Abaixo você visualizará uma amostra do conteúdo para verificar a qualidade dos nossos produtos.

Cada página deste documento é 1 (uma) amostra retirada de cada livro da coleção, na seguinte ordem:

- Student's book
- Teacher's Book
- Workbook

3 SPEAKING & LISTENING

a A recent survey by Chiumento, a British human resources consultancy, established the ten factors that make people happy at work. With a partner, try to agree which are the two <u>most</u> important and the two <u>least</u> important factors.

What makes people happy at work?

☐ Being part of a successful team.
☐ Doing something rewarding.
☐ Doing varied work.
☐ Earning a competitive salary.
☐ Doing enjoyable work.
☐ Feeling that you are making a difference.
☐ Having a good boss or manager.
☐ Having a good work-life balance.
☐ Having friendly, supportive colleagues.
☐ Having your achievements recognized.
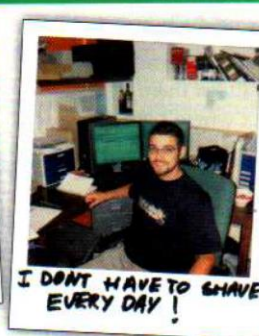
Source: *Chiumento's Happiness at Work Index*

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b The survey also established some other factors related to being happy at work. With your partner, discuss whether you think the following were probably true or false according to the research, and say why.

1 Statistically there are more happy people at work than unhappy people.
2 Employees of bigger companies or organizations are happier than those who work for smaller companies.
3 Men are generally happier than women in their work.
4 Full-time workers are happier than part-time workers.
5 People with higher positions in a company are happier than the people below them.
6 The longer you stay in one job, the happier you become.
7 Workers over 55 are the happiest.

c **1.3** Now listen to a radio programme about the survey and check your answers to **a** and **b**. Were you right?

d Look at the photos and read the short article about *innocent drinks*. Does it look like a company you would like to work for? Why (not)?

Working where the grass is always greener

In a *Sunday Times* survey, *innocent drinks* was found to be one of the companies with the happiest employees. This London-based company was set up by three university students in 1999 and started off making smoothies, a drink made with fruit juice and yoghurt. It now employs over 200 people, and has added vegetable pots to its products. The company calls itself 'innocent' because it only uses pure fresh ingredients. Part of its marketing strategy is to use delivery vans which are decorated to look like cows or grassy fields. The company also prides itself on being 'a happy place to work' and 'people-orientated', with a relaxed working environment, which includes having a grass floor in the office!

Why I like working at Innocent

great people
(+free smoothies)

I DON'T HAVE TO SHAVE EVERY DAY !

THE GRASS

2C

G adverbs and adverbial phrases
V confusing adverbs and adverbial phrases
P word and sentence stress

Incredibly short stories

Lesson plan

In this lesson the grammar focus is on adverbs and adverbial phrases, and their position in sentences. The topic is stories and reading. In the first half of the lesson SS read, and later write, mini-sagas, 50-word stories with a twist. In the second half they read and listen to an American short story. The ending of the story is on the CD in order to create more suspense. The vocabulary focus is on certain pairs of adverbs which are often confused, and the pronunciation is on word and sentence stress.

Optional lead-in (books closed)

- Revise adverb formation. Write the following adjectives on the board:
  unfortunate careful angry fast slow good bad

- Give SS a moment to write the adverb for each adjective. Check answers.

  unfortunately, carefully, angrily, fast, slowly, well, badly

- Remind SS that adverbs are often formed from adjectives by adding -ly, but that there are also many other adverbs which are not formed from adjectives and which don't end in -ly (e.g. *always, never, just*, etc.). They can also be phrases, e.g. *twice a week*.

- Point out that there are also some words which end in -ly which aren't adverbs, e.g. *friendly, likely* (they are adjectives).

- Elicit / remind SS that adverbs are used either to describe an action (*he walked slowly*) or to modify an adjective or other adverbs (*it's extremely expensive*).

1 GRAMMAR adverbs and adverbial phrases

a • Books open. Focus on the task. Set a time limit the first time SS read the mini-sagas, and tell SS to use the pictures and the glossary to help them. Check answers.

  | A Written in the cards | C Meeting the boss |
  | B Generation gap | D Good intentions |

b • Focus on the instructions and elicit the meaning of *cryptic* (= the meaning is not immediately understood). Get SS to talk about what they think each story is about. Then get feedback from different pairs.

