

Universidade Federal de Minas Gerais

Faculdade de Letras

Curso de Especialização em Ensino de Inglês

**Teaching English to Intermediate Students in a Meaningful Way**

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Belo Horizonte

2013

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Trabalho de Conclusão de Curso apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da UFMG, como um dos requisitos para a obtenção do título de especialista.

Belo Horizonte

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## INTRODUCTION

*"A teacher is one who makes himself progressively unnecessary."*

*Thomas Carruthers*

I started learning English when I was ten. Therefore, sixteen years have been gone so far. Looking back, I am positive sure that learning English has helped me become the person I am today. I remember, for example, one of my first English teachers giving me classes at a language institute and challenging me every day. Bruno was an outstanding teacher. He not only challenged me with grammar and vocabulary, but also motivated me to share my opinions and discuss them. For instance, one of the things he used to do was say something sexist just to provoke me and see what would be my reaction. He would maintain his opinion until I gave him a good argument and changed his mind. Then, he would stop, laugh and say “good job, Nara”. That is how I turned out to be a person with such strong beliefs. Bruno was my teacher in four different semesters and, later on, when I had already started studying English at UFMG, he recommended me to a school and helped me get my first real job as an English teacher. Bruno did much more than making himself progressively unnecessary, which was supposedly his job as a teacher. He showed me that a teacher can go way beyond what he is expected to go in the educational process.

I believe education is more powerful than we imagine. When teachers enter a classroom to teach a grammar point, for instance, they teach much more than that. The units that you are about to see have this aim: helping students see a wider world. **Teaching English to Intermediate Students in a Meaningful Way** contains exercises that help making students proficient in reading, listening, speaking and writing – but also in sharing their opinions, telling urban legends, and talking about the advantages and downsides of setting up their own businesses. This final project has the intention to show something that I have verified when I worked at a publisher and also when I taught private classes and created the materials for students: when the topics of the unit are more connected to the students’ realities and, therefore, are more interesting to them, they learn more. That is why the topics chosen – urban legends and opening your own business – are different from most of the topics we come across in English books that do not necessarily enrich the students’ cultural views and are not truly appealing to them.

**Teaching English to Intermediate Students in a Meaningful Way** was created to be used in language institutes with students from 18 to 35 years-old. The first unit, *Urban Legends*, can be used to teach students that are taking a regular English course as well as students taking English courses for more specific reasons, such as for travelling or for work. The second unit, *Your Own Business*, is more appropriate for students who are studying Business English. They are independent units that follow the same format and might be used with the same class according to students’ course profile. The students should be on the intermediate

level (Common European Framework level B1). Learners from this level constantly have the sensation that they are not learning. Because of that, the units expose them to complex texts and a lot of new vocabulary, motivating them to infer meaning whenever that is possible.

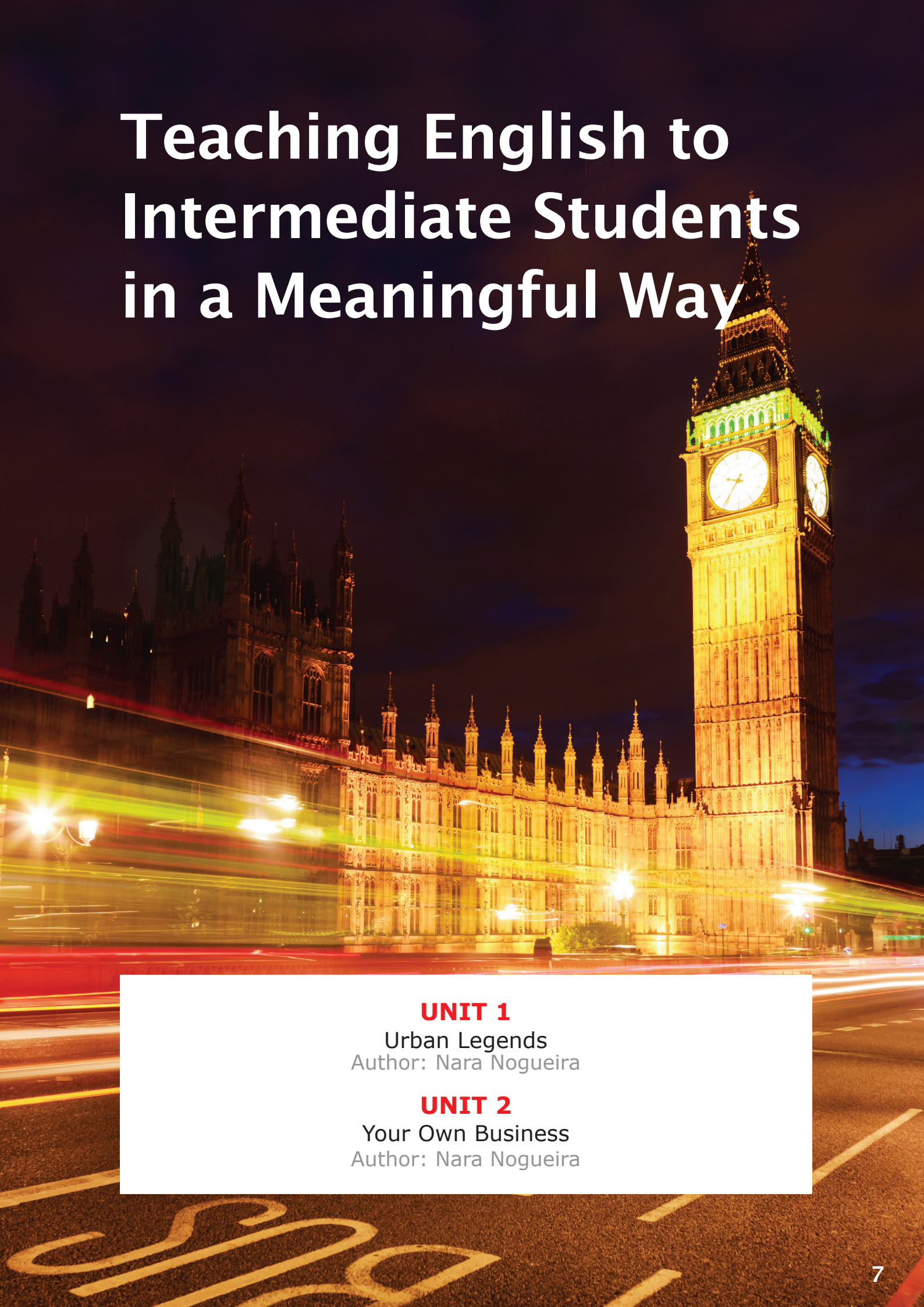
Both of the units are to be taught using the Communicative Approach, in which the teacher acts as a facilitator, allowing students to share their opinions. Teachers are expected to work cooperatively and motivate students to be as active as they can be in the learning process. Teachers are also expected to exceed standards. They can, for instance, guide students to the extra reading and listening exercises from the unit **Your Own Business**. In addition, they can read the section “The Best Teacher Ever” at the Teacher’s Guides of both units and carry out the suggested optional activities in class. Teachers are free to use their creativity and adapt the material to their students’ needs.

The units *Urban Legends* and *Your Own Business* contain: an opening page; a warm-up section; a reading section; a listening section; one or two vocabulary sections; cultural information on the topic (in *Urban Legends* there is a tutorial for making the drink Bloody Mary and in *Your Own Business* there is information about the time required to open a business in different countries); a grammar section; a speaking section; and a writing section. The unit *Your Own Business* contains a pronunciation section. The sections did not receive names such as “writing” or “listening”, but rather thematic ones.

Besides the units you will find a DVD containing a digital version of the entire project as well as the video selections that are used in it. This is the mandatory final project for *Curso de Especialização em Inglês (CEI)*. This material may not be commercialized without permission. It can only be reproduced for educational purposes, partially or as a whole, with the express authorization of the author.



# Teaching English to Intermediate Students in a Meaningful Way



## **UNIT 1**

Urban Legends

Author: Nara Nogueira

## **UNIT 2**

Your Own Business

Author: Nara Nogueira



UNIT

1

# URBAN LEGENDS







**“When the legends die, the dreams end; there is no more greatness.”**

*Tecumseh*

**“Believe only half of what you see and nothing that you hear.”**

*Edgar Allan Poe*

**“WE MAKE UP HORRORS TO HELP US COPE WITH THE REAL ONES.”**

*Stephen King*

**“If you are a vampire, then a vampire is not the creature of the legends.”**

*Christine Feehan*

**“SOMETIMES LEGENDS MAKE REALITY, AND BECOME MORE USEFUL THAN THE FACTS.”**

*Salman Rushdie*

## Urban Legends? What in the world is that?

It does not matter if you believe them or not;

It does not matter if they scare you or not;

It does not matter if they are real or not.

You have already heard or are going to hear an urban legend one day!

1) Take a look at those pictures about Brazilian urban legends. Do you remember any of them?



*Adapted from <http://supernaturalcases.blogspot.com.br/2012/03/brazilian-urban-legends-of-80s.html>*

2) In groups of three or four, talk to your friends:

- Do you know the story of these urban legends?
- Do you think these stories are true or not? Why?
- Which one of them scared you the most, or did they scare you at all?
- Where do you think they come from?
- Have you ever heard about urban legends in another language?

**Check the end of the unit for more information on those urban legends**

## Foreign Urban Legends

It is not only Brazil that has its urban legends!!!

1) Have you ever heard the story of Bloody Mary???. Check it out!

Listen to the podcast. Don't worry about understanding everything at the first time.

### Bloody Mary



From: [http://americanfolklore.net/folklore/2009/10/bloody\\_mary.html](http://americanfolklore.net/folklore/2009/10/bloody_mary.html)

2) In pairs, answer the following questions:

a) What type of podcast is that, that is, what purpose does it have?

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b) Is it formal or informal?

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c) Where could you a podcast like this be found?

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d) Is it descriptive, that is, does it try to classify and categorize things? What words used in the podcast help you decide if the podcast is descriptive or not?

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e) Are the events presented in a chronological order? What words used in the podcast help you decide if the events are presented in a chronological order?

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f) In podcasts similar to this one, in what tense are the verbs generally used?

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3) Listen to the file again.

These sentences have been taken from the listening selection you've just heard.

Can you match the words in bold with the pictures/definitions below?

- 1) "Still, it was noted that her **haggard** appearance had changed. She looked younger, more attractive."
- 2) "Then came the night when the daughter of the **miller** rose from her bed and walked outside, following an enchanted sound no one else could hear."
- 3) "Together, they tried to **restrain** the girl, but she kept breaking away from them and heading out of town."
- 4) "The desperate cries of the miller and his wife woke the neighbors. They came to assist the **frantic** couple."
- 5) "Suddenly, a **sharp-eyed** farmer gave a shout and pointed towards a strange light at the edge of the woods."
- 6) "She was glowing with an **unearthly** light as she set her evil spell upon the miller's daughter."
- 7) "The townsmen grabbed their guns and their **pitchforks** and ran toward the witch."
- 8) "As she burned, Bloody Mary screamed a **curse** at the villagers."



( )



( )



( )

- ( ) *adj.* **1.** gaunt, wasted, or exhausted in appearance, as from prolonged suffering or strain; worn
- ( ) *vb (tr)* **1.** to hold (someone) back from some action, esp. by force
- ( ) *adj.* **1.** Highly excited with strong emotion or frustration; frenzied
- ( ) *adj.* **1.** Not of this earth; preternatural; supernatural.
- ( ) *n.* **1.** An appeal or prayer for evil or misfortune to befall someone or something.

How many of those words were new for you?
( ) 6 – 8 words
( ) 3 – 5 words
( ) 1 – 2 words
( ) none of them



4) Listen to the podcast one last time and answer:

a) Who was Bloody Mary?

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b) How can you avoid being attacked by Bloody Mary?

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c) If you were to tell a friend of yours Bloody Mary's urban legend in a nutshell<sup>1</sup>, how would you do that?

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**<sup>1</sup>Idiom: in a nutshell**

In a few words; concisely. Ex.: *Just give me the facts in a nutshell.*

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Want to know more about Podcasts?
TED TALKS - <a href="http://www.ted.com/talks">http://www.ted.com/talks</a>
Apple Podcasts - <a href="http://www.apple.com/itunes/podcasts/">http://www.apple.com/itunes/podcasts/</a>
BBC Podcasts - <a href="http://www.bbc.co.uk/podcasts">http://www.bbc.co.uk/podcasts</a>
English as a Second Language Podcasts - <a href="http://www.eslpod.com/">http://www.eslpod.com/</a>
NASA Podcasts - <a href="http://www.nasa.gov/multimedia/podcasting/index.html">http://www.nasa.gov/multimedia/podcasting/index.html</a>

5) Surprisingly enough, Bloody Mary is not only an urban legend! It is also a very famous drink! Take a look at how it can be done:

**Online tutorial "How to make a bloody Mary cocktail":**



a) Do you think the cocktail looks good? Would you like to try it?

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b) What connections can you make between the legend and the cocktail?

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6) Bloody Mary's urban legend is perhaps the most famous foreign one. Many people know it worldwide and have already tried to see her. However, some unbelievers say it is not true. Some make fun of it; others make movies!

Take a look at this scary trailer of the movie Paranormal Activity 3 and read the comic strip that follows it:

### Trailer movie Paranormal Activity 3



Paranormal Activity 3 - Trailer (10/2011) Say Bloody Mary for 3 time...



a) The comic strip above has four images. Which one of them represents an innovative idea? How so?

