

# Inglês

9.º ano



Ministério  
da Educação



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## Exercícios Interativos

Para resolução com *feedback* imediato.



## Vídeos e interatividades

Explicam a matéria de forma motivadora.



## Jogos

Exploram os conceitos curriculares de forma lúdica.



## Áudios

Dão vida aos textos e ajudam a reforçar as competências linguísticas.



## QuizEV

Desafiam-te a mostrares o que sabes. Podes, também, jogar com os teus amigos.





# Inglês

## 9.º ano



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**Ministério  
da Educação**

# This is your coursebook

This coursebook will guide you through your English-language journey to provide you with the skills you need to be a motivated language learner. You will find 5 units in this book that cover a wide range of engaging topics. You will develop important skills, such as reading listening, writing and speaking that will help you understand English more easily.

It will also support you with the vocabulary and grammar you need as a backbone to communication.

All in all, this coursebook follows a communicative approach to help you become a confident English communicator opening doors to the world for you.

## Each unit has...

### Opening pages



Here you can find the learning goals of each unit.

You can also find the structure of each unit.

### 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 practise activities.



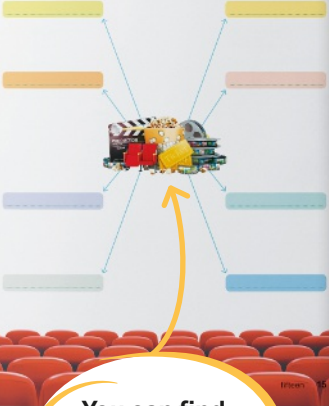
# Each unit has...

## Vocabulary

### B. What a movie!

#### Listening

1 Are you a big cinema fan? In pairs, brainstorm words or phrases that are related to cinema.



You can find visual support to memorise vocabulary.

## Reading

#### Reading

1 Mayra Andrade is being asked about the role of fashion in her life and job. Read carefully part of the interview.

#### Mayra Andrade's style

The award-winning Cape Verdean jazz vocalist opens her home in Accra, Ghana to *Industria Africa*.

**Interviewer:** [...] How do you define your sartorial style in five words?

**Mayra:** Bold, elegant, personal, chic, and androgynous. I think these words pretty much sum up my fashion sense.

**Interviewer:** What role does fashion play in your art, as a musician? And what do you think of African fashion and music?

**Mayra:** I think fashion is a major contributor to the art of storytelling, especially in music. The visual power of clothing really adds to how a message is being transmitted. [...] I have had my own personal journey in realising this power. Fashion has definitely given me a new avenue to express myself and being cohesive with my music.

Just like music, I appreciate the bold messages in fashion, and I have come to love the brands and designers that I have had the pleasure to interact with. There are so many great African talents coming from the continent. African fashion and music, reflect what is going on in our collective minds [...]. Designers like Selam Teshayehu, Loza Malombo, Angia Brito, JAMESICO and Adama Peris are my favourite designers. I would love to wear their clothes during my tour and own some pieces from these designers.

#### Vocabulary box

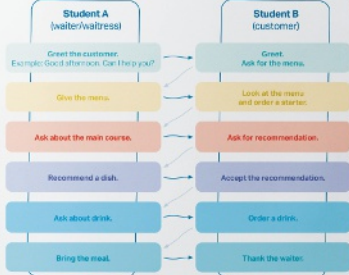
**Sartorial** (adj): relating to clothes, especially men's clothes, and the way they are made or worn.  
**Bold** (adj): brave and confident.  
**Androgynous** (adj): a gender-neutral expression of both male and female.  
**Storytelling** (n): the ability of telling or writing stories.

Here you can find some information on new vocabulary.

## Speaking

#### Speaking

1 Act out a dialogue with your classmate, following the instructions. Use the menu on page 142 to help you.



You can also role-play the vocabulary you learnt in engaging communicative activities.

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

## Project file

#### Project file 1

**Tourist guide for a day!**  
 Imagine you are going to receive a group of people at your school and your task is to guide them in activities that they can do in different places in Cabo Verde.

1 In pairs, find information about what to do in each place. You can use books or the Internet to help you.



2 Organise groups in your class and act out conversations to give advice to people on places they want to visit.  
 Tip: You can use the map to help you.

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

## Time to test

#### Time to test 4

1 Read about Lina's lifestyle and answer the questions.

I have a typical lifestyle for a student of my age. I have breakfast at 7:30 on schooldays because I have lessons at 8:15. For breakfast, I don't eat very much. I eat sandwiches or milk and cereal and drink orange juice. On Saturdays and Sundays, I have breakfast between 10 and 12 o'clock because I sleep later than on schooldays. I often have lunch later around 3 pm. I have lunch between 1 and 2 pm on schooldays at the canteen. In my opinion, the main meal of the day is at lunchtime. For lunch, I eat a lot. I eat potatoes with salad or green vegetables, fish or meat. Sometimes I eat food from other countries or ready-made meals. Once a week I eat at a restaurant, usually fast food. I eat soup as well. For dessert, I eat always eat a piece of fruit and sometimes I have biscuits, cakes, ice cream or chocolate. I have dinner at 8 pm. For dinner, I just eat a little. I have soup, a sandwich and fruit. I rarely eat complex meals for dinner. I like all types of fruit, I love apples, strawberries and oranges. I like vegetables, especially salad and peas. I don't like cottage cheese. I like milk. I like my favourite. I love water, milk and juice. I hate tea. I've never liked it. At the weekend, I usually get take-away meals or I eat out because my parents are tired because they have long workdays during the week. At weekends, I swim and go on long walks with my family.

- What time does Lina have breakfast on weekdays?
  - In her opinion, what's the most important meal?
  - How often does she eat in the restaurant during the week?
  - What's her favourite fruit?
  - Does she cook at weekends?
- Find six healthy habits in Lina's routine.
    - a) \_\_\_\_\_
    - b) \_\_\_\_\_
    - c) \_\_\_\_\_
    - d) \_\_\_\_\_
    - e) \_\_\_\_\_
    - f) \_\_\_\_\_

Test your knowledge at the end of each unit!

## Vocabulary plus at the end of your coursework

#### Vocabulary plus · unit 4

#### You are what you eat

| Verbs                  |                         |
|------------------------|-------------------------|
| to cook                | cozinhar                |
| to eat                 | comer                   |
| to drink               | beber                   |
| to keep the table      | ficar a mesa            |
| to take order          | ficar um pedido         |
| to buy food            | comprar comida          |
| to choose a restaurant | escolher um restaurante |
| to prepare a meal      | preparar uma refeição   |
| to grill               | grechar                 |
| to fry                 | fritar                  |
| to boil                | cozer                   |
| to steam               | cozinhar                |
| to stew                | cozinhar                |
| to go to the doctor's  | ir ao médico            |
| to make an appointment | marcar uma consulta     |
| to have an appointment | ter uma consulta        |



| Nouns and phrases |                   |                               |                      |
|-------------------|-------------------|-------------------------------|----------------------|
| butchers          | carneiros         | restaurantes de comida rápida |                      |
| butcher's         | carneiros         | restaurantes de comida rápida |                      |
| bread             | pan de alho       | healthy food                  | comida saudável      |
| bakery            | padaria           | healthily food                | comida mais saudável |
| cake              | bolo              | protein shakes                | proteínas em pó      |
| cream             | creme             | restaurant                    | restaurante          |
| main course       | prato principal   | restaurant                    | restaurante          |
| fast food         | prato de prato    | healthy diet                  | dieta saudável       |
| meal deal         | prato de carne    | healthy diet                  | dieta saudável       |
| vegetarian dishes | prato vegetariano | restaurant                    | restaurante          |
| dessert           | sobremesa         | restaurant                    | restaurante          |
| beverages         | bebidas           | proteinist                    | proteinista          |

Key-words of each unit and its translation to Portuguese

# Contents

## Unit 0

### Let's revise!

| Topics  | Functions   | Grammar  | Vocabulary  |
|---|---|--|---|
| <p>Let's revise! <b>8–10</b></p> <p>A. Let's go! <b>11–14</b></p> <p>B. What a movie!<br/><b>15–18</b></p> <p>C. Can I have the menu,<br/>please? <b>19–23</b></p> <p>D. An apple a day<br/>keeps the doctor<br/>away! <b>24–29</b></p> | <ul style="list-style-type: none"> <li>· Giving and following instructions at the airport</li> <li>· Asking and answering questions</li> <li>· Expressing intentions</li> <li>· Expressing likes, dislikes and preferences</li> <li>· Talking about illnesses and injuries</li> </ul> | <ul style="list-style-type: none"> <li>· <i>Some/any</i> with countable and uncountable nouns</li> <li>· Modal verbs: <i>may, could, can, would</i></li> <li>· <i>Like + -ing/dislike + -ing</i></li> <li>· Modal verb: <i>should/shouldn't</i></li> </ul> | <ul style="list-style-type: none"> <li>· At the airport</li> <li>· Cinema</li> <li>· Restaurant</li> <li>· Illnesses</li> </ul> |

## Unit 1

### Come and try!

|  |   |  |  |
|--|---|--|--|
| <p>A. What sport are you<br/>keen on? <b>32–38</b></p> <p>B. Kitesurf and<br/>Windsurf in Cabo<br/>Verde <b>39–43</b></p> <p>C. Which one<br/>to try? <b>44–50</b></p> <p>D. If you never try, you<br/>never know! <b>51–56</b></p> <p>Project File 1 <b>57</b></p> <p>Time to test 1 <b>58–59</b></p> | <ul style="list-style-type: none"> <li>· Talking about sports and hobbies</li> <li>· Talking about abilities</li> <li>· Expressing preferences</li> <li>· Talking about the present</li> <li>· Talking about what is happening now</li> </ul> | <ul style="list-style-type: none"> <li>· Wh-words (revision)</li> <li>· <i>Enjoy + verb</i></li> <li>· <i>Prefer + verb</i></li> <li>· Present simple with adverbs of frequency</li> <li>· Present simple vs present continuous</li> </ul> | <ul style="list-style-type: none"> <li>· Sports</li> <li>· Extreme sports</li> <li>· Games; board games</li> <li>· Water/Beach sports</li> </ul> |
|--|---|--|--|

## Unit 2

### Family ties

|   |  |  |  |
|---|--|--|--|
| <p>A. My family <b>62–68</b></p> <p>B. Vanda's family<br/><b>69–74</b></p> <p>C. Generation Alpha<br/><b>75–80</b></p> <p>D. Family matters<br/><b>81–84</b></p> <p>Project File 2 <b>85</b></p> <p>Time to test 2 <b>86–87</b></p> | <ul style="list-style-type: none"> <li>· Describing families</li> <li>· Talking about family and family relationships</li> <li>· Making comparisons</li> </ul> | <ul style="list-style-type: none"> <li>· Possessive adjectives: <i>my, your, his, her, its, our, your, their</i></li> <li>· Possessive case</li> <li>· Adjectives comparative and superlative</li> </ul> | <ul style="list-style-type: none"> <li>· Family members</li> <li>· Family tree</li> <li>· Generations</li> </ul> |
|---|--|--|--|



# Unit 3

## Looking back

| Topics   | Functions  | Grammar  | Vocabulary  |
|--|--|--|---|
| <p>A. Tips to improve your memory <b>90–97</b></p> <p>B. Past in the present <b>98–105</b></p> <p>C. When we were children! <b>106–114</b></p> <p>Project File 3 <b>115</b></p> <p>Time to test 3 <b>116–117</b></p> | <ul style="list-style-type: none"> <li>· Talking about personal memories</li> <li>· Talking about the past</li> <li>· Asking and answering about events in progress in the past</li> <li>· Describing past memories/ situations</li> </ul> | <ul style="list-style-type: none"> <li>· To be good/bad at something</li> <li>· Past simple</li> <li>· Past simple vs past continuous</li> <li>· <i>Used to</i> + infinitive</li> <li>· <i>Would</i> + infinitive</li> </ul> | <ul style="list-style-type: none"> <li>· Childhood</li> <li>· Memories</li> </ul> |

# Unit 4

## You are what you eat

| Topics   | Functions   | Grammar  | Vocabulary   |
|--|---|--|--|
| <p>A. Mind what you eat: tasty choices <b>120–127</b></p> <p>B. Eating out <b>128–135</b></p> <p>C. Chef for a day! <b>136–142</b></p> <p>D. How do you feel? <b>143–148</b></p> <p>Project File 4 <b>149</b></p> <p>Time to test 4 <b>150–151</b></p> | <ul style="list-style-type: none"> <li>· Talking about healthy and unhealthy habits</li> <li>· Giving advice</li> <li>· Making a meal plan</li> <li>· Expressing intentions</li> <li>· Making an appointment in person/ by phone</li> </ul> | <ul style="list-style-type: none"> <li>· Modal verbs: <i>have to, should, must</i></li> <li>· Present perfect simple</li> <li>· Present perfect continuous</li> <li>· <i>How long...?</i></li> </ul> | <ul style="list-style-type: none"> <li>· Healthy/unhealthy eating habits</li> <li>· Eating disorders</li> <li>· Food</li> <li>· Meals</li> <li>· Menus</li> <li>· At the doctor's</li> </ul> |

# Unit 5

## Trendy teens

| Topics  | Functions   | Grammar  | Vocabulary  |
|---|---|--|---|
| <p>A. Are you a fashion victim? <b>154–162</b></p> <p>B. The fashion industry <b>163–166</b></p> <p>C. At the shop <b>167–171</b></p> <p>D. Markets or shopping centres? <b>172–175</b></p> <p>Project File 5 <b>176</b></p> <p>Time to test 5 <b>178–180</b></p> | <ul style="list-style-type: none"> <li>· Matching images to specific vocabulary</li> <li>· Expressing likes and dislikes</li> <li>· Expressing preferences</li> <li>· Comparing prices</li> <li>· Producing a fashion design project</li> </ul> | <ul style="list-style-type: none"> <li>· Countable and uncountable nouns (revision)</li> <li>· Quantifiers: <i>some/any, much/many, (a) few, (a) little</i></li> <li>· <i>How much...?</i></li> <li>· <i>How many...?</i></li> </ul> | <ul style="list-style-type: none"> <li>· Shopping</li> <li>· Groceries</li> <li>· Clothes</li> <li>· Accessories</li> <li>· Currency</li> <li>· Methods of payment</li> </ul> |

## Extra Contents

- Vocabulary plus **182–184**
- Irregular verbs list **185–186**





# Let's revise!

## Learning goals

Practise the skills:

- Describe symptoms and physical effects of eating disorders
- Match the kinds of doctors with the type of treatment they provide
- Make an appointment (in person/by phone)

## Unit structure

- A. Let's go!
- B. What a movie!
- C. Can I have the menu, please?
- D. An apple a day, keeps the doctor away!

## Let's revise!

1 Read the following film review and answer the questions.

My favourite film is Skyfall. It stars Daniel Craig, and Javier Bardem who is really an evil character. They're great actors and so is Judi Dench as M, Bond's boss. It's a bit different from other Bond films. The story is more serious, although there is still a lot of action. Last week, I read a review about the film: well filmed, especially the scenes which are shot in Shanghai and Scotland. It's really exciting, of course! I think Bond is also a bit different – although he does amazing things. He seems older and that makes him more human and the story more realistic. Oh, the song by Adele is great, too. Did you know the film won an Oscar?

Jaqueline, 13



a) What is Jaqueline's favourite film?

.....

b) How old is Jaqueline?

.....

c) Which actors star in *Skyfall*?

.....

d) What type of film is it?

.....

e) Where was the film shot?

.....

2 Fill in the gaps with the correct word.

allergy

toothache

sore throat

tired

earache

runny nose

a) What's the matter? I've got a ..... I need to go to the dentist.

b) Rosa can't eat or drink very well because she has got a .....

c) João can't go swimming because he has an .....

d) She had a ....., so she used nearly two boxes of tissues.

e) I can't go to the party. I feel .....! I need some rest.

f) Josefa never eats peanuts. She has an .....



**3** Complete the sentences with **some** or **any**.

- a) In the menu there are ..... nice starters.
- b) Are there ..... cold drinks in the bar?
- c) That spaghetti is cooked with ..... tomatoes.
- d) Can I have ..... more juice, please?
- e) There aren't ..... tuna cans left.
- f) This restaurant has ..... amazing traditional food.

**4** Fill in the gaps with a suitable modal verb: **can, would, should, shouldn't, could**.

- a) She's got a cold! She ..... rest more.
- b) My father smokes! I always tell him he ..... smoke.
- c) When I was a child, I ..... ride my bike for hours.
- d) My friends and I ..... meet at Silva's restaurant for dinner.
- e) I hate pepper. I ..... eat it!
- f) ..... you like some coffee?

**5** Listen to a short biography about Carlos and complete the gaps with the words in the boxes.

model

England

dream

actor

Cabo Verde

Carlos Lopes is a Cape Verdean

**a)** ..... and model who is also an influencer starring in

**b)** ..... where he lives now.

He loves his hometown and wants to promote **c)** ..... with his work.

Originally from Bairro da Anchinha, he started as a football player in Portugal and France. His **d)** ..... was to become a football player. Then, with the help of a Nigerian manager he started his career as an actor, **e)** ..... and influencer.



Source: www.inforpress.cv

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Audio  
A short biography





# A. Let's go!



## Vocabulary



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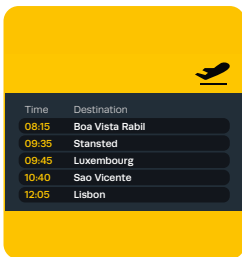
QuizEV  
Air travel

1 Look at the pictures on this page. In small groups, discuss the following questions.

- 1.1. What do they all have in common?  
1.2. Where would you find these pictures?

2 Read the words/expressions in the box.

2.1. Match the words or expressions to the correct picture.



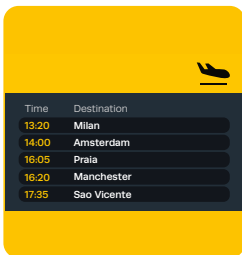
1.



2.



3.



4.



5.



6.

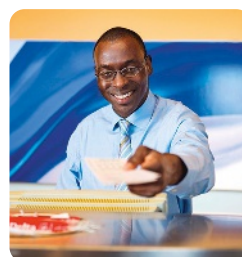


**OLIVAIR**  
Flying you everywhere!

7.



8.



9.

- a) airline (n)
- b) arrivals (n)
- c) boarding pass (n)
- d) book (a ticket) (v)
- e) check in (v/n)
- f) departures (n)
- g) identification (n)
- h) gate (n)
- i) travel agent (n)

### Note

n: noun v: verb



3 Complete the sentences with the appropriate word or expression.

- a) Hi, how can I help you. I'd like to ..... a flight to Paris, please
- b) Can I see your ....., please? Passport or other document.
- c) We'd like to invite all passengers at ..... 6 to start boarding.
- d) I need to book a flight to Angola for next week. Which ..... would you recommend?
- e) Excuse me, can you tell me where the ..... are? I went to the departures by mistake. (arrivals)
- f) When you ..... you get your ..... pass.
- g) I'd recommend Air Canada. It's a great .....

Manual Digital

Áudio  
At the airport



Listening



1 In pairs, ask and answer the following questions.

- 1.1. When was the last time you travelled?
- 1.2. Where did you go and how did you get there?



2 Listen to the conversation. Where is Marcelina and Frutuoso?

- 2.1. Listen again to the dialogue and complete the gaps with the missing information.

**Marcelina:** Good morning, sir. Where are you flying today?

**Frutuoso:** Paris, via Dubai.

**Marcelina:** Can I see your passport?

**Frutuoso:** Yes, here you are.

**Marcelina:** Have you already **a)** ..... online?

**Frutuoso:** No, I haven't.

**Marcelina:** OK. How many bags will you be **b)** .....?

**Frutuoso:** Just one.

**Marcelina:** OK, put it on the **c)** ..... for me, please. Hmm, it's a little over the weight allowance.

**Frutuoso:** Oh, really? I'm sorry...

**Marcelina:** No problem, I'll **d)** ..... this time.



**Frutuoso:** Oh, thank you very much.

**Marcelina:** Do you have any **e)** .....

**Frutuoso:** No, I don't.

**Marcelina:** Here's your passport, and your **f)** ..... Gate number 25. You need to be at the gate forty minutes before departure.

**Frutuoso:** Thanks. By the way, do I have to pick up my bag in Dubai?

**Marcelina:** No, your **g)** ..... is checked through to Paris.

**Frutuoso:** Great!

**Marcelina:** Have a nice flight!



**e** Manual Digital

**Videos**  
Asking for and giving information



Usage of may, can and can't



- 3 Speaking:** Have you ever travelled by plane? Where did you go? If you haven't, where would you like to go? Tell your partner.

## Grammar



### Exercises

- 1** Complete with **may, can, could**.
- ..... you help me book the plane tickets?
  - Travelling by train ..... be safer than by car.
  - She ..... read before she started school.
  - ..... I sit next to you, madam?
  - The passengers ..... leave the boarding lounge.
  - Our luggage ..... (not) weigh more than 15 kilos.
  - In the past, passengers ..... have a free drink on a short flight.

### Modal verbs: *may, can, could*

**Can** indicates ability, permission or an offer.

**Examples:** *Can I use the toilet, please?*  
*I can't speak English very well.*

**May** is used to suggest possibility or permission.

**Examples:** *May I sit next to passenger 23?*  
*It may rain during our flight.*

**Could** is used for possibility, requests, permission, and past abilities.

**Examples:** *Ten years ago, we could smoke in airplanes. When I was 5, I couldn't ride a bike.*

**Form:** modal verb + infinitive (of the main verb)

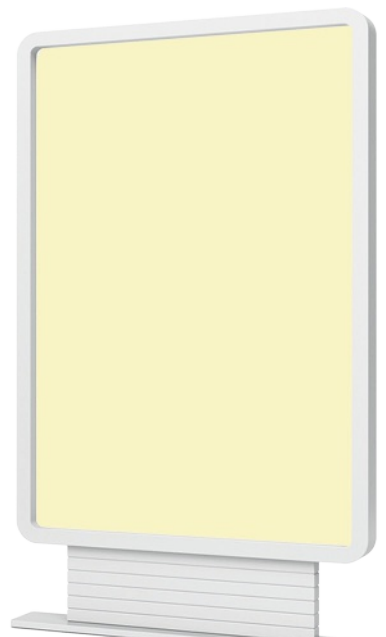
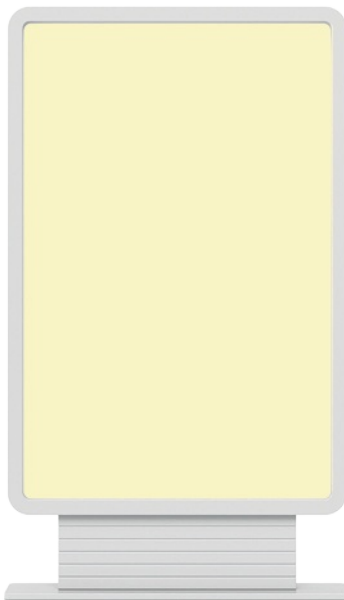
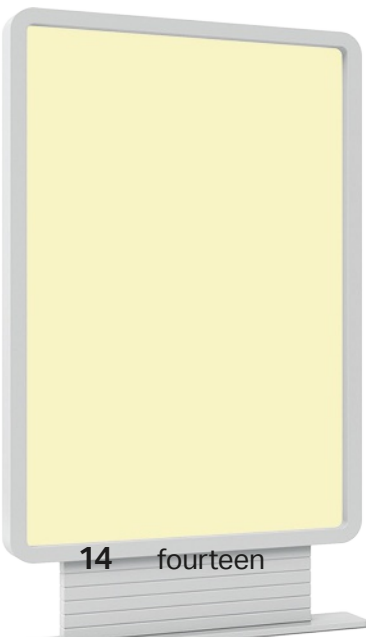
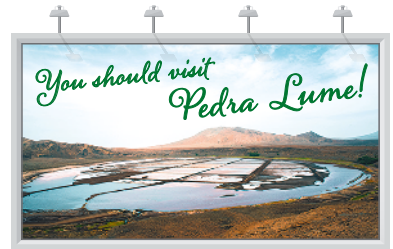
2 Choose the best option.

Travel advice for beginners

- a) I ..... check in without showing my identification.  
1. could      2. can't      3. mayn't
- b) You ..... just show your ticket to the airport assistant.  
1. could not      2. could      3. can
- c) Some years ago, passengers ..... smoke inside airplanes. Nowadays, it is not allowed!  
1. can      2. could      3. may
- d) You ..... travel with just a carry-on-bag and this way you ..... avoid the recent luggage fees.  
1. can/can't      2. may/can      3. can't/can't
- e) Travel agencies ..... give assistance if something goes wrong.  
1. cannot      2. may      3. could
- f) You should always get travel insurance. It ..... save you from trouble.  
1. could      2. cannot      3. can
- g) There are good apps to help you with your trip. They ..... help you a lot!  
1. can      2. may not      3. could not



3 Write three pieces of advice to a future visitor to Cabo Verde. Don't forget to use the modal verbs **may**, **can** or **could**, like in the example.



# B. What a movie!



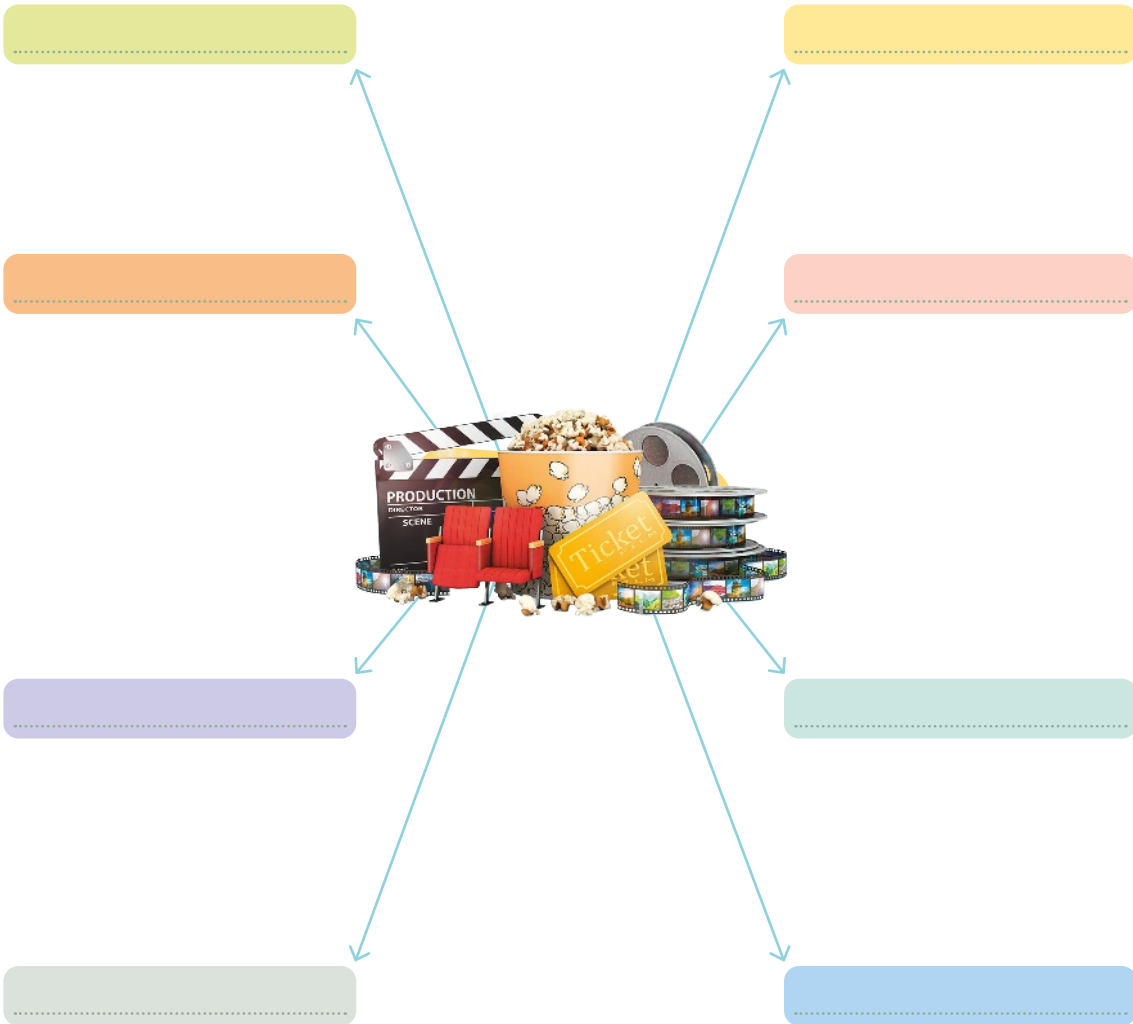
## Listening



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QuizEV  
Types of films

- 1 Are you a big cinema fan? In pairs, brainstorm words or phrases that are related to cinema.





