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# Material Didático para o Ensino de Língua Inglesa

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Universidade Federal de Minas Gerais, como requisito para obtenção de créditos.

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Faculdade de Letras da UFMG  
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# **LESSON PLAN 1**

# Negotiating



## Warm-up

### 1. Discuss the questions in pairs.

- How would you define the word “negotiation”?
- How often do you negotiate?
- Do you consider yourself a good negotiator?
- What makes a good negotiation?

## Reading

### 2. Read the first part of an article entitled “Negotiation Types”. Can we easily avoid negotiations?

## Negotiation Types

Like it or not, everybody is a negotiator. We use negotiation techniques almost every day. We negotiated when we were kids trading sports cards or toys. We still do it today when we negotiate with the boss for a salary raise, or to buy bigger toys like autos and the latest gimmicks. We also use negotiation in our personal lives. We all have some combination of family, friends, significant other, or kids. At some level, we negotiate with them all the time without even knowing it.

Many people don't like to negotiate because they view it as a hassle. Even though we might consciously think we're avoiding the blatant negotiation process, we end up doing it without realizing that's exactly what's happening. So we may as well learn how to do it well, and decide which of the 2 negotiation types to use.

There are two relatively distinct types of negotiation. The 2 types are known as distributive negotiations, and integrative negotiations. The Negotiation Experts' training courses teach both methods, as both are essential to negotiate successfully in business.

## Vocabulary

### 3. What do the underlined words mean? Choose the best alternative.

#### 1. gimmicks

- a. an innovative device
- b. funny people

#### 2. significant other

- a. a person's partner in an intimate relationship
- b. a co-worker who has similar functions to you

#### 3. hassle

- a. joke
- b. trouble

#### 4. blatant

- a. amazing
- b. evident

### 4 A. Read this part of the article on "Distributive Negotiations". What is a distributive negotiation?

## Distributive Negotiations - the Fixed Pie

The term distributive means there is a giving out; or the scattering of things. There is a limit or finite amount in the thing that is being distributed or divided amongst the people involved. Hence, this type of negotiation is often referred to as '*The Fixed Pie*'. The proportion to be distributed is limited but also variable. How many times has somebody shouted out, '*Who wants the last piece of pizza?*' Everyone looks at each other, then the pizza slice, and two or more hands rush to grab it.

In the real world of negotiations, two parties face off with the goal of getting as much as possible. The seller wants to go after the best price they can obtain, while the buyer wants to pay the lowest price to achieve the best bargain.

A distributive negotiation usually involves people who have never had a previous interactive relationship, nor are they likely to do so again in the near future. Simple everyday examples, would be when we're buying a car or a house. Purchasing products or services are simple business examples where distributive bargaining is often employed. Remember, even friends or business acquaintances can drive a hard bargain just as well as any stranger.

Secondly, when we are dealing with someone unknown to us, and it's a one time only negotiation, we really have no particular interest in forming a relationship with them, except for the purpose of the deal itself. We are generally less concerned with how they perceive us, or how they might regard our reputation.

## Distributive Bargaining Basics

- Play your cards close to your chest - Give little or no information to the other side. There is no need to explain why we want to make the purchase, our preferences, or the point at which we'd decline to deal. Expressing eagerness or need, reveals a weakness which could be exploited to our disadvantage.
- The opposite is equally true - Try to get information from the other side. Any additional information that we uncover can be used to negotiate a better deal.
- The only thing you should ever tell - The only information we should ever reveal are those alternative options, such as other sellers. This shows that we are prepared to stop the negotiation at any time.
- Let them make the first offer - Whatever is used as the first offer will generally act as an anchor upon which the rest of the negotiation will revolve. Try to get the other side to set the stage from which to start.
- Be realistic - Being too greedy or too stingy will likely result in no agreement, so keep it real.

### 5A. Read the text again and answer the following questions.

a. Write some examples of distributive negotiations.

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b. Which are some interesting suggestions for taking part in a distributive negotiation?

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### 6A. Circle the correct meaning of the underlined words.

<b>1. scattering</b>	
a. Distribution	b. sale
<b>2. grab</b>	
a. cut	b. obtain
<b>3. face off</b>	
a. start	b. stop
<b>4. weakness</b>	
a. the state of having no strength	b. the state of feeling sad
<b>5. greedy</b>	
a. having a strong desire for money, profits, etc.	b. having high self-esteem
<b>6. stingy</b>	
a. lacking in force	b. reluctant to spend money

4 B. Read this part of the article on “Integrative Negotiations”. What is an integrative negotiation?

## Integrative Negotiations - Everybody Wins Something

The word integrative means to join several parts into a whole. Conceptually, this implies some cooperation, or a joining of forces to achieve something together. Usually involves a higher degree of trust and a forming of a relationship. Both parties want to walk away feeling they've achieved something which has value by getting what each wants. Ideally, it is a twofold process.

In the real world of business, the results often tilt in favour of one party over the other because, it's unlikely that both parties will come to the table at even strength, when they begin the talks.

Nonetheless, there are many advantages to be gained by both parties, when they take a cooperative approach to mutual problem solving. Generally, this form of negotiation is looking down the road to them forming a long term relationship to create mutual gain. It is often described as the win-win scenario.

### Integrative Negotiation Basics

- Multiple Issues - Integrative negotiations usually entails a multitude of issues to be negotiated, unlike distributive negotiations which generally revolve around the price, or a single issue.
- Sharing - To fully understand each other's situation, both parties must realistically share as much information as they can to understand the other's interests. You can't solve a problem without knowing the parameters. Cooperation is essential.
- Problem Solving - Find solutions to each other's problems. If you can offer something of lesser value which gives your counterpart something which they need, then you have integrated your problems into a positive solution.
- Bridge Building - More and more businesses are engaging in long term relationships. Relationships offer greater security.

Adapted from: <http://www.negotiations.com/articles/negotiation-types>



**5B. Read the text again and answer the following questions.**

1. Write down some examples of integrative negotiations.

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2. Which are some interesting suggestions for taking part in an integrative negotiation?