A A woman has a relationship with a man. She goes to see a Gypsy who says the relationship has no future. The man goes to the USA and she doesn't see him for five years and is very lonely. Suddenly she gets a letter from him inviting her to come and join him. The 'twist' is that she gets a ticket to go to New York on the *Titanic* (which sinks). So the Gypsy was right.

B A man, whose wife has died, lives with his teenage daughter. He thinks she is being difficult because he likes going out at night but she gets worried when he comes back late. This time he stayed out really late and when he got home his daughter was very angry. The 'twist' is that the reader imagines that the situation is the other way round, i.e. that the man is waiting for his daughter to come home.

C A new maid, who knows nothing about the master of the house, has been employed. She is given instructions about what she will have to do for her master, and then asks who the master is. She discovers that she will be looking after the dog that she has just tripped over and not a person.

D A woman who is disorganized and untidy decides to become more organized and buys a book to help her. She starts cleaning and tidying up her house. The 'twist' is that when she is cleaning the bookcase she finds exactly the same book, which she had bought last year but which has obviously had no effect!

Extra support

Do story 1 with the whole class. Elicit the story from SS by asking, e.g. *Who had the woman originally gone to see?* (a Gypsy), *What did the Gypsy tell her?* (that she had no future with the man she loved), *How long had it been since she last saw him?* (five years), *What had she just received from him?* (a letter asking her to go to New York and join him), *Why is it probable that the Gypsy was right?* (Because she's about to go on the *Titanic* and so will most probably die when the ship sinks).

Then get SS to explain the other three stories in pairs.

c • Focus on the instructions and go through the five categories of adverbs. Make sure SS understand the categories by giving more examples if necessary. Focus on the example. Then get SS to continue in pairs. Check answers.

  Types of adverbs
  Time: *immediately, early, five minutes later, last year*
  Manner: *angrily*
  Frequency: *always*
  Degree: *unbelievably, increasingly, so*
  Comment: *unfortunately*

1 READING

a Read the article quickly and circle the three continents which contain the top five endangered languages.

| Africa | Antarctica | South America | Asia | Australia | Europe | North America |

Top five endangered languages

Jeru speakers ▷

Khomani speakers ▽

Language experts estimate that as many as half of the 6,900 languages spoken in the world today are endangered. This means that by the year 2050 over 3,000 languages will have become extinct. Five of the most likely languages to disappear are listed below.

A Jeru is an Andamanese language spoken by fewer than 20 people on the Andaman Islands in the Indian Ocean. These languages are generally believed to be the only ones in South-east Asia surviving from pre-Neolithic times. They are thought to date back to a settlement of the region by the first humans to leave Africa. The Andamanese languages are not known to be related to any others in the world.

B This language contains click sounds like the | sound in its name, which is pronounced like the English interjection *tsk! tsk!*. N|u is also known as Khomani, and it is spoken by fewer than ten elderly people living in the Kalahari Gemsbok National Park of South Africa. It is closely related to Ta'a, which is spoken by about 4,000 people and has the most sounds of any language on earth: 74 consonants, 31 vowels, and four tones.

C This language is spoken by the original inhabitants of Japan. It is used by a small number of old people on the island of Hokkaido in the far north of the country. Ainu has very complicated verbs that incorporate meanings most languages need a whole sentence to express. It is also the means by which an extensive oral literature of folk tales and songs has been handed down from generation to generation.

D Among the inhabitants of Sun Moon Lake in central Taiwan are a handful of old people that speak the Austronesian language of Thao. The rest of the community speaks Taiwanese Chinese. The language of Thao is related to others in the Philippines, Indonesia, and the Pacific. It dates back to when the original communities of the Austronesians migrated south and east over 3,000 years ago.

E Yuchi is a language spoken by just five people all aged over 75 in Oklahoma, USA. They are members of a Native American Indian group of people called the Tsoyaha, meaning Children of the Sun. Yuchi is not known to be related to any other language on Earth. Its nouns have ten genders indicated by word endings: six for Yuchi people, one for non-Yuchis and animals and three for inanimate objects.

VEJA OUTROS PRODUTOS QUE POSSA LHE INTERESSAR

http://lista.mercadolivre.com.br/_CustId_65063000