2 Teenagers are talking about their favourite types of films. Read the reviews.

3 Now, listen to them and complete the reviews with the missing information.



Áudio  
Our favourite  
films



**Luzia, 15 years old**

I love watching films. My favourite film so far is *Avatar: The Way of Water*. It is a 2022 American epic **a)** ..... film directed by James Cameron. I prefer science fiction films to romantic comedies.

The main character, Jake Sully, lives with his new family on a distant planet, known as Pandora. As his new home is attacked, Jake joins Na'vi army to save it.



**Marcelino, 14 years old**

I really like **b)** ..... films. *Puss in Boots*, an adventurous cat, makes his last wish – to get his nine lives back. This is definitely the biggest adventure of Puss.



**José, 13 years old**

My selection of films has to do with actors. As I love Julia Roberts, I can talk about her latest **c)** .....

Do you want to have fun? Here's a story of a divorced couple (George Clooney and Julia Roberts) travelling to Bali for their daughter's marriage. A trip full of unexpected funny incidents.



**Quinita, 13 years old**

In my opinion, this is a great film. **A d)** ..... and **e)** ..... *RESPECT* is a fantastic true story based on Aretha Franklin's brilliant international career.



**Nené, 13 years old**

Eddie Murphy was incredible in *Coming 2 America*. It's a fantastic **f)** ..... I always choose these types of films. Eddie Murphy plays the role of a Prince who belongs to the African monarchy. He decides to go to New York, USA, to live as an ordinary person. Many funny episodes happen until his father, the King, orders him to come back.

4 Label the pictures with the words in the boxes.



a) ..... b) ..... c) ..... d) .....

- romantic comedy
- drama
- comedy
- science fiction



**Video**  
Speaking about  
an ad, a movie or  
a book



5 Match each question to its corresponding answer.

- |  |   |
|--|---|
| <p>a) <input type="checkbox"/> What is Luzia's favourite type of film?</p> <p>b) <input type="checkbox"/> Which film does Nené consider fantastic?</p> <p>c) <input type="checkbox"/> Does José like Julia Roberts as an actor?</p> <p>d) <input type="checkbox"/> According to Quinita, what is <i>RESPECT</i> about?</p> | <p>1. <i>RESPECT</i> is a true story about the music icon's journey to find her voice.</p> <p>2. He considers the comedy <i>Coming 2 America</i> a fantastic film.</p> <p>3. Yes, he does.</p> <p>4. Her favourite type of film is science fiction.</p> |
|--|---|

6 Ask questions for the following answers.

- a) .....?  
Marcelino is fourteen years old.
- b) .....?  
Quinita does likes them.
- c) .....?  
*Puss in Boots* is an animated film.
- d) .....?  
Luzia's favourite type of film is science fiction.

7 **Speaking:** Which film above woul you like to watch? Tell your partner why.

# Writing



1 Write a short paragraph about your favourite film.

Manual Digital

Video  
Speaking about likes and preferences



## Functional language

### Expressing preferences, likes and dislikes

#### Useful language

- My favourite type of film is...
- The film is about...
- The main characters are...
- I'm very keen on comedy/romantic/adventure/action films...
- My favourite actor is...
- I saw...
- It's... (actors' names) star in it.
- The film/It is about...
- What I liked the most was...

**I like + *ing***

**I prefer... to...**

**I dislike + *ing***

**I hate + *ing***

**I can't stand + *ing***

A large yellow rectangular area containing ten horizontal dotted lines for writing.

2 **Speaking:** Share your opinion about the film to the class.

# C. Can I have the menu, please?



## Reading



e Manual Digital

Áudio  
Digital menu



- 1 Going to a restaurant nowadays may require the use of technology. Read or listen to the information about a tool that can be used at restaurants.

## Digital menu

The **Digital menu** is a digital platform compatible with any device that has access to the internet: mobile phones, tablets, TVs, and computers.



### Security

Stop using paper menus. Offer a safe solution to your customers. The Digital Menu is accessed on the customer's own cell phone, in an interactive and friendly interface.

### Multimedia and multi languages

The menu can be accompanied by photos and videos, as well as a description and allergens [...]. It is displayed on your client's smartphone in up to 12 different languages: Portuguese, English, Spanish, Italian, French, German, Russian, Japanese, Chinese, Greek, Arabic and Dutch.

### In the palm of the hand

Don't spend money on expensive tablets and equipment. The Digital menu can be accessed on the customer's cell phone, via a QR code.

### Real time update

Add and remove dishes, edit descriptions and always be ready for changes.

[www.en.digitalmenu.com.br](http://www.en.digitalmenu.com.br) (adapted and abridged)

- 2 Are these statements true (T) or false (F)? Correct the false ones.

a)  The Digital menu is compatible with all gadgets with internet access.

.....

b)  Digital menus are environmentally friendly because they save paper.

.....

c)  The platform is only available in English.

.....



d)  You need a computer to access the Digital menu.

.....

e)  A QR code is a tool to read in a digital way.

.....

f)  The Digital menu is an updated tool.

.....

3

**Speaking:**

Are digital menus useful or not?  
Share your opinion with the class.



**Vocabulary**



1

Complete the sentences, using the words from the box.

knife • menu • waiter • meal • fork  
bill • spoon • plate • glass • chef

- a) A ..... is a person who takes your order and brings your food.
- b) The ..... is a piece of paper that tells you the cost of your meal.
- c) A ..... is a person who cooks food in a restaurant.
- d) We often use a ..... at the same time as a knife. You can pick up food with it.
- e) Your food is normally served on a ..... or on a tray.
- f) This restaurant always has a special ..... for children.
- g) You can use a ..... to cut your food into smaller pieces.
- h) You use a ..... to eat ice cream or soup.
- i) You look at the ..... when deciding what food to order.
- j) You can drink water from a .....



## Grammar



## Exercises

- 1 Choose the correct option.
- a) menu  
1.  countable 2.  uncountable
- b) apple  
1.  countable 2.  uncountable
- c) water  
1.  countable 2.  uncountable
- d) fast food  
1.  countable 2.  uncountable
- e) sugar  
1.  countable 2.  uncountable
- f) bottle  
1.  countable 2.  uncountable
- 2 Ask your partner for the items above.  
**Example:** *Can I have a menu, please?*
- 3 Complete with **some** or **any**.
- a) Have we got ..... bread?
- b) We bought ..... new tablecloths for the kitchen.
- c) You can buy pineapplejuice in ..... here in Cabo Verde.
- d) Can I have ..... more orange juice, please?
- e) The tourists can speak ..... English and French.
- f) Would you like ..... tea?
- g) In Cabo Verde there isn't ..... snow.
- h) There's ..... money in my wallet.

## Countable and uncountable nouns

**Countable nouns** can be counted.

**Example:** *an apple, two apples, three apples.*

**Uncountable nouns** cannot be counted as units.

**Example:** *air, rice, water.*

When you learn a new noun, you should check if it is countable or uncountable and make a note of how it is used in a sentence.

## Some and any

**Some** is generally used in affirmative sentences.

**Example:** *There are **some** suggestions in our menu.*

We use **some** in questions to offer something.

**Example:** *Would you like **some** coffee?*

**Any** is generally used in negative sentences.

**Example:** *There aren't **any** bottles of water here.*

It is also used in questions.

**Example:** *Are there **any** pears left?*

e Manual Digital

Video  
Quantifiers:  
some, any



QuizEV  
Quantifiers

- 4 **Speaking:** Tell your partner what is in your fridge. For example:



Manual Digital

Áudio Making a reservation



## Listening



- 1 In pairs, discuss the following questions:
- 1.1. Do you usually go out to have a meal in a restaurant?
  - 1.2. If not, where would you like to go?
- 2 Alcino called his favourite restaurant to make a reservation. Read the conversation and complete the gaps with expressions from the box.

*see you on Friday • Is that right • I'd like to book a table • booking is complete  
How many people • What day and time • a vegetarian option*

**Waiter:** Hello. Restaurante Praia, how can I help you?

**Alcino:** Hello. **a)** ....., please.

**Waiter:** **b)** ..... do you want the reservation for?

**Alcino:** This Friday, at 7pm, please.

**Waiter:** **c)** ..... should we expect?

**Alcino:** There will be five of us.

**Waiter:** So, let me check. A table for five people for Friday evening at 7pm. **d)** .....

**Alcino:** Yes, that's perfect. Thank you.

**Waiter:** Will you require **e)** .....

**Alcino:** No, that won't be necessary.

**Waiter:** Your **f)** .....

**Alcino:** Thank you very much.

**Waiter:** Thank you and **g)** .....

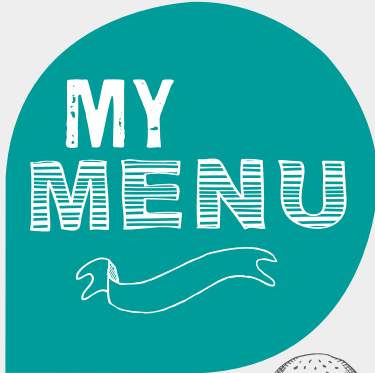
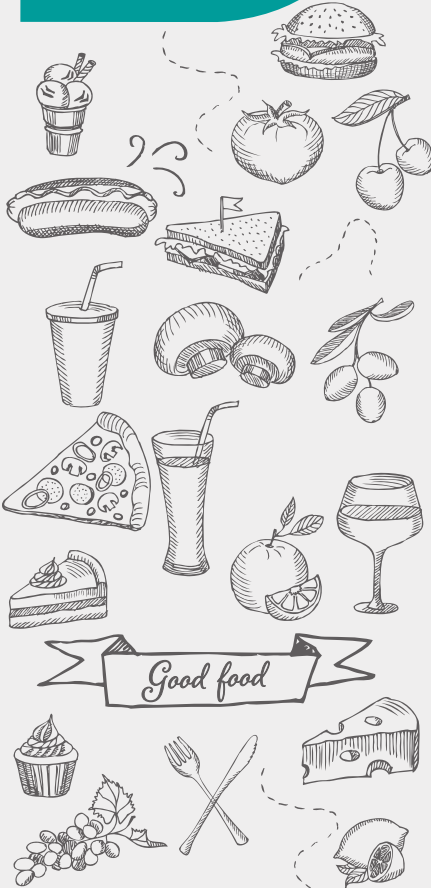
- 2.1. Now, listen to check your answers.



**Writing**



- 1 In pairs, discuss the following questions.
  - 1.1. What is your favourite restaurant?
  - 1.2. What dishes would you recommend in your country?
- 2 Write a menu of your preference. Don't forget the typical food of Cape Verde. You can make a QR code of your menu.

*Good food*

STARTERS.....

MAIN COURSES.....

DESSERTS.....

DRINKS.....

**How to make a QR code for your menu:**  
[www.qr-codegenerator.com/](http://www.qr-codegenerator.com/)



# D. An apple a day keeps the doctor away!



Manual Digital

QuizEV  
Health problems

## Vocabulary



1 Label the pictures.

a backache • a cold • a cough  
an earache • a fever • the flu • a headache  
a stomach ache • a sunburn • a toothache



a) .....



b) .....



c) .....



d) .....



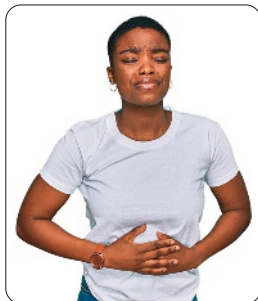
e) .....



f) .....



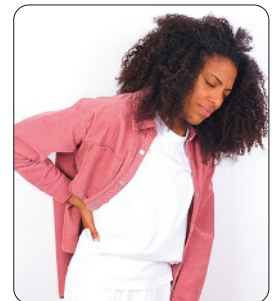
g) .....



h) .....



i) .....



j) .....

## Reading


 e Manual  
Digital

 Audio  
Pascualina goes  
to the doctor


- 1 Pascualina is at the doctor because she is not feeling very well. The doctor is asking her some questions. Read or listen to their dialogue.

**Dr. Ruth:** You don't look very well. What's wrong?

**Pascualina:** I've got a bad cold and a runny nose. I also think I have a temperature.

**Dr. Ruth:** Oh no! Are you taking any medication?

**Pascualina:** Nothing so far. What should I take?

**Dr. Ruth:** Well, let me see. Do you have any **allergies**? Any **dizziness**?

**Pascualina:** I have no allergies.

**Dr. Ruth:** I have something for you. You are 14, so we have to consider your age.

**Pascualina:** Great! I really need to get better.

**Dr. Ruth:** Here's some cold medication. They should reduce your temperature and make you feel better.

**Pascualina:** Thank you. I appreciate it.

**Dr. Ruth:** That's okay, but don't forget to take plenty of fluids. You should also rest.



## Vocabulary box

**Allergy (n):** a bad reaction to animals, dust, foods or plants. The symptoms are red eyes, runny nose and sneezing; adjective: allergic.

**Dizziness (n):** the feeling that everything around you is spinning; adjective: dizzy.

- 2 Complete the table with information from the text.

|                 |    |
|-----------------|----|
| Name of patient | a) |
| Age             | b) |
| Symptoms        | c) |
| Diagnosis       | d) |
| Prescription    | e) |
| Recommendations | f) |

# Grammar



Manual Digital

Video  
Modal verbs:  
should



1 Look at the last sentence said by the doctor.

**You should also rest.**

- 1.1. Underline the modal verb in the sentence.
- 1.2. Why is it used? Select the correct option to complete the rule.

2 This modal verb is used to give

- a)  an order.
- b)  a request or recommendation.
- c)  a restriction.

## Exercises

1 Choose **should** or **shouldn't** to complete the sentences.

- a) Ema and Eva ..... do more exercise. They will feel better!  
1. should      2. shouldn't
- b) Your mum is furious with you. You ..... help more at home.  
1. should      2. shouldn't
- c) When someone is ill, he/she ..... go to school.  
1. should      2. shouldn't
- d) José is feeling very dizzy. He ..... go to the doctor and check what's wrong.  
1. should      2. shouldn't
- e) When we are feeling tired, we ..... rest more.  
1. should      2. shouldn't
- f) We ..... smoke! It's bad for our health.  
1. should      2. shouldn't

### Modal verb: **should/shouldn't**

**Should** is used to make suggestions, give advice and make recommendations.

**Affirmative form:** *should* + infinitive

**Example:** You **should** rest more to avoid serious health problems.

**Negative form:** *should not* or *shouldn't* + infinitive

**Example:** We **shouldn't** eat fast food. It isn't healthy.

2 Complete the sentences with **should** or **shouldn't** and the verbs in the box.

*eat • drink • go • travel • walk • rest • have • smoke*

- a) When the weather is hot, we ..... more.
- b) If you are tired of sitting and your legs hurt, you .....
- c) Stress and not sleeping can cause health problems. When this happens, we ..... too much food.
- d) You ..... more to visit new places and meet more people.
- e) When you're feeling ill you ..... to the doctor.
- f) My father .....! It's bad for his health.
- g) If you feel exhausted, the best option is to stop. You ..... or go to bed earlier.
- h) Never forget you are what you eat! All of us ..... healthier! More vegetables, more fruit, more water.



QuizEV  
Modal verb  
should

3 **Speaking:** The flu is a good reason to go to the doctor. How often do you go to the doctor?

3.1. Share with your class some advice/recommendations to avoid going to the doctor. For example:

You shouldn't play computer games for many hours.

You should play sports with friends.

.....  
.....  
.....

.....  
.....  
.....

.....  
.....  
.....

.....  
.....  
.....





## Speaking



- 1 Going to the doctor is not often a fun experience, but it's something we need to do. Read the medical notes. With help from your teacher, check the meaning of new words or phrases.

|                        | <b>Nina,<br/>15 years old</b>   | <b>Eduardo,<br/>17 years old</b>  | <b>Maria,<br/>45 years old</b>   |
|------------------------|---|---|--|
| <b>Symptoms</b>        | <ul style="list-style-type: none"> <li>· Stomach ache</li> <li>· Vomiting</li> <li>· Nausea</li> </ul>                    | <ul style="list-style-type: none"> <li>· Spots all over the body</li> <li>· Rash on arms</li> </ul> | Pain in the ankle  |
| <b>Diagnosis</b>       | Food poisoning  | Allergy to seafood  | Sprained ankle   |
| <b>Treatment</b>       | <ul style="list-style-type: none"> <li>· Go on a liquid diet</li> <li>· Take one pill every 8 hours for nausea</li> </ul> | Take antihistamines once a day  | Take some painkillers (maximum five times a day)   |
| <b>Recommendations</b> | <ul style="list-style-type: none"> <li>· Drink lots of fluids</li> <li>· Take time to rest</li> </ul>                     | <ul style="list-style-type: none"> <li>· Avoid spicy food</li> <li>· Do not scratch</li> </ul>      | <ul style="list-style-type: none"> <li>· Keep foot elevated</li> <li>· Put ice on it for 24 hours</li> </ul> |

- 2 It's time to go to the doctor. In pairs, role play a dialogue between the doctor and one of the patients above. Don't forget to use the expressions/phrases below in the functional language box.

### Functional Language

#### How do you feel?

I feel... | fine.  
                  | great.  
                  | fantastic.

I feel... | sick.  
                  | terrible.  
                  | awful.

I'm sick.  
I feel sick.  
Not so well.  
Not very well.

#### Questions

How are you?  
How are you today?  
How do you feel?  
How do you feel today?  
What's wrong?  
What's the matter?

#### Answers

I have + health problem.  
I have got + (a/an) health problem.  
I have got + a terrible headache/  
stomachache/sore throat.  
I'm + tired/ fine/well/awful.  
I'm really down.

**Writing**



- 1 Imagine that you are at the hospital. In pairs, write your dialogue at the hospital, from when you entered until you left.

Doctor: .....

Me: .....

Doctor: .....

Me: .....

Doctor: .....

Me: .....

Doctor: .....

Me: .....

Doctor: .....

Me: .....

Doctor: .....

Me: .....

Doctor: .....

1.1. Now, in pairs, role play your dialogue for the class.

- 2 Listen to your classmates' dialogues and take notes of the most common advice given by the doctors.
- 3 Some of the sentences below can be heard at a health centre, hospital, or doctor's office. Choose the correct option. There is an extra one.

I wasn't feeling well. I had a cold and a bad headache.  
 I hope she will be fine. • She's at the hospital now.  
 Rosa's mother has to have an operation. • She'll be in hospital for a few days.

- a) I saw an accident. A woman was injured and taken to the hospital.  
 .....
- b) Why is Rosa's mother in the hospital?  
 .....
- c) Maria has gone to the hospital to visit Jonathan.  
 .....
- d) Why didn't you come to the party?  
 .....



# Come and try!



## Learning goals

- Describe preferred and non-preferred activities
- Design and conduct a 1-minute interview
- Use appropriate grammar and vocabulary for each situation

## Unit structure

- A. What sport are you keen on?
- B. Kitesurfing and windsurfing in Cabo Verde
- C. Which one to try?
- D. If you never try, you never know!

# A. What sports are you keen on?



## Vocabulary



1 Label the pictures.



a) .....



b) .....



c) .....



d) .....



e) .....



f) .....



g) .....



h) .....



i) .....



j) .....

cycling • football • tennis  
swimming • skiing • surfing  
windsurfing • kitesurfing  
badminton • volleyball

2 Write each sport in the correct category.

| Board sports | Ball sports | Cycling sports | Ice sports | Racket sports | Water sports |
|--------------|-------------|----------------|------------|---------------|--------------|
|              |             |                |            |               |              |



3 Match the type of sports to the definitions.

a)  Traditional sports

b)  Extreme sports

1. Sports that are extremely exciting to do and often dangerous.

2. Sports that you do for pleasure and that need physical effort or skill.

4 Look at the pictures.

4.1. Write the sports in the correct column.



Video  
The new sports reporters



parachuting



running



rock climbing



basketball

| Traditional | Extreme |
|-------------|---------|
|             |         |



snorkeling

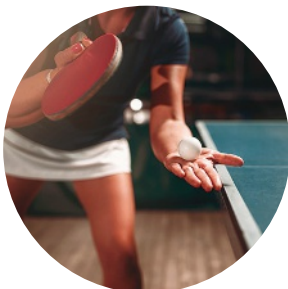


table tennis



handball



skydiving

## Reading



1 In pairs, discuss the following questions.

- 1.1. Do you like sports?
- 1.2. What is your favourite sport?
- 1.3. Is it an extreme sport or a traditional sport?

2 Read or listen to the text about Jorge's favourite sport.

## The king sport

My name is Jorge and my favourite sport is football, the most popular sport in the world and known as the *King* sport. Football is a sport between two teams with the same number of players each. Could be 6 or 7 but a maximum of 11 players per team. It is a ball game played on a rectangular grass field with a goal at each end. The objective of the game is to score by kicking the ball into the opposing goal. The winner is the team which scores the most goals at the end of the match. Football is an interesting and challenging game. Scoring a goal is one of the biggest emotions of my life. It is amazing! I often raise my hands above my head making a V symbol and run around the pitch to celebrate my goal. Of course, I shout very loudly. It sounds crazy. Actually, I began to play football when I was 4 and I still play now. Clearly, playing football makes me fit, healthy, and helps avoid some diseases. This sport can be played indoors and outdoors.

Like other sports, football helps me make new friends when I am a part of a football team. My football idol is Ronaldo. In my opinion, he is the best football player in the world.

### Vocabulary box

**Indoor sports:** sports played inside a space.

**Outdoor sports:** sports played outside a space.



3 Are these statements True (T) or False (F)? Correct the false ones.

a)  Jorge's favourite sport is tennis.

.....

b)  Football is an individual sport.

.....

c)  In his opinion, football is a challenging and interesting sport.

.....

d)  Scoring is the most wonderful feeling in his life.

.....

e)  Football is not a good way to make friends.

.....

f)  Jorge admires Ronaldo.

.....

4 Complete the sentences with information from the text.

a) Football is also as .....

b) It is played on a .....

c) This sport can be played .....

d) Football helps to .....

## Grammar



### Expressing likes/dislikes

To express something we like we use:

**Affirmative form:** *like* + verb -ing

This rule also applies to other similar verbs expressing likes or dislikes:

*love, enjoy, like, hate.*

**Negative form:** *doesn't/don't like/enjoy/hate* + verb -ing

**Examples:** I *love watching* world football championships.

I *enjoy playing* video games.

I *don't like running*.

I *hate washing* the dishes.

e Manual Digital

Video  
I like/hate + -ing  
form



## Exercises

Manual Digital

Interatividade  
Hobbies and  
sports

1 Complete the sentences with the correct form of the verb.

- a) After school, we love ..... (spend) some time with our group of friends playing a game.
- b) In the summer, we really enjoy ..... (practise) water sports. It's refreshing!
- c) We ..... like ..... (not/swim) when it rains! It's not fun!
- d) Families love ..... (do) things together.
- e) I hate ..... (play) chess! I prefer playing cards!

### Expressing preference

We use **prefer** to say we like one thing or activity more than another. We use **to** when we compare two things or actions.

**Examples:** I **prefer** playing cards **to** playing football.

We **prefer** going by ferry **to** flying.

**Note:** We don't use **than** after **prefer**.

**Example:** She **prefers** books **to** magazines.

We can use a to-infinitive or an -ing form after **prefer**.

**Example:** She's not keen on extreme sports. She **prefers** to walk.

## Exercises

1 Complete the sentences expressing your likes, dislikes, and preferences.

I enjoy ..... but I don't enjoy .....

I prefer ..... to .....

I love .....

2 Share your answers with a partner or with the class.

# Speaking



1 Read and fill in the dialogue with the options in the boxes.

I prefer watching it on television

I would love to

the game

I love going to the beach

I love football

swim

## Favourite sports

**Rita:** Hi Josué! How are you? See you after school? There's a football game on TV today. Do you know what time it is on?

**Josué:** Hi Rita! Yes, I'll meet you outside the classroom. **a)** ..... is at 4 pm. Do you like football, Rita?

**Rita:** Yes, I do. **b)** ..... I prefer watching to playing. And you? What's your favourite sport?

**Josué:** My favourite sport is swimming. I prefer swimming to playing football. I agree with you. **c)** .....

**Rita:** How often do you **d)** .....

**Josué:** When the weather is nice, I swim every day in the sea. **e)** .....

**Rita:** It sounds great!

**Josué:** Why don't you come one of these days to the beach?

**Rita:** **f)** ..... Let's go tomorrow!

**Josué:** Deal! Don't forget that today we are watching the game at 4pm.

**Rita:** That's right! See you after school!

**Josué:** See you!



2 Role play this dialogue.

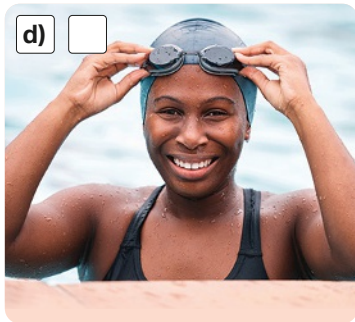
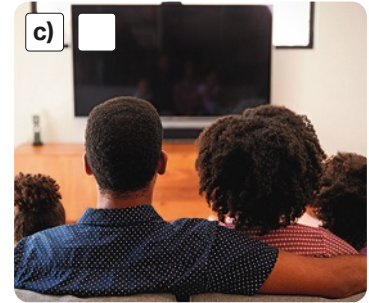
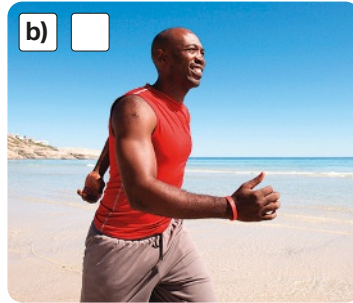




## Listening



- 1 Listen to different people talking about sports and hobbies.  
Write the number for the correct picture.



- 2 Are these statements True (T) or False (F)?

- a)  Rita usually practises sports.  
b)  Rod likes all types of sports  
c)  Martha doesn't like swimming.  
d)  Ron rides a bike.  
e)  Joe never goes for a walk.

- 3 Compare these students' preferences with your favourite hobbies.  
Which ones do you prefer? Share with the class.

## Speaking



- 1 In pairs, ask your classmate about his/her sports preference.  
Answer his/her questions.



# B. Kitesurfing and windsurfing in Cabo Verde



## Reading



e Manual Digital

Áudio  
Surf zone Cabo Verde



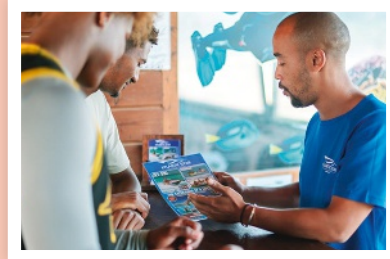
- 1 Cabo Verde is popular for its beautiful beaches and some beach sports. What sports are there to practise and learn?
- 2 Read or listen to this information about a local club in Cabo Verde.

## Surf zone Cabo Verde

Surf zone Cabo Verde is the first and oldest professional kite and windsurfing school, with new **beachside** apartments for people wanting a **full package**. The team is familiar with the conditions here and **ensures** that all our instructors know how to teach in our ocean conditions. We are old enough to be really experienced at what we do, and yet young enough to really enjoy what we do.

We are excellent with semi-private kite and wind and surf lessons, as well as **renting**. Instruction is offered in seven different languages. Our **focus** is to offer quality lessons in a friendly and familiar **environment**. Our equipment is upgraded annually. We teach at both Kite Beach and in the Bay of Santa Maria. We are located in the beach club of the Morabeza Hotel in the main Bay of Santa Maria. We also offer beachside apartments in our Surf Zone Building. [...] A studio, one bedroom ocean view, two bedrooms and an amazing **roof top terrace** that overlooks the ocean.

[www.tripadvisor.com](http://www.tripadvisor.com) (abridged)



## Vocabulary box

**Beachside (n):** seaside; waterside.

**Package (full package) (n):** a set of items or ideas that come together.

**Ensures (v):** guarantees.

**Renting (n):** paying to use equipment.

**Focus (n):** interest, attention.

**Environment (n):** atmosphere.

**Roof top (n):** upper part of a building.

3 Correct the wrong information in each sentence.

a) Surf Zone is the second professional kite and windsurfing school in Santa Maria.

.....

b) The school doesn't have beachside apartments for people wanting a full package.

.....

c) The school doesn't have private wind and surf lessons.

.....

d) Lessons are only in English.

.....

e) The equipment is upgraded every two years.

.....