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**6B. Circle the correct meaning of the underlined words.**

<b>1. twofold</b>	
a. very difficult	b. having two elements
<b>2. tilt</b>	
a. to assume a position	b. to walk away from
<b>3. unlikely</b>	
a. not important	b. not probable
<b>4. even</b>	
a. on the same level	b. very different
<b>5. nonetheless</b>	
a. for this reason	b. however
<b>6. entail</b>	
a. to determine	b. to include

**Grammar**

**7. How would you report the following suggestions from the article? Fill in the blanks.**

“Be realistic.”

The author suggested \_\_\_\_\_

“Find solutions to each other’s problems.”

The author suggested \_\_\_\_\_

**Pay attention to some usages of SUGGEST.**

Jane suggested that I (should) buy a car.	<del>Jane suggested me to buy a car.</del>
Jane suggested that I bought a car.	<del>What do you suggest us to do?</del>

**8. Report some other suggestions the author gave in the article.**

a. Let the other party make the first offer.

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b. Share as much information as you can.

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c. Try to get information from the other side.

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d. Reveal your alternative options.

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**Speaking**

**9. Share information about Distributive/Integrative negotiations with a partner. Which of them do you both use the most at work? And in your personal lives?**



**Pronunciation**

**10. These are some important words in Business English. Underline the stressed syllables.**

a. Contribute	b. Contribution	c. Contributive
d. Attribute	e. Attribution	f. Attributive
f. Distribute	h. Distribution	i. Distributive



## Speaking

### 11. Time to negotiate!

Four union members and two directors are trying to negotiate the working hours. The union members would like to reduce the working hours by cutting the lunch break to half an hour. The directors feel that everybody needs a full hour in the middle of the day.

As the meeting progresses, take notes of all the decisions.

Current working day	Proposed working day
8:30 - start work	8:30 - start work
12:30	12:30
LUNCH	LUNCH
13:30	13:00
17:30 - finish work	17:00 - finish work

## Writing

### 12. Do you know what a meeting minute is? Read the following definition.

**Minutes**, also known as protocols, are the instant written record of a [meeting](#) or [hearing](#). They often give an overview of the structure of the meeting, starting with a list of those present, a statement of the various issues before the participants, and each of their responses thereto. They are often created at the moment of the hearing by a [typist](#) or [court](#) recorder at the meeting, who may record the meeting in [shorthand](#), and then prepare the minutes and issue them to the participants afterwards. Alternatively, the meeting may be [audiorecorded](#) or a group's appointed or informally assigned Secretary may take notes, with minutes prepared later. However it is often important for the minutes to be brief and concentrate on material issues rather than being a verbatim report, so the minute-taker should have sufficient understanding of the subject matter to achieve this. The minutes of certain entities, such as a [corporate board of directors](#), must be kept and are important legal documents.  
Source: [en.wikipedia.org/wiki/Minutes](http://en.wikipedia.org/wiki/Minutes)

**Take a look at the sample meeting minute (appendix 1) and write your own.**

Source: <http://www.condoandhoalaw.com/Documents/Sample%20Meeting%20Minutes.pdf>

## Listening

**13. You will listen to a podcast, which is an excerpt from Harvard's Law School's newsletter. In the advising section, somebody submitted the following question to a negotiation coach. Listen and pay attention to the reply. How do men and women differ in negotiations?**

*Dear Negotiation Coach,*

*I often leave a negotiation feeling that I got less out of it than I could have, had I only pushed harder. Could this have anything to do with the fact that I am a woman?*

**14. Listen again. Write T (true) or F (false).**

- a. ( ) A strategy for you to get to the root of your behavior is to think whether you would have acted differently if you had negotiated anonymously.
- b. ( ) Researchers suggest that competition patterns are the same for men and women.
- c. ( ) From an early age women are trained to be assertive while men are trained to push hard.
- d. ( ) Women and men differ slightly in what they want from a negotiation and in how they should act in a negotiation.
- e. ( ) The coach suggests practicing in a safe environment – your house or office – how to push harder.

Discussion

**15. In pairs, discuss the following topic.**

- a. What's your opinion about gender differences in negotiations? Do men and women really act differently when negotiating?



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## Sample Meeting Minutes

[NAME OF ASSOCIATION]  
BOARD MEETING – [DATE]

Meeting was called to order at 7:00 p.m. at the management office meeting room. Quorum was established.

### Attendees Present:

Bob Leader, President  
Jim Writer, Secretary  
Connie Candue, Vice President  
Betsy Spender, Treasurer  
Association Attorney, Lazega & Johanson LLC  
Riley Reliable, Association Manager

### Absent:

Norton Noshow, member, excused

### Approval of Minutes:

- Motion: To approve Minutes from June 1st Board meeting
- Vote: Unanimous approval
- Resolved: The minutes of the January 9, 2005 meeting are approved as corrected and entered into the Association records.

### Reports:

- Treasurer's report given by Betsy Spender.
- Management report given by Riley Reliable. Written reports presented and maintained in Association's records.
- Collections report given by attorney Lazega & Johanson attorney.

### Business:

- Motion: Hire Pool R Us to resurface pool for \$26,000.
- Vote: Motion Disapproved - One in Favor, two opposed, one abstaining.
- Motion: Have Riley Reliable contact Lazega & Johanson to amend the association to restrict leasing in the community.
- Vote: Motion Approved Unanimously
- Resolved: That the Association contact Lazega & Johanson to amend the association to restrict leasing in the community.
- Motion: Accept Lovely Landscaping Company's written proposal (maintained in the Association's records) to maintain the Association's common property, subject to the Association attorney's review of the contract.
- Vote: Motion approved - three in favor, one opposed. Discussion of recognition that Lovely Landscaping was the highest bidder, but the consensus is that a good history with Lovely Landscaping justifies renewing the contract.
- Resolved: That the Association accept Lovely Landscaping written proposal to maintain the Association's common property, subject to the Association attorney's review of contract.

