give someone a chance *dar uma oportunidade a alguém*
- lend a hand *ajudar alguém; dar uma mãozinha*
- like father like son *tal pai, tal filho*
- lost for words *sem palavras*
- on the same wavelength *em sintonia*
- have a way with words *ter jeito com as palavras*
- it's raining cats and dogs *chover a potes*
- the apple doesn't fall far from the tree *ser muito parecido/a com alguém*
- the odd one out *a pessoa diferente; que não se encaixa*
- turn a blind eye *fingir que não se vê; ignorar*
- walk in someone's shoes *colocar-se no lugar de alguém*
- pick yourself up *recompor-se após dificuldades*
- play fair *ser justo/a; tratar alguém de forma igual e honesta*
- run in the family *ser comum na família; ser de família*
- see eye to eye *estar de acordo; ver da mesma forma*
- speak your mind *dizer o que se pensa*
- stand up for someone *defender alguém*

Unit 2 – Crossing cultures

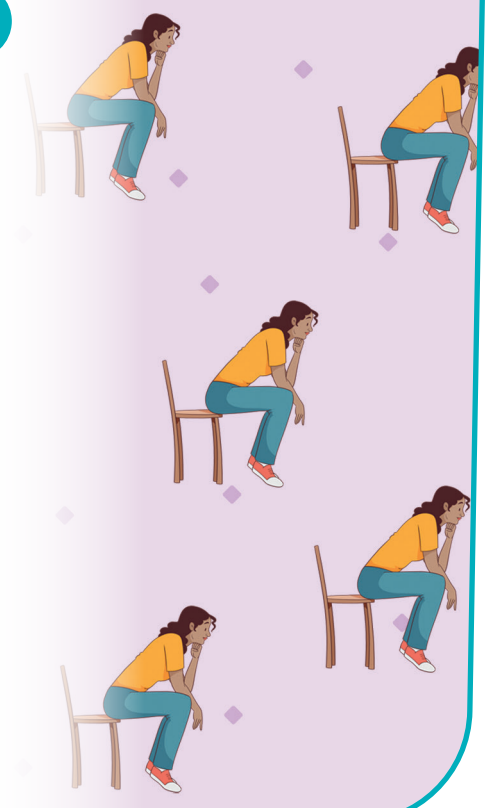
- at a crossroads *numa encruzilhada (momento de decisão); estar perante uma escolha importante*
- be open-minded *ser recetivo a novas ideias; mente aberta*
- birds of the same feather flock together *pessoas com os mesmos interesses tornam-se próximas*
- break down barriers *derrubar barreiras*

- find common ground *encontrar pontos em comum*
- find your feet *adaptar-se; começar a sentir-se confiante num novo lugar*
- learn the ropes *aprender como algo funciona rapidamente; aprender os ossos do ofício*
- go with the flow *ir com a corrente; aceitar as coisas como são*
- melting pot *caldeirão cultural; mistura de culturas*
- move forward *avançar; progredir*
- see where someone is coming from *ver a perspetiva do outro*
- step into someone's shoes *colocar-se no lugar de alguém*
- take the first step *dar o primeiro passo; ter iniciativa*



Unit 3 – A journey through literature

- action-packed *cheio de ação*
- cliffhanger *momento de grande suspense*
- come to life *ganhar vida*
- couldn't put it down *não conseguir parar de ler*
- food for thought *algo que dá que pensar*
- judge a book by its cover *julgar pela aparência*
- larger than life *extraordinário*
- on the edge of my seat *querer saber muito o que vai acontecer a seguir*
- page-turner *livro viciante*
- plot twist *reviravolta na história*
- real classic *um verdadeiro clássico*
- steal the show *roubar a cena*
- tearjerker *história que faz chorar*



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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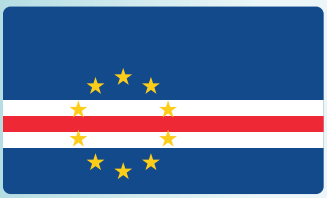
Brasão



Bandeira



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!

Este livro foi aprovado pelo Ministério da Educação para utilização obrigatória nas escolas