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b) Explain the humor in the comic strip.

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### BLOODY

Bloody can also be an adjective! Check out its synonyms:

#### Bloody

##### **Adjective**

1. (*Slang*) damned, flaming, fucking (*taboo slang*), bleeding, blooming, freaking (*slang, chiefly U.S.*), rotten, blinking, confounded, ruddy, infernal, deuced, wretched, frigging (*taboo slang*) *I just assumed they were bloody idiot tourists.*

2. cruel, fierce, savage, brutal, vicious, ferocious, cut-throat, warlike, barbarous, sanguinary *Forty-three demonstrators were killed in bloody chaos.*

3. bloodstained, raw, bleeding, blood-soaked, blood-spattered *His fingers were bloody and cracked.*

*Collins Thesaurus of the English Language – Complete and Unabridged 2nd Edition. 2002 © HarperCollins Publishers 1995, 2002 (In [www.thefreedictionary.com](http://www.thefreedictionary.com))*

### More urban legends

Great, now you know the famous urban legend of Bloody Mary!

But... wait a moment! You might be wondering: what *exactly* are urban legends? Are there other famous urban legends?

Read the text below and find out:

### What Exactly ARE Urban Legends? By David Emery

Q: \_\_\_\_\_

A: Urban legends are popular stories alleged to be true and passed from individual to individual via oral or written (e.g. forwarded email) communication. Typically, said stories concern outlandish, humiliating, humorous, terrifying, or supernatural events — events which, in the telling, always seem to happen to someone other than the teller.

In lieu of evidence, the conveyor of an urban legend relies on narrative flourishes and/or reference to putatively trustworthy sources (e.g., "I heard this from a friend of a friend," or "This really happened to my sister's co-worker's hairdresser") to buttress its credibility. Sometimes, but not always, there's an implied moral message, e.g., "Be careful, or the same horrible (or embarrassing, or enraging, or inexplicable, etc.) thing might happen to you!"

Urban legends are a type of folklore — defined as the beliefs, stories and traditions of ordinary people ("the folk") — so one way of differentiating between urban legends and other kinds of narrative (popular fiction, for example) is by examining where they come from and how they're disseminated. Legends arise spontaneously and are rarely traceable to a single point of origin. And again, they're spread primarily through interpersonal communication and only in atypical cases via mass media or other institutional means.

Because they end up being repeated by many different people in many different places, the stories tend to change over time. Hence, no two versions of an urban legend are ever exactly alike; there can be as many variants as there are tellers of the tale.

Q: \_\_\_\_\_

A: Well, we needn't take the phrase so literally. While it's true that the phenomena we commonly refer to as *urban* legends are more accurately characterized as contemporary legends (because the stories don't, in fact, always take place in big cities), the more familiar term picturesquely differentiates between these latter-day folktales and their traditional, mainly rural predecessors. It makes a better catchphrase, too. You're welcome to call them contemporary legends if you like. Many folklorists do.

Q: \_\_\_\_\_

A: Here are a few classics:





The Hook



Alligators in the Sewers



The \$250 Cookie Recipe



The Choking Doberman



The Exploding Toilet



The microwaved Pet

Q: \_\_\_\_\_

A: Yes, every now and then they do. See "The Body in the Bed" for one example. Often, legends that are demonstrably false in their particulars turn out to be based on a kernel of fact, however slight.

Q: \_\_\_\_\_

A: Not at all. Remember, urban legends aren't defined as false stories; they're defined as stories alleged to be true in the absence of actual knowledge or evidence. True or not, as long as a story continues to be passed off as factual by folks who don't really know the facts, it's an urban legend.

Q: \_\_\_\_\_

A: Why is the universe so *big*? How should I know?

Q: \_\_\_\_\_

A: You're only asking me to explain human nature, that's all. Do you have 50 years or so?

Q: \_\_\_\_\_

A: Okay, okay. Surely there are a lot of factors, but, to suggest one possibility, I often find myself wondering if we, as human beings, aren't simply storytellers (and story believers) by nature. Maybe our brains are "hard-wired" in some way to be susceptible to well-told stories.

It does seem to be the case that we have a built-in tendency to interpret life in narrative terms, in spite of how rarely events in the real world unfold in a story-like fashion. Maybe it's a psychological survival tactic. Consider the sometimes horrifying, sometimes absurd, often incomprehensible realities we must reckon with during our short sojourns as mortal human beings on earth. Perhaps one of the ways we cope is by turning the things that scare us, embarrass us, fill us with longing and make us laugh into tall tales. We're charmed by them for the same reasons we're charmed by Hollywood movies: good guys win, bad guys get their comeuppance, everything is larger than life and never a loose end is left dangling.

We wish real life would proceed in such a comprehensible way, of course, which makes us suckers for well-told stories that render that illusion. It's wish-fulfillment, if you will.

Adapted from About.com Guide: [http://urbanlegends.about.com/od/errata/a/urban\\_legends.htm](http://urbanlegends.about.com/od/errata/a/urban_legends.htm)

1) The text above is composed by a series of questions and answers. Put the questions in their appropriate places so that the text is complete:

QUESTIONS
1. What are some examples of urban legends?
2. Come on, give it a try.
3. Okay, I think I understand the "legend" part, but what does any of this have to do with "urban"? Do all these stories take place in big cities?
4. Do urban legends ever turn out to be true?
5. Whoa, you were doing pretty well up till then! What's the problem?
6. Does being true disqualify a story from being an urban legend?
7. Why are people so <i>gullible</i> ?
8. What exactly <i>are</i> urban legends?

2) Answer the questions about the text:

a) What is the definition of urban legends according to the text?

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b) Are the legends called "urban" because the stories took place in big cities?

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c) According to the author, are urban legends true or false stories? Do you agree with him?

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d) In which one of these excerpts from the text can we find irony?

- ( ) "Sometimes, but not always, there's an implied moral message"
- ( ) "Why is the universe so *big*? How should I know?"
- ( ) "Maybe it's a psychological survival tactic."

3) Look at the information about some words from the text and answer the questions:

❖ **Word:** alleged

**How is it used in the text:** "alleged to be true"

**How is it used in other context:** "the alleged murderer", "an alleged miracle"

**Antonym:** definite, sure, certain

a) Can you guess the meaning of this word or create a definition/synonym for it?

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b) Check its meaning on a dictionary and see if you got it right!

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❖ **Word:** cope

**How is it used in the text:** "Perhaps one of the ways we cope is by turning the things that scare us, embarrass us, fill us with longing and make us laugh into tall tales"

**How is it used in other context:** "I am coping with a child rearing and a full-time job"

**Antonym:** not to handle

a) Can you guess the meaning of this word or create a definition/synonym for it?

---

---

b) Check its meaning on a dictionary and see if you got it right!

---

---

❖ **Word:** buttress

**How is it used in the text:** to buttress its credibility

**How is it used in other context:** "The author buttresses her analysis with lengthy dissections of several of Moore's poems"

**Antonym:** let down, weaken

a) Can you guess the meaning of this word or create a definition/synonym for it?

---

---

b) Check its meaning on a dictionary and see if you got it right!

---

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**Adjectives, adverbs, nouns, verbs and some combinations among them**

The combinations among adjectives, adverbs, nouns and verbs can be extremely creative! These words can serve as modifiers, limiting or qualifying the sense of another word. Check out some possible combinations:

**Adjective + noun: She is a great designer.**

*In this example, what word do you think is the modifier?*

*The adjective or the noun?*

In the sentence **She is a great designer**, the modifier is the adjective, because the most important word is “designer”. Because of that, “designer” is the ‘head’ of the sentence. “Great” gives a quality to the designer, it says what type of designer she is (a great one).

The way a word modifies the other can vary. Look at some other possible ways to do that:

**Adverb + adjective: That restaurant is quite good (adverb modifying adjective)**

**Adverb + adverb: They are almost always right (adverb modifying adverb)**

**Verb + adverb: I will wait patiently for you (adverb modifying verb)**

1) Now look at these extracts from the text:

maybe our brains are "hard-wired"

built-in tendency

story-like fashion

well-told stories

a) All the underlined words belong to a grammatical category. Are they adjectives, adverbs, nouns or verbs? Why?

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b) Are the underlined words similar to or different from the ones below (which were also taken from the text)? Why are they similar and/or different?

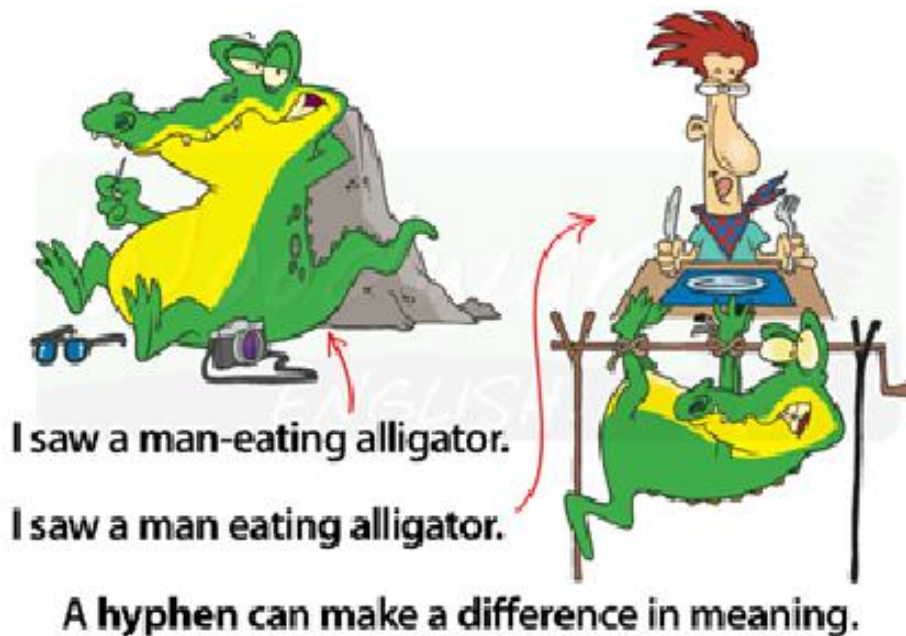
popular - contemporary - humorous - terrifying - supernatural

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### Compound modifiers

Compound modifiers always have a hyphen! They are made of two words that are put together with a hyphen and that carry out a completely new meaning. Check this out:



From: <http://www.grammar.cl/english/compound-adjectives.htm>

Usually, it is not necessary to put a hyphen between an adverb and an adjective, like in "It is very hot today". However, if the adverb is used together with a past participle, for instance, the hyphen will be necessary. Look: "She is a well-known actress".

2) The pattern of words such as hard-wired, built-in tendency, story-like and well-told is always the same? What shows you that?

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3) Help create adjectives like it is done in the example below:

**Example:** she pitches and catches *with her left hand* = She is a *left-handed* pitcher and catcher

a) Her Father has a very narrow mind = She has a \_\_\_\_\_

b) The price of the car was high = It was a \_\_\_\_\_

c) The meal was cooked well = It was a \_\_\_\_\_

4) Why do you think we can find adjectives in a text like the one you have just read?

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**Telling urban legends around**

Now that you know everything about urban legends, tell your friend your favorite one or maybe an urban legend that is not very famous and you think might be a new one for him/her. It can be an urban legend from any nationality you can think of!

**Student A**

Tell your friend an urban legend (you can do it in a funny way, in a frightening way, etc)

**Student B**

Ask questions about the urban legend your friend has told you about, such as "where is it from?", etc

## Top Urban Legends

Hayley Black is a young American lady who has decided to freely express her ideas in a blog of her own. She named the blog **The Arbitrary Index**, because she writes Top 5 Lists about random topics. Check out this list she has written about urban legends!

### TOP 5 URBAN LEGENDS THAT STILL FREAK ME OUT

1- The Killer in the Backseat. I have this tall tale to thank for my compulsive (**compulsive**) need to keep doors locked. Don't believe me? Ask my friends who get annoyed with the constant "Hey, do you mind locking your door" request.

2- Lights Out Gang Initiations. You all know the story...a group of wannabe gang members drive around at night without their headlights on until some kind citizen flashes his/her lights as a warning signal. The gang then chases aforementioned citizen down for kicks and giggles. Um, terrifying.

3- The Man Upstairs. As a babysitter extraordinaire, this one just hits too close to home. I prefer Jamie Lee Curtis in Freaky Friday.

4- Light as a feather, stiff as a board. My mom swears she and her cousin lifted my grandfather doing this trick...and I want no part of it.

5- Bloody Mary. Not gonna hear me utter those words three times in a row. Thank heavens I prefer mimosas at brunch!

Tagged [top 5 list](#), [random](#), [top 5](#), [list](#), [lifestyle](#), [Halloween](#), [arbitrary index](#), [ai](#), [arbitrary](#), [childhood](#), [brunch](#), [urban legends](#), [freaky](#), [when a stranger calls](#), [jamie lee curtis](#), [lindsay lohan](#), [freaky friday](#), [mimosas](#)

### GLOSSARY

\*Mimosa: a drink consisting of champagne and orange juice.

### Have you ever written an index before?

An index is a list of topics that is created using a specific category of arrangement. This one, though, has other characteristics that are not common to all indexes.

Take a look at the second urban legend Hayley mentions in her index. Do you think this one terrifies her? Why? Underline the sentence that shows that to you.