**Meeting adjourned at 8:30 p.m**

## Quiz on the lesson “Negotiating”

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ / 10,0 marks

### 1. Oral assessment: Follow the instructions. (2,0 marks)

#### Student A

You are a street vendor. You have different kinds of fruit in your stall. These are the prices of your goods:

Bananas – 2 reais per kilo (minimum price = R\$ 1,00)

Apples – 4 reais per kilo (minimum price = R\$ 2,00)

Oranges – 2 reais per kilo (minimum price = R\$ 1,00)

Peaches – 6 reais per kilo (minimum price = R\$ 4,00)

Be ready to negotiate prices with your customers. But be careful not to give lots of discount. Otherwise you will not have any profit!

#### Student B

You are supposed to buy some fruit for the week. You have 10 reais. You want to buy bananas, apples, oranges and peaches (one kilo each). Try to negotiate prices with the vendor.

### 2. Read the following article and write T (true) or F (false) for the sentences below. (2,0 marks)

#### Chinese Business Negotiation: Understanding the Culture

By Walter Johnson

Business negotiation in China can be very a frustrating exercise for western business executives. The Chinese business culture and deliberate style of negotiation is vastly different from the more direct western approach. It is easy to lose perspective and patience and ultimately fail in reaching the desired agreement.

European and American business men and women are accustomed to a straight-forward style of negotiation. Both parties generally agree on the objectives and attempt to take a direct path to reach those goals in the shortest time possible.

Business negotiations in China require a much more patient approach. The Chinese culture makes the people suspicious of strangers, both Chinese and foreign, but

especially foreign businessmen and women. The initial meetings in any negotiating session in China may seem to be going nowhere, but this time is required for establishing relationships and, ultimately, the trust of the Chinese participants. Personal relationships are the key to business success in China.

The final decision maker in a Chinese company is the man at the top. He will get involved in issues at a level lower than most western CEO's would ever consider. Unless dealing with a small company in China, with an owner/manager, the decision maker usually will not participate in any negotiating sessions. Final positions of the Chinese side on any proposal will be reached at private meetings and then returned to the negotiating table later. Hence, the term "we'll consider it" will be heard frequently and means "we must talk to the boss."

There are several cardinal rules in negotiating in China:

- \* Don't say or do anything to embarrass the Chinese participants and cause them to lose face.
- \* Don't point your finger or any sharp object such as a pen or pencil at anyone.
- \* Don't lose your temper and raise your voice.
- \* The lead Chinese negotiator gains respect of his boss if he wins the negotiation. Structure your negotiating position to help him do so.

Successful business negotiation in China requires patience and appreciation for the Chinese business and social cultures. The Chinese will not adapt to western ways soon. Failure to understand and adopt their practices can doom an otherwise successful venture.

Source: <http://ezinearticles.com/?China-Business-Negotiation---Understanding-the-Culture&id=37184>

- a. ( ) Chinese, American and European business people act very similarly with regard to they way they conduct a negotiation.
- b. ( ) The western negotiation style is more objective.
- c. ( ) The Chinese negotiation may take a long time to kick off.
- d. ( ) The board of directors will be aware of the negotiation and will be involved in the final agreement.
- e. ( ) Chinese people are likely to start conducting negotiations the way we do in the West soon.

**3. Find the best definitions to the underlined words: (1,4 mark)**

1. fail	( ) destined to an unhappy end
2. straightforward	( ) be unsuccessful
3. ultimately	( ) not evasive; plain, honest and open
4. lose one's temper	( ) not to keep control of one's feelings and emotions
5. lose face	( ) a commercial undertaking which involves risks but also promises profit
6. doom	( ) in the end; at last; finally
7. venture	( ) lose respect

**4. Report the following suggestions given by Walter Johnson. (0,6 mark)**

a. Structure your negotiating position to help your Chinese counterpart.

Johnson suggested \_\_\_\_\_

b. Don't lose your temper and raise your voice.

Johnson suggested \_\_\_\_\_

**5. Listen to a podcast and answer: (0,5 mark)**

a. What are "reality testing questions"?

\_\_\_\_\_  
\_\_\_\_\_

**Listen to it one more time and fill in the blanks with the most appropriate alternative. (1,5 mark)**

1. Reality testing questions can \_\_\_\_\_.

a. change someone's mind.

b. change information someone has in their mind.

2. If there are severe consequences for an action that the other party cannot see, it is important \_\_\_\_\_.

a. to use reality testing questions.

b. to avoid reality testing questions.

3. The first reality testing questions should be \_\_\_\_\_.

a. open-ended

b. closed-ended

**6. Try to remember the last meeting you attended. Write the minutes to it. (2,0 marks)**

## TEACHER'S GUIDE

- Business English
- Level: Upper-intermediate
- Group of 8 adult students of Business English
- Length of class: 1 hour and 40 minutes

### 1. Warm-up

Before having students open their books, introduce the topic of negotiations by asking students if they remember the last time they were involved in a negotiation and which type of negotiation it was. After a brief discussion, have students open their books to the warm-up page. Have them discuss the questions in pairs. After that, have a brief group discussion on the last question, since it is closely related to the topic of the article that comes next.

*Rationale: It is important for students to know what the topic of the class will be. This way they will activate their previous knowledge on the subject and that might enable them to follow the activities without major difficulties.*

### 2. Reading: Negotiation Types

Tell students they will be reading the introduction of an article about two important types of negotiation. They should read it silently. The teacher should remind students that what is expected from them is a general understanding of this part of the article. They should not focus on unknown vocabulary at this part of the activity.

As soon as they have finished the reading, the teacher can lead a group discussion on the question "Can we easily avoid negotiations?".

*Rationale: A question ("Can we easily avoid negotiations?") was presented before the text so that students have an objective to accomplish when reading the text: find the answer to the question. Here students are asked to use a reading strategy called skimming. Skimming is used to quickly identify the main ideas of a text.*

### 3. Vocabulary

Have students work individually or in pairs in order to find the meaning of the words.