4 Match the opposite adjectives.

a)  full

1. old-fashioned

b)  enough

2. similar

c)  different

3. empty

d)  upgraded

4. insufficient

Listening



1 Listen to three people talking about water sports and complete the gaps with the missing information.

Water sports

**Luana:** Yes, I have some favourite hobbies. Specially kayaking and swimming. I **a)** ..... swimming, but I'm not a professional swimmer. In fact, I have taken part in some **b)** ..... in our city and I won some of them. Kayaking is my favourite sport.

**Marcelo:** I **c)** ..... diving and scuba diving. They help keep me **d)** ..... and it's a great opportunity to meet people with the same interests.

**Mayra:** I have aquaphobia. I had a bad **e)** ..... in my childhood. Lifeguards saved me from drowning. Now I only practise **f)** ..... with my group of friends.



## Grammar



## Wh-questions (Question words)

There are two types of questions: Yes/No questions and Wh-questions.

Wh-questions are questions starting with Wh-words: *what, when, where, who, which, whose, why* and *how*.

We use them to ask for information.

| Question words | Used to talk about   | Example                                 |
|----------------|----------------------|---|
| What           | things               | <b>What</b> is your favourite sport?    |
| When           | time                 | <b>When</b> is the surf lesson?         |
| Where          | places               | <b>Where</b> is the changing room?      |
| Who            | people               | <b>Who</b> is the instructor?           |
| Which          | specific information | <b>Which</b> sports are you taking?     |
| Whose          | possession           | <b>Whose</b> bag is this?               |
| Why            | reasons/causes       | <b>Why</b> are you nervous?             |
| How            | manner/process       | <b>How</b> will you get there? On foot? |

## Intonation



## Yes/No questions

Is her favourite sport football? →

Are they keen on cycling? →

There is a rising sound **at the end**.

## Wh-questions

Who do you like to play with? →

Where is the nearest sports centre? →

There is a rising sound **at the beginning**.

e Manual Digital

**Video**  
Question words:  
who, what, when,  
where, why



## Exercises

1 Say these questions out loud and underline the rising intonation in each question.

- a) Which are your favourite hobbies?
- b) Are you keen on water sports?
- c) Who is in your football team?
- d) Is scuba diving a safe sport?
- e) When is your swimming lesson?
- f) Do you like sports?

2 Choose the correct option.

- a) ..... did you see earlier today? I saw Marcelino, the new football player.  
1. Which      2. Who      3. Why
- b) ..... is your favourite sport? I enjoy volleyball.  
1. When      2. Where      3. What
- c) ..... do they look so tired? Because they had a game today.  
1. Why      2. Which      3. Who
- d) ..... rackets are these? João's.  
1. How      2. Whose      3. When
- e) ..... is the windsurfing lesson? On Wednesdays and Saturdays.  
1. Why      2. Where      3. When

## Listening



1 João wants to try a new sport. He is at a sports centre asking for information. Listen and identify what he is about to try.

1.1. He wants to try .....





- 2 **Speaking:** You are at the local sports centre to ask for information about activities. With a classmate, ask questions using: **What, When, How much.**



- 3 Then write a dialogue.

**A – Client:** Hello! I would like to.....

**B – Shop assistant:** Hi! Sure! In our centre you can ...

**A** ..... :

**B** ..... :

**A** ..... :

**B** ..... :

**A** ..... :

**B** ..... :

- 4 Role play your dialogue to the class.

# C. Which one to try?



Manual Digital

Audio  
My free time

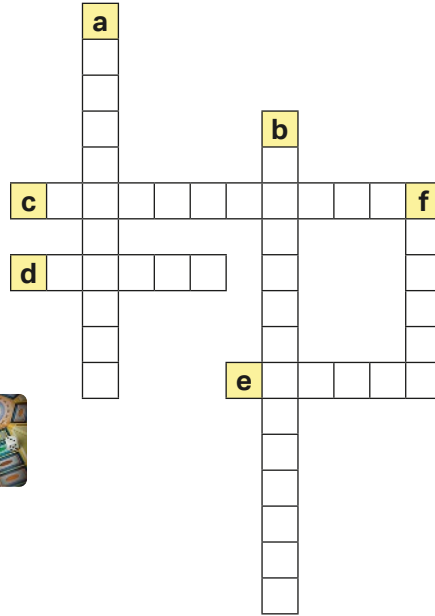
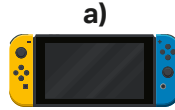


## Vocabulary



1 Look at the pictures and complete the crossword puzzle.

2 Which games do you prefer? Why? Tell your partner about them.



## Reading



1 Read or listen to João's post on the school blogpost.

### My free time

I am a creative person, and in my free time, I enjoy digital photography, reading, and doing self-development courses. I taught myself how to take professional photographs by watching videos on YouTube and reading books. I am happy when I am learning new things and I have the self-discipline to sit down, focus, and learn. Finally, I love animals and I have a 7-year-old dog that I take care of, and I often walk in my free time.

João



2 Choose the correct title for this blogpost.

- a)  What is your best ability?
- b)  What are your favourite free-time activities?
- c)  What sport are you keen on?

**3** Write questions for the following answers.

- a) ..... ?  
Yes, he does. He is fascinated by photography.
- b) ..... ?  
By watching YouTube videos and reading books.
- c) ..... ?  
Yes, he does. He likes to learn new things.
- d) ..... ?  
He has a 7-year-old dog.
- e) ..... ?  
He often goes walking.

## Vocabulary



**1** Find the definition for each expressions.

- |  |  |
|--|--|
| a) <input type="checkbox"/> digital photography (n)      | <b>1.</b> learning how to get better at different skills.                                      |
| b) <input type="checkbox"/> self-development courses (n) | <b>2.</b> the ability to make yourself work hard.  |
| c) <input type="checkbox"/> self-discipline (n)          | <b>3.</b> the art, process or job of taking photographs or filming something in a digital way. |

## Speaking



- 1** Have you ever watched a YouTube tutorial? What was it about? Tell your partner what you learnt. If not, search the internet for a tutorial about an activity or sport you like.

**2** **Oral Presentation**

Think about an extreme sport you would like to try (individually or in group). Find a tutorial on the internet and share the information with the class.



# Grammar



Manual Digital

Video Present simple



## Present simple

### Affirmative form

|             |       |       |
|-------------|-------|-------|
| I/You       | surf  | well. |
| He/she/it   | surfs |       |
| We/You/They | surf  |       |

**Note:** There are changes in spelling.

|   | 3 <sup>rd</sup> person | Example  |
|---|------------------------|--|
| regular verbs   | + s                    | <b>eat</b> – he/she/it eats<br><b>swim</b> – he/she/it swims<br><b>run</b> – he/she/it runs  |
| verbs ending with<br>ss<br>ch<br>sh<br>x<br>o                     | + es                   | <b>kiss</b> – he/she/ it kisses<br><b>wish</b> - he/she/it wishes<br><b>watch</b> - he/she/it watches<br><b>fix</b> – he/she/it fixes<br><b>do</b> – I do- he/ she/it does |
| verbs ending in<br>consonant + y<br>remove the -y<br>and add -ies | + is                   | <b>fly</b> – he/ she/ it flies<br><b>try</b> – he/ she/ it tries<br><b>cry</b> – he/ she/ it cries   |

\* Replace the **y** and add **-i** and add **-es**

**Negative form:** *do/does not* + infinitive

|           |             |     |      |       |
|-----------|-------------|-----|------|-------|
| I         | do          | not | surf | well. |
| You       | do          |     | surf |       |
| He/she/it | <b>does</b> |     | surf |       |
| We        | do          |     | surf |       |
| You       | do          |     | surf |       |
| They      | do          |     | surf |       |

The contracted forms **don't** and **doesn't** are often used in spoken and informal writing.

**Interrogative form:** Do/Does + subject + verb

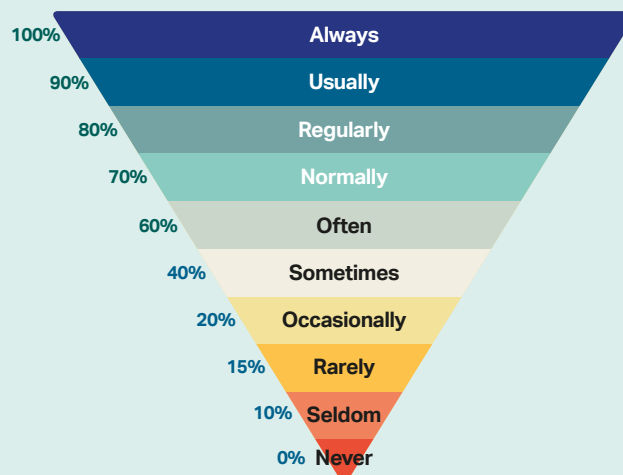
|      |           |            |
|------|-----------|------------|
| Do   | I         | surf well? |
|      | You       |            |
| Does | He/she/it |            |
| Do   | We        |            |
|      | You       |            |
|      | They      |            |

- We use the present simple when something is generally or always true.  
**Example:** *Two plus two **equals** four.*
- We also use the present simple to describe a situation that we think is more or less permanent.  
**Example:** *Where **do** you **live**?*
- We also use it for habits or things that we do regularly. We often use adverbs of frequency (often, sometimes, always) and time expressions (twice a month, every Sunday) with the present simple.  
**Example:** *I **play tennis** every Tuesday.*  
*I **don't travel** very often.*

## Adverbs of frequency

Adverbs of frequency go:

- **before** the main verb  
**Example:** *I **usually** watch sports games on TV.*
- **after** the verb to be  
**Example:** *They are **never** late.*
- between the auxiliary verb and the main verb  
**Example:** *My family doesn't **usually** have time to exercise.*





## Exercises

1 Rewrite these sentences using the adverb of frequency in the correct place.

a) My friend Sofia goes to the gym. (**usually**)

.....

b) Tourists try new sports here. (**often**)

.....

c) The instructors give clear explanations. (**always**)

.....

d) My cousins don't play football. (**normally**)

.....

e) António and I go to the shopping centre. (**never**)

.....

f) We like to draw and paint. (**sometimes**)

.....

2 Choose the correct option of the present simple in these sentences.

a) My sister ..... reading to cycling.

1. prefer      2. prefers      3. don't prefer

b) Our neighbours ..... in a big house.

1. lives      2. doesn't live      3. don't live

c) The tourist ..... an updated sports passport.

1. have      2. doesn't have      3. don't have

d) Marcelino ..... his bike everyday.

1. don't ride      2. ride      3. rides

e) The students ..... excited about trying windsurfing.

1. are      2. is      3. isn't

f) Marina ..... special equipment for the new activity.

1. need      2. don't need      3. doesn't need

g) Uncle Mário always ..... the equipment after our football games.

1. washes      2. not wash      3. wash

3 Fill in the gaps with the correct form of the verb in the box using the **present simple**.

sleep • be • help • want • not/sell • not/be • ride • wash

- a) The sports shop ..... surf boards.
- b) Juliana ..... a nurse. She is a doctor.
- c) My dog ..... in the house in a round fluffy bed.
- d) Susana and her friends ..... to learn new things every day.
- e) There are apps which ..... people find great activities in certain places.
- f) ..... they ..... more coffee? They look sleepy!
- g) She ..... my sister's best friend.
- h) Carlos often ..... his bike.

4 **Speaking:** Ask questions your partner questions about his/her hobbies and tick (✓) the correct box.

**How often do you...?**

|                                  | 100%<br>always | 90%<br>usually | 60%<br>often | 40%<br>sometimes | 15%<br>rarely | 0%<br>never |
|----------------------------------|----------------|----------------|--------------|------------------|---------------|-------------|
| ride a bike                      |                |                |              |                  |               |             |
| play football                    |                |                |              |                  |               |             |
| swim                             |                |                |              |                  |               |             |
| surf                             |                |                |              |                  |               |             |
| play chess                       |                |                |              |                  |               |             |
| go to the gym                    |                |                |              |                  |               |             |
| watch sports on TV               |                |                |              |                  |               |             |
| do not have gymnastics at school |                |                |              |                  |               |             |

5 Write a short paragraph about your partner's habits.

**Example:** *He never plays football.*

.....

.....

.....

.....

## Speaking



- 1 In pairs, ask each other the questions below. Then ask 2 extra.

Hi!

You probably have your favourite sports and games.

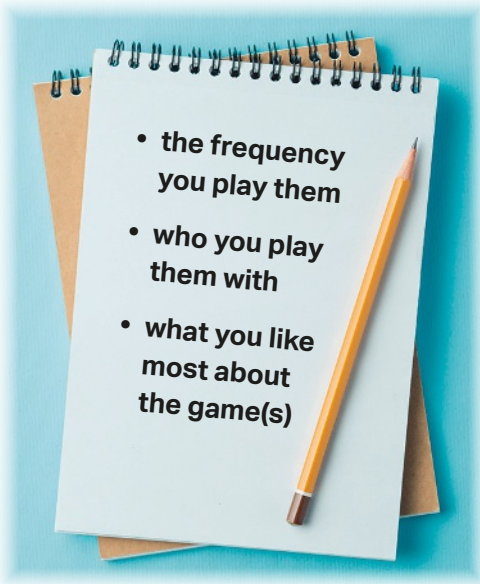
- 1) What's your favourite sport(s)?
- 2) How often do you practise your favourite sport(s)?
- 3) Who do you usually play sports with?
- 4) What other free activities are you keen on?

- 2 Share your partner's answers with the class.

## Writing



- 1 You've been invited to write for the school magazine. Write a short article about the games you usually play. Include the following items:



A large yellow rectangular area with horizontal dashed lines for writing.

# D. If you never try, you never know!



## Reading



e Manual Digital

Áudio  
What is stand up paddle boarding?



- 1 **Speaking:** Some sports are challenging because they require specific skills. What are the most challenging sports you've ever tried?
- 2 Read or listen to a blogpost about the sport SUP and select the correct option.

## What is stand up paddle boarding?

What is SUP? Stand up paddle boarding, also known as SUP, is a popular **a) sport / game** that involves standing on a large **b) boarding / board** and using a paddle to **navigate** through the water. The sport has its roots in Hawaii, where it was traditionally used as a way to **stay in shape** [...] and can be done in a variety of settings.



### Is paddle boarding hard?

Stand up paddle boarding can be as easy or as challenging as you make it. For beginners, the sport can be a bit intimidating at first. Paddle boarding requires a combination of balance, **core strength**, and upper body strength. [...]

Stand up paddle boarding can be as physically demanding as you want it to be. If you're just looking to [...] paddle around on a calm lake, the sport can be quite **c) easy / hard**. But, if you're looking to **tackle** rough waves or race against other paddlers, the sport can be quite **d) challenging / intimidated**.

[www.wetsuitwearhouse.com](http://www.wetsuitwearhouse.com) (adapted and abridged)

## Vocabulary box

**Navigate (v):** direct the course on water.

**Stay in shape (v):** stay fit, in a good physical condition.

**Core strength (n):** quality of being strong in legs and upper part of the body.

**Tackle (v):** to make a big effort to deal with a difficult situation.

3 Complete the table with information from the text.

|                    |  |
|--------------------|--|
| a) Sport           |  |
| b) Type of sport   |  |
| c) Age             |  |
| d) Equipment       |  |
| e) Characteristics |  |
| f) Skills required |  |



Audio  
Stand up paddle  
boarding – My  
first experience



4 Identify synonyms for these words of the text.

- |  |               |
|--|---------------|
| a) <input type="checkbox"/> popular (adj)      | 1. origins    |
| b) <input type="checkbox"/> roots (n)          | 2. demanding  |
| c) <input type="checkbox"/> rough (n)          | 3. hard       |
| d) <input type="checkbox"/> calm (adj)         | 4. scary      |
| e) <input type="checkbox"/> challenging (adj)  | 5. well-known |
| f) <input type="checkbox"/> intimidating (adj) | 6. peaceful   |

5 Choose the best option, according to the text.

- a) The history of stand up paddle **started / ended** in Hawaii.
- b) It became popular and **enjoyed / hated** by many people.
- c) It has different levels: for beginners it can be **easy / hard**. For those who practise it often, it can be challenging.
- d) It is a family sport for all ages. It is **fun / awful!**
- e) Stand up paddle is considered a **traditional / extreme** sport.
- f) Most people **can / can't** do SUP!

Listening



1 Rita is talking about SUP and she shares her first experience. Listen and choose the correct option.

- a) Rita's first SUP experience was in
 

|          |          |          |
|----------|----------|----------|
| 1. 2018. | 2. 2020. | 3. 2022. |
|----------|----------|----------|
- b) When Rita tried SUP for the first time, she was on holidays in
 

|                |            |            |
|----------------|------------|------------|
| 1. Cabo Verde. | 2. Hawaii. | 3. Lisbon. |
|----------------|------------|------------|





- c) Rita's instructor was  
 1. nervous and anxious. 2. nice and handsome. 3. nice and patient.
- d) SUP requires  
 1. flexibility and energy. 2. balance and body strength. 3. coordination and energy.
- e) SUP is for  
 1. a paddleboard. 2. a skateboard. 3. a surfboard.



Video  
 Present Simple  
 and Present  
 Continuous



- 2 In pairs, discuss why it might be interesting to try paddle boarding.

## Grammar



### Present simple vs present continuous

| Present simple   | Present continuous   |
|--|--|
| <p><b>Things which are always true</b></p> <p><b>Example:</b> Water <b>boils</b> at 100 degrees.</p>     | <p><b>Things which are happening at the moment of speaking</b></p> <p><b>Example:</b> The water <b>is boiling</b> now, so you can put in the pasta.</p>  |
| <p><b>Permanent situations</b></p> <p><b>Example:</b> Juliana <b>lives</b> in Santa Maria.</p>           | <p><b>Temporary situations</b></p> <p><b>Example:</b> Maria <b>is living</b> in Paris for a few months at the moment. (Usually she lives in London.)</p> |
| <p><b>Habits or things we regularly do</b></p> <p><b>Example:</b> I <b>drink</b> milk every morning.</p> | <p><b>Temporary or new habits</b></p> <p><b>Example:</b> I <b>'m drinking</b> too much coffee these days because I'm so busy at work.</p>                |

**Form:** to be + verb (ing)

#### Affirmative

Subject + to be + verb (ing)

I **am starting** my homework.

#### Negative

Subject + to be (in the negative) + verb(ing)

She **'s not watching** TV right now.

#### Interrogative

(Question word) + to be + subject + verb

Where **are** you **eating**?

**Time expressions  
 with the present  
 continuous**

**now**

**right now**

**at the moment**

## Exercises



QuizEV  
Present Simple  
vs Present  
Continuous

- 1** Fill in the gaps with the correct form of the **present continuous**.
- A group of friends at school ..... (**think**) of starting surf lessons.
  - ..... you ..... (**watch**) that sports programme on TV?
  - I ..... (**not/study**) right now.
  - They ..... (**cook**) at the moment.
  - Mr. Silva ..... (**not/ talk**) on the phone now.
  - The class ..... (**read**). There is a book reading contest!
  - He ..... (**not/live**) in Portugal. He is living in Angola.
  - My mother ..... (**work**) in a restaurant as a chef now. She loves cooking!
- 2** Choose the correct option: **present simple** or **present continuous**.
- Marina ..... in a sports shop. She's a sales assistant.  
**1.** is working      **2.** work
  - We usually ..... our friends at the weekend.  
**1.** visit              **2.** are visiting
  - The bus to the city centre always ..... at 8 o'clock.  
**1.** is leaving        **2.** leaves
  - It is a scientific fact that Earth ..... around the Sun.  
**1.** moves            **2.** is moving
  - She ..... her lunch right now.  
**1.** eats                **2.** is eating
  - They often ..... together.  
**1.** dance              **2.** is dancing
- 3** Put the words in order to make sentences/questions in the **present simple** or **present continuous**. Don't forget the auxiliary verb.
- How often / cinema / you / go / the / to? .....
  - Sérgio / computer / on / sports / tutorial / the / watch / at the moment. ....
  - They / not / live / here. ....
  - shower / Rui / now / have. ....
  - sometimes / dinner / we / have / after / eight. ....
  - Jota / drums / play / the / usually. ....

## Speaking



- 1 Make a list of your classmates' likes and preferences related to free time activities. There are some ideas below.

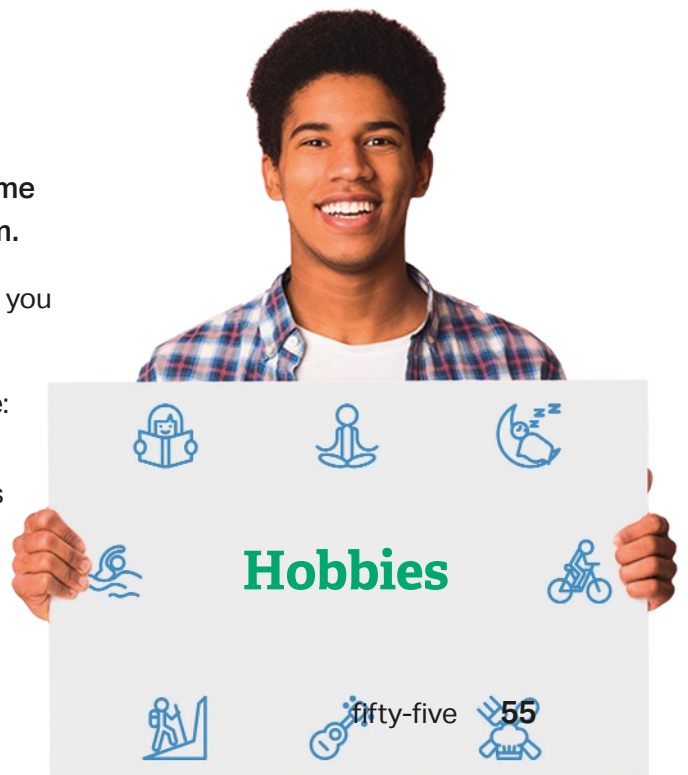
## Who in the class enjoys...?



## 2 Classroom poster

Imagine you are invited to design a poster about the most popular free-time activities or hobbies in your classroom.

- 2.1. With a partner, share the information you gathered from the previous exercise.
- 2.2. In your poster, don't forget to include:
- the name of your poster
  - the top three most voted activities



**3** The following board game has **yes/no questions** and **wh-questions**.

**Step 1:** Throw the dice and check the number you get.

**Step 2:** Start the game and follow the numbered boxes.

**Step 3:** Don't repeat questions.

**Step 4:** The first student to answer five questions correctly wins the game.



Start here

|  |   |  |   |  |   |
|--|---|--|---|--|---|
| 1<br>Do you usually visit museums?           | 2<br>Where is the Archeology Museum of Praia?               | 3<br>Do you know Sodade, Casa da Memória?                  | 4<br>What is your favourite traditional food?               | 5<br>When is the best time to visit Cape Verde?            | 6<br>Can you swim?  |
| 12<br>Where is Art D'Cretcheu?               | 11<br>In your opinion, is fishing an exciting activity?     | 10<br>Do you like team sports?                             | 9<br>Do you like cooking?                                   | 8<br>Do you have a favourite football team?                | 7<br>Do you know someone who can surf?                    |
| 13<br>Where is Museu do Sal?                 | 14<br>Do you have a theatre club at school?                 | 15<br>What activity do you really hate?                    | 16<br>Who is Cesária Évora?                                 | 17<br>What is Ouril (Oware)?                               | 18<br>What are your favourite TV programmes?              |
| 24<br>Can you paint and draw well?           | 23<br>Do you know Museu do Sal?                             | 22<br>Where can you go cycling?                            | 21<br>Is Art D´Cretcheu a shop?                             | 20<br>Is the internet important for you?                   | 19<br>Which do you prefer? Dancing or listening to music? |
| 25<br>Describe the rules of the game Ouril.  | 26<br>Is paddle boarding a water sport?                     | 27<br>Which is an extreme sport: rock climbing or walking? | 28<br>Ask your partner which are his/her favourite hobbies. | 29<br>What games do you practise at home with your family? | 30<br>Who is Cristiano Ronaldo?                           |
| 36<br>Who is Mayra Andrade?                  | 35<br>What are the best weather conditions for windsurfing? | 34<br>Do you usually go diving?                            | 33<br>Which do you prefer: rock music or classical music?   | 32<br>Where can we swim?                                   | 31<br>What sport do you really hate?                      |
| 37<br>Is scuba diving typical in Cape Verde? | 38<br>Do you like travelling?                               | 39<br>What equipment do you need for photography?          | 40<br>Which are the most traditional games in your region?  | 41<br>Who is Tito Paris?                                   | 42<br>What type of books do you enjoy reading the most?   |

## Project file 1

### Tourist guide for a day!

Imagine you are going to receive a group of people at your school and your task is to guide them in activities that they can do in different places in Cabo Verde.

- 1 In pairs, find information about what to do in each place. You can use books or the Internet to help you.



- 2 Organise groups in your class and act out conversations to give advice to people on places they want to visit.

**Tip:** You can also work in collaboration with your Geography subject, print this information and post it at school!



## Time to test 1

- 1 Read the text carefully and answer the following questions.

### Life underwater: my first experience

I remember my first scuba diving experience.  
I was half scared. [...]

For the first 5 minutes of my scuba experience,  
I did not take my eyes off my instructor and the  
other two fellow divers. [...] Nearly 12 metres  
down in the depths of the Arabian Sea, the life  
I saw was totally magical. [...] One thing I  
particularly loved about them was that they took  
photos for me and gave them to me for free. Although  
I had my own Underwater Action Camera with me, it was wonderful to have  
photos of myself underwater [...].

Pete, 17



www.footloosedev.com (adapted and abridged)

- a) How did Pete feel about his first diving experience?

.....

- b) Who was Pete with during this experience?

.....

- c) How far down was he?

.....

- d) Where did this happen?

.....

- e) What did he love?

.....

- 2 Complete with: **Who, What, When, How, Why, Where.**

a) ..... did Pete try? Diving.

b) ..... did he go with? He went with the instructor and a team.

c) ..... was he? In the Arabian Sea.

d) ..... did he feel? Excited.

e) ..... was it? In the summer.

**3** Fill in the gaps with the **present simple** of the verbs in brackets.

- a) Pete usually ..... (**have**) diving sessions.
- b) The students ..... (**watch**) a film every month.
- c) My father ..... (**not/wash**) the car every week.
- d) Silvia ..... (**study**) hard for her tests at school.
- e) ..... you ..... (**like**) painting? Yes, I do.
- f) He sometimes ..... (**go**) to the local market.

**4** Complete the sentences with the **present simple** or **present continuous**.

- a) My teacher always ..... (**explain**) everything clearly.
- b) At the moment, the teams ..... (**preparing**) for the game.
- c) World Championships ..... (**be**) always exciting!
- d) Someone ..... (**knock**) at the door now! It might be dad!
- e) My uncle's boss ..... (**not/work**) right now. He ..... (**travel**).
- f) The library ..... (**not/open**) today.
- g) I ..... (**work**) on a new school project now.

**5** Listen and complete the text with the missing words.

Ouril game is played in Cabo Verde. It is also known as **a)** ....., oril, ouri or ori. The seeds are known as 'ouris', because they come from the shrubs "Caesalpinia bonduc" and "Caesalpinia major", known in Cabo Verde as "ourinzeira". It is traditionally played mostly by **b)** ..... It is rare to see women playing ouril. [...] **c)** ..... is the first Cabo Verde island where ouril appeared because this **d)** ..... was the first place where the slaves were carried. From here to **e)** ..... and then to the island of São Vicente, which is said that's the place where this game is more played than any other place.

www.cvraiz.com (adapted and abridged)

**6** Write a text (80 words) about the free-time activities or hobbies that you do with your family and with your friends. Mention how often you do them.

.....

.....

.....

.....

.....

.....



**Áudio**  
Our traditional board game





# Family ties

## Learning goals

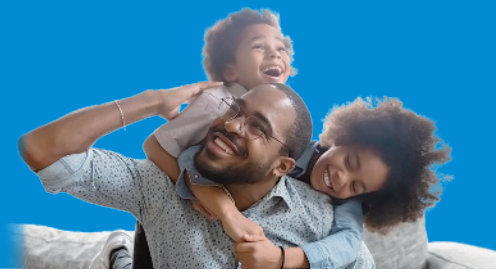
- Identify the family member as being described to you
- Describe family members by talking about their physical appearance and character
- Talk about family and family relationships then and now

## Unit structure

- A. My family
- B. Vanda's family
- C. Generation Alpha
- D. Family matters



# A. My family

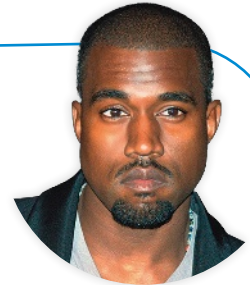


## Listening



- 1 Discuss these questions with a partner.
  - 1.1. What words do you associate with "family"?
  - 1.2. What songs do you usually listen to or sing with your family?
- 2 Listen to the song and circle the correct word.