Now, you are going to create your own index! Take a look at those important steps:

**KEEP THAT IN MIND**

You are supposed to mention 5 different urban legends

You can use different approaches like: your top 5 favorite ones, the top 5 worst ones, the top 5 funniest ones, etc

You can talk about urban legends from any country of your choice

You are expected to do extra research and not only mention what you've learned on this chapter

Give your list a title

Be ironic; don't give away your thoughts in an obvious manner

Be creative!!

Use the tags to indicate other topics that might be related to your list

The class will vote for the best index and it will be posted by Hayley Black on the blog.

Let's write it down, then!

	<hr/>
1)	
2)	
3)	
4)	
5)	
Tagged	

➤ **Urban Legends? What in the world is that?**

**BRAZILIAN URBAN LEGENDS**

*Tuesday, March 20, 2012*

At the time, most of us had not even heard the term "urban legend", which only became popular in Brazil with the horror film launched in 1998. Still we were scared to death of many of the "stories" below - or all of them. In general, who told the stories swore that had happened to a neighbor's cousin's sister's nephew's girlfriend godfather. In other words, with an acquainted. So to brighten the week, let's go to a nostalgic session of Brazilian urban legends from my childhood:



1. Xuxa – The Killer Doll

The toy version of the most famous Brazilian's children shows presenter was already ugly as hell, with mushy legs and arms and weird body dimensions. To worsen it, they needed to create a legend that at night, while sleeping the doll would scratch the child to death. The funny thing is tht this myth arose right before the debut of the movie "Child's Play" starring the disgracefully bad doll named Chuck.



2. The Knife Inside The Fofão Doll

The male version of the Xuxa Doll but even more evil, someone decided to invent that the Fofão Doll (the doll of a famous fictional character in the former Brazilian children's television show called Balão Mágico) came with a knife hidden inside its body and mesmerized children would open it and make misery with the blade – I mean, cut their parents or friends.



3. Devil's Secret Messages In Lps

A bizarre characteristic of the 80's: someone just needed to become successful for everybody to say they had made a pact with the Devil. From Xuxa to The Menudos, very few scaped the rumors. And the legend was that playing the lps backward subliminal satanic messages could be heard. Imagine the amount of broken turntables from people trying to see if it was true back then.



#### 4. The Tenebrous Crying Children Paints

Between the 70's and 80's an italian painter called Giovanni Bragolin (also known as Bruno Amadio) produced 27 crying children paintings. The series became a mega success around the world. And rumors that the artist had sold his soul to the Devil and that there had been unexplained fires in homes of owners of these paintings spread. One of the alleged evidence would be easily visible to those who turned the paintings upside down. It is said that a demonic hand clutching the child's neck would appear.



#### 5. The Surprising And Deadly Infected Needle

Sounds like a Horror Movie starring women that like to gossip but it's a terrorizing urban legend. It is said that someone had been spiked sitting down on the theater armchair and soon after that discovered to be infected with AIDS or some other deadly disease. There are numerous versions of this legend on the internet, some saying the needle was on the movies and others saying it was on a bus seat.



#### 6. The Snake In The Park

It could have really happened? Yes, it could. But it's suspicious by the number of different versions widely spread out there.

The terrifying story of a child who entered in an amusement park toy and died because no one noticed that there was a poisonous snake inside of it.



#### 7. The Clowns Gang Of The White Van

Many people today get tense when close to clowns or when a white van approaches. According to the myth a group



of clowns in a white van circulated by the cities kidnapping children to steal and sell their organs on the black market.



#### 8. Candy Mixed With Drugs

The legend said that street sellers injected cocaine into candies and sold them near schools to get kids addicted to drugs. This could have happened for real and something like that actually did happen in Rio De Janeiro in the end of the 80's. Van Melle candies were seized containing drugs inside. But the reason would not have been to get children addicted but to sabotage the competition.

Well, we may never know if any of these urban legends are true or not but as that Spanish proverb says: "Yo no creo en brujas, pero que las hay, las hay".

Posted by Deborah Katy at [10:21 PM](#)

*Adapted from <http://supernaturalcases.blogspot.com.br/2012/03/brazilian-urban-legends-of-80s.html>*

➤ **Transcript Podcast about Bloody Mary**

**Bloody Mary**

*excerpted from Spooky Pennsylvania*

*retold by S.E. Schlosser*

She lived deep in the forest in a tiny cottage and sold herbal remedies for a living. Folks living in the town nearby called her Bloody Mary, and said she was a witch. None dared cross the old crone for fear that their cows would go dry, their food-stores rot away before winter, their children take sick of fever, or any number of terrible things that an angry witch could do to her neighbors.

Then the little girls in the village began to disappear, one by one. No one could find out where they had gone. Grief-stricken families searched the woods, the local buildings, and all the houses and barns, but there was no sign of the missing girls. A few brave souls even went to Bloody Mary's home in the woods to see if the witch had taken the girls, but she denied any knowledge of the disappearances. Still, it was noted that her haggard appearance had changed. She looked younger, more attractive. The neighbors were suspicious, but they could find no proof that the witch had taken their young ones.

Then came the night when the daughter of the miller rose from her bed and walked outside, following an enchanted sound no one else could hear. The miller's wife had a toothache and was sitting up in the kitchen treating the tooth with an herbal remedy when her daughter left the house. She screamed for her husband and followed the girl out of the door. The miller came running in his nightshirt. Together, they tried to restrain the girl, but she kept breaking away from them and heading out of town.

The desperate cries of the miller and his wife woke the neighbors. They came to assist the frantic couple. Suddenly, a sharp-eyed farmer gave a shout and pointed towards a strange light at the edge of the woods. A few townsmen followed him out into the field and saw Bloody Mary standing beside a large oak tree, holding a magic wand that was pointed towards the miller's house. She was glowing with an unearthly light as she set her evil spell upon the miller's daughter.

The townsmen grabbed their guns and their pitchforks and ran toward the witch. When she heard the commotion, Bloody Mary broke off her spell and fled back into the woods. The far-sighted farmer had loaded his gun with silver bullets in case the witch ever came after his daughter. Now he took aim and shot at her. The bullet hit Bloody Mary in the hip and she fell to the ground. The angry townsmen leapt upon her and carried her back into the field, where they built a huge bonfire and burned her at the stake.

As she burned, Bloody Mary screamed a curse at the villagers. If anyone mentioned her name aloud before a mirror, she would send her spirit to revenge herself upon them for her terrible death. When she was dead, the villagers went to the house in the wood and found the

unmarked graves of the little girls the evil witch had murdered. She had used their blood to make her young again.

From that day to this, anyone foolish enough to chant Bloody Mary's name three times before a darkened mirror will summon the vengeful spirit of the witch. It is said that she will tear their bodies to pieces and rip their souls from their mutilated bodies. The souls of these unfortunate ones will burn in torment as Bloody Mary once was burned, and they will be trapped forever in the mirror.

## Teacher's Guide

*"The seed of an urban legend find fertile soil at the corner of tragedy and imagination."*

Thomm Quackenbush, *We Shadows*



Hello!

This is a guide for you to teach the unit **Urban Legends**.

You can teach the unit in **4 classes of 1h15min** but you can also expand that time if you have the opportunity to do so. Check out the section "The Best Teacher Ever" at the end of this guide and see some websites, movies, and series that can help you learn more about the topic and that can also be used in class.

You are supposed to act as a facilitator and not to speak Portuguese when teaching the unit. You can use definitions, synonyms, mimic, be creative! Motivate your students to be as active as they can be in the learning process.

The topic is part of the culture of English speaking countries, so make sure your students make connections between the Brazilian culture and the legends they are about to learn. Moreover, be careful not to turn the class into a telling of horror stories. Be aware of the fact that some students might not be comfortable with the idea.

And... the most important thing! **Remember to have fun!** =)

The author.

## Opening page

Read the quotations with your students and challenge them to explain their meaning to you. Alternatively, you can ask them to discuss the quotations in pairs and then report to class.

## Urban Legends? What in the world is that?

This section is the warm up of the unit.

**1)** Verify if your students are familiar with some Brazilian urban legends that are very famous. You can mention other legends that come to mind such as the one about the “homem do saco”, etc.

**2)** Start the discussion with the whole class and then guide the students to continue sharing information in groups of three or four.

Ask them to report what they have discussed. If they don't know some of the urban legends mentioned, ask them to check the end of the unit, where more information about each legend is provided. Ask the students if they think the stories are true or false. You can help them create hypothesis such as “People invented the story that says that candies contained drugs so that children would stop eating them so much”. Boost their creativity.

When they are done, activate students' curiosity towards foreign urban legends before moving one to the next section.

### **Suggested questions:**

Do you think those stories are also famous in other countries?

Do you think other cultures have similar stories? Could you give an example?

Have you ever heard an urban legend from a different country? Tell us about it!



## ANSWER KEY

### Brazilian Urban Legends



Xuxa – The Killer Doll



Devil's Secret Messages In Lps



The Surprising and Deadly Infected Needle



The Clowns Gang Of The White Van



The Knife Inside The Fofão Doll



The Tenebrous Crying Children Paints



The Snake In The Park



Candy Mixed With Drugs

### Foreign Urban Legends

This section aims at presenting students a very famous urban legend, the story of Bloody Mary.

This legend is famous in many countries. Make sure students understand the cultural importance of this tale and all the others. Urban legends are connected to the beliefs and traditions of a people.

This section contains a listening and a vocabulary activity. The students will listen to a podcast and do the exercises that follow it.

#### But... What is a podcast?

pod·cast /'pɒd,kæst/

**noun**

**1.** a digital audio or video file or recording, usually part of a themed series, that can be downloaded from a Web site to a media player or computer: *Download or subscribe to daily, one-hour podcasts of our radio show.*

**verb (used without object), verb (used with object)**

**2.** to record and upload as a podcast: *He podcasts once a week on various topics. She podcasts her lectures.*

**Origin:** 2000-05; (i)pod + (broad)cast - **Related forms:** pod·cast·er, noun

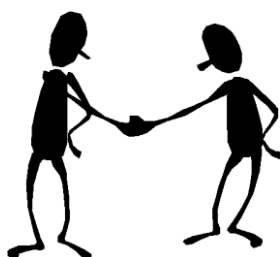


1) Ask the students if they have heard the story of Bloody Mary. Play the audio file 2X and make sure students understand they are not supposed to get the meaning of every single word. If necessary, play it a third time.

The transcript is at the end of the unit. Do not show it to students until they finish exercise 4. Students are not expected to understand the entire story by now. After they do the vocabulary exercise they will have a better idea of what the legend is about.

2) Ask students to sit in pairs and do the exercise.

### PAIRING AND GROUPING STUDENTS



You can use different strategies in order to pair and group students. A good way to make students active is to make them move around the class.

For instance, you can create cards with names of famous couples from movies, cartoons, like:

*Fred Flintstone and Wilma Flintstone*

*Batman and Robin*

*Snow White and The Seven Dwarfs*

*The Beauty and the Beast*

*The Lady and The Tramp*

*And more...*

Give each card to a student and ask them to stand up, move around and find their pairs. This helps making students active, gives them cultural information (such as learning the names of these characters in English) and also makes the class fun! Elicit pronunciation when they sit down, saying, for example: "Oh, cool, so you're Batman and you're Robin, right?".

Correct the exercise orally.



## ANSWER KEY

- a) The purpose of this podcast is telling a story.
- b) It is informal.
- c) A podcast like this could be found on the Internet.
- d) Yes, the podcast is descriptive. The usage of adjectives helped me decide if the podcast is descriptive or not.
- e) Yes, the events are presented in a chronological order. The use of adverbs and connectors helped me decide if the events are presented in a chronological order.
- f) In podcasts similar to this one the verbs are usually used on the past tense.

**3)** Play the file again and ask students to pay attention to vocabulary. Ask the students to do the vocabulary exercise individually.

If you feel they had difficulties in it, ask them to compare their answers with their pairs when they finish.

Correct the exercise orally.



## ANSWER KEY



( 2 )



( 5 )



( 7 )

( 1 ) *adj.* **1.** gaunt, wasted, or exhausted in appearance, as from prolonged suffering or strain; worn

( 3 ) *vb (tr)* **1.** to hold (someone) back from some action, esp. by force

( 4 ) *adj.* **1.** Highly excited with strong emotion or frustration; frenzied

( 6 ) *adj.* **1.** Not of this earth; preternatural; supernatural.

( 8 ) *n.* **1.** An appeal or prayer for evil or misfortune to befall someone or something.

Ask the students to complete the following chart with the number of words that were new for them. Motivate them to check a physical or online dictionary at home and also learn the pronunciation of these new words.

How many of those words were new for you?
<input type="checkbox"/> 6 – 8 words
<input type="checkbox"/> 3 – 5 words
<input type="checkbox"/> 1 – 2 words
<input type="checkbox"/> none of them

**Suggestions: online dictionaries**

<http://www.thefreedictionary.com/>

<http://dictionary.cambridge.org/us/>

<http://dictionary.reference.com/>

<http://www.merriam-webster.com/>

**4)** Elicit the questions and play the file one last time so that students can answer the questions in a detailed manner.

Correc the exercise orally.

Ask students to read their own version of the urban legend if you have time. Read aloud the note on the idiom “in a nutshell”.

Ask them to consult the transcript at the end of the book. You can promote a class reading or ask them to read it in silence. Make sure they have understood the story and check possible questions.