*Rationale: Students should find the meaning of the words in context. This is a strategy students should work on in order to become better readers. All the time they find words whose meaning they do not know, they should resort to this kind of strategy – get the meaning from the context – before looking up the words in a dictionary, because it can be frustrating and tiring to pause the reading all the time they do not know the meaning of a word.*

Answer key:

1.a; 2.a; 3.b; 4.b.



#### 4, 5 and 6. Distributive and Integrative Negotiations

Divide the class into two groups: students A and students B. Half the class – students A – should work on activities 4A, 5A and 6A. The other half – students B – should work on 4B, 5B and 6B. After they work on their activities they should pair up with a student from the opposite group. The objective here is for them to report to each other what a distributive/integrative negotiation is (but this won't be done in activity 9 – speaking).

*Rationale: Group work might provide students with scaffolding from their classmates (and not only from the teacher, which is usually the case). Following this concept, we also have the idea of ZDP (Zone of proximal development) which was defined by Vygotsky as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under guidance, or in collaboration with more capable peers (apud Trudge, 1990). This way a learner follows an example and gradually develops the ability to do certain tasks without help or guidance.*

Answer key

Activity 6A: 1.a; 2.b; 3.a; 4.a; 5.a; 6.b.

Activity 6B: 1.b; 2.b; 3.c; 4.a; 5.b; 6.b.

#### 7 and 8. Grammar:

This activity should be teacher-fronted so that the teacher can lead students into the discovery of the patterns of the verb SUGGEST. Write the sentences on the board.

“The author suggested (that) we (should) be realistic.”

“The author suggested (that) we (should) find solutions to each other’s problems.”

Have students do exercise 8 in pairs.

Tell them that there are other possibilities. Here is an explanation:

The sentences in which you can find 'suggest' + direct objects' are not acceptable (e.g., “he suggested me to open another savings account). When you think about what the word actually means, it should make more sense. You can therefore 'ask/request/tell/' someone to do something because there is a direct connection between the 'asker' 'requester' and 'teller' and the object. At the same time you can 'offer/agree/promise' TO do something' But when it comes to 'suggest' there is an indirectness about the act of 'suggesting' and that is why we have this construction: 'suggest (that) someone do something' (check: subjunctive verbs). It's not necessary to use 'should' or 'that' in the sentence. So we have this sort of use in the following sentences:

As it was a sunny day, I suggested we went for a swim.

I can see you're not well and so I suggest you see a doctor

Remember also that 'suggest' can be used with the 'ing' form of another verb as in this sentence:

Nobody knew what to do until at last someone suggested GOING there by taxi.

Source: <http://www.english-test.net/forum/ftopic133.html>

*Rationale: Here, the teacher can make use of the inductive approach, i.e., he/she might want to start with examples and ask learners to find rules.*

Answer key:

Activity 8:

- a. The author suggested that we should let the other party make the first offer.
- b. The author suggested that we should share as much information as we can.
- c. The author suggested that we should try to get information from the other side.
- d. The author suggested that we should reveal your alternative options.

### **9. Speaking**

Pair students up and have them tell their partners about the type of negotiation they read about. Remind them to ask questions and try to engage in meaningful information exchange.

*Rationale: According to the proponents of the IIO (Input, Output, Interaction) model (Gass, Long, etc), output is a very important step for acquisition. This speaking activity is an opportunity for students to try to use new vocabulary and also the patterns of the verb suggest in speaking. It is the chance they have to check their understanding, formulate and reformulate instances of the perceived input.*

### **10. Pronunciation**

Have students underline the stressed syllable in the words. Correct and have them repeat the correct pronunciation.

*Rationale: The chosen words are normally mispronounced by Brazilian speakers. That is why they were given special attention to in this lesson. This is an awareness-raising activity whose objective is to make students conscious of their common mistakes so as to be able to monitor them in the future.*

Answer key:

a. Con <u>tribute</u>	b. Con <u>trib</u> ution	c. Con <u>trib</u> utive
d. At <u>tribute</u>	e. At <u>trib</u> ution	f. At <u>trib</u> utive
f. Dis <u>trib</u> ute	h. Dis <u>trib</u> ution	i. Dis <u>trib</u> utive

### **11. Time to Negotiate**

Divide the class into groups of four. If you do not have enough students, you might want to pair them up. Give them the instructions and remind them to take notes (each student should take their own notes). Have them engage in the negotiation and try not to interrupt very much. Walk around the classroom taking notes of the mistakes. Comment on them

when the activity is over. You can write them on the board and ask students to try to correct them.

*Rationale: Interrupting students while they are trying to communicate might cause a feeling of embarrassment which will have a bad result on the learner's affective filter (Krashen, 1974). By correcting the mistakes later on and not saying who made these mistakes, the teacher can prevent the feeling of embarrassment or frustration.*

## **12. Writing**

Have students understand what a minute is by reading the explanation in the book. Show them the sample (appendix 1) and have them skim through it.

Have students write down their own meeting minutes (to the negotiation they just finished).

Correction: you might want to use peer-correction for this activity. As soon as students have finished writing their minutes, they can exchange them with their classmates. The teacher should also monitor the correction.

*Rationale: It is essential to get students acquainted with different types of genres. Minutes is one of the top genres in business, that is why it is important to make students aware of how to write minutes in English.*

## **13 and 14: Listening** <http://www.poncast.com/?p=59>

Give students instructions before playing the recording. Play it once. Students do activity 12. Play it again and students do activity 13.

*Rationale: The first activity is listening for gist; students are expected to have a general understanding of the recording. The second time, students are expected to have a deeper understanding, but they should not be asked to understand all the details, as this could make them anxious.*

Answer key

Activity 14: a.T; b.F; c.F; d.F; e.T

## **15. Discussion**

As a follow-up have students discuss about the topic of the last activity.

## Quiz

The first activity in the quiz is the oral test. You can invite each pair of students to leave the room take the test separately in another room . This a performance criteria that could be used.

### Performance criteria

Size (how long are the utterances produced?)

Complexity (how far does the speaker attempt complex language?)

Speed (how fast does he speak?)