### Family business



How's your **a) son / daughter**?  
He made the **b) group / team** this year?  
Alright, they said he wasn't tall enough  
(All, all that glitters is not gold, all gold is not reality, real is what you lays on me)  
Ma, we here, we gon' **c) play / cook** this Sunday, okay? So come by  
Damn, that's your new **d) girlfriend / teacher**?

This is **e) family / friends** business  
And this is for the family that can't be with us  
And this is for my cousin locked down, know the answer's in us  
This why I spit it in my songs so sweet.  
Like a photo of your **f) granny's / mother's** picture  
[...]

I even made you a plate, soul **g) music / food**, know how Granny do it  
Monkey **h) cake / bread** on the side, know how the family do it  
When I brought it, why the guard had to look all through it?  
As kids, we used to laugh.  
Who knew that life would move this fast?

#### Chorus

And I don't care about (All, all, diamond ring, diamond ring)  
They don't mean a thing  
All these **i) easy / fancy** things  
I tell you that all is my weight in **j) silver / gold**  
(All, all that glitters is not gold, all gold is not reality, real is what you lays on me)  
Now all I know I know all these things

#### Note

gon' = are going to

Family business – Kanye West



## Speaking



- 1 Now discuss these questions with a partner.
  - 1.1. How does the family in the song spend their time together?
  - 1.2. Ask and tell your partner how you usually spend time with your family.

e Manual Digital

Audio  
My family



## Reading



- 1 Discuss the following questions with the class.
  - 1.1. Do you have family members living outside of the country?
  - 1.2. What is the best way to keep in touch with family and friends who live far away?
- 2 My family: Read or listen to the email and find out whose family it refers to.

### ✉ New message



To mara@beethree.com

Subject My family

Dear Mara

Let me tell you about my family. I live with my mum, my dad and my big sister. We live in England. My mum's name is Rosalina. She's Canadian and she speaks English and French. She's an English teacher at the local school. She's short and slim, she's got long, brown hair and brown eyes. My mother is very intelligent and sensible. My dad's name is Marcelo and he's American. He's tall and a little bit overweight! He's got short brown hair and blue eyes. He works in a bank. He's funny and hard-working. My sister Nora is 14 years old and she loves listening to music. She's very kind. She listens to music all the time! She's got long brown hair and green eyes, like me. I've got long hair, too. We've got a pet dog, Nina. She's black, white and brown and very friendly. I love Nina!

Write soon and tell me about your family.

Love, Babita

SEND



3 Tick (✓) the correct option.

a) Who wrote the email?

1.  Mara.

2.  Babita.

3.  Babita's family.

b) Who is the email for?

1.  Mara.

2.  Babita.

3.  Babita's family.

c) What is Babita writing about in her email?

1.  Her family.

2.  Festivities.

3.  Her school and teachers.

4 Answer the following questions.

a) What is Babita's mother like?

.....

c) What's Babita's sister's name?

.....

b) Where does her father work?

.....

d) How old is she?

.....

5 Find adjectives in the email that describe Babita's family members.

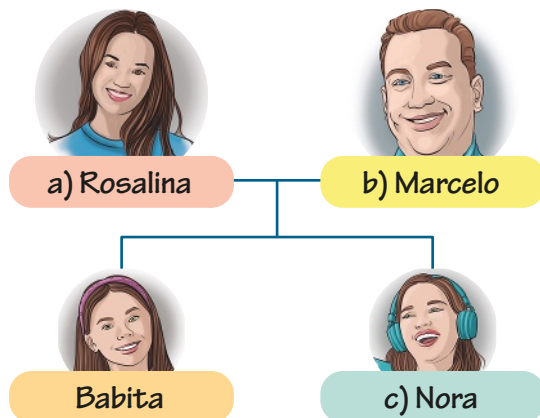
| Babita's family | Adjectives |
|-----------------|------------|
| Marcelo         | a)         |
| Rosalina        | b)         |
| Nora            | c)         |

Vocabulary



1 This is Babita's family tree. Identify the family relationships.

- a) .....
- b) .....
- c) .....



2 Choose the correct word to complete the definitions of these family members.

nephew • uncle • niece • cousin  
grandfather • brother • aunt • grandmother

- a) Your father's father is your .....
- b) Your mother's sister is your .....
- c) Your uncle's daughter is your .....
- d) Your grandfather's wife is your .....
- e) Your parents' son is your .....
- f) Your aunt's husband is your .....
- g) Your sister's daughter is your .....
- h) Your brother's son is your .....

Manual Digital

Interatividade  
Family members

## Grammar



1 Read the following sentences.

Your father's father is **your** grandfather.

Aparício is my uncle. He's **my** dad's brother.

The words in bold are possessive adjectives. Let's find out more!

## Possessives

A possessive adjective comes before a noun (or a pronoun).

| Personal pronoun | Possessive adjective | Example   |
|------------------|----------------------|---|
| I                | my                   | <i>I love <b>my</b> family.</i>   |
| you              | your                 | <i><b>You</b> like playing with <b>your</b> cousin Rui.</i>                       |
| he               | his                  | <i><b>He</b> has <b>his</b> own camera.</i>                                       |
| she              | her                  | <i><b>She</b> never leaves <b>her</b> bag in the car.</i>                         |
| it               | its                  | <i><b>It's</b> a fantastic bike. <b>Its</b> wheels are blue.</i>                  |
| we               | our                  | <i><b>We</b> live in a big village. <b>Our</b> village is called Jalunga.</i>     |
| you              | your                 | <i><b>You</b> have a baby sister. <b>Your</b> sister is so cute.</i>              |
| they             | their                | <i><b>They</b> have got three cousins. <b>Their</b> cousins live in Portugal.</i> |

## Exercises



**QuizEV**  
Personal pronouns and possessive adjectives

**1 Write the correct possessive adjective.**

- a) Where is **(I)** ..... brother?
- b) Here is **(we)** ..... uncle Tomás.
- c) She goes to school with **(she)** ..... brother.
- d) **(They)** ..... father works in a factory.
- e) **(You)** ..... laptop is very expensive.
- f) This city is amazing! We want to see **(it)** ..... historical monuments.

**2 Complete the dialogues with the correct possessive adjective.**

- a) **A:** Hi mom. What are you doing?  
**B:** I'm baking ..... favourite cake. You will love it!
- b) **A:** What's my cousin João's surname?  
**B:** ..... surname is Costa.
- c) **A:** Is that your teacher?  
**B:** Yes, ..... name is Maria.
- d) **A:** Does Marlene have a dog?  
**B:** Yes, ..... name is Lucky.
- e) **A:** Do they have a new laptop?  
**B:** No, ..... laptop is very old.
- f) **A:** Are your grandparents from Mindelo?  
**B:** No, ..... grandparents are from Praia.



**3 Complete with the correct possessive adjective.**

- a) **The children** didn't make ..... cake for the birthday party.
- b) **John** has a lot of fun with his uncle. .... name is Clemente.
- c) We have a **dog**. .... name is Pipoca.
- d) **Elvira** is from Santa Maria. .... husband is from Mindelo.
- e) **Micos and Jorge** are in high school. .... little brother is in primary school.
- f) **Paul and I** speak French. .... family is from France.

4 Complete these sentences with names of your family members.

- a) ..... is my grandmother.
- b) ..... is my grandfather.
- c) ..... and ..... are my parents.
- d) ..... is my brother/sister.
- e) ..... is my aunt and ..... is my uncle.



**Video**  
Describing and comparing pictures



**Speaking**



- 1 Bring some pictures of your family to class. Tell your partner who they are. Follow the example.

This is António.  
He's my brother.



- 1.1. Then ask your partner about his/her family and write his/her family members' names on the frames.

name:  
relative:

name:  
relative:

name:  
relative:

name:  
relative:



Writing



Manual Digital

Interatividade  
Describing my family

Functional Language

Writing an informal email

|                        |  |
|------------------------|--|
| <b>1. Subject line</b> | Family dinner  |
| <b>2. Sender</b>       | Sónia  |
| <b>3. Recipient</b>    | Manuel<br>(manu_rocha@hotmail.com)   |
| <b>4. Greetings</b>    | Hello Manuel,  |
| <b>5. Main body</b>    | How are you doing? How's life at university? Are you very busy this weekend?<br>This Sunday is our grandma's birthday! So don't forget that we are having dinner at Café da Luz at 9 pm.<br>Don't be late! |
| <b>6. Closing</b>      | Love, / Best wishes, / See you   |
| <b>7. Signature</b>    | Sónia  |

1 Write an email to Babita telling her about your family. Follow the instructions in the box. Use the vocabulary to write your descriptions.

New message
— ↶ ✕

To babycali@ainrofilac.eg

Subject My family

Dear Babita

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- size of family (big or small)
- names of family members
- appearance and personality
- interests/free-time activities you share with each member of your family
- how close you are to your family members

🔍
📎
😊
🖼️

Send
Save
Cancel

# B. Vanda's family



## Reading



e Manual Digital

Áudio  
This is my family!



1 Discuss these questions with the class.

1.1. Who is the youngest in your family?

1.2. And who is the oldest?

2 Read or listen to this blogpost about Vanda's family and find out what her family is like.

## This is my family!

Hi!

I'm Vanda Osório. I was born in Cabo Verde. I'm Cape Verdean and I am really happy here. I love this place!

I live with my parents, my sister and my brother. My father works in construction and my mum is a housewife. He is forty-five years old, and she is thirty-nine. My father is tall and my mother is medium-height. This week she is having an interview for a job in the local market. I have got a brother, Tomé and a sister, Nádia. They are twins. They are 9 years old. I remember when they were babies. I was 6 years old when they were born. They are short and have got long brown hair and green eyes. My family is loving and very supportive. We help each other when we are in need. We are a traditional Cape Verdean family.

We are very close and do many activities together in our free time. We love going windsurfing. My uncle runs the local sports shop and he lets us have free lessons. My father is the best! My mother has fun watching us.

My grandparents are lovely. They are very caring and affectionate. We love cooking together! I love making cakes! It's so much fun!



**3** Write questions for these answers.

- a) .....?  
Vanda is from Cape Verde.
- b) .....?  
Yes, she is. She's very happy there.
- c) .....?  
Her mother is 39.
- d) .....?  
Yes, she has. She has got a brother and a sister.
- e) .....?  
They tried windsurfing. They like going windsurfing.
- f) .....?  
Yes, they love going windsurfing.
- g) .....?  
She loves making cakes with her grandparents.

**4** Find the opposites in the text.

- a) tall
- b) modern
- c) sad
- d) boring

**Vocabulary** 

**1** Match the words to the definitions.

- |   |   |
|---|---|
| a) <input type="checkbox"/> great-grandfather | <b>1.</b> one of your parents' uncle.             |
| b) <input type="checkbox"/> great-aunt        | <b>2.</b> one of your parents' father.            |
| c) <input type="checkbox"/> grandfather       | <b>3.</b> the grandfather of one of your parents. |
| d) <input type="checkbox"/> great-grandmother | <b>4.</b> one of your parents' aunt.              |
| e) <input type="checkbox"/> great-uncle       | <b>5.</b> the grandmother of one of your parents. |
| f) <input type="checkbox"/> grandmother       | <b>6.</b> one of your parents' mother.            |

2 Look at the words below. Are these words used to describe family members or types of family? Put them in the correct column.

- adoring
- extended
- traditional
- single parent
- loving
- adoptive
- tender
- blended
- devoted
- supportive
- biological
- affectionate

| Words to describe family members | Types of family |
|----------------------------------|-----------------|
|                                  |                 |

2.1. Choose three words from the previous exercise and write three sentences.

1. ....
2. ....
3. ....

## Listening



1 What does each person say about their family? Circle the correct option.

- |  |  |
|--|--|
| <p>a) Sónia would like to have .....</p> <ol style="list-style-type: none"> <li>1. brothers</li> <li>2. sisters</li> <li>3. cousins</li> </ol> | <p>c) Rui's sister ..... controls him.</p> <ol style="list-style-type: none"> <li>1. never</li> <li>2. sometimes</li> <li>3. always</li> </ol>                           |
| <p>b) Matilde's brother is a .....</p> <ol style="list-style-type: none"> <li>1. teacher</li> <li>2. student</li> <li>3. waiter</li> </ol>     | <p>d) Margarida's friend would like to come from a ..... family.</p> <ol style="list-style-type: none"> <li>1. small</li> <li>2. big</li> <li>3. medium-sized</li> </ol> |



Audio  
Their families



# Grammar



Manual Digital

Vídeo Possessive case



## Possessive case

We add an apostrophe + **s** ('s) to a noun to indicate possession.

**Singular** – apostrophe **before** the **s**

**Example:** *Rosita is Susana's aunt.*

**Plural** – apostrophe **after** the **s**

**Example:** *António and Bela are my grandparents' names.*

**Note:** When you have two nouns, only the second one is in the possessive case.

**Example:** *Vanda and Ana's mother is at the local market.*

## Exercises

**1** Are these sentences correct or incorrect? Correct the sentences that are wrong.

a) Alice mother's is Maria.

.....

b) My brother 's school is in town.

.....

c) Our uncles wives' are from the same country.

.....

d) The markets name is São Vicente Market.

.....

**2** Complete the sentences with the possessive case.

a) This is ..... new diving equipment. **(Pedro)**

b) ..... sister is eighteen years old. **(Juliana)**

c) ..... and ..... school is old. **(Lola – Martina)**

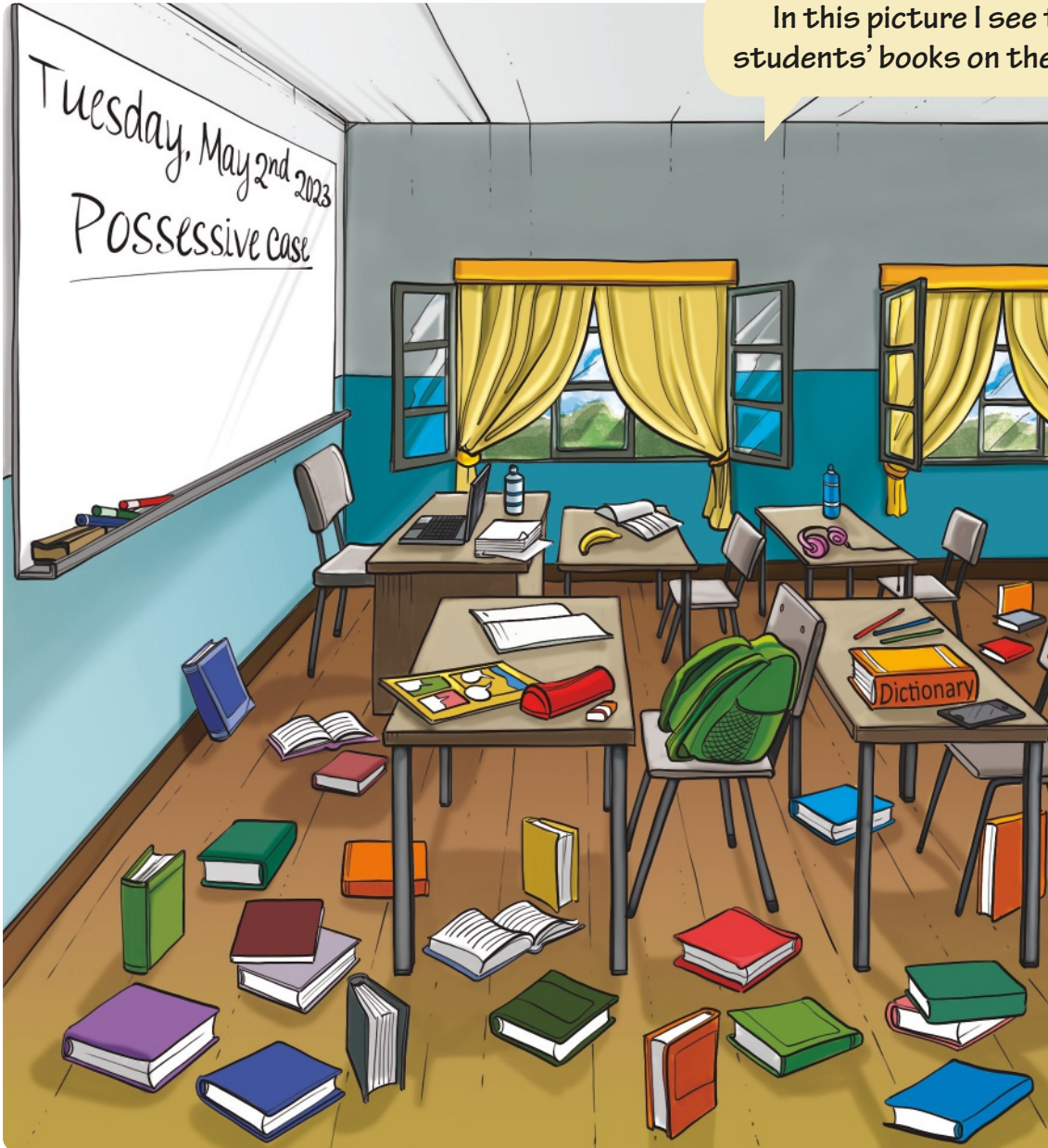
d) My ..... house is near the beach. **(parents)**

e) This is the ..... bike. **(boy)**

f) These are the ..... pencils. **(girls)**

- 3 In pairs, look at the picture and tell your partner what you see.

## Classroom challenge



In this picture I see the students' books on the floor.

- 4 Look around you and say what you see.

**Example:**

*That is João's pencil case.*

*The teacher's bag is full of books.*



## Speaking



Manual Digital

Video Speaking tutorial: What is your family like?



- 1 You are going to interview your classmate about his/her family and family activities. Here are the questions.



### Family interview

1. What is your family's surname?

2. How many people are there in your family?

3. Who do you live with?

4. Have you got any brothers or sisters?

5. What are your grandparents' names? What are they like?

6. What free-time activities do you usually do with your family?

7. What are your favourite activities?  
(Example: cooking, sports, reading, dancing, listening to music)

8. Who is the funniest person in your family?

9. Can you describe a funny situation you've experienced with your family?

- 2 Report the information you have collected about your classmate's family. You can use your notes to help you.

# C. Generation Alpha



## Reading



- 1 Are you a true Generation Alpha teen?  
Find out by taking this quiz.



## Quiz: What generation am I?

- How would you describe your personality?  
a) cheerful      b) active      c) relaxed      d) enthusiastic
- What kind of gadgets do you have?  
a) videogames console      c) walkie-talkie  
b) smartwatch      d) a tablet
- What do you like the most for dinner?  
a) burgers and fries      c) vegetables  
b) burrito      d) anything
- What do you like to spend your money on?  
a) videogames      c) treats for my family  
b) coffee and music      d) sweets
- What type of clothes do you wear?  
a) T-shirt and jeans      c) a cardigan  
b) anything in the wardrobe      d) shorts and a hoodie
- What accessories could you not live without?  
a) my laptop      c) pair of slippers  
b) my phone      d) my box of LEGO®
- What's your idea of a fun day out?  
a) art gallery      b) cinema and a burger      c) going to a garden  
d) going to a swimming pool and have ice cream

www.beano.com (adapted)

1.1. Share your results with the class.

- 2 There are different generations in a family. You've probably heard your grandparents talking about their parents and other relatives.

2.1. In pairs, discuss what the word "generation" means.

- 3 Various teenagers are talking about different generations on a website. Read or listen to the descriptions to find out about the different types of generation.

## A year-by-year guide to different generations

### The Greatest Generation (GI Generation): Born 1901-1924

Who is Gen GI? This generation lived the Great Depression and then went off to fight in the World War II. [...] They popularised jazz and swing music.

### The Silent Generation: Born 1928-1945

Who are the Silent? They were "silent" because of being conformists [...]. Kids were expected to earn their way through life using a strong work ethic.

### Baby Boom Generation: Born 1946-1964

Who are the Boomers? [...] Boomers are so named after their parents came home from WWII, and the American population exploded. Baby Boomers said no to their parents, protested the Vietnam War, and created the "Summer of Love." [...] They started the concept of having family meetings.

### Generation X: Born 1965-1980

Who are Gen Xers? [...] Generation X lived through the AIDS epidemic, MTV culture, and a changing cultural landscape that would give rise to LGBTQ+ rights.

### Millennial Generation or Generation Y: Born 1981-1996

Who are Millennials? Millennials lived through 9/11, [...], and are the first generation to know a childhood both with and without the internet, which now plays a significant role in their personal lives.

### Generation Z or iGen: Born 1997-2010

Who is Gen Z? While still "Youngsters" but not old enough to have made their mark as a generation, Generation Z kids are the first to be born into a world where they know nothing else besides being constantly connected to one another through phones, screens, and tablets.

### So, Who's Next?

Kids born after 2010 as part of Generation Alpha. Generation Alpha is the first generation of kids who will never know a time when social media didn't exist [...].

www.parents.com (adapted and abridged)



#### Áudio

A year-by-year guide to different generations



- 4 Which generation...?
  - a) was conformist: .....
  - b) depends on social media and technology: .....
  - c) lived with MTV culture: .....
  - d) started family meetings: .....
  - e) liked jazz music: .....
  - f) lived the "Summer of love": .....
  
- 5 Read the texts again. Which generation do your parents belong to? Which generation do you belong to? Share with the class.
  
- 6 Do you see yourself as part of a specific generation? Why? Why not?
  
- 7 Choose five adjectives to describe your generation.

*My generation is...*



## Grammar



In the previous exercise you used adjectives to describe your generation. Adjectives can also be used to compare different generations, as you can see in the following examples.

- My parents' generation was **happier than** my generation.
- My generation is **more modern than** my grandparents' generation.



Video  
Comparative  
adjectives



## Adjectives: comparative

The comparative form is formed in two ways:

- **short adjectives:** adjective -er + than  
**Example:** Ana is **taller than** Mark.
- **long adjectives:** more + adjective + than  
**Example:** History is **more interesting than** Maths.

| Short adjectives   | Example                       |
|--|-------------------------------|
| One-syllable adjectives  | old – <b>older</b> (than)     |
| Adjective ending in <b>-e</b> , just add <b>-r</b>                             | late – <b>later</b> (than)    |
| Adjectives ending in consonant + vowel + consonant → double the last consonant | big – <b>bigger</b> (than)    |
| Adjectives ending in <b>-y</b> , change the y to i and add er                  | happy – <b>happier</b> (than) |

| Long adjectives                                 | Example                               |
|---|---------------------------------------|
| Two syllable adjectives not ending in <b>-y</b> | modern – more modern (than)           |
| Adjectives with 3 or more syllables             | comfortable – more comfortable (than) |

## Irregular adjectives

good → better  
bad → worse  
far → farther/further

1 Complete the gaps with the comparative form of the adjective in brackets.

- a) My grandma is ..... (**old**) than your grandma.  
 b) Natália is ..... (**nice**) than Maria.  
 c) Ana and Lucas are ..... (**tall**) than me.  
 d) My friends are ..... (**young**) than yours.  
 e) Our school is ..... (**big**) than yours.  
 f) My hometown is ..... (**good**) than Rodrigo's.

2 Identify the mistakes and correct the sentences.

- a) In my opinion, travelling by bus is badder than travelling by car.  
 .....

- b) The local library has interestinger books than our school's.  
 .....

- c) Africa is hotter Alaska.  
 .....

- d) This restaurant is gooder than that one.  
 .....

- e) In the summer it's sunnyer.  
 .....

Manual Digital

QuizEV  
Comparative

Áudio  
Syllable stress 1



## Speaking



### Adjectives: syllable stress

Most adjectives with two syllables have the stress on the first syllable.

1 Listen and repeat.





2 Underline the stressed syllable and practise saying these words.

a) simple

b) better

c) cloudy

d) easy

e) elder

f) English

g) fancy

h) happy

i) honest

## Writing



1 **Speaking:** Compare two family members and tell your partner. Ask him/her questions about his/her family members.

2 Write a short text comparing two family members: one person from your family and a person from your classmate's family.

.....

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# D. Family matters

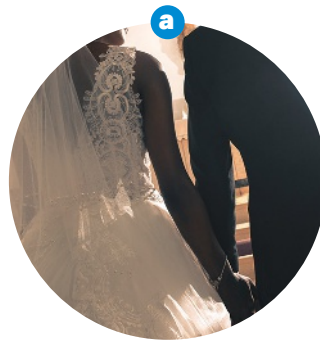


## Speaking



Spending time with family is important. Telling stories is the best way of learning about our ancestors. Here are some events where families get together.

1 Describe the pictures and match them to the events.



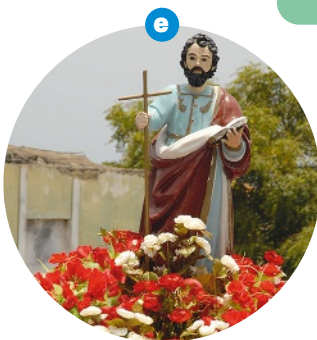
1. birthday

2. São João festivity

3. Nhô Filipe festivity

4. wedding

5. family meeting



2 In pairs, ask and answer these questions. Then share the answers with your class.

- a) Which events do you usually participate in with your family?
- b) Which is your favourite event? Why?

## Reading



**e** Manual  
Digital

**Áudio**  
A family that  
plays together  
stays together



- 1 Do you agree with the title: A family that plays together stays together? Why? Why not? Share your opinion with a partner.
- 2 Now read and listen to Sara's composition about her family, and find out what this sentence means to her.

## A family that plays together stays together

I live in Portugal, in a city called Coimbra. I love going to school to learn and my favourite subject is English. Our English teacher helped us to connect with i-friends to practise our English skills. I-friends are friends we meet in other countries through social networks. I recently met a friend in France and Spain. We write a lot about different things in our lives. My Spanish



friend Teresa wrote about her family, and I described mine too. I live with my parents, grandmother and brother. Families have different habits in different places all over the world. I usually go to family gatherings, especially birthday parties and to celebrate special dates or festivities. We have a lot of fun. My Uncle Clemente is tall and slim. He has got short brown hair and green eyes. He is the funniest of the family. He's always telling jokes and has a good sense of humour. I think he is the type of person I identify with most. What about you? Who would you choose to describe?

Sara, 14

- 3 Complete the sentences with the correct option.

- a) Sara lives in .....
  1. Spain
  2. Portugal
  3. France
- b) Her favourite subject is .....
  1. Maths
  2. Science
  3. English
- c) She has a ..... friend.
  1. Spanish
  2. Portuguese
  3. American

## 4 Match the halves to form sentences.

- |   |                                       |
|---|---------------------------------------|
| a) <input type="checkbox"/> Sara lives      | 1. family gatherings                  |
| b) <input type="checkbox"/> She has regular | 2. is Clemente.                       |
| c) <input type="checkbox"/> Her uncle       | 3. meets at weddings and festivities. |
| d) <input type="checkbox"/> He is           | 4. the funniest of all.               |
| e) <input type="checkbox"/> Her family      | 5. in Coimbra, Portugal.              |

## 5 Sara says her uncle Clemente is the funniest of all. Who is the funniest person in your family? Describe him/her.



 Video  
 Superlative  
 adjectives


## Grammar



## 1 Look at this sentence.

My Uncle Clemente is the funniest of all.

## 1.1. What quality distinguishes uncle Clemente from the rest of the family?

### Adjectives: superlative

| Short adjectives: add -est   | Example                  |
|--|--------------------------|
| One-syllable adjectives  | old – the oldest         |
| Two-syllable adjective ending in -y  | happy – the happiest     |
| Adjectives ending in -e, just add -st  | late – the latest        |
| Adjectives ending in <b>CVC</b><br>(consonant + vowel + consonant),<br>double the last consonant | big – the <b>biggest</b> |

| Long adjectives: add – the most | Example  |
|---------------------------------|--|
| the most + adjective            | modern – the most modern<br>expensive – the most expensive |

#### Irregular forms of adjectives

good → the best  
 bad → the worst  
 far → the farthest/furthest

## Exercises



QuizEV  
Superlative

**1** Write the superlative form of these adjectives and complete the sentences.

- a) ..... is ..... (**warm**) city in Cape Verde.
- b) For me, ..... (**difficult**) sport is .....
- c) For me, ..... (**easy**) activity in English lessons is .....
- d) ..... (**talented**) musical group in the world is .....
- e) ..... (**funny**) actor in the world is .....
- f) ..... (**intelligent**) person in my family is .....

**2** The sentences below have a mistake. Underline them. Then rewrite the sentences correctly. See the example.

She is the most nice person in my family. She is the nicest person in my family.