If that is not possible due to time constraints, ask the students to read the transcript at home, look up the words they don’t know on a dictionary and take notes. Tell them you will check their notes on the following class.



## ANSWER KEY

- a) Answers may vary. Suggested answer: Bloody Mary was a woman that lived in the forest and that was believed to be a witch. People were afraid of her and suspected that she was responsible for the disappearance of some young girls from the village.
- b) You can avoid being attacked by Bloody Mary if you don't say / chant her name aloud in front of a mirror three times.
- c) Answers may vary. Suggested answer: Bloody Mary was a strange woman that lived in the forest. People from the town nearby believed she was an evil witch that killed young children. When Bloody Mary enchanted the miller's daughter, one of the farmers shot her and then all the villagers burned her. As she burned, she screamed a curse at the villagers. From that day on, if anyone says her name three times in front of a mirror, her spirit will come to revenge herself for the terrible death she had and it will trap the person forever in the mirror.

**Observation: make sure they use adjectives and the past tense when answering letter C.**

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Want to know more about Podcasts???

TED TALKS - <http://www.ted.com/talks>

Apple Podcasts - <http://www.apple.com/itunes/podcasts/>

BBC Podcasts - <http://www.bbc.co.uk/podcasts>

English as a Second Language Podcasts - <http://www.eslpod.com/>

NASA Podcasts -

<http://www.nasa.gov/multimedia/podcasting/index.html>

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Tell students that they can research more information about podcasts by accessing the links provided. For example, they can listen to the podcasts while driving, etc.

- 5) Tell students that Bloody Mary is not only the name of an urban legend, but also the name of a drink. Play the tutorial once on YouTube.



Online tutorial "How to make a bloody Mary cocktail"

<http://www.youtube.com/watch?v=RMcD-HW3KI8>

Ask them to answer the questions individually and then ask volunteers to report their answers to the class.

 **ANSWER KEY**

a) Answers may vary.

b) Answers may vary. If students don't know how to make this connection, you can mention that the fact that the drink is red makes reference to the blood from the little girls the witch killed and also to her name itself, Bloody Mary.

6) Ask students if they like horror movies / thrillers. Say that you are going to show them the trailer of the movie Paranormal Activity 3 and they will have the opportunity to see two girls trying to see Bloody Mary on a mirror. "Will the girls succeed?" – ask them.

 **Trailer movie Paranormal Activity 3**

<http://www.youtube.com/watch?v=55paMKLNQGE>

Now guide the students to read the comic strip and answer the questions individually.

Correct the exercise with the class.

 **ANSWER KEY**

a) The third image represents an innovative idea. The girl evoked Bloody Mary and she appeared, but instead of scaring her Bloody Mary gave the girl a drink, also called Bloody Mary.

b) The humor of the comic strip resides on the fact that we imagine the girl is trying to evoke Bloody Mary's evil spirit. We think she succeeded on doing so, when Bloody Mary surprisingly gives her the drink with the same name. In conclusion, the humor is in the ambiguity of the name Bloody Mary: it can both refer to the woman and to the drink.

Read the information about "Bloody" with the students. Ask them if they can think of any examples from this usage. If they don't, provide them some examples:

- *Bloody* hell! I'm terribly late!
- Many people have died. It was a *bloody* war.
- Wow! You're a genius. You're *bloody* well right.

Tell students that British people use often this word as an adverb, too. Explain to the students the difference between the use of bloody as an adjective and as an adverb. Check out The Free Dictionary information about this entry:

<p style="text-align: center;"><b>Bloody</b> <i>adj.</i> <i>blood-i-er, blood-i-est</i></p> <ol style="list-style-type: none"><li>1. Stained with blood.</li><li>2. Of, characteristic of, or containing blood.</li><li>3. Accompanied by or giving rise to bloodshed: <i>a bloody fight</i>.</li><li>4. Bloodthirsty.</li><li>5. Suggesting the color of blood; blood-red.</li><li>6. <i>Chiefly British Slang</i> Used as an intensive: "<i>Everyone wants to have a convict in his bloody family tree</i>" (Robert Hughes).</li></ol> <p style="text-align: center;"><i>adv.</i> <i>Chiefly British Slang</i> Used as an intensive: <i>bloody well right</i>.</p> <p style="text-align: right;"><a href="http://www.thefreedictionary.com/bloody">http://www.thefreedictionary.com/bloody</a></p>
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<b>Becoming an urban legend expert</b>
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By now your students are familiar with Bloody Mary's story, but they might still have some questions concerning what are exactly the urban legends and about other famous stories. Ask a volunteer to provide a definition of the term "urban legend".

1) Then, ask them to read the text in silence and do the first exercise.



**ANSWER KEY**

8 – What exactly *are* urban legends?

3 – Okay, I think I understand the "legend" part, but what does any of this have to do with "urban"? Do all these stories take place in big cities?

1 –What are some examples of urban legends?

4 – Do urban legends ever turn out to be true?

6 – Does being true disqualify a story from being an urban legend?

7 – Why are people so *gullible*?



- 5 – Whoa, you were doing pretty well up till then! What's the problem?  
2 – Come on, give it a try.

2) After locating the questions in the text, the students should be able to understand it better. Ask them to answer the comprehension questions about the text.



### ANSWER KEY

- a) Answers may vary. Suggested answer: According to the text, urban legends are a type of folklore, stories that arise spontaneously and are rarely traceable to a single point of origin. They are popular stories alleged to be true, passed from individual to individual via oral or written communication, and that contain an implied moral message.
- b) No. The fact that the legends are called “urban” does not mean the stories took place in big cities. “Urban” is a term that serves as a synonym for “contemporary”, in this case.
- c) According to the author, urban legends are neither true nor false. They are stories alleged to be true in the absence of actual knowledge or evidence. True or not, as long as a story continues to be passed off as factual by folks who do not really know the facts, it's an urban legend. / Personal answer.
- d) We can find irony on the excerpt: “Why is the universe so big? How should I know?”

#### OPTIONAL ACTIVITY: GAME

##### URBAN LEGENDS – MORE ON THE TOPIC

Give the class pictures of each one of the stories and the story's summary and ask them to connect the picture to the story. When they finish, comment on the urban legends and ask them if they have ever heard about them. Also, ask if they can make connections between the foreign urban legends and some Brazilian urban legends they are familiar with and that might be similar to these new ones. Cut the pictures and the summaries of the stories so that you can do the exercise with the class:

## PICTURES



## SUMMARIES

**The Hook:** A boy and a girl are making out in a dark place when they hear on the radio that a convicted murderer had escaped from the state insane asylum, which is close from the place they are. The man is wearing a steel hook in place of his missing right hand. The girl insists on leaving but the boy is brave and wants to stay. When she notices her lover isn't leaving, she panics. The boy pulls out of the parking space spinning the wheels of the car. When they arrive at the girl's house, she screams when getting out of the car because there is a bloody hook dangling from the door handle.

**Alligators in the Sewers:** It was once a fad to among New Yorkers vacationing in Florida to bring back baby alligators for their children to raise as pets. The alligators grew up and were not so cute anymore, so the owners flushed them down the toilet. Some of these animals managed to survive and breed in the dank Manhattan sewer system. From that day on, they have been living beneath the streets of New York City.

**The \$250 Cookie Recipe:** This story is also known as The \$250 Neiman Marcus Cookie Recipe. A customer was having a snack at Neiman-Marcus Café and decided to have a cookie for dessert. The cookie was delicious and so he asked the waitress for the recipe. She said she couldn't give it to him. The man then asked if it was possible to buy the recipe. The waitress said that yes, it was possible to do that, and that the recipe cost "two fifty". The man authorized her to add it to his tab. When his credit card statement arrived, they were charging him \$250 for the recipe, not \$2.50. He tried to contact the company and they said they would never reimburse him, because he had already received and seen the recipe. Therefore, the man had no other choice but forward the recipe to all his e-mails contacts and ask them to pass it on.

**The Choking Doberman:** A couple went out for partying and when they came back home their Doberman was choking to death. The wife calls a friend of the family who is a vet and drops off the dog at his house so he can see help the dog. Because of the fact that the husband was really drunk and passed out when he saw the dog, the woman goes back home and tries to get the husband to sleep. Then, the phone rings and the vet tells her to leave the house immediately. The police is outside waiting and breaks in the house when the couple leaves. They find a thief in the bedroom, bleeding profusely. The dog choke with the criminal's finger.

**The Exploding Toilet:** A man crashes into a sliding glass window that he fails to notice and has small cuts that require stitching. While needs to go to the hospital, so his wife, in panic, throws away gasoline associated with whatever activity was incidental to the accident. The wife cleans up the gasoline with paper towels and throw them on the toilet. When the husband comes back home, he uses the bathroom. After he sits down, he drops his lit cigarette in the toilet. It explodes, causing 2nd and 3rd degree burns on the man's rear and genitals. Once again, the paramedics come out to take him to the hospital. "If you think you are having a bad day..."

**The Microwaved Pet:** A crazy grandmother had just bathed her miniature poodle, Pierre, and was about to towel-dry him when the phone rang. It was her daughter, reminding her that they had arranged to meet for lunch a half hour earlier. Grandma apologized for being late and said she would be there as quickly as she could. Then, she realized that microwaving the pet would be much quicker than towel drying it, so she put her beloved pet inside the oven, set the dial to "defrost" and switched it on. A half a minute later, as she was donning her coat to leave, she heard a muffled explosion in the kitchen. Pierre the poodle was no more.

If you want to tell your students the full version of the story of those legends, check the following links:

**The Hook**

[http://urbanlegends.about.com/od/horrors/a/the\\_hook.htm](http://urbanlegends.about.com/od/horrors/a/the_hook.htm)

**Alligators in the Sewers**

[http://urbanlegends.about.com/od/alligators/a/sewer\\_gators.htm](http://urbanlegends.about.com/od/alligators/a/sewer_gators.htm)

**The \$250 Cookie Recipe**

[http://urbanlegends.about.com/od/fooddrink/a/cookie\\_recipe.htm](http://urbanlegends.about.com/od/fooddrink/a/cookie_recipe.htm)

**The Choking Doberman**

<http://urbanlegends.about.com/od/dogs/a/chokingdoberman.htm>

**The Exploding Toilet**

<http://urbanlegends.about.com/od/accidentsmishaps/a/explodingtoilet.htm>

**The Microwaved Pet**

[http://urbanlegends.about.com/od/dogs/a/microwaved\\_pet.htm](http://urbanlegends.about.com/od/dogs/a/microwaved_pet.htm)

3) Ask the students to do the vocabulary exercise individually. Encourage them to read the text again and look at the context in which the words were used. Allow them to use physical or online dictionaries. Have them report what they found when they finish.



## ANSWER KEY

### ❖ Word “alleged”

a) Answers may vary.

b) al·leged [uh-lejd]

Definition: *adj.* Represented as existing or as being as described but not so proved; supposed.

Synonyms: claimed, supposed, declared, assumed, so-called, apparent, stated, described

### ❖ Word “cope”

a) Answers may vary.

b) cope [kohp]

Definition: *intr. v.* To contend with difficulties and act to overcome them

Synonyms: to manage, to deal with successfully, to handle, to tangle with

### ❖ Word “buttress”

a) Answers may vary.

b) but·tress [**buh**-tris]

Definition: *vb (tr)* To support or sustain

Synonyms: support, sustain, strengthen, shore, prop, reinforce, back up, brace, uphold, bolster

## Grammar: Compound modifiers

The grammar exercise aims at raising students' consciousness about the use of the compound modifiers. Act as a facilitator: encourage them to try to answer the questions even if they don't know the answers, and don't teach them the grammar point right away. Let them reflect upon it first.

1) Ask the students to do the exercise individually.



### ANSWER KEY

a) The underlined words are adjectives, because they are modifying a noun.

b) Answers may vary. Suggested answer: On one hand, the underlined words are similar to the ones from the text because they are adjectives and modify nouns. On the other hand, they are different from the adjectives selected from the text because they are hyphenated and are the combination of two words.

2) Ask students to answer the questions individually. When they finish, ask them to compare answers with a pair. Correct orally.



### ANSWER KEY

The pattern of such words is not always the same. The most common pattern is: adjective/adverb + past participle, but there are many others.

(Stimulate students to come up with their own hypotheses and then tell them the pattern, by giving examples such as "densely-populated", "well-behaved", "cold-blooded", etc.).

We can create the compound modifiers by combining adjectives, adverbs, nouns, numbers and past participles. However, it is important to bear in mind that they are somehow flexible, which means new combinations are always possible.

### Other common patterns for compound modifiers include:

- noun + past participle: *shop-soiled*, *tongue-tied*, *sun-dried*,

When they refused to exchange the shop-soiled item, I was tongue-tied and didn't know what to say.

- noun + adjective: *trouble-free*, *lead-free*, *world-famous*,

If you want trouble-free motoring, make sure you use only lead-free petrol.

The sun-dried tomatoes that we sell are world-famous.

- adj + noun: *deep-sea*, *full-length*, *last-minute*,

She was wearing a full-length dress, quite unsuitable for deep-sea diving.

- number + noun: *two-door, twenty-page, forty-mile*.