Flexibility (can the speaker adapt quickly to changes in the topic or task?)

Accuracy (is it correct English?)

Appropriacy (is the style or register appropriate?)

Independence (does the speaker rely on a question or stimulus, or can he initiate speech on his own?)

Repetition (how often does the question or stimulus have to be repeated?)

Hesitation (how much does the speaker hesitate before and while speaking?)

Comments:

Source: UNDERHILL, N. Testing spoken language. Cambridge: Cambridge University Press, 1998.

The teacher could fill in one report for each student and give it to them with comments later on.

*Rationale: The other activities presented here are similar to the activities in the lesson. This way, students will not be surprised by exercises they had never seen before.*

In the listening section of the quiz, the podcast was downloaded from this website: <http://www.podbean.com/podcast-directory-download?eid=1356817>

Answer key

Activity 2: a.F; b.T; c.T; d.T; e.F

Activity 3: 6-1-2-4-7-3-5

Activity 4:

- a. Johnson suggested that we should structure your negotiating position to help your chinese counterpart.
- b. Johnson suggested that you shouldn't lose your temper and raise your voice.

Activity 5: 1.b; 2.a; 3.a

# **LESSON PLAN 2**

# Love is in the air...

"All letters of love are  
Ridiculous.  
They wouldn't be love letters if they were not  
Ridiculous."

Fernando Pessoa

Source: <http://fernandopessoa.blogspot.com/2004/05/poetry-of-fernando-pessoa-english.html>

## Tips for Writing Great Love Letters

### Romantic Love Letters to Write to a Boyfriend or Girlfriend

By [Holly Ashworth](#)

Want to send your sweetie a love letter to express your feelings? If you want to be a total cornball, copy a letter word-for-word from a website. But if you want to give your boyfriend or girlfriend *something that'll actually be treasured*, your love letter's got to come from the heart.

Need help getting started? Here are some tips for writing a great love letter.

#### 1. Write in a Quiet Place with no Distractions

When you write your love letter, you want your mind to be on your sweetie, not on the score of the basketball game or the latest episode of "Glee." Lock yourself in your room, turn the stereo off and concentrate completely on your boyfriend or girlfriend.

#### 2. Write It Out (On Real Paper)

Emails are convenient, but your sweetie will cherish your letter way more if he or she can actually hold it. Don't just type it and print it out, either. Handwriting is way more personal and intimate.

#### 3. Include the Date in Your Love Letter

That way, when *it's discovered* in the back of your sweetie's attic in twenty years, he or she will know exactly when you sent it.

#### 4. Don't Use Flowery Words You Wouldn't Really Say

Phrases like "from the depths of my soul" come off as corny and fake if you're not a "depths of my soul" kind of person. Speak in your real voice, and your love letter will feel more personal and less English Lit class.

#### 5. Don't Compare Him or Her to Other People

This is good advice for writing love letters or just for talking to your sweetie in person. Comparing him or her to other people - especially people you've dated before - can come off as creepy or even offensive.

#### 6. Don't Ramble

You might feel like a champ for writing a love letter that takes up 10 whole pages, but ramblings are hard to read. Stick to clear, concise points, just like Mrs. Rakow in 7th grade English taught you.

#### 7. When in Doubt, Just List What You Like About Him or Her

Love letters don't have to be written in paragraphs. If it's easier for you, just make a list of all those little things you love about your sweetie - like the way they laugh, or the way they can always tell the mood you're in just from your texts. The more specific, the better.

#### 8. Check Your Spelling

You should check your spelling whenever you write anything, not just love letters. But since love letters are so long-lasting (your sweetie might hold onto yours for years), it's doubly important to check for spelling errors.

#### 9. Write Another One

You can't really sum up your feelings for your boyfriend or girlfriend in one letter, can you? Love letters are real, tangible keepsakes that'll always remind your sweetie of you. Send him or her a whole bunch and *you'll never be forgotten*.

Source: <http://teenadvice.about.com/od/datinglove/tp/romantic-love-letters-to-write-a-boyfriend-or-girlfriend.htm>  
Accessed on: November, 20th, 2010

## Reading for gist

1. According to the tips above, which of the letters would probably be the most effective? There is something important missing in all of them. What is it?

*Dear Joey,*

*There are no words that I can speak, no song that I can sing, and no gesture that I can show, to prove my love for you, for the love I have for you has no definition. How can I describe the sheer joy I feel with the very thought of you? How simply hearing your voice causes my heart to beat faster, my pulse to race and my smile to widen. How can just one person give me so much hope for a future I have always dreamed of? You have opened my heart and awakened my soul. You are my one and only true love. That is how I know that our love is everlasting*

[http://www.poemslovers.com/love\\_letters/i\\_love\\_you/letters/8458.html](http://www.poemslovers.com/love_letters/i_love_you/letters/8458.html)

*lachi me n u were ment to be togeder  
we were ment to last forever  
i dont no wat happened  
i feel like an ediot 4 dumping u  
please forgive me n be with me forever  
i hope we become bak togeder  
me n u r like the stars above  
beautiful and ment to be inlove  
Lachi i love yook  
  
from dot*

[http://www.poemslovers.com/love\\_letters/i\\_love\\_you/letters/380.html](http://www.poemslovers.com/love_letters/i_love_you/letters/380.html)



*Dear Will,*

*There is so much I would like to say to you, to tell you what you mean to me... but the words don't ever come.*

*You have the most amazing way of showing me how much you care; you share things with me that I couldn't share with anyone else. And through everything we have gone through, all I have to do is lean on you and know my heart and soul are safe.*

*There have been a few speed bumps in our road, but we always stay hand in hand, heart to heart and soul to soul.*

*I never knew love until you; I can't imagine life without you. You are my everything and I am so blessed with your love and devotion.*

*I love you, Will, more than I can ever tell you. There are no words for the love I have. It is yours, always and forever, eternity and beyond.*

*My heart is yours.*

*Love always,*

*Renee*

[http://www.poemslovers.com/love\\_letters/i\\_love\\_you/letters/393.html](http://www.poemslovers.com/love_letters/i_love_you/letters/393.html)

### Reading for Specific Information

1. Read the article again and answer the following questions:

Why is it important to

- a. write the love letter in a quiet place?