- a) Ana is the most tall girl in class.  
.....
- b) Jorge's grandfather is the goodest storyteller.  
.....
- c) Funaná is most expensive restaurant in Cape Verde.  
.....
- d) My sister Aurélia is the most younger in our family.  
.....
- e) My maths result was the badest.  
.....
- f) I am the more happy girl here.  
.....

**3** Choose the correct option: comparative or superlative.

- a) I am ..... my brother.  
 1. more tall                      2. taller than                      3. the most tall
- b) Aunt Elisa is ..... in our family.  
 1. more noisier than              2. noisier than                      3. the noisiest
- c) I think drawing is ..... activity of all.  
 1. the most difficult              2. difficulter than                      3. difficult

## Project file 2

### Family story

Choose one of the following tasks.  
Then present it to the class.



#### TASK 1:

##### Create a family tree

Who are your ancestors? Ask people in your family for help.

Draw or make a collage of your family tree and display it in the classroom.



#### TASK 2:

##### Surname background

Research the origin of your surname (family name)

You can ask your family members, collect information from the elders in your family or use the internet.



#### TASK 3:

##### Create a family album

Select family pictures (weddings, birthdays, festivities) and organise a photo album. It can be digital with the help of your mobile phone.





## Time to test 2

**1** Read the following text and complete the chart.

Chica Pereira is a 65-year-old grandma. In Várzea, one of the suburbs of Cabo Verde's capital, Praia, she is known as Mamã (the Portuguese word for mummy). Grandparents, especially grandmothers play an important role in their grandchildren's upbringing. They teach culture: the first songs, the first dances, favourite dishes like cachupa. What do you like doing with your grandparents? What is your first family memory? What is your Mamã like?



|                              |  |
|------------------------------|--|
| a) Name                      |  |
| b) Location                  |  |
| c) Family relationship       |  |
| d) Name given to that person |  |
| e) Activities                |  |

**2** As the oldest in the family, Chica decided to make a birth announcement. Read about the birth of her new granddaughter and identify Rita's family members.

Chica's daughter, Anabela, had a baby girl. She was born on September 15<sup>th</sup> 2022. The baby's name is Rita. The baby's father is Carlos. They are very excited with the new baby and so is the rest of the family. Chica's son, Rodrigo, is the uncle. His wife Marcolina is the aunt. Their children Júlia and Rui are the cousins.

- |                   |                         |
|-------------------|-------------------------|
| a) Chica: .....   | d) Rodrigo: .....       |
| b) Anabela: ..... | e) Marcolina: .....     |
| c) Carlos: .....  | f) Júlia and Rui: ..... |

**3** Put the words in order to make sentences.

a) Joana / than / younger / is / her sister.

.....

b) Family gatherings / nicest / are / the / events / of all.

.....



3



# Looking back

## Learning goals

- Recall and describe personal memories
- Structure a sequencing style paragraph

## Unit structure

- A. Tips to improve your memory
- B. Past in the present
- C. When we were children!

# A. Tips to improve your memory



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Audio  
How to get your brain in shape



## Reading



- 1 Do you have a good memory? What do you do to help you remember things when you're studying for an English test? Share with your colleagues.
- 2 Our memory is one of the most precious skills we have. Read or listen to some tips to improve your memory skills.

- a) *Spend time with others*      b) *Stay organised*      c) *Sleep well*
- d) *Eat a healthy diet*      e) *Be physically active every day*      f) *Stay mentally active*

2.1. Complete this list with the correct tip.

### How to get your brain in shape



1.

Physical activity helps the body including the brain. This helps to keep your memory in shape.

2.

Embrace activities, such as playing games, doing crossword puzzles or try a new hobby. Why not learn how to play a musical instrument?

3.

Social interaction can help prevent memory loss and even depression. Spend more time with your family, friends and with people that make you feel good!

4.

Make to-do lists to organise your tasks or other things you need to do. You can use your mobile notes or a simple notebook to do that.

5.

Sleep! It is a priority. Ideally, you should sleep from 7 to 9 hours a night on a regular basis.

6.

Eat fruits, vegetables and whole grains that are good for your brain! A healthy diet is essential for your body and mind!





3 Now, close the book and tell your partner the tips.

3.1. How many tips did you remember? Are you good or bad at memorising lists?

## Speaking



### Remember

good/bad at  
+  
noun/verb (ing)

1 Discuss with your partner what you are good at and bad at.

**Example:** *I am very **good at** speaking French, but very **bad at** sports.*

2 Ask your partner questions.

Are you good at board games?

No, I'm really bad at board games.



2.1. Cross the correct column of the table below, according to your partner's answers.

| Activities                   | good at | bad at |
|------------------------------|---------|--------|
| board games                  |         |        |
| telling jokes                |         |        |
| telling stories              |         |        |
| organising family gatherings |         |        |
| making new friends           |         |        |
| speaking English             |         |        |
| speaking other languages     |         |        |
| helping others               |         |        |
| solving problems/conflicts   |         |        |
| cooking                      |         |        |

2.2. Share your answers and your classmate's answers with the class.



## Listening



Manual Digital

Áudio  
How was your weekend?



- 1 Listen to Mark and Rachel, two classmates, talking about their weekend. One of them forgot something important. Listen and find out what it was.
- 2 Listen again and complete the unfinished sentence.

**Mark:** Hi Rachel! Are you ok? How was your weekend? You look upset.

**Rachel:** Yeah, I completely **forgot** to bring my .....

**Mark:** Oh no. Do you mean the text the teacher **told** us to write?

**Rachel:** Yeah. My mum **reminded** me last night to do it. And I **was** so happy when I **completed** it.

**Mark:** So how did you forget?

**Rachel:** I **remembered** in the morning when I was having breakfast but then I **started** playing with my dog and I **forgot** to put it in my bag and I didn't bring it to class.

**Mark:** I don't think the teacher will understand. Good luck!



## Grammar



- 1 Read the conversation again and look at the verbs in bold.

1.1. Choose the correct option to complete the **grammar rule**.

These verbs refer to...

- present events.
- past events.
- future events.

The verb tense that we use to talk about past events is...

- present simple.
- present continuous.
- past simple.

## Past simple

### Affirmative form – regular verbs

1. Find the past tense of these verbs in the conversation between Rachel and Mark.

a) complete ..... b) remind ..... c) start .....

1.1. Complete the rules.

In general, we add **a)** ..... to regular verbs. We add **b)** ..... when verbs end in **-e**.

### Spelling rules for verbs that end in...



|   |       |          |
|---|-------|----------|
| <b>Consonant + y + ied</b>                          | study | *studied |
| <b>One syllable verb</b><br>(1 vowel + 1 consonant) | plan  | planned  |

\* Replace the **y** and add **-i** and add **-ed**

↑  
Double the consonant

### Affirmative – irregular verbs

2. Now find the past tense of these verbs in the conversation between Rachel and Mark.

a) forget ..... b) tell ..... c) be .....

**Note:** A number of verbs have irregular past forms. Check the irregular verbs list on pages 185 and 186.

### Negative – regular and irregular verbs

3. Find one example of a negative past tense in the text.

3.1. Complete the rule.

For the negative, we use ..... + verb infinitive

### Interrogative form

4. Look at the table.

| Question word               | Auxiliary | Subject  | Verb    |
|-----------------------------|-----------|--|---------|
| How<br>Where<br>When<br>Why | did       | I<br>you<br>he<br>she<br>it<br>we<br>you<br>they | forget? |

4.1. Complete the rule:

Question word ..... + subject + verb (.....)

### Pronunciation of regular verbs

We pronounce the 'ED' ending of regular verbs in the simple past tense in **different ways**: /id/, /t/ and /d/.

decided → /id/  
 changed → /d/  
 asked → /t/



## Exercises

1 Listen and repeat the verbs below.

|         |          |          |
|---------|----------|----------|
| used    | happened | invented |
| loved   | missed   | started  |
| stopped | visited  | finished |

1.1. Then put the verbs in the correct box.

| /t/ | /d/ | /ɪd/ |
|-----|-----|------|
|     |     |      |
|     |     |      |
|     |     |      |

2 Choose the correct option.

- a) I ..... English and French for two years.  
 1. studies    2. studying    3. studied
- b) My family ..... cards together yesterday.  
 1. plays    2. played    3. playing
- c) Sónia and Manuela ..... the local museum.  
 1. visited    2. visits    3. visiting
- d) Our grandma ..... us a lot of nice things when we were kids.  
 1. teaches    2. taught    3. taught
- e) Sorry, I ..... hear you! Can you repeat, please?  
 1. doesn't    2. didn't    3. does
- f) What ..... you do at school when you were a child?  
 1. do    2. did    3. does

3 Complete the sentences with the **past simple** of the verbs in brackets.

- a) The restaurant wasn't very good. I ..... (**not/enjoy**) the food.
- b) We ..... (**be**) very happy as children living in Mindelo.
- c) Georgina wasn't hungry today at lunch time. She ..... (**not/eat**) at lunch.
- d) ..... you ..... (**go**) to the market last week?
- e) It was a funny situation but nobody ..... (**laugh**) about it.
- f) I was very tired so I ..... (**go**) to bed early, at 7 pm.

e Manual Digital

Audio  
The 'ED' ending  
of regular verbs



4 Use the verbs in the box to complete the sentences in the **past simple**.

remember • be • play • cost • write • eat

- a) We ..... in the park every day after school. There was a big playground.
- b) We ..... a delicious meal cooked by grandma and mum.
- c) Germano Almeida, a Cape Verdean writer, ..... *Os dois irmãos*. It's a fantastic book.
- d) That digital album ..... a lot. I think it was too expensive!
- e) Uncle Mateus ..... excited to hear your childhood memories.
- f) ..... you ..... to invite João to the party?

5 Tell your partner three things you did/didn't do last weekend.

## Speaking



Memories are made from first moments, for example, your first friend, your first sport, your primary school, your first family trip.

1 In pairs, describe the pictures.

1.1. Label the pictures.



Picture A



Picture B

2 Choose one topic. Write five questions. For example:

Where did you meet your first friend?

When did you try a sport for the first time?

What was your teacher like at primary school?

Was your first pet a dog?

Where did you go on your first family trip?

3 Ask your classmates the questions you prepared.

3.1. Note down their answers on your survey sheet.

| Topic:    |           |           |
|-----------|-----------|-----------|
| Questions | Student A | Student B |
| 1.        | .....     | .....     |
| 2.        |           |           |
| 3.        |           |           |
| 4.        |           |           |
| 5.        |           |           |

During the interview you can use some useful language from the box.

## Functional Language

Ask your teacher to check the meaning of the phrases you don't know.

| Remembering phrases  | Forgetting phrases  |
|--|---|
| <ul style="list-style-type: none"> <li>• I remember...</li> <li>• I can (clearly) remember...</li> <li>• I'll never forget...</li> <li>• As far as I can remember...</li> <li>• If I remember correctly...</li> <li>• If I'm not / Unless I'm mistaken...</li> </ul> | <ul style="list-style-type: none"> <li>• I forgot...</li> <li>• I'm not sure...</li> <li>• I have no idea!</li> <li>• I don't remember at all!</li> <li>• My mind went blank!</li> <li>• I completely forgot it!</li> </ul> |

4 Report to the class which of your classmates is better at remembering things.



# B. Past in the present



## Reading



- 1 Remembering dates is not an easy task. Let's test your memory about some dates related to the history of Cabo Verde. Complete the quiz.



## Quiz: Test your memory!

- 1 When did the first Portuguese arrive in the Cabo Verde islands?
- a)  1498  
b)  1460  
c)  1462
- 2 When did Cape Verde become an independent country?
- a)  1978  
b)  1968  
c)  1975
- 3 When was Cidade Velha recognised as a World Heritage Site by UNESCO?
- a)  2020  
b)  2010  
c)  2009
- 4 Who was the first President of Cape Verde?
- a)  Aristides Maria Pereira  
b)  Amílcar Cabral  
c)  Nuno Cabral
- 5 When was Cesária Évora born?
- a)  1931  
b)  1951  
c)  1941



1.1. Share your results with the rest of the class.

- 2 As you may know, Cabo Verde celebrates Independence Day on July 5<sup>th</sup>. It's a national holiday and people celebrate it in different ways in different countries. Read or listen to this blogpost about the first Independence Day that Niall, an Irish student, spent in the USA.



Audio  
My first  
Independence  
Day



## My first Independence Day

It was July 4<sup>th</sup>, 1976, my first ever summer in America. I had no idea, other than the usual fireworks notion, of what July 4<sup>th</sup> meant to Americans. This was a special year, the 200<sup>th</sup> anniversary of the founding of the Republic. I was living in Chicago then, my first summer away as a student, and [...] wondering what the day itself would bring [...]

Late in the morning, my friends and I left for a barbecue where everyone ate and drank too much and some began to fall asleep. [...]

We were in a big park somewhere in Chicago and all around us the sound of American family life resonated. It was a happy scene. I tried a Frisbee for the first time and managed to lose it in a tree. [...] A stranger offered me a drink and a hot dog. [...]

Later that night we joined the millions gathered on Lake Shore Drive to watch an incredible firework display. The crowds were bigger than anything I had ever seen in my life. [...]

I felt suddenly quite at home. It was like going back to a place I had always imagined I'd been. Somehow I was there now. It was the first time I felt at home in America, and it wouldn't be the last.

[www.irishcentral.com](http://www.irishcentral.com) (adapted and abridged)



- 3 Put the sequence of events from 1 to 6 in order (6 is the most recent).

- Niall tried a new game for the first time.
- Niall and his friends went to a barbecue.
- He felt at home in America.
- Everybody ate and drank too much.
- He saw the fireworks at night.
- Somebody offered Niall something to eat and drink.

4 Match the words from the text with the definition.

- |  |   |
|--|---|
| a) <input type="checkbox"/> incredible (adj) | 1. many people gathered together in a public place, for example in the streets or at a sports game                            |
| b) <input type="checkbox"/> fireworks (n)    | 2. impossible or very difficult to believe  |
| c) <input type="checkbox"/> crowds (n)       | 3. a small device that burns or explodes and produces bright coloured lights and loud noises, used especially at celebrations |
| d) <input type="checkbox"/> stranger (n)     | 4. the feeling or mood that you have in a particular place or situation; a feeling between two people or in a group of people |
| e) <input type="checkbox"/> atmosphere (n)   | 5. a person that you do not know  |

5 What about you? What do you usually do to celebrate Independence Day in your country?

Speaking



What did you do for Independence Day last year?

I saw a parade.



1 Find out how many of your classmates do the following on Independence Day. See the example above.

|                              | Number of students |
|------------------------------|--------------------|
| Do traditional dances        |                    |
| Have a picnic                |                    |
| Watch a parade               |                    |
| Listen to political speeches |                    |
| Stay at home                 |                    |
| Spend time with family       |                    |

Grammar



1 Read again this sentence from the text.

I **was living** in Chicago then, my first summer away as a student and [I **was**] [...] **wondering** what the day itself would bring [...].

The verbs in bold are in the **past continuous**.

## Past continuous

The past continuous is used for actions in progress at a specific point in the past.

**Example:** At 9 o'clock, I **was sitting** on a garden bench.

A few minutes ago, they **were** still **dancing**.

**Affirmative form:** was/were + verb -ing

**Negative form:** wasn't (was not)/weren't (were not) + verb -ing

| Subject     | Auxiliary           | Verb<br>(present participle) |
|-------------|---------------------|------------------------------|
| I/He/She/It | <b>was/wasn't</b>   | <b>watching</b> the parade.  |
| We/You/They | <b>were/weren't</b> | <b>watching</b> the parade.  |

**Interrogative form:** auxiliary + subject + verb-ing

| Auxiliary   | Subject     | Verb<br>(present participle) |
|-------------|-------------|------------------------------|
| <b>Was</b>  | I/she/he/it | <b>watching</b> the parade?  |
| <b>Were</b> | you/we/they | <b>watching</b> the parade?  |



**Video**  
Past continuous



## Exercises

- 1 Choose the best option.
  - a) My parents ..... (**were listening / was listening**) to the President's speech, when I got home.
  - b) ..... Luciano ..... the book? (**Were... reading / Was... reading**).
  - c) I ..... (**were riding / was riding**) my bike when the accident happened.
  - d) ..... they ..... the street performance yesterday? (**Were... watching / Was... watching**)
  - e) Mariana ..... (**was sharing / were sharing**) childhood memories when João interrupted her.
  - f) We ..... (**weren't cooking / wasn't cooking**) at 6pm.

2 Put the words in order to make sentences.

a) When / they / watching / television / were?

.....

b) My brother / cooking / was / with grandma / cachupa.

.....

c) at school / not / I / was / last Monday.

.....

d) talking / Susana and Josefa / were / about / favourite / celebrations / their.

.....

e) speaking / teacher / My / English / was / class / the / to.

.....

f) journalists / weren't / The / national holiday / covering / the / on TV.

.....

3 Tell your partner what your family members were doing when you got home from school yesterday. One piece of information should be a lie. Get your partner to guess which one is the lie.

Truth or lie?

Example:

A: When I got home, my father **was sleeping**, my brother **was watching** sports on TV, and my sister **was playing** the piano.

B: I think your father wasn't sleeping.

A: That's right! / No, try again!



## Listening



1 João had a different Independence Day last year. Listen and find out what happened to him. Answer the following questions:

- a) What was the weather like? .....
- b) Where was João going? .....
- c) Who was he going to meet? .....
- d) What did he see on the ground? .....

2 Circle the object he found.

a)



b)



c)



## Grammar



1 Look at this sentence from the listening exercise.

João **was walking** to the square to meet his friends, when he **saw** something on the ground.

1.1. Complete the rule with the correct verb tenses.

We use the ..... to describe an action in progress and we use the ..... to describe an action that happens in the middle of the action in progress.

### Past simple vs past continuous

We usually use

**When:** before the past simple or past continuous.

**Example:** *When we lived in Santa Luzia, we loved it.*

*Grandma called us, when we were having dinner.*

**While:** before the past continuous.

**Example:** *She was driving while she was texting her friends.*

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Áudio  
João's  
Independence  
Day



Vídeo  
Past Simple vs  
Past Continuous





## Exercises

### 1 Choose the correct option.

- a) I ..... with Simão when you ..... me.  
 1. played / called      2. was playing / were calling      3. was playing / called
- b) The doorbell ..... while I ..... a bath.  
 1. rang / was having      2. was ringing / was having      3. was ringing / had
- c) Yesterday I ..... to the cinema with my family.  
 1. goed      2. was going      3. went
- d) When we ..... home, we saw that water ..... out from the taps.  
 1. arrived / was coming      2. arrived / wasn't come      3. didn't arrive / was running
- e) Our aunts ..... while we ..... outside.  
 1. cooked / play      2. was cooking / was playing      3. were cooking / were playing
- f) What ..... at 11 pm last night? I .....  
 1. was you doing / slept      2. were you doing / was sleeping      3. Did you do / slept

### 2 Fill in the blanks with **past simple** or **past continuous**.

- a) Last week the Sousa family ..... (**visit**) Lisbon for the first time.  
 How exciting!
- b) They ..... (**speak**) when the teacher explained the exercise from the previous lesson.
- c) She was working in the garden when someone ..... (**knock**) at her door.
- d) Who ..... (**scream**) when everyone was at the street parade?
- e) While I ..... (**do**) the dishes, my brother ..... (**dry**) them.
- f) When I ..... (**get**) home yesterday evening, my dad was starting dinner.



## Writing



Do you remember João's story about his Independence Day? Does it have an ending?

- 1 Write a short paragraph to finish his story. To help you, look at the box below. When writing a paragraph there is a sequencing that you can follow to make your writing flow.

| Paragraph structure |   |
|---------------------|---|
| 1                   | <p><b>Topic sentence:</b> key topic in the paragraph</p> <p><b>Example:</b> The 5<sup>th</sup> of July is my favourite holiday.</p>   |
| 2                   | <p><b>Supporting sentences:</b> the main idea or topic discussed in more detail</p> <p><b>Example:</b> The weather is perfect outdoors to play sports or have a meal out with family and friends and we always have a good time!</p>  |
| 3                   | <p><b>Closing sentence(s):</b> link the sentence to the following paragraph or conclude the paragraph summarising the main topic.</p> <p><b>Example:</b> I love spending time with them. That's why I love this time of the year!</p> |

It was July 5<sup>th</sup>, Independence Day. The sun was shining and there wasn't a cloud in the sky. João was walking to the square to meet his friends, when he saw something on the ground. He stopped to pick it up. Wow, it was a wallet and it had some money in it. He was wondering what to do when he saw his friend coming down the road...

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# C. When we were children!



e Manual Digital

Video  
Changes in our  
lifestyles



## Vocabulary



When we talk about memories, we usually remember important innovations that changed our lives for the better. Here are some more examples.

1 Label the pictures with the words in the box.

telephone • electricity • typewriter  
laptop • mobile phone • solar energy

### PAST



a) .....



b) .....



c) .....

### PRESENT



d) .....



e) .....



f) .....

2 What devices did your parents have when they were young?

## Reading


 e Manual  
Digital

 Audio  
Who is Mamã  
Chica?


- 1 You've probably heard your grandparents talking about their childhood and adolescence. Discuss these questions in class.
  - 1.1. Do you think their adolescence was the same as today?
  - 1.2. What do you think has changed? What remains the same?
- 2 Chica Pereira is a modern grandmother. Read or listen to the text to find out more about her.

## Who is mamã Chica?

When Mamã Chica looks at today's teenagers and children, she remembers her childhood. She was born in 1958 and her time was mainly spent helping her parents and grandparents with the housework and growing greens to eat. They also helped their neighbours who are considered family as well.

They learnt a lot with the elders especially values of respect, honour and work. They used to spend their days at home because going to school was not for everyone. Nowadays, school is a reality for most children. They didn't have phones or internet. Not even a TV. The news came over the radio and not everyone had a radio, so they would get together with someone who had one to listen to traditional music and the news on local stations.

Her passion was cooking in old kitchens, which had few utensils, and learning more about cooking from women who worked as cooks in different places.

Today's youth is lucky because they have all the tools they need to learn wherever they are. The internet is the biggest innovation and helps everyone, even her generation. She learnt with her grandchildren how to google what she wants to learn: new recipes, world news and find out more about her interests. They teach her a lot with this!



- 3 Tick (✓) the main topic of this text.
  - a)  Chica's favourite sports
  - b)  Chica's childhood
  - c)  Chica's favourite type of books

4 Are these sentences True (T) or False (F)? Correct the false ones.

a)  Mamã Chica was born in 1960.

.....

b)  She used to help her family with house chores.

.....

c)  Chica went to school when she was a child.

.....

d)  Her favourite activity was cooking.

.....

e)  In her childhood, there was internet.

.....

5 Were your grandparents' childhoods the same? Have you ever heard about their habits at that age? Share with the class what you know about their childhood.

Listening



1 Listen to Chica's daughter, Luana, talking about her childhood. Choose the words in the boxes to complete the gaps.

Childhood is such a golden **a)** ..... that we can never forget. Everyone remembers and misses their childhood. I have so many **b)** ..... of my childhood. I'd like to **c)** ..... some of my favourite ones. Once we visited one of my uncles' houses that was about five hours away from where we lived. When we arrived there, my uncle came to the station to pick us up. I remember it was a station on a hill. Then we got in a jeep to go to my uncle's home. The road was really narrow and dangerous! I thought we were going to die! But it was just good fun! I still **d)** ..... and miss that day. The games were also different. We would get together with groups of **e)** ..... who lived nearby and played games. There was more socialising.



remember

share

memories

children

time



2 Share with the class:

- 2.1. What traditional games did you learn with your parents or grandparents?
- 2.2. Do you have any memories of family games? Share a memory with the class.

Manual Digital

Video  
Usage of used to



Grammar



1 Read the sentences from the text on page 107 and look at the verbs in bold.

We **used to spend** our days at home because going to school was not for everyone. [...] we **would get together** with someone who had one to listen to traditional music [...].

1.1. What do the verbs in bold refer to? Tick (✓) the correct option.

a)  past habits

b)  present habits

Used to vs would to

| <i>used to + infinitive</i>  | <i>would + infinitive</i>  |
|--|--|
| <p><b>Used to</b> refers to <b>past habits</b> and states which were true in the past but are not true anymore. It can be used with action verbs and state verbs:</p> <p>Example: <i>On Sundays, my parents <b>used to take</b> me to dance school.</i><br/> <span style="margin-left: 100px;">↑</span><br/> <span style="margin-left: 100px;">action verb</span></p> <p>Example: <i>I <b>used to hate</b> dancing in those days.</i><br/> <span style="margin-left: 100px;">↑</span><br/> <span style="margin-left: 100px;">state verb</span></p> <p><b>Negative and interrogative forms</b></p> <p>Example: <i>I <b>didn't use</b> to like dancing in those days.</i><br/> <i>Why <b>did</b> you <b>use</b> to hate dancing?</i></p> | <p><b>Would</b> describes repeated past actions but not states. It can only be used with action verbs:</p> <p>Example: <i>From time to time, he <b>would run</b> in the morning.</i><br/> <span style="margin-left: 100px;">↑</span><br/> <span style="margin-left: 100px;">action verb</span></p> <p><b>Negative and interrogative forms</b></p> <p>Example: <i>He <b>wouldn't run</b> in the morning.</i><br/> <i>Why <b>would</b> he <b>run</b> in the morning?</i></p> |

Used to or would to?

With action verbs, both **used to** and **would** are possible:

Example: *On Sundays, my parents **used to take** me to dance school.*  
*On Sundays, my parents **would take** me to dance school.*



## Exercises

### 1 Choose the correct option.

a) When my grandma was a child, she .....  
stay at home.

1.  used to      2.  would      3.  both

b) I ..... have a dog when I was a kid!

1.  would      2.  used to      3.  both

c) When we were young, we .....  
go fishing with uncle Tomé.

1.  used to      2.  would      3.  both

d) Susana ..... wear glasses but now she doesn't.

1.  would      2.  used to      3.  both

e) At weekends we ..... always play in the park, but now we don't have time.

1.  would      2.  used to      3.  both



### 2 Complete the sentences based on your childhood using **would** or **used to**.

a) When I was 6 years old, I used to .....

b) My family would often .....

c) I .....  
when I was at primary school.

### 3 What did you do as a child that you don't do now? Write sentences.

**Example:** *I used to play football but now I swim every day.*

Don't forget to use the structures **used to/would** and **present simple**.

.....

.....

.....

.....

.....

.....

.....

## Speaking



- 1 In pairs, compare past and present habits. Use the pictures to help you.

**Example:** *In the past, people used to ... but now they...*

## In the past...



Picture 1

## Now...



Picture 2



Picture 3



Picture 4

## Listening



- 1 Listen to Alicia Keys' song and complete with the words in the boxes.

### Old memories

Old **a)** ....., they don't go away  
 They show up before you leave  
 And disappear when you wish they'd stay  
 No heart is immune, no **b)** ..... is kept  
 Yeah, they only get stronger with age  
 Old memories, they don't go away

Old love songs, they don't ever end  
 Just when you think that you've moved on  
 They **c)** ..... you, you ain't over it  
 Sneak in the dark, creep in your bed  
 Playing over the loss in your head  
 Old love **d)** ....., they don't ever end

**[Chorus]**

It's a problem I'm telling ya  
 Makes you temperamental  
 It takes all of the **e)** ..... of ya  
 You ain't gon' never let go

Old **f)** ..... never fade away  
 They're just frozen there in time  
 Locked in pretty picture frames  
 Bridges we burn (Yeah), the once **g)** ..... (Yeah)  
 It's a black and white that you can't change  
 Old photographs never fade away

**[Chorus]**



secret

songs

photographs

memories

best

happiness

remind

Alicia Keys – Old memories

- 1.1. According to the song, are old memories a good or a bad thing?  
 1.2. Find examples in the lyrics that show if old memories are something good or bad.

## Reading



- 1 Read or listen to Sara's opinion about old photographs.

## Old photographs tell stories

I believe time spent with family is important. You can learn about your past and find out even more about the people you deal with every day.

In old albums, full of pictures, where people celebrate birthdays, family gatherings, special days, festivities, we can see what each family member enjoys most by looking at their expressions.

For example, when I see old photos, my Uncle Clemente is always smiling. It seems he's always laughing and having a good time. The fact is that he's always in a good mood!

All in all, I believe this is a good way to find out more about each member of your family. And you? Do you have the habit of showing old family pictures?

e Manual Digital

Audio  
Old photographs tell stories



- 2 Why does she love old photographs? Take notes of her main arguments.

- .....
- .....
- .....
- .....
- .....
- .....