The forty-mile journey in the two-door, open-top convertible was ill-advised in such inclement weather

**Want to know more about compound modifiers? Check the website:**

**<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv224.shtml>**

**3)** Ask students to do the exercise in pairs. Ask volunteers to read their answers as soon as they finish.



#### **ANSWER KEY**

- a) narrow-minded father
- b) high-priced car
- c) well-cooked meal

**4)** This question aims at increasing students' awareness towards the idea that the compound modifiers are necessary for describing / defining better things. Ask them the question aloud and listen to possible answers.



#### **ANSWER KEY**

Answers may vary. Suggested answer: Those words can be found in a text like the one I have just read because they make it more descriptive. When a person is being interviewed and is defining a topic ("urban legends"), the modifiers are necessary so that the definition is clearer and more complete.

### **Telling urban legends around**

Divide the students in pairs and trios and ask them to do the speaking exercise. Tell them they are going to tell each other urban legends. They are expected to ask questions about the stories and describe the characters from the stories. Monitor the students while they are doing the activity.



## Top Urban Legends

Read the instructions to the activity with the class.

Ask students to volunteer to read each one of the urban legends and tell them they should not worry about vocabulary at this point. Explain what is an index and say that they are going to write one. The best index will be posted on the blog *The Arbitrary Index*, by Hayley Black. If possible, allow them to draft their indexes in class and assign the activity as homework.

### Notes on “Top 5 Urban Legends that still freak me out”

- ❖ On number 1, the word **compulsive** is in bold because the writer wants to emphasize it. She wants to show that she really needs to always lock the doors.
- ❖ You can discuss with students whether her comment “Um, terrifying” on number 2 is ironic or not.
- ❖ *Freaky Friday* is a 2003 film based on the novel of the same name by Mary Rodgers. It stars Lindsay Lohan as Anna Coleman and Jamie Lee Curtis as her mother. In the film their bodies are switched due to an enchanted Chinese fortune cookie.

## THE BEST TEACHER EVER



Check out some information that you can consult in order to become the best teacher ever!!!

- **More about podcasts – Teaching with podcasts**

<http://www.readwritethink.org/professional-development/strategy-guides/teaching-with-podcasts-30109.html>

<http://recap.ltd.uk/podcasting/channel-list.php>

- **Do you want to know more about the American urban legends and folklore? Check this website.**

<http://americanfolklore.net/folklore/teacher-resources/>

- **Check out 13 urban legends that are going to scare you out!**  
<http://www.megacurioso.com.br/lendas-urbanas/22097-13-lendas-urbanas-sinistras-que-vao-fazer-voce-tremer-infografico-.htm>  
or  
<http://listverse.com/2013/06/12/10-creepy-urban-legends-from-around-the-world/>
- **Check out The South Park episode, "Hell on Earth 2006", which parodies the legend of Bloody Mary.**
- **Check out *Bloody Mary*, a 2006 film set in a psychiatric hospital, which is based on the legend.**

## TEST BOOKLET – URBAN LEGENDS



### INSTRUCTIONS:

- Time allotted for the written test: 1h15min
- On the oral test, students are supposed to talk from 3 to 5 minutes
- Read the instructions with students and make sure they understand what they are supposed to do before they start the written test
- Play the listening selection 3 times.
- Items that should be taken into consideration when grading the oral test:
  - a) Participation in class
  - b) Pronunciation
  - c) Grammar/Form
  - d) Meaning
  - e) Eye contact
  - f) Body posture
  - g) Use of Vocabulary
  - h) Creativity

## ORAL TEST

### URBAN LEGENDS

Compare a **foreign** urban legend to a **Brazilian** one.

You can compare it to one of the following Brazilian legends or any other that is familiar to you.

Talk about similarities and differences to what concerns:

- ❖ the characters involved
- ❖ their personality
- ❖ the environment where the story takes place
- ❖ the context in which the story probably got famous
- ❖ the fact that the story is considered to be true or false
- ❖ etc.

You can also mention which one of the stories is **your favorite** and **why**.



Adapted from <http://supernaturalcases.blogspot.com.br/2012/03/brazilian-urban-legends-of-80s.html>

WRITTEN TEST

URBAN LEGENDS

<b>Student:</b>	<b>Teacher:</b>
<b>Date:</b> __/__/__	<b>Grade:</b>

- Read the text and answer the questions that follow it:



The chupacabra is a creature said to inhabit parts of the Latin America, associated particularly with Puerto Rico, where it was first reported, Mexico, Chile, Brazil and the United States, especially in the latter's Latin American communities. Other reports have also noted the Chupacabra in regions throughout North America, from Miami to Maine. Perhaps this creature has been confused with other possible cryptids and summed up into just one term.

The name translates in Portuguese and Spanish literally as "goat-sucker". This name comes from the creature's reported habit of attacking and drinking the blood of livestock, especially goats. Sightings began in Puerto Rico in the early 1990s, and have since been reported as far north as Maine, and as far south as Chile. Though some argue that the chupacabras may be real creatures, mainstream scientists and experts generally contend that the chupacabra is a legendary creature, or a type of urban legend.

*Adapted from <http://www.unknownexplorers.com/chupacabra.php>*

1) The author David Emery defines urban legends as “popular stories alleged to be true and passed from individual to individual via oral or written (e.g. forwarded email) communication. Typically, said stories concern outlandish, humiliating, humorous, terrifying, or supernatural events — events which, in the telling, always seem to happen to someone other than the teller.”

Based on Emery’s definition and on the text you have just read, is “Chupacabra” an urban legend? Why?

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2) People from Mexico, Brazil, the United States, Chile, and other Latin America countries have reported livestock were being killed, such as birds, horses, and goats. Does this fact make “Chupacabra” a true story? Explain.

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3) Does being true disqualify a story from being an urban legend? Why?

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4) Choose the correct words to complete the sentences about “Chupacabra”:

- a) Chupacabra seemed to be an **unearthly / miller / villager** creature.
- b) According to reports, the cryptid had a **curse / haggard / frantic** appearance.
- c) A farmer who would try to defend himself from Chupacabra could use a **pitchfork / restrain / miller** to kill the animal.
- d) The first person who paid attention to the details of Chupacabra’s attacks (like for example the marks it left on the goats, birds, and horses) was certainly a **haggard / miller / sharp-eyed** person.

- Bloody Mary urban legend is famous all over the world. Check this text about the topic:

## **Bloody Mary: The Unauthorized Biography**

*By Al Martinez*

*Photograph by Pornchai Mittonqtare*

*March 2006*

### **THE RECIPE: Al's Bloody Best**

Legend has it that he named it after Queen Mary Tudor, or Bloody Mary, the Catholic daughter of Henry VIII, who, during her five-year reign, managed to kill off an impressive number of Protestants. Even by the standards of 16th-century England, the slaughter of some 300 "heretics" seemed excessive.

Others ascribe the name to a bar in Chicago called "Bucket of Blood," and still others believe it was based on the complaints of a London visitor to Harry's Bar who kept drinking Petiot's tomato juice libation while going on about his wife, Mary. Using one of England's most popular adjectives, the man declared his wife was a bloody nag and bloody impossible, among other bloody evils. So Petiot, in a fit of whimsy, named his drink the Bloody Mary. You can believe any bloody story you like, but most seem to prefer the influence of the bloody Queen.

However, for those who can't toward a good scare, there is the urban legend of a woman named Mary who was injured in an accident that tore her face so badly she bled to death. Her spirit is said to roam about, and if you stand before a mirror and say Bloody Mary three times, her mangled visage will appear. If so, dash for the door or she'll rip you up, too. You'll surely need a drink after that.

*Adapted from*

[http://www.bonappetit.com/magazine/2009/08/bloody\\_mary\\_the\\_unauthorized\\_biography](http://www.bonappetit.com/magazine/2009/08/bloody_mary_the_unauthorized_biography)

#### **Glossary:**

*slaughter = the killing of a large number of people*

*ascribe = To attribute to a specified cause, source, or origin*

*nag = unpleasant person, complainer*

5) What is the text about? Choose the sentence that best summarizes it:

- a) The different versions of the story of Bloody Mary
- b) The connections between the legend Bloody Mary and the so-called drink
- c) The origins of the name of the drink Bloody Mary

6) Explain the use of the word “bloody” in the excerpts below by choosing adequate synonyms for each use of it. The definitions below will help you:

**Bloody**  
**Adjective**

1. (*Slang*) damned, flaming, fucking (*taboo slang*), bleeding, blooming, freaking (*slang, chiefly U.S.*), rotten, blinking, confounded, ruddy, infernal, deuced, wretched, frigging (*taboo slang*) *I just assumed they were bloody idiot tourists.*

2. cruel, fierce, savage, brutal, vicious, ferocious, cut-throat, warlike, barbarous, sanguinary *Forty-three demonstrators were killed in bloody chaos.*

3. bloodstained, raw, bleeding, blood-soaked, blood-spattered *His fingers were bloody and cracked.*

*Collins Thesaurus of the English Language – Complete and Unabridged 2nd Edition. 2002 © HarperCollins Publishers 1995, 2002 (In [www.thefreedictionary.com](http://www.thefreedictionary.com))*

**Bloody**

1. *Chiefly British Slang* Used as an intensive: *"Everyone wants to have a convict in his bloody family tree" (Robert Hughes).*

**Adverb**

*Chiefly British Slang* Used as an intensive: *bloody well right.*

<http://www.thefreedictionary.com/bloody>

a) “Legend has it that he named it after Queen Mary Tudor, or **Bloody** Mary, the Catholic daughter of Henry VIII”

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b) “Using one of England's most popular adjectives, the man declared his wife was a **bloody** nag and **bloody** impossible (...).”

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c) "You can believe any **bloody** story you like (...)"

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7) Read the comments about some urban legends and create compound adjectives that illustrate them:

Example:



The woman from the story The Microwaved Pet wasn't very normal! She decided to put her poodle in the microwave to dry it! She was certainly an ill-conceived lady.



a) The \$250 Cookie Recipe talks about a guy who was deceived by a waitress because she gave him incorrect information about the price of the recipe of Neiman-Marcus cookies. When the man complained with the company, they didn't open their minds to listen to what he had to say. The company was not \_\_\_\_\_ at all. They didn't want to listen to him!



b) The Hook is a story about a murderer who killed many people and escaped from the state insane asylum. His heart was really cold. He was a \_\_\_\_\_ man.



c) Alligators in the Sewers is a story about cute baby alligators that would be raised as pets by New York kids. The problem was that when they grew up they didn't behave well anymore. We can say that when they grew up they were no longer \_\_\_\_\_ animals.



d) People know very well The Choking Doberman urban legend. It is a very \_\_\_\_\_ story.



e) On the story The Exploding Toilet, a man cuts himself on a door, and then uses a toilet that explodes. Of course, after all that he went through he is not in the best mood ever: he is actually in a very bad mood. As the story ends, he is a \_\_\_\_\_ man.

### 8) Writing

What is your favorite **Brazilian or foreign** urban legend?

Choose one legend from the ones you now know. Complete the index and give 5 reasons in order to explain why that legend is your favorite one among all others. Don't forget to use the tags! Be creative!

**THE TOP 5 REASONS WHY \_\_\_\_\_  
IS MY FAVORITE URBAN LEGEND**

1 –

2 –

3 –

4 –

5-

**Tagged:**

9) **Listening**

**The Lady in the Veil** is a very famous urban legend, known in many different countries. Have you ever heard it before?



[http://americanfolklore.net/folklore/2011/08/the\\_lady\\_in\\_the\\_veil.html](http://americanfolklore.net/folklore/2011/08/the_lady_in_the_veil.html)

Listen to the podcast and answer the following questions:

a) Were the words below used to describe Carlos or the lady in the veil? Put them in the correct boxes:

*beautiful – dark eyes – enchanted – witty – useless – hard to get – infatuated*

Carlos	The lady in the veil

b) Where did Carlos find the woman of his dreams?

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c) Why was Diego pale when he read the name Rosa Gonzalez? Who was her?

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d) Did you like the story? What message do you think the story passes to people who listen to it?

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10) **Self-assessment**

What have you learned from the unit Urban Legends?

Mark the option that applies to you with an X:

	<b>I HAVE LEARNED ALL ABOUT IT</b>	<b>I HAVE LEARNED IT BUT STILL HAVE SOME QUESTIONS ABOUT IT</b>	<b>I HAVEN'T LEARNED IT VERY WELL</b>
Examples of Brazilian urban legends			
Bloody Mary's urban legend			
Examples of other foreign urban legends			
What is a podcast			
Vocabulary			
What is an urban legend			
Grammar: adjectives and adverbs			
What is an index			



URBAN LEGENDS

1) Yes, Chupacabra is an urban legend. It is a story that is not proved to be neither true, nor false. It has been passed through both oral and written media and it concerns the existence of a supernatural creature that was supposedly eating animals in some countries.

2) No, it does not. The fact that some people have reported the killing of some livestock does not make Chupacabra a true story. Chupacabra is considered to be a “legendary creature”, for people have not proved its existence.

3) No, it does not. Urban legends aren't defined as false stories. True or not, as long as a story continues to be passed off as factual by folks who do not really know the facts, it's an urban legend.

4) a) unearthly            b) haggard            c) pitchfork            d) sharp-eyed

5) C

6) a) In “Bloody Mary”, “bloody” is used as an adjective. It modifies the noun “Mary”. Possible synonyms: cruel, brutal, sanguinary. (Students can also mention the noun “blood” on their answer).

b) In “bloody nag”, “bloody” is used as an adjective. It modifies the noun “nag”. Possible synonyms: freaking, damned. In “bloody impossible”, “bloody” is used as an adverb. It intensifies the adjective impossible.

c) In “bloody story”, “bloody” is used as an adverb. It intensifies the sentence.