---

- b. be concise?

---

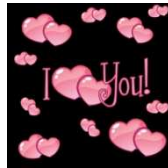
- c. check the spelling?

---

## Vocabulary

1. Circle the correct meaning of the underlined words:

<b>a. comball</b>		<b>b. treasured</b>	
funny	unoriginal	liked; considered	disliked; hated
<b>c. cherish</b>		<b>d. corny</b>	
love; care	reject; turn down	repeated and not interesting	funny and amusing
<b>e. creepy</b>		<b>f. ramblings</b>	
strange; unnatural	kind; polite	long and confused speech or writing	old poems
<b>g. mood</b>		<b>h. long-lasting</b>	
the way you feel	the place where you are	very old	continuing for a long period of time
<b>i. sum up</b>		<b>j. keepsake</b>	
hide	summarize	a present that reminds people of you	an expensive souvenir



## Grammar

1. There are three sentences in italics in the article. Find them and write them down on the lines below:
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### D.Y.K

**Active voice:** there is a focus on the “doer” of the action.

*Marilyn mailed the letter.*

**Passive voice:** there is a focus on the action itself.

*The letter was mailed by Marilyn.*

2. Check the correct alternative. The sentences you took from the article are in the:
  - a. Active voice
  - b. Passive voice
  
3. Based on the sentences you took from the article and the sentences in the D.Y.K section, try to transform the following active sentences into a passive one:

	Subject	verb	Object
Active Voice	Everybody	writes	love letters.
Passive Voice			

4. Put the following sentences in italics into the passive voice:
  - a. *People have written love letters since they learned how to write!*  
\_\_\_\_\_
  - b. *Romantic couples still exchange love letters.*  
\_\_\_\_\_
  - c. *When writing a love letter, you should include the date.*  
\_\_\_\_\_

### Listening and Pronunciation

1. Close your books and listen to a song. What is it about?

#### Please Mr. Postman

By The Beatles

Wait, oh yes wait a minute mister postman  
Wait, wait mister postman

Mister postman look and **see**  
If there's a letter in your bag for \_\_\_\_\_<sup>1</sup>  
I been waiting such a long t*ime*  
Since I heard from that girl of \_\_\_\_\_<sup>2</sup>

There must be some word **today**  
From my girlfriend so far \_\_\_\_\_<sup>3</sup>  
Please mister postman look and **see**  
If there's a letter, a letter for \_\_\_\_\_<sup>4</sup>  
I been standing here waiting mister postman  
So patiently

For just a card or just a letter  
 Saying she's returning home to me

Please Mr. Postman, look and **see**  
 If there's a letter, oh yeah for \_\_\_\_\_<sup>5</sup>,  
 I've been waiting, a long long time  
 Since I've heard from that girlfriend of \_\_\_\_\_<sup>6</sup>.

So many days you passed me **by**  
 See the tear standing in my \_\_\_\_\_<sup>7</sup>.  
 You didn't stop to make me feel **better**  
 By leaving me a card or a \_\_\_\_\_<sup>8</sup>.

You gotta wait a minute, wait a minute  
 You gotta wait a minute, wait a minute  
 You gotta wait a minute, wait a minute  
 You gotta check it and **see**, one more time for \_\_\_\_\_<sup>9</sup>.

Wait  
 Wait  
 Wait  
 Deliver the \_\_\_\_\_<sup>10</sup>, the sooner the better.  
 Wait

D.Y.K

A **rhyme** happens when the ending sound of the word is the same in two or more words and is most often used in poetry and songs.

e.g.: flower and power  
 break and lake

- Write the **colored** words under the right phonetic symbol. Some of them are repeated, so write them only once.

<b>i:</b>	<b>aɪ</b>	<b>eɪ</b>	<b>aɪ</b>	<b>ə(r)</b>

- Do the same with the words bellow.

<b>letter</b>	<b>away</b>	<b>eye</b>	<b>mine</b>	<b>me</b>
---------------	-------------	------------	-------------	-----------

3. Fill in the lyrics to the song “Mr. Postman” with the words above. Remember to pay attention to the rhymes.
4. Listen to the song and check your answers.

### Discussion

- Do you prefer to write letters or e-mails? Why?
- How often do you write them?
- Who do you usually write to?
- Have you ever received a love letter? Who wrote it to you?
- Have you ever sent a love letter? Who did you send it to?



### Writing

1. Imagine you are in love with a foreign actor/actress or singer. Write him/her a love letter.

Remember to follow the tips in the article “Tips for Writing Great Love Letters”.



## TEACHER'S GUIDE

- Group of 8 teenagers.
- Level: Intermediate.
- Length of class: 1 hour and 40 minutes

Before starting the reading activity, begin with some warm-up questions, such as:

- Are you romantic? Why (not)?
- Have you ever written a love letter?
- Have you ever received a love letter?

### Reading for gist

Have students read the text "Tips for writing great love letters" and check the letters in exercise 1. Tell them not to focus on specific details or words. At this point, they should just skim the text in order to understand its central idea.

*Rationale: Activity 1 was designed to make sure students comprehend the general idea of the article, i.e., to assess if the reading strategy they used (skimming) really helped them understand the central idea of the article.*

### Reading for specific information

Have students read the article one more time and answer the questions.

*Rationale: At this point, deeper understanding is required. But it is important to tell students that a deeper level of understanding can be achieved even if they do not know all the words in a text.*

### Vocabulary

Have students circle the right definitions to the words. If you wish, they can do this activity in pairs.

*Rationale: Activities in pairs or in groups encourage speaking and negotiation for meaning, which, according to Long (1985) is very important in the learning process.*

Answer key:

- Unoriginal
- Liked; considered
- Love; care
- Repeated and not interesting
- Strange; unnatural
- Long and confused speech or writing
- The way you feel
- Continuing for a long period of time
- summarize

- j. A present that reminds people of you

### **Grammar**

Have students write down the underlined phrases in the blanks. After that, explain to them the difference in function of the passive voice and the active voice and have them decide which the verb tense of the sentences is. After that, focus on the form of the structure.