- 3 **Speaking:** Do you have old photographs? Are they black and white or colour photos? Choose an old photo and describe it to your partner. Who's in it? Where was it taken?



## Writing



**1** Now it's your turn to write a short text.

**1.1.** Look at the following topics:

1. What was your favourite game with your family?

2. Describe your first day of primary school.

3. What was your favourite childhood snack? Describe it.

4. Do you remember your first childhood friend? How did you meet?

**1.2.** Choose a topic and write a text about your childhood memory.



## Project file 3

### Tips on how to improve memory

As you should remember, it is important to have good memory skills in your life.



- 1 Research online for more tips to improve memory.
- 2 Conduct a survey by checking what you and your classmates do to help maintain a healthy memory.

2.1. Tick (✓) or cross (X) according to the answers.

| Activities                        | Me | Student A | Student B |
|-----------------------------------|----|-----------|-----------|
| 1. Be physically active every day |    |           |           |
| 2. Be mentally active             |    |           |           |
| 3. Spend time with others         |    |           |           |
| 4. Be organised                   |    |           |           |
| 5. Sleep well                     |    |           |           |
| 6. Eat a healthy diet             |    |           |           |
| 7.                                |    |           |           |
| 8.                                |    |           |           |
| 9.                                |    |           |           |
| 10.                               |    |           |           |

- 3 Report the results of your survey to the class.



## Time to test 3

1 Read about Julia's childhood memories.

### My childhood memories

Growing up, I had a very loving family. I had three siblings with whom I used to play a lot. I remember very fondly the games we used to play. Especially, in the evenings, we used to go out to the park with our sports equipment. Each day we played different games, for example, football on one day and cricket on the other. These memories of playing in the park are very dear to me.



[...] I remember clearly the aroma of my grandmother's pickles. I used to help her whenever she made pickles. We used to watch her do the magic of combining the oils and spices to make delicious pickles. Even today, I can sometimes smell her pickles whenever I look back at this memory. Most importantly, I remember [...] very clearly when we went out for a picnic with my family. We paid a visit to the zoo and had an incredible day. My mother packed delicious food which we ate at the zoo. My father took so many pictures that day. When I look at these pictures, the memory is so clear, it seems like it happened just yesterday. [...] My childhood memories are very special to me and make me smile when I feel low.

www.toppr.com (abridged)

Are these True (T) or False (F)? Correct the false sentences.

- a)  Júlia had four siblings.
- b)  She used to play different games each day.
- c)  She enjoyed playing in the park.
- d)  She helped her grandmother make pizza.
- e)  The experience at the zoo wasn't positive.

2 Find in the text six activities that Julia did during her childhood.

- .....
- .....
- .....
- .....
- .....
- .....

3 Fill in the gaps with **past simple**.

- a) Last month we ..... (**watch**) a film at home with all the family.
- b) We ..... (**not/visit**) the crafts shop in the city centre.
- c) ..... you ..... (**go**) to the new restaurant in town?

4 Fill in the gaps with **past simple** or **past continuous**.

- a) We ..... (**have**) a lesson when the Director ..... (**call**).
- b) My mother ..... (**cook**) while I ..... (**study**).
- c) Yesterday, the students ..... (**have**) an exam.
- d) Julieta and Ruben ..... (**speak**) when the teacher ..... (**interrupt**).

5 Listen to Jesualdo talking about the importance of creating family albums. Choose the correct option.

**The importance of creating family albums**

Family photos are something **a) precious / special** because they capture beautiful **b) memories / moments** in our lives, and within them, the family, friends, and pets that mean the most to us.

They help us **c) remember / live** the good times and keep in our hearts and minds experiences we might otherwise forget. Here are just a few reasons why creating family photo **d) menus / albums** is a great exercise for every member of the family. Think of all the snapshots we capture throughout our lives.

[...] Your newborn's first moments, dress-up days at kindergarten, their first day at school. We only need to look at ourselves in the mirror to see how fast things change. Capturing important firsts, moments of **e) joy / pride** and accomplishment, and even the mundane daily tasks are a way of preserving everything as it is right now [...].

www.milkbooks.com (adapted and abridged)



**Audio**  
The importance of creating family albums



6 Describe a childhood memory. You should mention:

- how old you were then
- what happened and explain why it's special

.....

.....

.....

.....

.....


.....

.....

.....

4





# You are what you eat

## Learning goals

- Describe symptoms and physical effects of eating disorders
- Match the kinds of doctors with the type of treatment they provide
- Make an appointment (in person/by phone)

## Unit structure

- A. Mind what you eat: tasty choices
- B. Eating out
- C. Chef for a day!
- D. How do you feel?



# A. Mind what you eat: tasty choices



**e** Manual  
Digital

## Video

The simple  
guide to eating  
healthy



## Reading



Healthy food habits are simply those eating practices that are good for our physical and mental health.

- 1 Discuss the questions in class:
  - 1.1. Do you have a healthy lifestyle?
  - 1.2. What type of food do you usually eat?

- 2 Choose a suitable answer according to your habits.



## Quiz: How healthy are you?

- 1 How many hours a day do you sleep?
  - a)  four hours
  - b)  eight hours
  - c)  twelve hours
- 2 What coffee do you drink?
  - a)  instant coffee
  - b)  I prefer tea
  - c)  I don't drink
- 3 Choose the perfect breakfast:
  - a)  cereal and fruit
  - b)  toast with eggs
  - c)  pizza
- 4 How do you feel about sports?
  - a)  I never practise sports.
  - b)  I try to work out when possible.
  - c)  Sport is my life.
- 5 How often do you visit the doctor?
  - a)  I go when I'm very sick.
  - b)  I am worried about my health, so I have regular check-ups.
  - c)  I hate going to the doctor or to hospitals.

2.1. Then compare with a partner. How similar/different are the answers?

# Vocabulary



Here are some examples of healthy and unhealthy food.

1 Label the pictures. Use the words in the boxes.

sweets

natural  
juices

junk food

soup

bread

ice cream

chips

salad

water

soft drinks



a) .....

b) .....

c) .....

d) .....



e) .....

f) .....

g) .....

h) .....



i) .....

j) .....



2 Which are healthy and unhealthy?

| Healthy food | Unhealthy food |
|--------------|----------------|
|              |                |

3 Complete the questions: Which meal do you eat...

- a) in the morning? .....
- b) at noon? .....
- c) in the afternoon? .....
- d) in the evening? .....

4 Label the food with an adjective.

creamy • tasty • sweet • bitter  
greasy • crunchy • sour • spicy



a) .....



b) .....



c) .....



d) .....



e) .....



f) .....



g) .....



h) .....

## Reading



- 1 Anália writes about her eating habits and gives some advice. Read or listen to the text to find more about her lifestyle.

## My lifestyle

We all want to be healthy and we all know what we should do to follow a healthy lifestyle. I usually follow my family's habits which I consider appropriate. We all have breakfast together and we have cereal, coffee, milk and fruit. During the week and at weekends we often respect meal times. Our biggest meal is lunch. Dinners are generally lighter with varied salads and stir-fried vegetables. Except when we have family gatherings: here we eat varied dishes and desserts prepared by each one of us.

I also care about my physical condition. Regular exercise is essential to maintain a healthy routine. I consider myself an active person. I swim every week and usually ride my bike with a group of friends. During the week we eat at the school canteen. The food is healthy and tasty. Sometimes we eat at a local fast-food restaurant. Burgers and hot dogs are great there, but I know we must avoid this type of food as it is greasy and may cause some illnesses. We should care for our health at this age. Healthy eating habits, physical exercise, having a favourite hobby is vital not only for our physical but also mental well-being. It helps with stress from exams and school duties.



e Manual Digital

Audio  
My lifestyle



- 2 Are these sentences True (T) or False (F)? Correct the false ones.

a)  Anália has breakfast alone.

.....

b)  She often respects mealtime.

.....

c)  She never swims.

.....

d)  Sometimes she goes to a fast-food restaurant.

.....

3 Answer these questions.

a) What does Anália have for breakfast?

.....

b) Does she do exercise regularly?

.....

c) During the week where does she usually have lunch?

.....

Manual Digital

Áudio  
Anália's tips



Listening



1 Anália gives tips on how to keep healthy eating habits. Listen to her advice and complete the gaps.



- Avoid eating a lot of **a)** .....
- **b)** ..... eating processed food
- Avoid packaged food
- Don't drink **c)** ..... drinks a lot
- Eat **d)** ..... food item at a time
- Have your **e)** ..... at the proper time
- **f)** ..... a lot of water
- Drink milk and healthy shakes
- Eat green **g)** .....
- **h)** ..... fruit every day

2 From the list of Anália's advice, which ones do you already do?

3 Share with a classmate your eating and drinking habits, the snacks you have and the time you have them.

## Grammar



## 1 Read the sentences below.

We all **have to develop** good eating habits.

You **should eat** more vegetables!

We **must** always think about what's best for us!

1.1. Tick (✓) the correct option. What do the verbs express?

a)  advice

b)  habit

e Manual Digital

Video  
Must and have to



## Modal verbs: *should, have to, must*

We use **should** to give or ask for advice or an opinion in the present:

**Example:** *I have a terrible stomachache. You **should see** a doctor.*

*I haven't heard from my father. You **should call** him.*

*She's not happy with the salary offered. She **shouldn't accept** the job.*

### Form

**should / shouldn't** + the infinitive of the main verb (without to)

**Have to** is used to show that a person is obliged to do something, usually by an outside force. **Have to** can also be used to give your opinion.

**Example:** *Susana **has to clean** up before closing the restaurant. → obligation*

*You **have to follow** this diet! → strong opinion*

*You **don't have** to eat that if you don't like it. → no obligation*

The negative form, *don't/doesn't have to*, means that you are not obliged to do something.

### Form

present simple of **have to** + infinitive

**Must** is used to give a strong recommendation:

**Example:** *You **must tell** him before it's too late.*

*You **mustn't be** late for work on your first day.*

The negative form, *mustn't* (must not), means that you are obliged or recommended not to do something.

### Form

**must** or **mustn't** (must not) + the infinitive of the verb (without to)

## Exercises

### 1 Choose the correct option.

a) You ..... remember to close the windows when you leave the house.

1. must
2. mustn't
3. shouldn't
4. don't have to

b) You ..... eat fast food every day. It's very bad for you.

1. should
2. have to
3. shouldn't
4. must

c) You ..... go on the internet to check the recipe.

1. shouldn't
2. mustn't
3. don't have to
4. should

d) You ..... practise regular exercise! It's important for our health.

1. shouldn't
2. should
3. don't have to
4. has to



### 2 Put the words in order to make sentences with **should, must, have to**.

a) shouldn't / you / strict / diets / go on.

.....

b) at the restaurant / have to be / we / early.

.....

c) call / must / her father / Anália / remember / to.

.....

d) fruit and vegetables / you / more / should / eat / every day.

.....

3 Your best friend needs some advice to change his/her habits. Complete the sentences with **should**, **must** and **have to** to advise on healthy eating habits.

- a) You should .....
- b) You must .....
- c) You have to .....

 Manual Digital

Video  
Healthy eating tips



## Writing



1 Write a text (about 80 words) about your eating habits.

### Mention:

- food you like and what you usually have for breakfast, lunch and dinner;
- how many times a day you eat;
- what time you usually have dinner;
- healthy and unhealthy habits you have.



Handwriting practice area with horizontal lines.



# B. Eating out



Manual Digital

Jogo Food

Áudio José and Bruno's eating habits



## Listening



1 **Speaking:** Anália says she sometimes eats out at the restaurant. Discuss the following questions.

- 1.1. How often do you eat out?
- 1.2. Where do you prefer going?
- 1.3. Who do you go with?



2 José and Bruno are Anália's friends. Listen to them talking about their eating habits. Complete the gaps with the words below.

junk • healthy • meat • fruit • fish • prefer



**José**

I love eating out with friends or with my family at Praia's Burger.

This place is well-known for its burgers and pizzas. I really like this type of food, but I am aware that I should avoid it as much as possible. Every day I try to

have a balance diet: vegetables, **a)** ....., fish, pasta and grains. I love drinking fresh lemonade. I **b)** ..... this to beverages. I don't drink any alcoholic beverages. I like fish, but I prefer

**c)** ..... My favourite dish is my grandmother's cachupa.



**Bruno**

I don't eat **d)** ..... food at all.

I have been a vegetarian for a long time, but recently I decided to include **e)** ..... in my daily diet.

I really like sardines and tuna. I also eat grilled salmon with salad. I don't drink milk, but I drink many cups of tea a day.

I try to do exercise twice a week.

I think it's an essential part of our **f)** ..... lifestyle. My favourite dish is couscous with vegetables and soya.

3 Are you a vegetarian? How many vegetarians are there in your class?

4 What is your favourite dish? Describe it to the class.



## Reading



- 1 Bruno and José share their opinion about what makes a great restaurant experience. Read the text quietly to answer the questions in exercise 2.

## What makes a great restaurant experience?

### Ipanema restaurant

My best experience at a restaurant was in Praia, Cape Verde. Ipanema is a nice restaurant where you can have excellent meals and the perfect menu for you on any occasion. In my opinion, what makes this place special is the personalised service. The waiters address the guests by their name and make suggestions based on guests' preferences. The menus are created according to these tastes. The last time I went there I had a fish dish. It was the best grilled fish I have ever eaten. The location is also amazing! Ipanema gives you the chance to take great pictures by the sea!



### Poeta restaurant

*Poeta* is located in Nossa Senhora da Graça and here the food is simply marvellous. Tasty meat and fresh fish served every day. Also, there is a memorable atmosphere to have your meal, whether it is meat, fish or a vegetarian dish. However, *Poeta* is known for its meat dishes. The menus are varied and healthy. The desserts are delicious. In my opinion, what makes *Poeta* different is that they give a name to their daily menu. It's really nice because you remember it, creating unforgettable memories which you describe it with emotion. That's what food is about-to create good memories and associate it to enjoyable moments with friends, family or simply alone.

- 2 Which restaurant...?
- personalises menus according to the customer's preferences? .....
  - gives a name to daily menus? .....
  - gives the best fish experience? .....
  - associates food to emotion? .....
  - is an excellent spot for great photos? .....
  - wants you to associate meals to memories? .....

- 3 Which restaurant would you choose to go with your family? Why?
- .....
- .....

## Vocabulary



1 Label the pictures with the words in the boxes.

### Places to eat

pub

fast food

food truck

cafeteria

coffee shops

delicatessen (deli)

gourmet restaurants



a) .....

b) .....

c) .....

d) .....



e) .....

f) .....

g) .....

## Grammar



1 Read the sentences in José's review again.

*The last time I **went** there I had a fish dish.* – Simple Past

*It was the best grilled fish I **have ever eaten**.* – Present Perfect

1.1. Choose the correct option. What verb tense refers to...?

- a)  a life experience  
 b)  a completed action in the past

2 Complete the grammar rule.

While the ..... refers to a completed action in the past, the **present perfect** refers to a ..... experience.

3 Match each example to the use of **present perfect** and **simple past**.

- a)  Life experiences
- b)  Recent actions or situations
- c)  Completed action in the past
1. My aunt **cooked** a delicious Cachupa last week. Everyone **enjoyed** the meal.
  2. Skydiving **has been** the best extreme experience in my life.
  3. Bruno **has just started** a cooking workshop.



**Videos**  
Present Perfect:  
use and form 1



Present Perfect:  
use and form 2



## Present perfect

**Affirmative form:** have/has + past participle of the main verb

| Subject           | Auxiliary | Verb (past participle) |                      |
|-------------------|-----------|------------------------|----------------------|
| I<br>you          | have      | eaten                  | Chinese food lately. |
| he<br>she<br>it   | has       |                        |                      |
| we<br>you<br>they | have      |                        |                      |

The following contracted forms are often used in spoken language and informal writing:

|               |   |                 |
|---------------|---|-----------------|
| I have        | ↔ | I've            |
| you have      |   | you've          |
| he/she/it has |   | he's/she's/it's |
| we have       |   | we've           |
| you have      |   | you've          |
| they have     |   | they've         |



**Negative form:** have/has(not) + past participle of the main verb

| Subject           | Auxiliary | Verb (past participle) |       |
|-------------------|-----------|------------------------|-------|
| I<br>you          | have      | not                    | eaten |
| he<br>she<br>it   | has       |                        |       |
| we<br>you<br>they | have      |                        |       |

The contracted forms **haven't** and **hasn't** are often used in spoken language and informal writing.

**Interrogative form:** auxiliary verb + subject + past participle of the main verb

|                | Auxiliary | Subject           | Verb (past participle) |             |
|----------------|-----------|-------------------|------------------------|-------------|
| How many times | have      | I<br>you          | eaten                  | in Ipanema? |
|                | has       | he<br>she<br>it   |                        |             |
|                | have      | we<br>you<br>they |                        |             |

### Present perfect with time expressions

**for** (period of time) *I've worked at this hotel **for** two years.*

**since** (starting point of an action) *I've had this car **since** 2015.*

**just** (recently finished action) *We've **just** eaten lunch.*

**already** (action finished earlier than expected) *She's **already** gone home.*

**yet** (negative and interrogative forms) *Have you cooked dinner **yet**?*

Check irregular verbs list on pages 185 and 186.

## Exercises

1 Choose the correct option.

a) Lina ..... not been to Portugal yet.

1. have                      2. is                      3. has

b) ..... you finished your homework?

1. Has                      2. Have                      3. Is

c) We ..... never eaten Mexican food.

1. have                      2. has                      3. haven't

d) Marta has ..... a vegetarian for three years.

1. be                      2. was                      3. been

e) I ..... had dinner yet. I'm hungry!

1. have                      2. haven't                      3. hasn't





- 2 Complete the gaps with the correct form of **present perfect**.
- My mother ..... (**cook**) a meal for me.
  - My friends ..... (**be**) to that restaurant for dinner.
  - I ..... (**not/be**) to Rome yet.
  - ..... the teacher ..... (**explain**) the exercise?
  - She ..... (**not/speak**) a single word since she got to the restaurant.
  - The chef ..... (**work**) hard to get a Michelin star!
- 3 Complete with **for, since, yet, already, just, ever**.
- I have lived here ..... 1992.
  - I have played tennis ..... six years.
  - Have you ..... eaten sushi?
  - The students have ..... finished their lessons.
  - The local restaurant has ..... closed now.
  - My grandmother hasn't tried those recipes .....

## Writing



- 1 Describe the best restaurant you have ever been to and what you ate. Explain why it is nice to eat out sometimes.





# Listening



Manual Digital

Audio  
At the restaurant



## 1 Listen to the dialogue.



- A:** Hi. Good afternoon!
- B:** Hello. Can I get you anything?
- A:** Can I see the menu, please?
- B:** Certainly, here you are.
- A:** Thank you. What's today's special?
- B:** Grilled cheese sandwich.
- A:** That sounds good. I'll have that.
- B:** Would you like something to drink?
- A:** Yes, I'd like a coke.
- B:** Here you are. Enjoy your meal!
- A:** Thank you.
- B:** Can I get you anything else?
- A:** No thanks. I'd like the bill, please.
- B:** That'll be \$14.95.
- A:** Here you are. Keep the change.
- B:** Thank you! Have a good day!
- A:** Thank you.
- B:** Goodbye. Thank you.

## 2 Where are they?

## 3 Who is A and who is B? Identify the people.

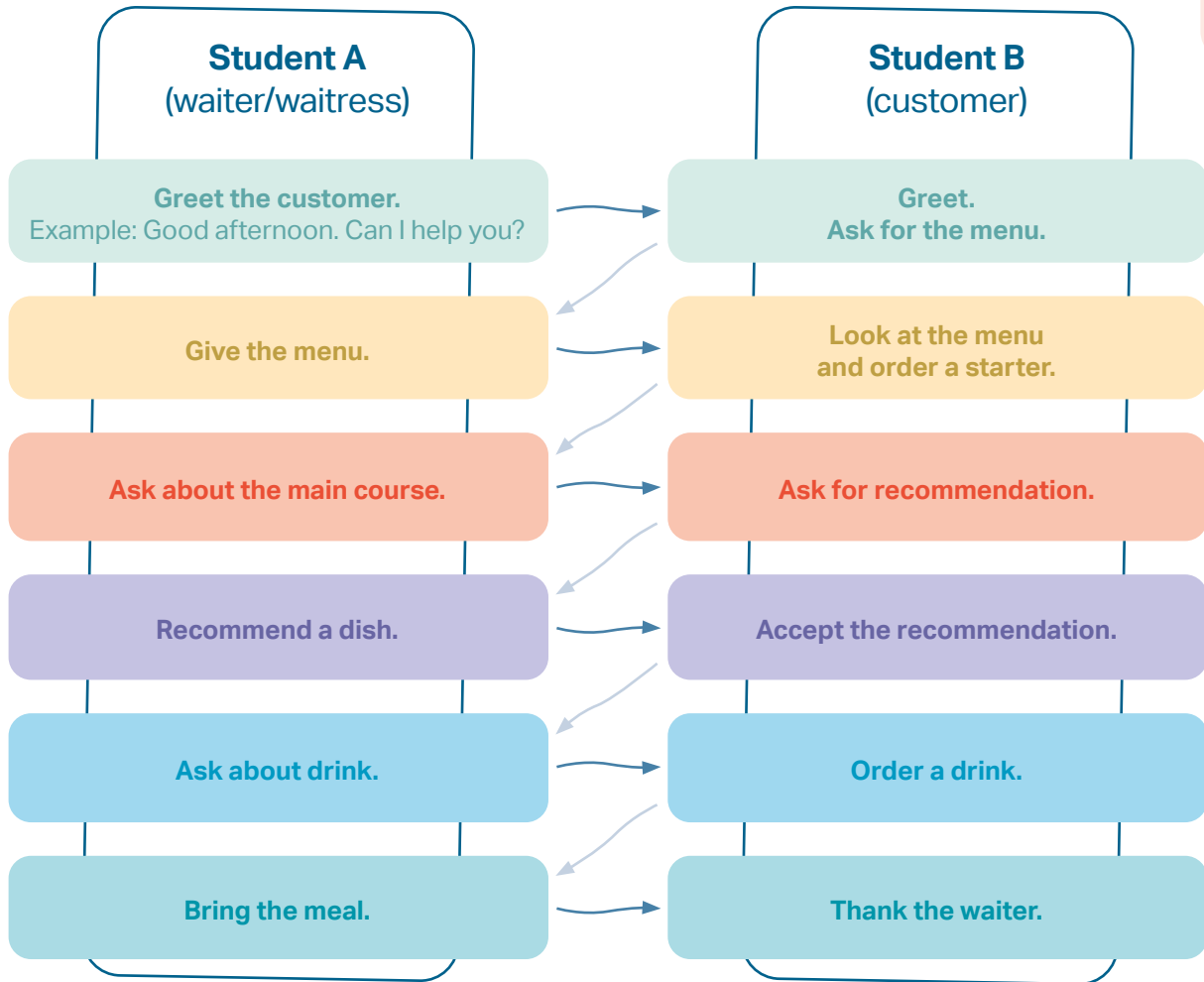
## 4 Find an example for each structure in the dialogue.

| Functional language | Example |
|---------------------|---------|
| To greet a customer |         |
| To offer help       |         |
| To ask for the bill |         |
| To order food/drink |         |

## Speaking



- 1 Act out a dialogue with your classmate, following the instructions. Use the menu on page 142 to help you.



e Manual Digital

Video  
Ordering at a  
restaurant



# C. Chef for a day!



## Reading



- 1 In pairs, discuss the following questions.
  - 1.1. Who is the best cook in your family?
  - 1.2. What qualities do you think a chef should have?
- 2 Answer the following quiz and discover how good a chef you are.

## Quiz: How good a chef are you?

- 1 What is: *al dente*?
  - a)  The Italian way to describe the right cooking of pasta.
  - b)  The Italian way to say: enjoy!
  - c)  The Italian translation for "good taste".
- 2 What type of cut does *jullienne* produce?
  - a)  Small squares.
  - b)  Short slices.
  - c)  Long stripes.
- 3 How is a smoothie made?
  - a)  It is boiled.
  - b)  It is blended.
  - c)  It is warmed in an oven.
- 4 Which would not be baked?
  - a)  Caesar salad dressing.
  - b)  Bread.
  - c)  Cake
- 5 A spatula is used for?
  - a)  Adding ingredients.
  - b)  Cutting.
  - c)  Turning something over quicker.



2.1. Compare your results with your classmates.

Vocabulary



1 What meals do these ingredients make? Use the words in the box to help you.

tuna carpaccio

mac and cheese

cachupa

carbonara

caesar salad

burger

a) .....

- macaroni
- cheddar cheese
- milk
- flour
- butter



b) .....

- bacon
- spaghetti
- garlic
- eggs
- cheese



c) .....

- lettuce
- avocado
- tomatoes
- cold grilled chicken breast
- boiled eggs
- cheese



d) .....

- beans
- cassava
- salty pork
- smoked paprika
- beef



e) .....

- meat
- bread
- lettuce
- tomato
- onion
- mayonnaise



f) .....

- tuna
- black pepper
- olive oil
- vinegar
- lemon juice



## Listening



Manual Digital

Audio  
Gufong



- 1 Listen to Jeremias talking about his favourite dessert recipe – *Gufong*. Complete with the missing quantities.

### Gufong



- a) ..... cups of water
- b) ..... cup of sugar
- c) ..... cup of cornmeal
- d) ..... cup of flour
- Dash of salt
- Dash of baking powder
- Vegetable oil for frying

- 2 Listen again and put the instructions in order (1-9).

### Instructions

- 1 In a saucepan mix the water and sugar and bring to a boil.
- Let the mixture cool.
- Heat up your oil in a frying pan or you can use a deep fryer.
- Once the mixture is cool, take small pieces of the dough and roll them into small finger sized logs on a floured surface.
- Cook until golden brown.
- Drain on a paper towel.
- Add a dash of salt and baking powder and continue mixing until everything is well combined.
- Once it is boiling add in the cornmeal until it is well mixed, then add the flour.
- 9 Serve warm with coffee or tea and if you would like, drizzle some chocolate syrup and powdered sugar to taste.

[www.yummly.com/recipe](http://www.yummly.com/recipe)



## Reading



- 1 Daniel's uncle, Jeremias, is a chef in the Hotel Santa Maria restaurant. Read or listen to the interview to find out more about his job.

## A chef's life!

**Daniel:** Why have you chosen a career as a chef?

**Jeremias:** Ever since I was a child, I've been interested in cooking. I have been working as a chef for 15 years. I love making food that tastes great and makes people happy.

**Daniel:** What personal qualities help you to do your job well?

**Jeremias:** Well, I think I am creative and I like to learn. Above all, I am very patient. This helps me a lot in the kitchen. I enjoy cooking everything from starters to desserts, but I think that preparing all types of starters and desserts is my favourite part. Cooking requires hard-work and permanent training.

**Daniel:** What would you do in this situation: you run out of the daily special but still have three costumers to serve?

**Jeremias:** When this happens, I offer my apologies to the customer. Then, I recommend another dish and offer a dessert.

**Daniel:** What is the most stressful situation you have had in the kitchen? How did you solve it?

**Jeremias:** There was a time when the grill broke during lunch hour. I called the manager. Together, we found a solution and could serve all the guests.

**Daniel:** Who would you recommend this job to?

**Jeremias:** Well, like other jobs, cooking requires a lot of dedication and passion. Working with ingredients is like working with feelings. Food makes people happy!



e Manual Digital

Audio  
A chef's life!



## Vocabulary box

**Require (v):** to need something.

**Training (n):** the process of learning the skills that you need to do a job.

**Run out (v):** to finish a supply of something.

**Break (v):** to stop working.



2 Match the halves to make sentences.

- |   |                                  |
|---|----------------------------------|
| a) <input type="checkbox"/> Jeremias                                  | 1. helps him in the kitchen.     |
| b) <input type="checkbox"/> Being creative and patient                | 2. involved a broken grill.      |
| c) <input type="checkbox"/> When something goes wrong in the kitchen, | 3. passion and dedication.       |
| d) <input type="checkbox"/> The worst episode in the kitchen          | 4. loves making food for others. |
| e) <input type="checkbox"/> This job involves                         | 5. he offers a dessert.          |

3 Answer these questions.

a) What qualities does Jeremias think a chef should have?

.....  
.....  
.....

b) What food does he prefer to prepare?

.....  
.....  
.....

Grammar



1 Read again Jeremias' sentence in his interview.

*I **have been working** as a chef for 15 years.*

1.1. Choose the correct option.

**The action in the sentence**

- a)  has been completed / finished in the past and continues in the present.  
b)  hasn't been completed / finished in the past.