7) a) open-minded.    b) cold-hearted    c) well-behaved    d) well-known

e) bad-humored

8) Evaluate use of grammar, use of adjectives and adverbs, use of vocabulary, creativity, organization, spelling and adequacy to the topic. Also, evaluate the correct use of tags.

9) a) Carlos: *enchanted –useless –infatuated* / The lady in the veil: *beautiful – dark eyes – witty – hard to get*

b) Carlos found the woman of his dreams beside the cemetery / at the cemetery.

c) Diego was pale when he read the name Rosa Gonzalez because a woman with the same name had died in a car crash the year before.

d) Personal answer / Personal answer. Suggested answer: Be careful, don't trust people easily. Be smart when falling in love.

## Listening Transcript

### The Lady in the Veil

Excerpted from Spooky Texas

Retold by S.E. Schlosser

He had not expected to meet the woman of his dreams, but there she was strolling along in the moonlight beside the cemetery. Carlos quickened his pace until he was level with her, hoping for a glimpse of her face under her veil.

Carlos made a few remarks about the beautiful night and the lovely weather— anything to keep her talking. She stopped abruptly and turned to face him. He caught a glimpse of dark eyes glinting behind the veil.

“What is it you want?” she asked.

“A date, Señorita. Just a date.” Carlos beamed at her.

She paused and said, “I do not know. Ask me again in this place at this time tomorrow night, and we shall see.”

Carlos’s heart leapt in his chest. So she was playing hard to get? Well, fair enough. He would see her tomorrow, and then she would fall into his arms!

The next day dragged by for the infatuated Carlos, and he had trouble concentrating on his work. But at last he was free and running the few blocks to his home to change into a suitable outfit.

He could barely contain himself, and he reached the cemetery a few minutes early. She was not there yet, so Carlos entertained himself by picturing his beautiful bride in their new home.

Suddenly she was there in front of him, the moonlight sparkled off her veil. Carlos was enchanted. They talked for hours, standing in front of the graveyard. She was as witty as she was beautiful, and Carlos begged her for a date.

“We will go out tomorrow night,” she said. “I will send you a letter with the place and time.” Carlos kissed her hand and floated away, so happy he wanted to sing for joy.

Carlos was absolutely useless at work the next day. After work, he rushed home and found a letter in his mailbox. Eagerly he read it, not pausing to wonder how she knew where he lived.

Then he ran next door to show it to Diego, his closest cousin. Diego went pale when he read her signature, Rosa Gonzale. This must be the same Rosa that died in a car crash last year. Diego tried to warn Carlos, but Carlos was already in love.

That night as Carlos hurried to the cemetery Diego followed, certain that his cousin was in over his head. Carlos bounded over to Rosa.

“At last, we go out!” he cried to her. “But first, my love, show me your face!”

At his words, Rosa pulled aside the veil. Back at the gate, Diego gave a gasp of shock, for she had the desiccated face of a skeleton. He was frozen to the spot by the power of the evil specter, unable to warn Carlos.

Looking down, Carlos only saw the glamour the ghost was projecting. As the skeleton’s withered arms trapped him, the veil on his eyes was lifted and he realized in one heart-stopping moment the abomination he was kissing.

The ground opened up, and with a laugh of triumph, the specter pulled him down and down into her tomb. The earth closed over Carlos and Rosa.

Diego, freed from the ghost's spell, ran into the cemetery, shouting his cousin's name in terror. But it was too late. Carlos was dead—locked for all time in Rosa's arms.

*[http://americanfolklore.net/folklore/2011/08/the\\_lady\\_in\\_the\\_veil.html](http://americanfolklore.net/folklore/2011/08/the_lady_in_the_veil.html)*

UNIT

# 2

# YOUR OWN BUSINESS







**Disneyland is a work of love. We didn't go into Disneyland just with the idea of making money.**

*Walt Disney*

**There is only one boss. The customer. And he can fire everybody in the company from the chairman on down, simply by spending his money somewhere else.**

*Sam Walton*

**A BUDGET TELLS US WHAT WE CAN'T AFFORD, BUT IT DOESN'T KEEP US FROM BUYING IT.**

*William Feather*

The secret of business is to know something that nobody else knows.

*Aristotle Onassis*

**IT'S NOT WHAT YOU PAY A MAN, BUT WHAT HE COSTS YOU THAT COUNTS.**

*Will Rogers*

## Having an idea

1) Have you ever considered having your own business? These people have given some thought to the question and succeed in doing so.

**People say the secret about setting up your own business successfully is having a good idea.**

Check out theirs:



*Elissa Liu*  
*Spark Growth Partners*

After years of solving problems for other businesses, this consulting guru decided to start her own company to help small businesses succeed and grow through social media.



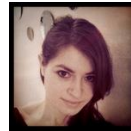
*Aaron Benay*  
*Sovereign Studios*

When you sell a screenplay, you're selling the whole idea. These brothers found a way to retain ownership and control the future of their concepts.



*Pavel Asanov s*  
*PlayFitness*

Already an entrepreneur at the age of ten, this computer whiz turned fitness fanatic is now bringing professionals the convenience of a custom workout while on the go.



*Laura Greb*  
*Artmeme*

After nearly a decade of representing visual artists, this savvy photo editor realized that there was a need from artists to connect to the right resources and a community of peers to inspire them

From: [http://www.wickedstart.com/success\\_stories](http://www.wickedstart.com/success_stories)

Answer the following questions about the texts:

a) Which one of these ideas did you like the most? Which one did you find the most innovative? Is there any of them that you did not like or do not think is viable? Why?

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b) Have you ever considered opening your own business? Why / Why not?

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c) What is necessary for a person to do if he or she wants to open a business in Brazil?

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✓ Now, compare your answers with a pair. Do you have the same opinions?

2) When you are done, decide if you agree or disagree with the opinions given below:

OPINIONS	✓ IF YOU AGREE  X IF YOU DISAGREE
Working by yourself is better than working for a company in every aspect.	
These people don't have stability.	
More and more people are quitting their jobs at multinationals.	
Working is very important to me.	
These people have had ideas that worked out, but it is very difficult to be innovative nowadays. The good ideas are already out there.	

❖ Remember to use these expressions when giving your opinion:



Want to know more success stories?

Visit the website: [http://www.wickedstart.com/success\\_stories](http://www.wickedstart.com/success_stories)

## Opening a business in Brazil

Have you ever imagined opening up your own business in Brazil?

- ❖ Read the text below and catch a glimpse of what it is like to do that:

### Opening a business in Brazil

#### Why make it simple?

Setting up shop has just got easier. But not much

Jan 21st 2012 | SÃO PAULO | [From the print edition](#)

BRAZIL is not an easy place to start a business. The World Bank ranks it 120th out of 183 countries—worse than Burkina Faso or Nigeria. Take one small example. Until recently, you needed at least two partners to form a limited-liability company. Sole traders had to find a “1% sócio”—an employee, friend or family member willing to lend his name to the articles of association, or a shell company set up solely to hold a tiny share.

Things may have just got a little easier. A new law, which supposedly came into effect on January 9th, allows alone business-owner to set up an *Empresa Individual de Responsabilidade Limitada* (*Eireli* for short): a single-holder limited-liability firm. The main requirement is capital of 62,200 reais (\$35,250).

This is a big deal. Alas, it may not happen as planned. In December the federal body that oversees state business registries told them to turn away firms trying to register *Eirelis*, as well as foreigners without permanent right of residence. No reason was given. Later, lawyers were briefed that the law's aim was to let Brazilian sole traders protect their personal goods against lawsuits or bankruptcy—not to make life easier for big business or foreigners.

Since the restrictions have no basis in the law, challenges are inevitable. Husam Abboud of Establish Brazil, a company-formation specialist, is thinking of Brazilian-style direct action: simply trying to register an *Eireli* for a firm or a foreigner, and seeing what happens. “We won't be trying just once, but many times,” he says cheerfully. “In Brazil, it always depends who's on the desk on the day.”

A few speedy locals have already set up *Eirelis*. “It was quick and easy, because I didn't have to hunt for a partner,” says Taise Litholdo, an architect. Sebastião Lino da Silva, an accountant in São Paulo, is helping a medical-research firm, which recently lost a partner, to convert into an *Eireli*. The remaining owner would otherwise have to find a new partner or close. João Marcelo Pacheco of Pinheiro Neto Advogados, one of Brazil's largest law firms, says that some wealthy clients will use *Eirelis* to make their lives simpler.

All this amounts to a tweak, not a revolution. By January 18th only 14 *Eirelis* had been registered with São Paulo's board of trade, Brazil's biggest. “The truth is *Eirelis* are not really suitable for most small businesses,” says Mr Abboud. Few hot-dog vendors and hairdressers have enough spare cash to satisfy the capital requirement, he points out.

That is an argument for scrapping the capital requirement. The Socialist People's Party, an opposition group, has asked the Supreme Court to rule it unconstitutional for discriminating against micro-traders.

Even if foreigners are allowed to set up *Eirelis*, breaking into Brazil will remain tough. The biggest hurdle—finding a permanent resident willing to hold power of attorney for foreign owners—will remain. Establish Brazil and its rivals will do this for foreign clients, but only until a local manager has been appointed, or an expatriate has arrived on a permanent business visa.

The snag is that acting for a foreign firm leaves agents vulnerable to Brazil's capricious tax authorities and labour courts, which tend to ignore limited liability and pursue individual owners. "They want to be able to freeze someone's bank account if problems arise," explains Stephen O'Sullivan of Mattos Filho Advogados, another big São Paulo law firm. "And if they're the only people in the country, they'll go after the local managers, or even the lawyers." Unsurprisingly, Mattos Filho is willing to fulfil this role only for old and valued clients. *Eirelis* may eventually make it easier to set up shop in Brazil. But only a little.

*Adapted from the print edition: Business - <http://www.economist.com/node/21543210>*

**Glossary:**

*Liability = Something for which one is liable; an obligation, responsibility, or debt.*

*Trader = (Business / Commerce) a person who engages in trade; dealer; Merchant*

*Shell company = A shell corporation is a company which serves as a vehicle for business transactions without itself having any significant assets or operations.*

*Alas = unfortunately*

*To brief = To give instructions or preparatory information to*

Answer the questions about the text:

**1)** According to the author, is it easier now to set up a business in Brazil than it used to be before? What evidence from the text show you that?

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**2)** What happened to people who were trying to open big companies or to foreigners trying to become entrepreneurs in Brazil?

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3) Husam Abboud, from the company *Establish Brazil*, said:

“We won't be trying just once, but many times,” he says cheerfully. “In Brazil, it always depends who's on the desk on the day.”

What did he mean when he said that?

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4) Why do you think he said that cheerfully?

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5) What is the biggest challenge foreigners come across when “breaking into Brazil”? Why is it a challenge?

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<b>Grammar: Passive Voice</b>
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**What impact does it make in discourse?**

The following sentences have been taken from the online version of the newspaper *The New York Times*. Look at these two headlines:

**More U.S. Economists See Half-Full Glass**

**Nature Enthusiasts Help Foster an Economic Revival in Portugal**

Is it clear who does the action in them?
--

On the first sentence, the “doers” of the action are the U.S. Economists. On the second, the nature enthusiasts. They are the agents.

When we use the active voice, we give emphasis to the person doing the action: on the examples, it is clear that the emphasis is given to the economists that do the action of seeing

the glass half-full and to the nature enthusiasts that help foster an economic revival in Portugal.

Now check these other headlines:

**In Jobless Youth, U.S. Is Said to Pay High Price**

**Ex-SAC Trader Was Expelled From Harvard Law School**

Is it clear who does the action in them?
--

These two sentences have been written in the passive voice. Because of that, the focus is not on the person doing the active. Instead, the focus is on the “receiver” of the action.

You probably had difficulties saying who does the action in them, for the “doer” is not mentioned – this happens when the “doer” is not known or not important. In the second case, for example, it does not matter who expelled the trader from Harvard, what matters is that he was expelled. The action is more important than the agent of the action.

If the agent needs to be mentioned, this can be done with the use of the particle “by”. For example: **He was expelled by the dean.**

**1)** Now look at these sentences taken from the text “Opening a business in Brazil, why make it simple?” and decide:

a) In which one the focus is on the action

b) In which one the focus is on the person who does the action

**The Brazilian government has created a new law**

**A new law has been created by the Brazilian government**

- ❖ When we want to give emphasis to the action itself and not to the person who does the action, we use the **Passive Voice**.

2) The following sentences have been taken from the text you have just read. Are they in the active or passive voice?

Put **A** for active and **P** for passive:

Sentences	Active or passive voice?
BRAZIL is not an easy place to start a business.	
No reason was given.	
(...) lawyers were briefed that the law's aim (...)	
Since the restrictions have no basis in the law (...)	
By January 18th only 14 <i>Eirelis</i> had been registered (...)	
The Socialist People's Party (...) has asked the Supreme Court (...)	
Even if foreigners are allowed to set up <i>Eirelis</i> (...)	
(...) only until a local manager has been appointed (...)	
They want to be able to freeze someone's bank account if problems arise.	
<i>Eirelis</i> may eventually make it easier to set up shop in Brazil.	