\*D.Y.K. stands for “Did you know?”.

Wrap up this section, by having students do the exercise to test understanding.

Link the sentences to real-life situations. Ask students questions such as:

- Are love letters still exchanged by teenagers?
- Are dates usually included in love letters?, etc.

*Rationale: Here the activity started with a focus on function and then went on to a focus on form. It is important not to give exclusive attention to the form. Students need to know how to use the structures (in which situations they can be used, what effect they have, etc) and not just to know how it is formed.*

Answer key:

1.

- a. Something that will actually be treasured.
- b. It's discovered
- c. You'll never be forgotten

2. b

4.

- a. Love letters are written (...)
- b. Love letters are still exchanged by romantic couples.
- c. (...) the date should be included.

### **Listening and Pronunciation**

Have students listen to the song with their books closed. Ask them to tell you what they could understand from it.

Have students write the colored words in the table and proceed to the next activity. They should do the same thing with the words in activity 2. After that, they should use the words to fill in the blanks of the lyrics. In order to do that, they need to focus on rhyming sounds.

*Rationale: It is important to work with phonetic symbols. If students start learning them at a very early stage, they can become more autonomous when, for example, trying to check the pronunciation of words in a dictionary, instead of just asking the teacher.*



Answer key:

- |         |            |
|---------|------------|
| 1. me   | 6. mine    |
| 2. mine | 7. eye     |
| 3. away | 8. letter  |
| 4. me   | 9. me      |
| 5. me   | 10. letter |

### Discussion

Have students ask and answer questions in pairs or groups of 3.

They should be encouraged to use new vocabulary and structures and to clarify any doubts they may have.

*Rationale: This is a preparation for the writing activity that comes next. By talking about love letters, they will become tuned to the subject of writing love letters. This will enable them to Access their previous knowledge about it. And, apart from that, it is a speaking activity that can help students connect everything they learned from the lesson.*

### Writing

Students should write a letter and give them to you. After correcting all the letters, hand them back to students.

You might want to encourage students to put them in a pin board, so that other classmates can see their letters.

You can also encourage them to try to send the letter to the actors/actresses/singers they chose. It is easy to find their mailing address online.

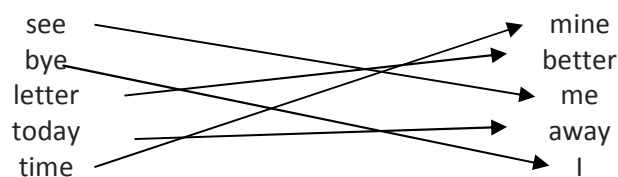
*Rationale: Writing activities should have a deeper purpose. It shouldn't have an end in itself.*

### Quiz

Just some points were focused on in the quiz because quizzes after lessons are usually designed to be quick.

Answer key:

1;



2. a. Many romantic stories were written by Shakespeare.  
b. A love letter will be left for me this afternoon.

# **LESSON PLAN 3**

# GOING GREEN



<<http://www.panoramio.com/photo/24114156>>

1 –What can you see in this picture? Circle the words.

( 1 ) trees (2) rivers (3) flowers (4) the sky ( ) clouds ( ) forest ( ) sea  
( ) birds ( ) fruit ( ) rainbow ( ) the sun ( ) butterflies ( ) mountains

1.1 Number the words which have the same underlined sounds from 1 to 4 (four words are not used).

1.2 - What is there in your city's environment?

2 - "What a Wonderful World" is a classic song in which Louis Armstrong sings about the beautiful things we can see around us. Complete the lyrics to this song using the vocabulary in 1.

### What A Wonderful World

Louis Armstrong

Composers: Bob Thiele / George David Weiss / Robert Thiele Jr.

( ) I hear babies cry, I watch them grow  
They'll learn much more, than I'll never know  
And I think to myself, what a wonderful world

( ) I see \_\_\_\_\_ of green, red roses too  
I see them bloom for me and you  
And I think to myself, what a wonderful world

( ) The colors of the \_\_\_\_\_, so pretty in the \_\_\_\_\_  
Are also on the faces of people going by  
I see friends shaking hands, saying, "how do you do?"  
They're really saying, "I love you"

( ) I see skies so blue and \_\_\_\_\_ of white  
The bright blessed day, the dark sacred night  
And I think to myself, what a wonderful world

( ) Yes, I think to myself, what a wonderful world

2.1 - Now, listen to the song, check if the vocabulary used is correct and put the stanzas in order.

3 - What about this picture? Does it show a "wonderful world"? Why (not)?



[http://www.contemporarynomad.com/blog/wp-content/uploads/2008/07/kathmandu\\_trash.jpg](http://www.contemporarynomad.com/blog/wp-content/uploads/2008/07/kathmandu_trash.jpg)

3.1 - What can we do to prevent something like this in our world? How can we orient people to preserve our environment? Discuss your ideas in pairs.

4. Notice the title of this text. What does "to go green" mean?

4.1 - Read this text on ways to preserve the environment. Are there good suggestions for your community?

### Going Green

"Green" is more than just a color. It means protecting the environment — the water, the land, and the air we breathe.

#### **What can you do?**

- a. Reduce what you use and throw away.
- b. Reuse what you can.
- c. Recycle cans, bottles, paper, books, and even toys.
- d. Enjoy the Earth — walk in the woods, plant a tree, and eat some of the delicious food it produces.

#### **Reduce It!**

When you use less of something, you do a good thing for the Earth. Here's a list of things you can reduce:

- e. Turn off lights you're not using. Use fluorescent light bulbs.
- f. Turn off the water when you brush your teeth.
- g. When you can, walk or ride your bike. Don't use the car. You can use less gas — and exercise!