Present perfect continuous

The **present perfect continuous** is used to show that something started in the past and is continuing at the present time.



Video  
Present Perfect  
Continuous



**Affirmative/negative form:** have/has been (not) + verb (-ing)

|                   |                   |         |                             |
|-------------------|-------------------|---------|-----------------------------|
| I<br>you          | have/haven't been | working | in the hotel for ten years. |
| he<br>she<br>it   | has/hasn't been   |         |                             |
| we<br>you<br>they | have/haven't been |         |                             |

**Interrogative:** question word + have/has + subject + been + verb (-ing)

|     |      |                   |      |         |                             |
|-----|------|-------------------|------|---------|-----------------------------|
| Why | have | I<br>you          | been | working | in the hotel for ten years? |
|     | has  | he<br>she<br>it   |      |         |                             |
|     | have | we<br>you<br>they |      |         |                             |

**Time expressions used with present perfect simple and continuous**  
**for** → to talk about a period of time: three hours, two months, a decade.  
**since** → to talk about a point in past time: 9 o'clock, 1st January, Monday.

## Exercises

1 Tick (✓) the sentences in the **present perfect continuous**.

- a)  Jeremias has always wanted to be a chef.
- b)  He has been working hard for years to become a professional chef.
- c)  Daniel learned some recipes from his uncle.
- d)  The students haven't been cooking since 8 o'clock.

2 Circle the best option.

- a) She **have been** / **has been** studying for the exam for three days.
- b) I **haven't been** / **hasn't been** watching TV for long.
- c) I **have been** / **has been** walking in the park for an hour.
- d) He **have been** / **has been** exercising for an hour.
- e) Rui **have been** / **has been** talking on the phone for twenty minutes.
- f) They **have been** / **has been** learning French for six months.

3 Complete with the present perfect continuous.

- a) I ..... (study) for my exam since this morning.
- b) ..... she ..... (wait) for the bus for long?
- c) They ..... (work) on the project for two months.
- d) ..... you ..... (cook) for an hour?
- e) Manuel ..... (not/ read) the book for two hours.
- f) Sofia and I ..... (travel) across Europe for two weeks.



Jogo  
Eating out

Speaking



1 In pairs, look at the menu and answer the questions.

- a) How many meat dishes are there in the menu?
- b) How many fish dishes are there?
- c) When is lunch served?
- d) Which are the healthiest drinks?
- e) Which food or menu would you order?

| MENU Tropical Restaurant                 |      | Lunch served                   | 12:00 – 14:30 |
|--|------|--------------------------------|---------------|
|  |      | Dinner served                  | 18:00 – 22:00 |
| <b>Starters</b>                          |      |                                |               |
| Tomato soup                              | \$3  |                                |               |
| Caesar salad                             | \$4  |                                |               |
| Garlic bread                             | \$2  |                                |               |
| Mixed vegetables                         | \$4  |                                |               |
| <b>Main courses</b>                      |      |                                |               |
| Grilled steak with mushrooms and rice    | \$12 |                                |               |
| Sardines with potatoes                   | \$8  |                                |               |
| Spaghetti bolognese                      | \$10 |                                |               |
| Roast chicken with stir-fried vegetables | \$13 |                                |               |
| Omelette with broccoli and cheese        | \$7  |                                |               |
| Pasta with bacon, veggies and cheese     | \$8  |                                |               |
| Grilled salmon with mashed potatoes      | \$12 |                                |               |
| Seafood (2 pax)                          | \$40 |                                |               |
|  |      | <b>Desserts</b>                |               |
|  |      | Homemade pudding               | \$3           |
|  |      | Fruit salad                    | \$3           |
|  |      | Cheesecake                     | \$3           |
|  |      | Ice cream (chocolate, vanilla) | \$3           |
|  |      | <b>Beverages</b>               |               |
|  |      | Coffee                         | \$2           |
|  |      | Cream coffee                   | \$3           |
|  |      | Sparkling water                | \$1,5         |
|  |      | Wine (red, white)              | \$4           |
|  |      | Fresh orange juice             | \$2           |
|  |      | Soft drinks (cans)             | \$1           |

2 What would you suggest/recommend to these people?

- a) I need to cut down on sugary drinks. ....
- b) I want a cold dessert. Frozen, if possible. ....
- c) I only have \$12 and I would like to have a meat dish. ....
- d) It's hot today! I would like to start my meal with something cold. ....
- e) I'm a vegetarian and I don't feel like eating fish today! ....
- f) I would like a healthy dessert, please! ....

# D. How do you feel?



## Speaking



1 In class, discuss these questions.

- 1.1. How important is body image to you?
- 1.2. What do you do to build a healthy body and mind?

## Vocabulary



1 Label the pictures with the words from the box.

*exercise daily • get enough sleep • go to the doctor regularly  
have a healthy diet • have a nice hobby • have fun with friends*



a) .....



b) .....



c) .....



d) .....



e) .....



f) .....

- 1.1. Do you follow any of these recommendations? If so, which of them do you follow?
- 1.2. Which do you think are more important to follow?

## Speaking



1 In pairs, write a health problem on a card. For each problem, give an advice.

*She should walk every day.*

*Lia doesn't like sports.  
How can she keep fit?*

## Listening



Manual Digital

Áudio  
Doctor Carlos' podcast



1 Listen to Dr. Carlos' podcast talking about teenagers' health. Circle the correct option.

- a) Doctor Carlos goes to school to talk about the **weather** / **eating disorders**.
- b) The doctor recommends eating **several times** / **few times** a day.
- c) He is referring to **guided diets** / **anorexia and bulimia** in particular.
- d) **Dieting and eating in private** / **temperature and cough** are symptoms of these eating disorders.

2 According to Dr. Carlos, are these statements True (T) or False (F). Correct the false ones.

- a)  Dizziness and fatigue are symptoms of eating disorders.

.....

- b)  The best way to treat these disorders is alone.

.....

- c)  A balanced diet is essential to prevent both anorexia and bulimia.

.....

3 Dr. Carlos mentions the importance of going to the doctor regularly and the importance of a professional team for the treatment of eating disorders. Match the type of doctor with the treatment/help they provide.

- a)  dietician
- b)  GP (general practitioner)
- c)  psychologist

- 1. a doctor who is trained in general medicine and who works in the local community, not in a hospital.
- 2. a person who has been trained in psychology.
- 3. a person whose job is to advise people on what kind of food they should eat to keep healthy.



## Reading



- 1 Read or listen to the following blogpost by a Nigerian blogger about Cabo Verde's traditional food and eating habits.

## Cape Verdean food

The national Cape Verdean dish is *Cachupa* – a stew made with corn, beans, fish or meat. They eat a lot of fish and other seafood, corn, rice, beans, potatoes and they have vegetables almost all year round. They also enjoy lots of fruits like bananas, papayas, mangoes, and avocados. Cape Verdeans eat cassava like we do in Nigeria and have a stewed beans and meat dish called *Feijoada*. You know how Jollof rice is for our wedding celebrations, they have the *Canja de galinha*, a chicken rice soup.



For their desserts and snacks, island fruits are very common. A popular dessert is the *Doce de papaia* (papaya jelly).

Cape Verdeans eat big lunches and small dinners. Breakfast is regular. This seems to follow in line with old philosophies on how to eat that [...] says "eat like a king in the morning, a prince in the afternoon and a peasant at night."

[www.behealthyafrika.com](http://www.behealthyafrika.com) (adapted and abridged)

e Manual Digital

Audio  
Cape Verdean  
food



- 2 Answer the following questions.

- What is Cabo Verde's traditional dish? .....
- What is that dish made of? .....
- What food products do Cape Verdeans eat the most? .....
- What dish is usually served in ceremonies? .....

- 3 Match the information to describe Cape Verdeans' eating habits.

- |  |                                |
|--|--------------------------------|
| a) <input type="checkbox"/> At breakfast | 1. they eat very little.       |
| b) <input type="checkbox"/> At lunch     | 2. they eat considerably well. |
| c) <input type="checkbox"/> At dinner    | 3. they eat normally.          |

## Speaking



- 1 Discuss with a classmate.

- 1.1. What was the last thing you ate?
- 1.2. What food do you usually eat with your family? What are your family's favourite dishes?



## Grammar



1 Read the following sentences.

Ricardo and Lia have already tried Gufong.  
Ricardo and Lia have been studying in this school for 6 years now.

1.1. Underline and identify the verb tenses.

### Present perfect simple vs present perfect continuous

The present perfect simple usually focuses on the result of the activity in some way, and the present perfect continuous usually focuses on the activity itself.

| Present perfect simple  | Present perfect continuous  |
|---|---|
| <p>Focuses on the result</p> <p><b>Example:</b> Daniel <b>has cooked</b> a delicious meal.</p>            | <p>Focuses on the action</p> <p><b>Example:</b> Daniel <b>has been cooking</b> for hours.</p>   |
| <p>Says: How many</p> <p><b>Example:</b> Daniel <b>has</b> already <b>tried</b> 15 different recipes.</p> | <p>Says: How long</p> <p><b>Example:</b> He <b>has been trying</b> his best dessert all morning.</p>                                    |
| <p>Describes a completed action</p> <p><b>Example:</b> They <b>have finished</b> eating their lunch.</p>  | <p>Describes an activity which may continue</p> <p><b>Example:</b> I've <b>been peeling</b> this fruit.</p>                             |
|   | <p>Describes an evidence of recent activity</p> <p><b>Example:</b> Smells good here. Someone <b>has been cooking</b> here recently.</p> |



## Exercises

### 1 Fill in the blanks with **present perfect** or **present perfect continuous**.

- a) I have a headache. I ..... on this project all this morning.  
 1. has worked  
 2. have been working
- b) Júlio ..... to France.  
 1. has been going  
 2. has gone
- c) I ..... the house chores. What do I do now?  
 1. have finished  
 2. has been finishing
- d) We ..... anything from them yet.  
 1. haven't been hearing  
 2. haven't heard



### 2 Complete with **present perfect simple** or **present perfect continuous**.

- a) I ..... already ..... my gym lesson. (**finish**)
- b) They ..... together for six months. (**live**)
- c) ..... you ..... the mail yet? (**receive**)
- d) Joana ..... for a job since she left school. (**look**)

### 3 Write questions with **how long**.

- a) ..... ?  
 I have lived in Santiago for ten years.
- b) ..... ?  
 I've been waiting for you since morning.
- c) ..... ?  
 I have been learning English for a year.
- d) ..... ?  
 She has been working in this restaurant since 2019.

## Reading



- 1 Lia is making an appointment at the doctor's. Read and complete the dialogue with the words below.

Would you mind

speaking

It's

afraid

**Receptionist:** Thank you for phoning Santa Maria Medical Centre. Silvia

**a)** ..... How can I help you?

**Lia:** Hi Silvia. **b)** ..... Lia calling. How are you today?

**Receptionist:** I'm fine, Silvia. How are you?

**Lia:** Well, actually, I have a toothache. I was hoping Dr. Morris would have some time to see me this week.

**Receptionist:** I'm **c)** ..... he's booked this week. I can pencil you in for 2pm next Tuesday. How does that sound?

**Lia:** That would be great.

**Receptionist:** Okay, we are at Rua da Amora, no. 7.

**Lia:** **d)** ..... spelling that for me?

**Receptionist:** Sure. That's A-M-O-R-A.

**Lia:** Okay great. I'll see you on Tuesday then.

**Receptionist:** Okay. Thank you for calling. See you then.

**Lia:** Thanks. Bye.



- 2 Listen to the dialogue to check your answers.

## Speaking



- 1 In pairs, act out a dialogue between a receptionist and a patient. Don't forget to schedule a doctor's appointment. The appointment can be face-to-face or by phone.



## Project file 4

### Yummy class recipe book

Follow the steps to create a class recipe book.



#### STEP 1

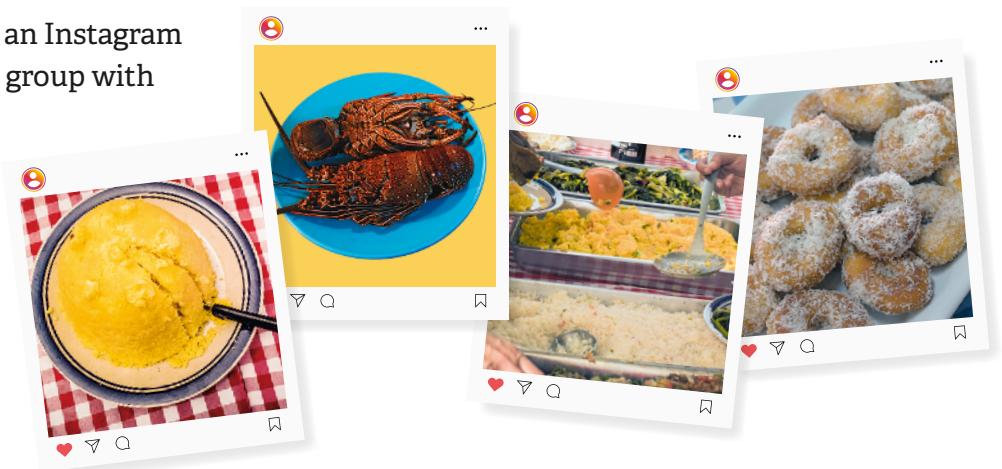
Think of a traditional recipe of your country or one you like a lot. It can be a starter, main course, dessert or a healthy snack. Search for additional information on the internet. Present the recipe to the class.

#### STEP 2

Collect the recipes and make a class digital recipe book.

#### STEP 3

You can create an Instagram account of the group with your recipes.



## Time to test 4

**1** Read about Lina's lifestyle and answer the questions.

I have a typical lifestyle for a student of my age. I have breakfast at 7:20 on schooldays because I have lessons at 8:15. For breakfast, I don't eat very much. I eat sandwiches or milk and cereal and I drink orange juice. On Saturdays and Sundays, I have breakfast between 10 and 12 o'clock because I sleep later than on schooldays. I often have lunch later around 3 pm. I have lunch between 1 and 2 pm on schooldays at the cafeteria. In my opinion, the main meal of the day is at lunchtime. For lunch, I eat a lot. I eat potatoes with salad or green vegetables, fish or meat. Sometimes I eat food from other countries or ready-made meals. Once a week I eat at a restaurant, usually fast food. I eat soup as well. For dessert, first I always eat a piece of fruit and then sometimes I have biscuits, cake, ice cream or chocolate. I have dinner at 8 pm. For dinner I just eat a little. I have soup, a sandwich and fruit. I rarely eat complete meals for dinner. I like all types of fruit. I love apples, strawberries and oranges. I like vegetables, especially salad and peas. I don't like cabbage. I like soft drinks. Coke is my favourite. I drink water, milk and juice. I hate tea, I've never liked it. At the weekend, I usually get take-away meals or I eat out because my parents are tired because they have long workdays during the week. At weekends, I swim and go on long walks with my family.



- a) What time does Lina have breakfast on weekdays? .....
- b) In her opinion, what's the most important meal? .....
- c) How often does she eat in the restaurant during the week? .....
- d) What is her favourite fruit? .....
- e) Does she cook at weekends? .....

**2** Find six healthy habits in Lina's routine.

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....
- f) .....



- 3** Complete with **already, yet, ever, never, since, for**.
- a) My family has ..... been to the doctor this month.
  - b) Have you ..... visited Praia? It's lovely.
  - c) The Silvas' have lived here ..... 1981.
  - d) Mariana hasn't seen a dietician .....
  - e) João has been in this school ..... three years now.
  - f) I have ..... eaten sushi! I would like to try one day.

- 4** **Present perfect simple** or **present perfect continuous**? Fill in the gaps.
- a) Alan ..... **(break)** his leg.
  - b) "You look hot"! Yes, I ..... **(run)** running.
  - c) My mother ..... finally ..... **(find)** a job.
  - d) They ..... **(train)** together in the same team for years.

- 5** Listen to Ricardo's advice and complete the notes.

**Good health**

Good health means **a)** ....., **b)** .....  
and **c)** ..... well-being; do regular **d)** ..... ;  
avoid tobacco and **e)** .....

- 6** Complete the dialogue. Use the pictures to help you.

**Waiter:** Hello! **a)** .....

**Olivia:** Yes, please. Could **b)** .....

**Waiter:** Of course! Here you are!

**Olivia:** I would like **c)** .....

**Waiter:** And what would you like to drink?

**Olivia:** **d)** .....

**Waiter:** And dessert?

**Olivia:** Yes, please! Can I have **e)** .....

**Waiter:** Of course, I'll be back soon with your order.

**Olivia:** **f)** .....!





5



# Trendy teens

## Learning goals

- Match images with correspondent clothes
- Compare prices from different shops
- Produce/Design a project about fashion

## Unit structure

- A. Are you a fashion victim?
- B. The fashion industry
- C. At the shop
- D. Markets or shopping centres?

# A. Are you a fashion victim?



## Reading



- 1 In pairs, discuss this question:  
How important is fashion to you?
- 2 Read the quiz and choose one of the options.



## Quiz: Are you fashion fabulous?

- 1 How much time do you spend in front of the mirror every morning?
  - a)  More than 5 minutes.
  - b)  Less than 5 minutes.
  - c)  I prefer not to look in the mirror in the morning.
- 2 Why do you like your clothes?
  - a)  They are comfortable.
  - b)  They say something about who I am.
  - c)  I don't like my clothes.
- 3 What do you usually wear?
  - a)  Casual clothes (jeans and t-shirts).
  - b)  Clothes that are in fashion.
  - c)  Whatever I feel like on a certain day.
- 4 What do you refuse to wear?
  - a)  Clothes that are in fashion.
  - b)  Clothes other people buy for me.
  - c)  Clothes that aren't in fashion.
- 5 How would you describe your style?
  - a)  Fashionable.
  - b)  Not "fashionable" but unique to me.
  - c)  Style? What's that?
- 6 How often do you buy clothes?
  - a)  Rarely.
  - b)  Often.
  - c)  Sometimes.



3 Share your answers with the class. Who is a fashion victim?

## Vocabulary



1 Look at the items and match the letters (a-h) to the numbers (1-8).  
Listen and repeat.



- |  |   |                                   |                                      |
|--|---|-----------------------------------|--------------------------------------|
| 1. <input type="checkbox"/> sunglasses | 3. <input type="checkbox"/> leather boots | 5. <input type="checkbox"/> belt  | 7. <input type="checkbox"/> trainers |
| 2. <input type="checkbox"/> jumper     | 4. <input type="checkbox"/> skirt         | 6. <input type="checkbox"/> jeans | 8. <input type="checkbox"/> wallet   |

e Manual Digital

Audio  
Clothes,  
footwear and  
accessories



Jogo  
Clothes,  
footwear and  
accessories



2 Label the pictures and write them in the correct category.

- sandals
- earrings
- t-shirt
- scarf
- shorts
- blazer
- shoes
- necklace



| FASHION ITEMS |          |             |
|---------------|----------|-------------|
| Clothes       | Footwear | Accessories |
|               |          |             |

Manual Digital

Áudio Syllable stress 2



## Speaking



### Pronunciation

1 Look at the syllable stress in these fashion items. Listen and repeat.

- |                   |                     |                      |
|-------------------|---------------------|----------------------|
| a) <b>ja</b> cket | d) <b>hand</b> bag  | g) <b>trou</b> sters |
| b) <b>ju</b> mper | e) <b>neck</b> lace | h) <b>train</b> ers  |
| c) <b>wal</b> let | f) <b>san</b> dals  | i) <b>ear</b> rings  |

2 Underline the stressed syllable.

- |             |             |
|-------------|-------------|
| a) swimsuit | d) bracelet |
| b) glasses  | e) bikini   |
| c) cardigan |             |



## Reading


 e Manual  
Digital

 Jogo  
Digital game:  
Clothes

- 1 Mayra Andrade is being asked about the role of fashion in her life and job. Read carefully part of the interview.

## Mayra Andrade's style

The award-winning Cape Verdean jazz vocalist opens her home in Accra, Ghana to Industrie Africa.

**Interviewer:** [...] How do you define your **sartorial** style in five words?

**Mayra:** **Bold**, elegant, personal, chic, and **androgynous**. I think these words pretty much sum up my fashion sense.

**Interviewer:** What role does fashion play in your art as a musician? And what do you think of African fashion and music?

**Mayra:** I think fashion is a major contributor to the art of **storytelling**, especially in music. The visual power of clothing really adds to how a message in a song is transmitted. I have had my own personal journey in realising this power. Fashion has definitely given me a new avenue to express myself and being cohesive with my music.

Just like music, I appreciate the bold messages in fashion, and I have come to love the brands and designers that I have had the pleasure to interact with. There are so many great African talents coming from the continent. African fashion and music... reflect what is going on in our collective minds [...]. Designers like Selam Fessahaye, Loza Maléombho, Angela Brito, IAMISIGO and Adama Paris are my favourite designers.

I would love to wear their clothes during my tour and I own some pieces from these designers.

[www.industrieafrica.com](http://www.industrieafrica.com) (adapted and abridged)



### Vocabulary box

**Sartorial (adj):** relating to clothes, especially men's clothes, and the way they are made or worn.

**Bold (adj):** brave and confident.

**Androgynous (adj):** gender neutral; appearance of both male or female.

**Storytelling (n):** the activity of telling or writing stories.



2 Complete the sentences with information from the text.

- a) Mayra prefers to have ..... style.
- b) Fashion contributes to .....
- c) The visual power of clothes influences the message in a .....
- d) Mayra loves ..... designers.

3 Answer the questions.

- a) What type of clothes do you like to wear?

.....

- b) What kind of clothes do people in your country usually wear?

.....

- c) What kind of clothes do you dislike?

.....

- d) What is your favourite fashion item? Why?

.....

Speaking



- 1 Share your answers in the previous exercise with the class.

- 2 Discuss different fashion styles of singers/bands that you like.

**Example:** *I think Fattú Djakité has an unique style because she...*

Who is more casual?

Who is a fashion victim?

Who likes unique styles?



## Listening



- 1 Listen to the song and complete with the words in the boxes.

## Made you look

I could have my **a)** ..... on  
 I could wear my Louis Vuitton  
 But even with nothing on  
 Bet I made you **b)** ..... (I made you look)

I'll make you double take soon as I walk away  
 Call up your chiropractor just in case your neck break  
 Ooh, tell me what you, what you, what you gon' do? Ooh  
 'Cause I'm 'bout to make a scene, double up that sunscreen  
 I'm 'bout to turn the heat up, gonna make your **d)** ..... steam  
 Ooh, tell me what you, what you, what you gon' do? Ooh

When I do my walk, **d)** .....  
 I can guarantee your jaw will drop, drop  
 'Cause they don't make a lot of what I got, got  
 Ladies, if you feel me, this your bop, bop  
 (Bop, bop, bop)

I could have my Gucci on (Gucci on)  
 I could wear my Louis Vuitton  
 But even with nothing on  
 Bet I made you look (I made you look)  
 Yeah, I look good in my **e)** ..... **f)** ..... (take it off)  
 But I'm hotter when my morning hair's a mess  
 But even with my hoodie on  
 Bet I made you look (I made you look)  
 (Hmm-hmm-hmm)



Versace

glasses

Gucci

look

walk

dress

Meghan Trainor – Made you look

## Speaking



- 1 Which brands are mentioned in the song? Do you think brands are important? Discuss with your partner.

# Vocabulary



1 Label the fashion styles.

sporty

formal

casual

classic



a) .....



b) .....



c) .....



d) .....

2 Complete the sentences with the adjectives in the box.

formal • comfortable • fashionable • trendy • casual

- a) Wearing tracksuits is very .....
- b) Jeans, T-shirts and trainers are examples of ..... clothes.
- c) I like to read magazines with ..... accessories. I like to know about recent trends.
- d) In ceremonies we usually wear ..... clothes.

3 Which style do you identify with more? Why?

## Grammar



1 Look at these opinions about fashion styles.

a) I love **watches and rings**.

b) I love **clothes** with bright **colours**.

1.1. Which sentence has a countable and an uncountable noun? .....

1.2. Which sentence has two countable nouns? .....

e Manual Digital

Video  
Countable and uncountable nouns



QuizEV  
Countable and uncountable nouns

## Countable and uncountable nouns

| Countable nouns  | Uncountable nouns   |
|--|---|
| Countable nouns can be counted. They have a <b>plural</b> form.  | Uncountable nouns cannot be counted. Uncountable nouns only have <b>singular</b> forms and are followed by singular verbs.  |
| <ul style="list-style-type: none"> <li>• a teacher, a child, a gentleman</li> <li>• a butterfly, an elephant, a whale</li> <li>• a flower, a bush, a tree</li> <li>• a bag, a pen, a mountain</li> </ul> | <ul style="list-style-type: none"> <li>• love, death, beauty</li> <li>• smoke, air, steam</li> <li>• water, milk, blood</li> <li>• wood, iron, fabric</li> <li>• sugar, rice, sand</li> </ul> |

## Exercises

1 Tick (✓) the correct option.

a) T-shirt

1.  uncountable noun    2.  countable noun

b) water

1.  countable noun    2.  uncountable noun

c) cotton

1.  uncountable noun    2.  countable noun

d) book

1.  countable noun    2.  uncountable noun

e) family

1.  uncountable noun    2.  countable noun

f) love

1.  countable noun    2.  uncountable noun

- 2 Underline countable and uncountable nouns. Write (C) or (U) above the word.
- a) The fashion magazines are on my desk.
  - b) I always have milk and a coffee for breakfast.
  - c) Children usually like pasta.
  - d) My favourite shops are in the shopping centre.

## Speaking



- 1 Describe the pictures. Mention the items and the style.



### Remember

We use **present continuous** to describe what people are wearing.

### Example:

*He/She is wearing...*

*They are wearing...*

## Writing



- 1 Choose one of the topics.

- A. Write a short text about your favourite clothes and favourite style(s).
- B. Write about a famous fashion brand you like most.

.....

.....

.....

.....

.....

.....

.....

# B. The fashion industry



## Vocabulary



e Manual Digital

Áudio  
*Pánu di téra*



Cabo Verde is well-known for its tradition and history.

- 1 Label the pictures.
- 2 Tick (✓) the typical pattern(s) from your country.
- 3 Do you have any item with this pattern? If so, describe it to the class.



a)  ..... b)  ..... c)  .....

## Listening

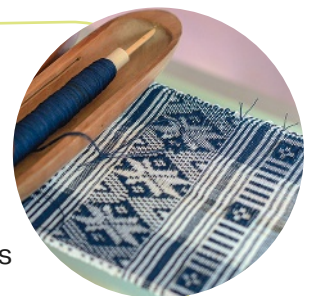


The fashion industry in Cabo Verde started with *Pánu di téra*.

- 1 Listen to its history and complete the gaps with the missing information.

### *Pánu di téra*

- a) It's a ..... tradition
- b) Traditional .....
- c) From the ..... and ..... centuries
- d) Made of .....
- e) Bands of ..... cm
- f) Traditional in the islands: ....., Fogo and Brava
- g) Colours: ..... and .....
- h) New colours: .....





## Reading



e Manual  
Digital

Áudio  
Isa's dream



- 1 Isa is a young Cape Verdean girl who loves tradition and fashion. Read or listen to the following text about her future plans.

## Isa's dream

Isa is a young teenager living in São Vicente. Since she was a child she has always loved helping people accessorise. Shoes had to match with bags. In her opinion, accessories are essential details. Her mother says: "She wakes up an hour early to decide what to wear that day". When there were family gatherings or weddings, she would always advise what each person should wear.



When she was 9, she used to spend her free time with our neighbour Matilde who is a stylist at the local boutique. Isa was amazed with fashion work, the way to sew some pieces of fabrics, the buttons or zippers to apply to the clothes. She learnt something new every day, but what she really enjoyed was the power that Matilde had to transform a simple piece of cloth into an amazing fashionable item.

Now, Isa is 16 and she had the idea to start her own brand. Her intention is to use the traditional patterns of her country. First, she wants to develop her work in Cabo Verde and then who knows, she could dive into the fashion business outside her country. Isa's dream is to share her history, tradition and fashion with the rest of the world. One day she would like to live in Italy and become a fashion designer and stylist.

- 2 Write questions for these answers.

- a) .....?  
Yes, she does. She **loves fashion**.
- b) .....?  
She **was nine** when she started to learn to sew.
- c) .....?  
Isa's dream is to become **a fashion designer and stylist**.
- d) .....?  
She started getting into fashion **when she was a little child**.

3 Answer the questions.

a) How did Isa's family know about her interest in fashion?

.....

b) What does she intend to do in the future?

.....

c) Who is Matilde?

.....