- ❖ The **Passive Voice** is used when it is not important to know who or what is performing the action.

Example: *My car has been washed.*

**What idea am I trying to convey if I say that?**



Well, I don't know who washed the car because I left it at the car wash and came back later when the washing was done. It could also be that the same person always washes my car, so I don't have to mention that.



Another possible context would be that it is not important to mention who washed it is because I just want to focus on the fact that my car is now clean.



3) Now, check out this information about the time required to open a business in different countries in the world:

**Time required to start a business (days)**

Time required to start a business is the number of calendar days needed to complete the procedures to legally operate a business. If a procedure can be speeded up at additional cost, the fastest procedure, independent of cost, is chosen.

Country name	2008	2009	2010	2011	2012
Australia	2	2	2	2	2
Brazil	149	119	119	119	119
Guinea-Bissau	259	216	216	9	9
Haiti	195	195	105	105	105
Nigeria	31	31	31	34	34
Suriname	694	694	694	694	694
United States	6	6	6	6	6
United Kingdom	13	13	13	13	13

*Adapted from: <http://data.worldbank.org/indicator/IC.REG.DURS>*

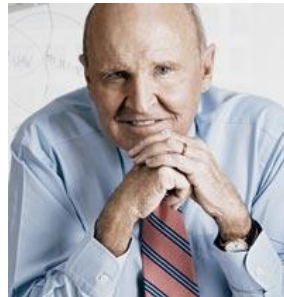
It's your turn!

Complete the sentences so that they give the same information the graph above gives.

Put the verbs in brackets in the passive voice and add any other necessary information:

- a) In 2012, a business \_\_\_\_\_ in \_\_\_\_\_ after 119 days. (can - open)
- b) Things \_\_\_\_\_ in a very efficient way in Australia nowadays. It only takes a person \_\_\_\_\_ to open a company. (do)
- c) Sarah lives in the \_\_\_\_\_. Her company \_\_\_\_\_ last year. It took her 13 days to do that. (create)
- d) The most complicated scenario when it comes to setting up a business \_\_\_\_\_ (can - see) in \_\_\_\_\_. There, you have to wait \_\_\_\_\_ for your business \_\_\_\_\_ (register).
- e) Drastic changes \_\_\_\_\_ (verify) in \_\_\_\_\_ since 2008. In the past a person could only open a business after \_\_\_\_\_. Now, the process is much quicker: in \_\_\_\_\_ you are ready to start working in your own company.

## Learning from the masters



Jack Welch is one of the world's most respected and celebrated CEOs.

Born to a working class family in Salem, Massachusetts, Jack attended the University of Massachusetts, and received his PhD in Chemical Engineering from the University of Illinois.

He joined GE (General Electric Company) at age 24, worked his way up through many divisions, and was named its CEO in 1981 at the age of 45.

In his 21 years as CEO, Jack transformed GE into the world's most admired and successful company with his innovative management techniques. Revenues grew five-fold from \$25 billion to \$130 billion, income grew ten-fold, from \$1.5 billion to \$15 billion, and the company's market capitalization had a 30-fold increase of more than \$400 billion.

His achievements are considered epic, and as a result, thousands of companies around the world have adopted the Welch Way.

<http://jackwelch.strayer.edu/about/jack-welch#sthash.LZHbYeAo.dpuf>

Listen to Jack Welch talk about how to make a company successful and then answer the following questions:

### Jack Welch to Management TV



1) From those ideas, which ones are part of the Welch Way?

- (        ) You have to define the mission of your company.
- (        ) You should dismiss people who are neither on the top group, nor on the bottom group.
- (        ) It's necessary to put together the company's missions and values.
- (        ) It's important to know how and why your company is going on a specific direction.
- (        ) People should use business jargon in a more consistent way so that messages are clearer.

2) According to Jack's ideas, which one would be the best definition for the words below?

❖ **Candor**

- a) "An act or instance of evaluating or appraising."
- b) "Frankness or sincerity of expression; openness."
- c) "Something that has or makes no sense."

❖ **Reward**

- a) "A specific task or duty assigned to a person or group of people."
- b) "Something given or received in recompense for worthy behavior."
- c) "The act of exchanging opinions and ideas."

❖ **To be better off**

- a) "Greater in excellence or higher in quality."
- b) "In a better or more prosperous condition."
- c) "To make better."

Definitions taken from: [www.thefreedictionary.com](http://www.thefreedictionary.com)

3) Take a look at these words, mentioned by Jack on the interview:

four  
define  
straightforward

faster  
soft  
family

Those words contain the same sound [f].

Go to [www.thefreedictionary.com](http://www.thefreedictionary.com) and practice pronouncing them.

The **sound [f]** can occur in words that are not necessarily written with the **letter f**. Check the pronunciation of the words below on the online dictionary:

differentiation  
off  
philosophy

But... watch out! The word below is not pronounced with the sound [f]. Instead, you should pronounce it using the sound [v]:

of

Go to [www.thefreedictionary.com](http://www.thefreedictionary.com) and check it out!

When you finish, watch BBC's video about the **sound [f]**:

The screenshot shows a website navigation menu with the following items: Introduction, The sounds of English (highlighted), Features of English, Quizzes, and Programmes. Below the menu is a sub-menu for 'The sounds of English' with options: About the sounds, Videos (highlighted), Similar sounds exercises, Unit 1, Unit 2, Unit 3, Unit 4, and Unit 5. Below the sub-menu are two download links: 'Download poster with examples (25 K)' and 'Download this video (14.4 MB mp4)'. Below the links is a video player interface with a light blue background and the text 'Pronunciation tips from bbclearningenglish.com'. The video player has a play button, a progress bar, and a volume icon.

### OPTIONAL EXTRA LISTENING

#### Do you want to listen more about business?

What is the future of business? Or, what tendencies can be named for constituting the future of it? Listen to Lisa Gansky, who has been an entrepreneur for more than 18 years, explain in a Ted Talk why The future of business is the "mesh".

[http://www.ted.com/talks/lisa\\_gansky\\_the\\_future\\_of\\_business\\_is\\_the\\_mesh.html](http://www.ted.com/talks/lisa_gansky_the_future_of_business_is_the_mesh.html)

#### Are you prepared to be an entrepreneur?

1) Now that you have learned what is necessary to open your own business, take this quiz and see if you are good to go, in case you decide to become an entrepreneur!

#### Business Start-Up Quiz



Photo: Thinkstock

Take this quiz and see if you're ready to take on the full-time responsibility of a small business.

<http://www.oprah.com/money/Business-Start-Up-Quiz>

a) Share the results with a pair and discuss:

- Do you agree with the results? Why?
- Which one of the questions was more difficult to answer? How so?
- Which one was easy? How so?
- Did you think all the questions were relevant?
- Do you think age and experience are key factors?
- What about location? Is it important to be in a good location? Explain.

b) Share your experience to what concerns work.

- Do you imagine yourself opening your own business? Why / Why not?
- What would be "the job of your dreams"?
- How does it match your personality and objectives in life?

## What's the plan?

If you ever decide to have your own business, it will be necessary for you to create a **Business Plan**.

But... What is a Business Plan?

A Business Plan is a document that specifies all the characteristics your business is going to have. It projects 3-5 years ahead and helps you keep focused and also create the identity of your company.

*<http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/how-write-business-plan>*

### 1) Brainstorming

What do you think a Business Plan should talk about?

A Business Plan needs to be a thorough document.

It should help the owner focus on one main idea and not lose track of his business; polish his original idea and come up with more details about the company to be opened; define short-term and long-term goals; help the managers measure the progress of the business; analyze the market; help the company get funding for the business; find partnerships; lower the risks; and much more.

**2) Match the sections of a typical business plan with their description:**

- |                                |                            |
|--------------------------------|----------------------------|
| a) Executive Summary           | e) Service or Product Line |
| b) Company description         | f) Marketing and Sales     |
| c) Market Analysis             | g) Funding Request         |
| d) Organization and Management | h) Financial Projections   |

( ) In this section you should talk about your historical financial data, prospective financial data and also include a trend analysis for all of your financial statements. You should write this section after you've analyzed the market and set clear objectives, because that's when you can allocate resources efficiently.

( ) This section is a snapshot of your business plan as a whole and touches on your company profile and goals. You don't have to put many details in this section.

( ) Before launching your business, it is essential for you to research your business industry, narrow your target market and make an extensive competitive analysis. That's why you need to write this section very carefully.

( ) In this section you should mention how you intend to use the funds you receive: Is the funding request for capital expenditures? Working capital? Debt retirement? Acquisitions? Whatever it is, be sure to list it in this section. Also, you should mention any strategic financial situational plans for the future, such as debt repayment plan or selling your business. These areas are extremely important to a future creditor, since they will directly impact your ability to repay your loan(s).

( ) This section provides information on what you do, what is the nature of your business, what differentiates your business from others, talk about your products, and the customers and markets your business serves. This section is a description of your business.

( ) In this section you should answer the following questions: How do you plan to market your business? What is your sales strategy? How are you going to reach your customers? What about the human resources department, how is it going to work?

( ) This section should include: your company's organizational structure, details about the ownership of your company, profiles of your management team, and the qualifications of your board of directors. You should answer questions such as: Who does what in your business? What is their background and why are you bringing them into the business as board members or employees? What are they responsible for? What kind of salary and package of benefits do you offer them?

( ) In this section you should answer the following questions: What do you sell? How does it benefit your customers? How does it meet your customers' needs? What advantages does your product have over that of the competition? What is the product lifecycle?

**Would you like to know more about how to create an effective Business Plan?**

Check these links and find out:

<http://www.entrepreneur.com/article/38308>

<http://www.sba.gov/category/navigation-structure/starting-managing-business/starting-business/how-write-business-plan>

**3)** Imagine you are going to open your own business.

Choose one of the sections of a **Business Plan** and write a draft of it:

Section: \_\_\_\_\_

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➤ **Transcript Jack Welch to Management TV**

Reporter: Welcome to management TV. Today we're with Jack Welch, the most admired CEO. Thank you for being with us, Jack. Thank you.

Jack: It's great to be here, Eduardo.

Reporter: What would be the keys, the pillars on which you build a winning organization?

Jack: I have a philosophy of really... build on four pillars.

Reporter: OK

Jack: Uh... You define a mission, where you are going to go. And then you just put together a set of behaviors for your employees. So mission and values, or mission and behaviors define where you're gonna go, and how you're gonna get there. The how and the why. And then I have something called candor.

Reporter: What is it?

Jack: Candor is something where you stop all the nonsense and tell everybody straight on what you're thinking, what you're doing. To evaluate employees very straightforward you give messages clearly without a lot of business jargon. You get the organization moving faster through candor. And the organization has to get used to it because there is no nambi bambi with words. You give them the message. Then, thirdly, from candor comes differentiation.

Reporter: What's that?

Jack: Differentiation is both hard and soft. For the hard you differentiate your businesses and your products: put money in this, take a look at this, don't waste money on this, get out of this, invest in this. Hard calls, keeping the whole family together in business. With people...

Reporter: You had GE, for example, that had businesses that were losing money for...

Jack: 20 years!

Reporter: Wow...

Jack: And we kept them... And now they keep companies all over Japan today. They keep companies I call them shrines and they still maintain them. And then you have differentiation with people. Where you take care of your best to an extreme. Reward them, you give them great jobs, you pay them. But you reward them in the soul as well as the wall. You give a group in the middle group (70%, any number you pick, but in the middle group) a group that you want to show what they can do to get to the top. You train them, they are critically important to you. You need them on the team. Then you have the bottom 10%, the bottom whatever you decide it is, bottom group. There you counsel people out. You tell them look we've looked at this for a long time, to work with you, you're better off elsewhere. The earlier you do that in a career for someone. The better of you are.

## OPTIONAL EXTRA READING

### OPTIONAL READING 1

#### 50 side businesses to set up from home

Graham Snowdon

The Guardian, Saturday 4 September, 2010.



Happy days are here again – or so you might assume from a recent wave of optimistic reports about the [economic outlook](#) and [rising consumer confidence](#). But while unemployment is down, the [latest labour market figures](#) reveal a surge in [part-time jobs](#) as employers remain anxious about long-term recovery prospects, suggesting it may not be time to hang out the bunting just yet.

With more of us working fewer hours and with a resulting earnings gap to close, there's arguably never been a better time to set up a business you can run in your spare time from home. Whether it's to help make ends meet, or to follow your passion, or maybe even both, we've asked the experts to come up with some practical and cheap ways to make some extra cash.

**Bed and breakfast** Got a spare room? Live near somewhere of interest to tourists, or close to a student area? Note you'll almost certainly need planning, mortgage lender and health and safety approvals first.

**Biscuit/sweet making** Homemade biscuits and confectionery can be a great seller, says Hamm. "Bake and package them well, and try reselling through a local gift shop. People in your social network may buy batches for special occasions."

**Car boot sales** This is a part-time occupation that increases earnings and broadens horizons as you make sales and get to travel, says Emma Jones, author of *Working 5 to 9: How to Start a Successful Business in your Spare Time*, and founder of the website [enterprisenation.com](#). "Consider selling specialist items and building a reputation for being the go-to person; offering your knowledge and expertise with the product can increase the price you're paid," she suggests.

**Computer repairer/troubleshooter** Despite the proliferation of technology in our lives, many people still find computers complicated to maintain and terrifying if they go wrong. If you have a reassuring manner and are not fazed by the inner workings of a PC, offer your services locally and let word of mouth do the rest. "I had [some success doing this](#) in the past," says Hamm.