Adapted from: < [http://kidshealth.org/kid/watch/house/go\\_green.html](http://kidshealth.org/kid/watch/house/go_green.html)>

4.2 - Look at these pictures and match them with the suggestions a to g in the text above.



( )



( )



( )



( )



( )



( )



( )



( )



( )



( )

4.3 In groups discuss if your ideas were similar or different from the ones presented in the text. Which ones are the most useful for your community?

4.4 – Look at the text again and, according to it, match the sentences that have the same meanings:

DO's	DON'Ts
(a) When you can, walk or ride your bike.	( ) Don't leave on the lights that you are not using.
(b) Turn off the lights you are not using	( ) Don't waste water.
(c ) Use fluorescent light bulbs.	(a) Don't use your car.
(d) Turn off the water when you brush your teeth.	( ) Don't use incandescent light bulbs.

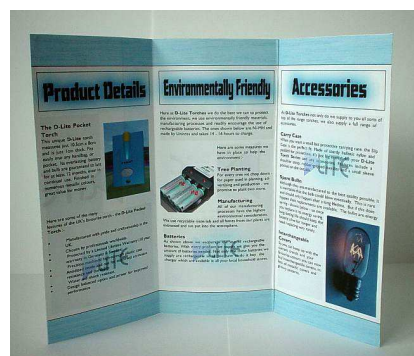
4.5 – The sentences above are in the imperative. Sentences in the imperative are used for giving commands, suggestions or advice. Pay attention to the examples above and put the following sentences in the affirmative or negative forms.

- a. Take long showers.  
(-) \_\_\_\_\_
- b. Waste electricity.  
(-) \_\_\_\_\_
- c. Don't take short showers.  
(+) \_\_\_\_\_
- d. Don't plant trees.  
(-) \_\_\_\_\_



4.6 – Take a look at this definition. What types of leaflets have you seen? What can they be used for?

Leaflet(n): A printed flier intended for free distribution.

Adapted from: <http://www.thefreedictionary.com/leaflet>



4.7 - Let's have an active participation in helping the planet! It is your turn to produce a leaflet on how to protect our environment to give to inhabitants and tourists.

<b>WELCOME TO _____</b>	
<b>HELP US TO KEEP OUR CITY CLEAN</b>	
 DO's	 DONT's


Quiz

1. What can you see in these pictures? Write 5 words. (5 marks)



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. Mary wants to help the environment. Tell her what to do and what not to do. (5 marks)

	Do's	Don'ts



## TEACHER'S GUIDE

- Group of 8 students.
- Level: Elementary
- Length of class: 50 minutes

Use the first picture as a warm-up. Ask them if they think the picture is beautiful, if there are places like that in their hometowns, etc.

*Rationale: It is important to contextualize the lessons. By doing so, the teacher can enable students to activate their previous knowledge and relate it to what is being presented in the lesson.*

Have students do exercise 1 in pairs. The first word is circled as an example. Correct it. Do the same with 1.1

Lead activity 1.2 in a teacher-fronted way. As students say the other parts of their city's environment, write them on the board. If they do not know the words in English, encourage them to use: "How do you say \_\_\_\_\_ in English?"

*Rationale: Since the students are not acquainted with lots of vocabulary in English, they will need the teacher's support. The teacher can help them by telling them how to say the words in the L2, how to spell them, how to pronounce them, etc.*

In activity 2, have students read the lyrics to the song "What a wonderful world" and use words from exercise 1 to fill in the blanks. Tell them that this is a guessing activity. They should not expect to get all the blanks right.

After they finish the activity, play the song twice. The first time, they should put the stanzas in the correct order; the second time they should check if the words they used were placed correctly.

*Rationale: This activity is just an opportunity for students to pay attention to the lyrics of the song and try to reflect upon the vocabulary they learned. According to Gass et al. (2003), attention seems to be an important factor in learning.*

Activities 3 and 3.1 are speaking exercises that can also be teacher-fronted.

*Rationale: At this point, students are not able to speak freely to their classmates. They need some kind of guidance (scaffolding) that can be provided by the teacher.*

The discussion can be linked to the text "Going Green". Have students pay attention to the title and try to explain what they think it means.

*Rationale: Predicting the topic of the text is an important reading strategy that enables students to activate the right schemata in their minds.*

Students read the text and try to answer the question posted in the instruction. Have students do activity 4.2 in pairs and activity 4.3 in groups of 3 or more students.

*Rationale: Here, the concept of scaffolding is also important. Students, and not only the teacher, can help each other in the learning process. It is also important to notice that activity 4.1 requires a general understanding of the text whereas activity 4.2 requires deeper understanding. It is important to work with different reading strategies because in real life students will be in contact with them. When reading newspapers, for instance, they will probably just skim the articles. On the other hand, when reading academic articles, for example, they will be required to have a deeper understanding.*

Have students do activity 4.4. This activity can be done individually or in pairs.

*Rationale: Activity 4.4 is intended to make students aware of the use of the Imperative in English and to provide input for them to produce a leaflet later on.*

Activity 4.5 should be teacher-fronted. Model out the first sentence on the board and have students pay attention to the structure of the affirmative and negative sentences in the imperative.

Then, ask students to take a look at the pictures at the bottom of the page. Explain that they are pictures of leaflets. Read the dictionary definition. If possible, bring some leaflets to show them.

*Rationale: This is an activity based on this specific kind of genre: leaflets. It is important to make students aware of them before asking them to produce their own leaflets.*

In exercise 4.7, have students write the name of their city in the blank. Then, using sentences in the imperative, they should write down some dos and don'ts to help the environment. Walk around the classroom helping and guiding students. After students finish the activity, you can organize an event in which students will get together in the tourist information center (or a tourist attraction) of the city and distribute their leaflets to tourists.

*Rationale: The writing activities should serve a purpose. In this case, this specific exercise can serve a very good purpose. Spreading environmental concerns can really make the world a better place. By getting to know the importance of what they are doing, students take active part in their own learning processes.*

## **Quiz**

Just some points were focused on in the quiz because quizzes after lessons are usually designed to be quick.

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