 Manual Digital

**Video**  
Quantifiers – a few, a little, few, little



**Speaking**



1 Discuss these questions with a partner.

1.1. Does anyone in your family have *Pánu di téra*?

1.2. Does you know anyone who works with fashion (tailor, dressmaker)?



**Grammar**



1 Read the following sentences.

*Isa has many handmade bags.*

*How much is that flowery dress?*

1.1. Underline the words that express quantity in the sentences.

**Quantifiers**

We use quantifiers when we want to give someone information about the number or amount of something.

| Countable Nouns  | Uncountable nouns   |
|--|---|
| <p><b>many</b></p> <p><b>Example:</b> <i>There are many clothes in this shop.</i></p>  | <p><b>much</b></p> <p><b>Example:</b> <i>There isn't much fabric to make the dresses.</i></p> |
| <p><b>How many...?</b></p> <p><b>Example:</b> <i>How many scarves do you have?</i></p> | <p><b>How much...?</b></p> <p><b>Example:</b> <i>How much tea would you like?</i></p>         |

| Countable Nouns   | Uncountable nouns   | Countable and uncountable nouns  |
|---|---|--|
| <p><b>(a) few</b><br/> <b>Example:</b> <i>We have <b>a few</b> buttons for this dress. (enough)</i></p> <p><b>few</b><br/> <b>Example:</b> <i>We have <b>few</b> buttons for this dress. We need more! (not enough)</i></p> | <p><b>(a) little</b><br/> <b>Example:</b> <i>There is <b>a little</b> juice left. (enough)</i></p> <p><b>little</b><br/> <b>Example:</b> <i>There is <b>little</b> juice left. (not enough)</i></p> | <p><b>some</b><br/> <b>Example:</b> <i>There are <b>some</b> oranges on the table.</i><br/> <b>Example:</b> <i>There is <b>some</b> money left.</i></p> <p><b>any</b><br/>                     (interrogative and negative)<br/> <b>Example:</b> <i>There aren't <b>any</b> brown shoes in the shoe shop.</i><br/> <b>Example:</b> <i>Is there <b>any</b> apple pie in the fridge?</i></p> |

## Exercises

### 1 Complete with **much** or **many**.

- Grandmother Eloísa squeezes ..... lemons to make fresh lemonade.
- How ..... is that skirt? I really love it.
- There are ..... shops in town.
- We ate a lot of ice-cream at the sweet shop! There isn't ..... left.

### 2 Fill in with **some**, **any**, **(a) few**, **(a) little**.

- My mother has ..... necklaces. One of them has ..... pearls.
- That recipe has ..... salt in it!
- Is there ..... hairdresser near your house?
- There are ..... hotels in Sal and Praia. Which is the best?

## Speaking



- Do you know how to sew? Would you like to learn? Who could teach you? Have you ever sewn any piece of cloth?



# C. At the shop



## Vocabulary



1 Label the pictures with the words in the box.

clothes shop • shoe shop • fishmonger's • shopping centre  
market • grocery • gift shop • supermarket

## SHOPS



a) .....



b) .....



c) .....



d) .....



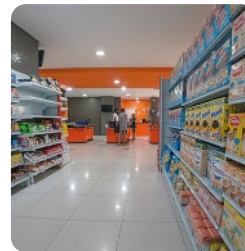
e) .....



f) .....



g) .....



h) .....

## Speaking



1 In pairs, discuss these questions.

- What is your favourite type of shop? What's its name? Why do you like shopping there?
- Do you prefer to go shopping alone, with friends or with family?
- Are you keen on shopping online? Share a positive and a negative experience.



Reading



1 Isa is at the clothes shop. Read or listen to the dialogue with the shop assistant.

Isa goes shopping

**Shop assistant:** Hello, can I help you?

**Isa:** I'm just looking, thanks.

[a few minutes later]

**Isa:** Excuse me?

**Shop assistant:** Yes?

**Isa:** Where are the changing rooms?

**Shop assistant:** They're over there. Behind you.

**Isa:** Thank you.

**Isa:** Hi. Excuse me again. Do you have this dress in smaller size, please?

**Shop assistant:** Yes, just a moment. What size do you need?

**Isa:** Small, please.

**Shop assistant:** Here you are.

**Isa:** How much is this?

**Shop assistant:** It's 3000\$00.

**Isa:** Can I pay by debit card?

**Shop assistant:** Yes, of course. Would you like a bag for that?

**Isa:** Yes, please.



Manual Digital

Áudio  
Isa goes shopping



Vídeo  
Going shopping



2 Complete the chart, according to the text.

- a) Type of shop
- b) Item
- c) Size
- d) Price
- e) Method of payment



3 Match pictures a-d to the expressions 1-4.



1. Where can I try this skirt on, please? I need a mirror.
2. You need to be very careful shopping here.
3. I will pay in cash, please.
4. This person will always help you.

e Manual Digital

Audio Methods of payment



## Vocabulary



### Currency

There are different methods of payment at shops or markets and payment related words.

1 Match the words to the pictures.

cheque

coins

debit card

bill/note

cash

till/cash register



a) .....

b) .....

c) .....



d) .....

e) .....

f) .....

2 Listen and repeat the words.



## Listening



Manual Digital

Áudio  
Shopping at the  
local street  
market



- 1 Isa and her friend Kiwane are shopping at the local street market. Listen and tick (✓) the correct option.

- a) Isa and Kiwane are at .....
1.  São Vicente's Market      2.  Sal Market
- b) Isa is interested in buying a .....
1.  dress      2.  coat
- c) It costs .....
1.  551\$35      2.  50\$70
- d) Kiwane is buying a .....
1.  green jumper      2.  yellow bag
- e) Isa is paying with .....
1.  a debit card      2.  cash
- f) After shopping, Kiwane and Mayara are going to the .....
1.  supermarket      2.  outdoor café



## Grammar



### Expressing likes/dislikes/preferences (revision)

- 1 The following chart shows verbs to express likes/dislikes. Write an example for each verb.

- a) love *I love wearing tennis shoes!*
- b) enjoy
- c) like
- d) don't like
- e) hate
- f) can't stand



# D. Markets or shopping centres?



e Manual Digital

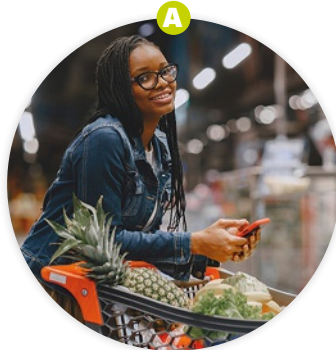
**Audio**  
Famous street markets in the world



## Speaking



- 1 Look at the pictures.
  - 1.1. Which picture is a market?
  - 1.2. Which picture is a supermarket?
- 2 Describe picture A and picture B:
  - What can you see?
  - What are the people doing?



- 3 Answer these questions.
  - 3.1. Where do you or your family usually buy groceries?
  - 3.2. Do you prefer shopping in supermarkets or street markets? Why?

## Reading



- 1 Read or listen to these texts about the most famous street markets in the world.

### St. Lawrence Market, Toronto

The market has a 200-year history and currently consists of three large spaces to sell goods. Open Tuesday to Saturday, St. Lawrence has vendors selling artisan foods, organic meats and vegetables, and many other locally grown or handcrafted goods.

More than 100 vendors are in the lower levels of the South Market building, while art and cultural exhibitions are regularly on the upper level. Saturday Farmers Market [...] brings more options to shoppers. Sunday's antiques show brings bargain hunters and collectors. The ground floor of St. Lawrence Hall is another historic place [...].



## La Boqueria, Barcelona



Barcelona is known for its beaches, its famous soccer club, and its architecture. However, La Boqueria is the city's most exciting attraction, at least from a food lover's perspective. This market's roots go back to the 13th century, and its design and atmosphere are, for some visitors, as attractive as what the many market stalls sell. Here you can find from fresh seafood and vegetables to artisanal foods and Catalan specialties.

Some visitors may get inspired and want to do more than simply eat their way around the market. Luckily, Boqueria has a culinary school so that those with culinary ambitions can learn some Catalan cooking.

[www.treehugger.com](http://www.treehugger.com)  
(adapted and abridged)

2 Identify the market.

- a) This market started in the 13<sup>th</sup> century.
- b) This market is 200 years old.
- c) You can go here from Tuesday to Saturday.
- d) In this place, you can find Catalan specialties.
- e) This market has art and cultural exhibitions.
- f) There is a culinary school in this market.

3 Are the statements True (T) or False (F)? Correct the false ones.

- a)  St. Lawrence market has four sales areas.  
.....
- b)  In La Boqueria, you can find fresh seafood.  
.....
- c)  St. Lawrence market gives you the chance to learn how to cook.  
.....
- d)  Toronto's market is exclusively a food market.  
.....

Speaking



- 1 Which products are sold in your country/island markets? Do they offer art and cultural exhibitions (handicrafts, paintings, music)? If so, share some examples with the class.



Listening



- 1 Carlos is sharing his best experience at a local street market. Listen and complete the chart.

Country: **a)** .....

What to find: **b)** ..... and furniture

Also find: food and **c)** .....

One of the biggest **d)** ..... attractions

Calendar of special **e)** ..... Including **f)** ..... and art shows







## Project file 5

### Sustainable fashion show at school

Follow the steps to create a sustainable fashion show at school.



#### STEP 1

At school, organise a collection of old clothes, accessories you don't wear anymore, fabrics, recyclable materials.



#### STEP 2

Create groups and give different tasks to the groups – preparing the materials, designing ideas for new clothes/ new styles, sewing clothes and applying accessories, naming outfits, among others.

#### STEP 3

Plan a fashion show or a second-hand market (also known as flea market) at your school advertising it on posters (date, name of show).



## Time to test 5

### 1 Read the text and match the halves to make sentences.

Shilin Night Market is the largest of Taipei's famous night markets. It is best known for its gigantic food court. Independent vendors sell their specialties [...] Visitors consider this one of the best places to eat in all of Taiwan. Renovations of the original market building have led to some major moves for local vendors, but these food artisans, many of whom have a devoted group of regular customers, are still serving the same dishes that they always have. Hundreds of additional vendors are found along the streets that surround Shilin, with non-food related shops [...].



www.treehugger.com (abridged)

- |  |                                       |
|--|---------------------------------------|
| a) <input type="checkbox"/> Taipei                             | 1. has an enormous food area.         |
| b) <input type="checkbox"/> Shilin Night                       | 2. building renovations.              |
| c) <input type="checkbox"/> This is considered one of the best | 3. other shops apart from food shops. |
| d) <input type="checkbox"/> This market had recent             | 4. is known for its night markets.    |
| e) <input type="checkbox"/> It also has                        | 5. places to eat in Taiwan.           |

### 2 Complete the sentences with the correct word.

- You can buy shoes in a .....
- You can buy jeans in a .....
- You can buy food and pay using a debit card in a .....
- You can shop outdoors in a .....
- You can buy fresh fish at a .....
- You can buy a souvenir in a .....

### 3 Fill in the blanks with **How much** and **How many**.

- ..... books have you got at home?
- ..... did your dress cost?
- ..... sugar does that cake recipe take?
- ..... pairs of shoes do you have?



Audio  
At the  
supermarket



4 Complete with **some, any, much, many, (a) few, (a) little.**

- a) There are ..... flowers in this garden. It's colourful and lovely!
- b) Are there ..... shops in this part of the city?
- c) Do you want ..... coffee? Or do you prefer tea?
- d) I want to make an apple pie, but we have ..... apples. Let's buy more at the market.
- e) We bought a lot of products, and we spent a lot of money. I'm afraid there isn't ..... left.
- f) I tried that new recipe with ..... milk. It tastes much better and it's lighter.

5 Listen to the dialogue and complete the gaps with the phrases in the boxes.

Have you got

How much is

Is that everything

Can I help you

That's

**Shop assistant:** Hi. a) ..... ?

**Carlos:** Hello. b) ..... this magazine, please?

**Shop assistant:** Let's see ... Music Top. c) ..... 10\$00.

**Carlos:** OK, can I have the magazine and a bottle of water?

**Shop assistant:** Sure.

**Carlos:** d) ..... cold ones?

**Shop assistant:** Over there in the fridge. e) ..... ?

**Carlos:** I think so. Oh ... and these sweets.

**Shop assistant:** OK.

**Carlos:** How much is that?

**Shop assistant:** That's 12\$00.

**Carlos:** Here you are.

**Shop assistant:** Thank you ... and here's your change. Would you like a bag?

**Carlos:** No, it's fine. Thank you. Bye.

**Shop assistant:** Bye!

6 Write a short paragraph about your favourite shop(s).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



# Extra contents

- Vocabulary plus
- Irregular verbs list

# Vocabulary plus · unit 1

## Come and try!

### Verbs

|                            |               |                  |                     |
|----------------------------|---------------|------------------|---------------------|
| <b>to do sports</b>        | desportos     | <b>to read</b>   | ler                 |
| <b>to watch television</b> | ver televisão | <b>to write</b>  | escrever            |
| <b>to listen to</b>        | ouvir         | <b>to travel</b> | viajar              |
| <b>to sing</b>             | cantar        | <b>to play</b>   | brincar/jogar/tocar |
| <b>to dance</b>            | dançar        | <b>to walk</b>   | andar/caminhar      |
| <b>to draw</b>             | desenhar      | <b>to prefer</b> | preferir            |

### Nouns and phrases

|                               |                          |                         |                    |
|-------------------------------|--------------------------|-------------------------|--------------------|
| <b>games</b>                  | jogos                    | <b>beach sports</b>     | desportos de praia |
| <b>board games</b>            | jogos de tabuleiro       | <b>window shopping</b>  | ver montras        |
| <b>chess</b>                  | xadrez                   | <b>telling stories</b>  | contar histórias   |
| <b>surfing</b>                | surf                     | <b>camping</b>          | acampar            |
| <b>swimming</b>               | nadar                    | <b>handcraft</b>        | artesanato         |
| <b>cooking</b>                | cozinhar                 | <b>collection</b>       | coleção            |
| <b>drawing</b>                | desenhar                 | <b>favourite places</b> | locais preferidos  |
| <b>riding bike</b>            | andar de bicicleta       | <b>music</b>            | música             |
| <b>water sports</b>           | desportos de água        | <b>photograph</b>       | fotografia         |
| <b>walking in the park</b>    | caminhar no parque       | <b>concerts</b>         | concertos          |
| <b>extreme/radical sports</b> | desportos radicais       | <b>exhibition</b>       | exposição          |
| <b>fly a kite</b>             | soltar papagaio de papel | <b>internet</b>         | internet           |
| <b>visit my family</b>        | visitar a minha família  | <b>gardening</b>        | jardinagem         |
| <b>free time</b>              | tempo livre              | <b>library</b>          | biblioteca         |
| <b>party</b>                  | festa                    | <b>meditation</b>       | meditação          |
| <b>gallery</b>                | galeria                  | <b>leisure</b>          | lazer              |
| <b>local parade</b>           | romaria/ desfile local   | <b>surf board</b>       | prancha de surf    |
| <b>street performance</b>     | atuação de rua           | <b>surfer</b>           | surfista           |



## Vocabulary plus · unit 2

### Family ties

#### Verbs

|                        |                      |                          |                       |
|------------------------|----------------------|--------------------------|-----------------------|
| <b>to get together</b> | juntar-se            | <b>to photograph</b>     | fotografar            |
| <b>to socialise</b>    | socializar           | <b>to keep in touch</b>  | manter-se em contacto |
| <b>to tell stories</b> | contar histórias     | <b>to get along with</b> | dar-se bem com        |
| <b>to share</b>        | partilhar            | <b>to invite</b>         | convidar              |
| <b>to laugh</b>        | rir                  | <b>to feel close to</b>  | sentir-se próximo de  |
| <b>to have fun</b>     | divertir-se          | <b>to organise</b>       | organizar             |
| <b>to learn</b>        | aprender             | <b>to spend time</b>     | passar tempo          |
| <b>to tell jokes</b>   | dizer/ contar piadas | <b>to join</b>           | juntar                |

#### Nouns and phrases

|                          |                  |                          |                      |
|--------------------------|------------------|--------------------------|----------------------|
| <b>grandparents</b>      | avós             | <b>siblings</b>          | irmãos               |
| <b>great-grandmother</b> | bisavó           | <b>cousin</b>            | primo/a              |
| <b>great-grandfather</b> | bisavô           | <b>aunt</b>              | tia                  |
| <b>grandmother</b>       | avó              | <b>uncle</b>             | tio                  |
| <b>grandfather</b>       | avô              | <b>niece</b>             | sobrinha             |
| <b>grandchildren</b>     | netos            | <b>nephew</b>            | sobrinho             |
| <b>child</b>             | criança; filho/a | <b>godmother</b>         | madrinha             |
| <b>only child</b>        | filho/a único/a  | <b>godfather</b>         | padrinho             |
| <b>son</b>               | filho            | <b>stepmother</b>        | madrasta             |
| <b>daughter</b>          | filha            | <b>stepfather</b>        | padrasto             |
| <b>father</b>            | pai              | <b>stepsister</b>        | meia-irmã            |
| <b>mother</b>            | mãe              | <b>stepbrother</b>       | meio-irmão           |
| <b>parents</b>           | pais             | <b>family gatherings</b> | encontros de família |
| <b>sister</b>            | irmã             | <b>wedding</b>           | casamento            |
| <b>brother</b>           | irmão            | <b>birthday</b>          | aniversário          |



## Vocabulary plus · unit 3

### Looking back

#### Verbs

|                                      |                              |
|--------------------------------------|------------------------------|
| <b>to remember</b>                   | recordar                     |
| <b>to watch cartoons</b>             | ver desenhos animados        |
| <b>to play with marbles</b>          | brincar com berlindes        |
| <b>to play with dolls</b>            | brincar com bonecas          |
| <b>to play with teddy bears</b>      | brincar com peluches         |
| <b>to step in puddles</b>            | pisar poças de água          |
| <b>to build sandcastles</b>          | construir castelos de areia  |
| <b>to save money in a piggy bank</b> | poupar dinheiro no mealheiro |
| <b>to exercise the memory</b>        | exercitar a memória          |
| <b>to tell</b>                       | dizer/contar                 |
| <b>to climb trees</b>                | trepar árvores               |
| <b>to jump rope</b>                  | saltar à corda               |



#### Nouns and phrases

|                            |                                   |                          |                                   |
|----------------------------|-----------------------------------|--------------------------|-----------------------------------|
| <b>upbringing</b>          | educação dada pela família        | <b>toy</b>               | brinquedo                         |
| <b>episode</b>             | episódio                          | <b>memory games</b>      | jogos de memória                  |
| <b>childhood</b>           | infância                          | <b>baby album</b>        | álbum de bebé                     |
| <b>past memory</b>         | memória passada                   | <b>children's games</b>  | jogos de crianças                 |
| <b>present</b>             | presente                          | <b>kindergarten</b>      | jardim de infância                |
| <b>memory</b>              | lembrança/ recordação/<br>memória | <b>childhood friends</b> | amigos(as) de infância            |
| <b>park</b>                | parque                            | <b>nostalgia</b>         | nostalgia                         |
| <b>playground</b>          | recreio                           | <b>hopscotch</b>         | macaca (jogo)                     |
| <b>first day at school</b> | primeiro dia de escola            | <b>hide and seek</b>     | jogo de escondidas ou<br>apanhada |
| <b>first teacher</b>       | primeiro/a professor/a            | <b>console</b>           | consola                           |
| <b>bedtime stories</b>     | histórias antes de dormir         | <b>video games</b>       | videojogos                        |
| <b>slide and swing</b>     | escorrega e balanço               | <b>cartoons</b>          | desenhos animados                 |
| <b>birthday parties</b>    | festas de aniversário             | <b>sibling</b>           | irmão/irmãos                      |
| <b>zoo</b>                 | jardim zoológico                  | <b>neighbourhood</b>     | vizinhança                        |
| <b>doll</b>                | boneca                            | <b>neighbour</b>         | vizinho/a                         |

## Vocabulary plus · unit 4

### You are what you eat

#### Verbs

|                               |                         |
|-------------------------------|-------------------------|
| <b>to cook</b>                | cozinhar                |
| <b>to eat</b>                 | comer                   |
| <b>to drink</b>               | beber                   |
| <b>to lay/set the table</b>   | pôr a mesa              |
| <b>to bake a cake</b>         | fazer um bolo           |
| <b>to buy food</b>            | comprar comida          |
| <b>to choose a restaurant</b> | escolher um restaurante |
| <b>to prepare a meal</b>      | preparar uma refeição   |
| <b>to grill</b>               | grelhar                 |
| <b>to fry</b>                 | fritar                  |
| <b>to boil</b>                | cozer                   |
| <b>to roast</b>               | assar                   |
| <b>to mix</b>                 | misturar                |
| <b>to go to the doctor's</b>  | ir ao médico            |
| <b>to make an appointment</b> | marcar uma consulta     |
| <b>to have an appointment</b> | ter uma consulta        |



#### Nouns and phrases

|                        |                   |                             |                                  |
|------------------------|-------------------|-----------------------------|----------------------------------|
| <b>butcher's</b>       | talho             | <b>fast-food restaurant</b> | restaurante de comida rápida     |
| <b>fishmonger's</b>    | peixaria          | <b>fancy restaurant</b>     | restaurante de comida requintada |
| <b>bread</b>           | pão               | <b>healthy food</b>         | comida saudável                  |
| <b>bakery</b>          | padaria           | <b>unhealthy food</b>       | comida não saudável              |
| <b>cake</b>            | bolo              | <b>prescription</b>         | prescrição (médica)              |
| <b>menu</b>            | menu              | <b>treatment</b>            | tratamento                       |
| <b>main course</b>     | prato principal   | <b>symptoms</b>             | sintomas                         |
| <b>fish dish</b>       | prato de peixe    | <b>eating disorders</b>     | transtornos alimentares          |
| <b>meat dish</b>       | prato de carne    | <b>bulimia</b>              | bulimia                          |
| <b>vegetarian dish</b> | prato vegetariano | <b>anorexia</b>             | anorexia                         |
| <b>dessert</b>         | sobremesa         | <b>dietician</b>            | nutricionista                    |
| <b>beverages</b>       | bebidas           | <b>psychiatrist</b>         | psiquiatra                       |

# Vocabulary plus · unit 5

## Trendy teens

### Verbs

|                             |                   |                              |                        |
|-----------------------------|-------------------|------------------------------|------------------------|
| <b>(to) buy</b>             | comprar           | <b>(to) put on make-up</b>   | maquilhar-se           |
| <b>(to) go shopping</b>     | ir às compras     | <b>(to) match colours</b>    | combinar roupas        |
| <b>(to) ask for a size</b>  | pedir um tamanho  | <b>(to) measure</b>          | medir                  |
| <b>(to) pay</b>             | pagar             | <b>(to) wear</b>             | usar/trazer vestido    |
| <b>(to) choose</b>          | escolher          | <b>(to) sew</b>              | coser                  |
| <b>(to) match (clothes)</b> | combinar (roupas) | <b>(to) cut</b>              | cortar                 |
| <b>(to) exchange</b>        | trocar            | <b>(to) design (clothes)</b> | criar/desenhar (roupa) |
| <b>(to) see</b>             | ver               | <b>(to) try on (clothes)</b> | experimentar (roupa)   |
| <b>(to) check</b>           | verificar         | <b>(to) put on (clothes)</b> | vestir (roupa)         |

### Nouns and phrases

|                        |                         |                           |                     |
|------------------------|-------------------------|---------------------------|---------------------|
| <b>bargain</b>         | pechincha/compra barata | <b>book shop</b>          | livraria            |
| <b>payment methods</b> | métodos de pagamento    | <b>market stall</b>       | banca de mercado    |
| <b>grocery</b>         | mercearia               | <b>boutique</b>           | boutique            |
| <b>greengrocer's</b>   | frutaria                | <b>jewellery shop</b>     | joalheria           |
| <b>market</b>          | mercado                 | <b>sports shop</b>        | loja de desporto    |
| <b>supermarket</b>     | supermercado            | <b>gift/souvenir shop</b> | loja de recordações |
| <b>shopping centre</b> | centro comercial        | <b>bill</b>               | conta               |
| <b>clothes shop</b>    | loja de roupa           | <b>cash register/till</b> | caixa registadora   |
| <b>shoe shop</b>       | sapataria               | <b>sales</b>              | saldos/promoções    |
| <b>eyewear shop</b>    | oculista                | <b>discount</b>           | desconto            |

### Adjectives

|                      |              |               |              |
|----------------------|--------------|---------------|--------------|
| <b>expensive</b>     | caro/a       | <b>loose</b>  | folgado/a    |
| <b>cheap</b>         | barato/a     | <b>tight</b>  | justo/a      |
| <b>fashionable</b>   | na moda      | <b>sloppy</b> | desleixado/a |
| <b>unfashionable</b> | fora de moda | <b>baggy</b>  | muito grande |

| Irregular verbs list |                |                 |                           |
|----------------------|----------------|-----------------|---------------------------|
| Infinitive           | Past simple    | Past participle | Translation               |
| be                   | was/were       | been            | <i>ser; estar</i>         |
| become               | became         | become          | <i>tornar-se</i>          |
| begin                | began          | begun           | <i>começar</i>            |
| break                | broke          | broken          | <i>quebrar</i>            |
| bring                | brought        | brought         | <i>trazer</i>             |
| build                | built          | built           | <i>construir</i>          |
| burn                 | burnt          | burnt           | <i>queimar</i>            |
| buy                  | bought         | bought          | <i>comprar</i>            |
| catch                | caught         | caught          | <i>capturar</i>           |
| choose               | chose          | chosen          | <i>escolher</i>           |
| come                 | came           | come            | <i>vir; chegar</i>        |
| cost                 | cost           | cost            | <i>custar</i>             |
| cut                  | cut            | cut             | <i>cortar</i>             |
| do                   | did            | done            | <i>fazer</i>              |
| draw                 | drew           | drawn           | <i>desenhar</i>           |
| dream                | dreamt/dreamed | dreamt/dreamed  | <i>sonhar</i>             |
| drink                | drank          | drunk           | <i>beber</i>              |
| drive                | drove          | driven          | <i>conduzir</i>           |
| eat                  | ate            | eaten           | <i>comer</i>              |
| fall                 | fell           | fallen          | <i>cair</i>               |
| feel                 | felt           | felt            | <i>sentir</i>             |
| fight                | fought         | fought          | <i>lutar</i>              |
| find                 | found          | found           | <i>encontrar</i>          |
| fly                  | flew           | flown           | <i>voar</i>               |
| forget               | forgot         | forgotten       | <i>esquecer</i>           |
| forgive              | forgave        | forgiven        | <i>perdoar; desculpar</i> |
| get                  | got            | got             | <i>conseguir; receber</i> |
| give                 | gave           | given           | <i>dar</i>                |
| go                   | went           | gone            | <i>ir</i>                 |

| Irregular verbs list |                |                 |                            |
|----------------------|----------------|-----------------|----------------------------|
| Infinitive           | Past simple    | Past participle | Translation                |
| learn                | learnt/learned | learnt/learned  | <i>aprender</i>            |
| leave                | left           | left            | <i>sair; abandonar</i>     |
| lose                 | lost           | lost            | <i>perder</i>              |
| make                 | made           | made            | <i>fazer; criar</i>        |
| meet                 | met            | met             | <i>encontrar; conhecer</i> |
| pay                  | paid           | paid            | <i>pagar</i>               |
| put                  | put            | put             | <i>colocar</i>             |
| read                 | read           | read            | <i>ler</i>                 |
| ride                 | rode           | ridden          | <i>cavalgar; montar</i>    |
| ring                 | rang           | rung            | <i>tocar</i>               |
| run                  | ran            | run             | <i>correr</i>              |
| say                  | said           | said            | <i>dizer; contar</i>       |
| see                  | saw            | seen            | <i>ver</i>                 |
| sell                 | sold           | sold            | <i>vender</i>              |
| send                 | sent           | sent            | <i>enviar</i>              |
| sing                 | sang           | sung            | <i>cantar</i>              |
| sleep                | slept          | slept           | <i>dormir</i>              |
| speak                | spoke          | spoken          | <i>falar; dizer</i>        |
| spend                | spent          | spent           | <i>gastar; passar</i>      |
| steal                | stole          | stolen          | <i>roubar</i>              |
| swim                 | swam           | swum            | <i>nadar</i>               |
| take                 | took           | taken           | <i>pegar; levar</i>        |
| teach                | taught         | taught          | <i>ensinar</i>             |
| tell                 | told           | told            | <i>dizer; contar</i>       |

**Notes**

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# Notes

A large, rounded rectangular box with a blue border, designed for taking notes. The interior of the box is filled with horizontal dotted lines, providing a guide for writing. The box is positioned in the center of the page, below the 'Notes' header.

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# Cabo Verde



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!