**Cosmetics sales** This is very much a social business activity so be prepared to spend lots of time meeting and talking to people. You'll be selling mainly by networking and often through parties in other people's homes, so an outgoing manner and immaculate personal presentation skills are essential.

**Become a DJ** It goes without saying that you need a deep love of music and an extensive collection of tunes before you can even consider DJing, but as much of the work is at evenings and weekends, it could make a perfect side business. Be ready to cater for a range of crowds and musical preferences, not just your passion. Learn the ropes by concentrating first on weddings and birthday parties or by doing roadie work for an established DJ, which will gain you useful contacts.

**Handyman services** Know your way round a toolbox? Let people know that they can call you for little repair jobs, relatively straightforward DIY tasks such as putting up shelves or assembling flat-pack furniture. "You'd be amazed at the simple things people are willing to pay others to help them with," says Hamm.

**Host and teach foreign students** "This is a great way of renting your room without getting stuck with the flatshare from hell," says Birtles. "Foreign students don't usually stay longer than a couple of months at a time, so if they're annoying at least you know they'll go soon."

**Personal tutoring** If you are a part-time teacher or are perhaps taking a career break to look after young children, this can be a great way to make a little money while keeping your syllabus knowledge up to date. Try advertising locally or registering with an agency like [Personal Tutors](#).

**Pet minding/walking** "Dog-walking is a fantastic earner if you love animals and enjoy the outdoors," says Birtles. "On average you can make between £10-£15 per hour, per dog." Get good and you can be walking two or more at a time. Offer pet-minding as well and you can make a whole business out of it. "You'll need public liability insurance in case something happens to the dogs or members of the public," she warns.

**Wedding/social photographer** You'll need a website or blog to showcase your work, but if you're confident that your photography is good enough, there's no reason why you can't do wedding/function work professionally. Do your homework though – you'll need to take charge of arranging people into groups and know all the classic poses expected of the occasion.

*Adapted from <http://www.theguardian.com/money/2010/sep/04/50-side-businesses-from-home>*

## OPTIONAL READING 2

### Registration Process in Belo Horizonte

A firm wishing to formally register must undertake the following steps:

Step 1: Access the Chamber of Commerce (JUCEMG) website ([www.jucemg.mg.gov.br](http://www.jucemg.mg.gov.br)) and fill out a Consulta de Viabilidade (feasibility consultation). The main purpose of this step is to find

out if the desired business name is available and if they can open their firm at the desired address. This step will also show the licenses needed and the costs involved, based on the main activity of the business.

Step 2: Once a positive response is received, access the Receita Federal do Brasil - RFB (Federal tax service) website (<https://www14.receita.fazenda.gov.br/cadsincnac/inicioAction.do>) - CadSinc (Synchronized Database) and fill out the Coleta WEB. CadSinc brings together the cadastral (land ownership) procedures of agencies and entities involved in the process of formalization and legalization of companies.

Step 3: After receiving the response from step 2, print the DBE (Document Basic Input).

Step 4: Go to the website of JUCEMG ([www.jucemg.mg.gov.br](http://www.jucemg.mg.gov.br)) and click on Portal de Serviços (Serviços WEB/Integrador). Click on the link Integrador and then the link Gerar Novo FCN/REMP. This step will integrate the Consulta de Viabilidade data with the CadSinc data and generate the documents that will be the base of the Contrato Social (state registration for limited liability companies (LLC)) or REMP (state registration for individuals).

Step 5: Click on DAE and print it. The DAE is the document with the amount the entrepreneur should pay to continue the formalization process. All the steps up to now are online and free of charge. If the firm is a LLC the entrepreneur will pay R\$ 165.53 and if the firm is a sole proprietorship the entrepreneur will pay R\$ 82.11.

Step 6: Deliver all documents to the Minas Fácil office in Belo Horizonte, including a document evidencing the payment of the DAE, in person. In this step JUCEMG will check and validate all documentation delivered.

Step 7: Look on the website of JUCEMG ([www.jucemg.mg.gov.br](http://www.jucemg.mg.gov.br)) for a decision on the application for registration of the firm under the link Consulta de Protocolo. If the request was approved, go to the Minas Fácil office to pick up 2 authenticated copies of the REMP or Contrato Social and the micro or small enterprise declaration, in person.

Step 8: Go to the RFB (IRS) website to print the CNPJ (federal tax registration), and to get the Inscrição Estadual (State Tax Registration) and Inscrição Municipal (Municipal Tax Registration).

Step 9: Go to the municipal website (<http://www.pbh.gov.br>) to get the Alvará de Localização e Funcionamento (Municipal License). This costs R\$ 154.60.

Step 10: Go to the JUCEMG website, under the link Consulta de Protocolo, to consult the need for inclusion in other entities, as well as licenses. Some businesses will also need a license from the Fire Department, the Health Division and/or the Environment Division.

*<http://microdata.worldbank.org/index.php/catalog/1551>*

## Teacher's Guide

*"Good teaching is more a giving of right questions than a giving of right answers."*

*Josef Albers*



Hello!

This is a guide for you to teach the unit **Your Own Business**.

You can teach the unit in **4 classes** of **1h15min** but you can also expand that time if you have the opportunity to do so. Check out the section “The Best Teacher Ever” at the end of this guide and see some websites, movies, and series that can help you learn more about the topic and that can also be used in class.

You are supposed to act as a facilitator and not to speak Portuguese when teaching the unit. You can use definitions, synonyms, mimic, be creative! Motivate your students to be as active as they can be in the learning process.

Many students – but certainly not all students – who are taking English for business purposes have considered opening their own business. This lesson is not aimed only at the ones that have thought about doing so. It does not really matter if they are potential entrepreneurs or not, they are certainly going to learn something new about the business area in Brazil and other countries. Moreover, they will learn vocabulary that will be useful to their daily life. Make sure this is clear to your students.

And... the most important thing! **Remember to have fun! =)**

The author.

## Opening page

Read the quotations with your students and challenge them to explain their meaning to you. Alternatively, you can ask them to discuss the quotations in pairs and then report to class.

## Having an idea

This section is the warm up of the unit. Start this lesson by asking if they have ever considered opening their own business. Ask some students to share their ideas and explain.

Ask them some questions about the Brazilian context when it comes to the economic scenario of the country and also when it comes to the opening of business in general.

### Suggested questions:

- Is it a good moment to open a business in Brazil? What type of business could work? What type of business would not work?
  - Do most Brazilians work in big companies or on their own?
- What do you think are the positive and negative aspects of having your own business?

**1)** Ask the students to read the texts and answer questions a, b, and c individually. If they have any doubts related to vocabulary, motivate them to try to get the general idea of the text. However, allow them to check a dictionary if they feel like doing so or provide them a definition in English for the word. You can also give them a synonym.

- ✓ Then, divide them in pairs or trios and guide them to the next exercise. They are supposed to share their answers for questions a, b, and c and also discuss the statements and decide if they agree or disagree with them.



### ANSWER KEY

a) Personal answer.

b) Personal answer.

c) Answers may vary. Suggested answer: it is necessary to come up with an idea for your business, to register the company, to obtain authorization from the government to do that.

### Vocabulary that students might find difficult

- entrepreneur = *n.* a person who organizes, operates, and assumes the risk for a business venture. Synonym: businessman
- whiz = *n.* a person who is very good at a particular activity or in a specific field. Synonym: expert
- custom workout = *n.* a personalized session of exercise or practice to improve fitness, as for athletic competition. Synonym: individualized exercise, personal training
- on the go = *idiom* constantly busy or active.
- screenplay = *n.* the script for a film, including instructions for sets and camera work. Synonym: script
- savvy = *adj.* well informed and perceptive. Synonym: astute, smart, clever
- peer = *n.* a person who has equal standing with another or others, as in rank, class, or age. Synonym: fellow, equal

2) Ask students to do this exercise in the same pairs they did the one before. Tell them to read the sentences and decide if they agree or disagree with them.

#### Recycling the function: giving opinion

Students have already learned how to give their opinion. Read the information about it with them and ask them if they remember other ways to give opinion. Write them on the board.

#### Recycling the function: talking on 3rd person singular

Ask students to report their pair's opinion about each one of the sentences.

Guide a group discussion with the class when everybody finishes.

#### Opening a business in Brazil

This section aims at making students aware of the Brazilian legislation regarding business companies and at helping them improve their reading skills.

Ask students to read the text. When they finish, ask a student to summarize it.

Tell students they are going to answer some questions about the text. Ask them to do that individually. Correct orally as soon as they finish.



## ANSWER KEY

1) According to the author, it is not easier now to set up a business in Brazil. The new law that allows a lone business-owner to set up an *Empresa Individual de Responsabilidade Limitada (Eireli)* – a single-holder limited-liability firm – is not working as it should be. In December, the federal body that oversees state business registries told them to turn away firms trying to register *Eirelis*, as well as foreigners without permanent right of residence. No reason was given. Moreover, it is clear that the government is not trying to make life easier for big business or foreigners.

2) People who were trying to open big companies or foreigners trying to become entrepreneurs in Brazil found it difficult to open businesses in Brazil because the new law made it difficult for them to register their companies. Moreover, if they manage to register the firm, they still have to find a permanent resident willing to hold power of attorney for them.

3) Husam Abboud said that in Brazil the law is not always respected. The so-called “Brazilian-style direct action”, that is, trying to do things even if they are not allowed and seeing what happens, is a strategy that some foreign companies are going to adopt in order to see if they can manage to open their businesses.

4) He said that cheerfully because he is hopeful that it will work. It is also the only solution for him to open his business in Brazil in a successful way.

5) The biggest challenge foreigners come across when “breaking into Brazil” is finding a Brazilian attorney to represent them. It is a big challenge because the law firms know that *Eirelis* might make it even more difficult for foreign companies to establish in Brazil, and that they will have to work hard to help their clients succeed in doing so.

<b>Grammar: Passive Voice</b>
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The grammar section tries to make students active in the learning process. They are supposed to be aware of the grammar topic being taught before listening to an explanation of the topic given by the teacher. They are supposed to use and recognize the passive voice before receiving a theoretical explanation of its structure (verb to be + past participle).

Guide your students through this process.

**1)** Ask the students to read the explanation given and answer the exercise individually. Correct as soon as they finish.



 **ANSWER KEY**

- a) Focus on the action: *A new law has been created by the Brazilian government*
- b) Focus on the person who does the action: *The Brazilian government has created a new law*
- 2) Ask the students to do the exercise individually. When they finish, tell them to compare their answers with a pair and correct with the class.

 **ANSWER KEY**

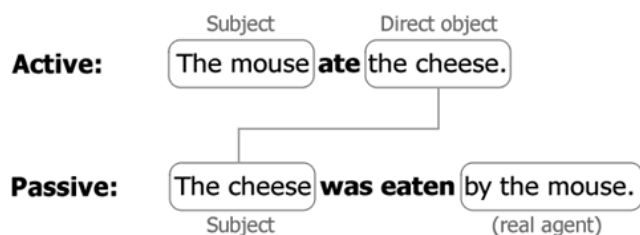
Sentences	Active or passive voice?
BRAZIL is not an easy place to start a business.	A
No reason was given.	P
(...) lawyers were briefed that the law's aim (...)	P
Since the restrictions have no basis in the law (...)	A
By January 18th only 14 <i>Eirelis</i> had been registered (...)	P
The Socialist People's Party (...) has asked the Supreme Court (...)	A
Even if foreigners are allowed to set up <i>Eirelis</i> (...)	P
(...) only until a local manager has been appointed (...)	P
They want to be able to freeze someone's bank account if problems arise.	A
<i>Eirelis</i> may eventually make it easier to set up shop in Brazil.	A

Read the explanation with students and see if they have any doubts. Now you can give students a more detailed explanation about the passive voice.

Tell them the structure of the passive is Subject + Verb to be (auxiliary) + Past Participle (main verb).

Ask them if they can give you examples, which can be taken from the text or not. Then, talk a little about the function of the passive voice, that is, emphasizing the action and not the person who did the action.

Show them how to change a sentence in the active into a sentence in the passive:



Do not forget to mention that it is not obligatory to say what the subject of the passive voice is (in that example, “by the mouse”).

Also, give them examples of how to change sentences in the active from different verb tenses into the passive. Make sure you include an example with modal verbs.

### Optional activity: Game

#### Newspaper Headlines Using the Passive

Tell the students they are going to create newspaper headlines using the passive voice. Divide them into two groups and ask them to do the exercise. Model one first and explain why they are usually in the passive voice.

When they finish, groups compare the sentences they have created.

Suggested topics (you can adapt the topics to your class):

1. Murder at the beach
2. Winning the lottery
3. Sales
4. Elections
5. Sports

*Adapted from: <http://www.teach-this.com/images/resources/news-using-the-passive.pdf>*

After doing the game the students should be able to write sentences in the passive voice.

**3)** Ask the students to do the exercise individually. Tell them that it will be necessary to complete the sentences with names of some countries or any other relevant information.



#### ANSWER KEY

- a) could be opened – Brazil
- b) are done – 2 days
- c) United Kingdom – was created
- d) can be seen – Suriname – 694 days – to be registered.
- e) have been verified – Guinea-Bissau – 259 days – 9 days

### Optional activity: Debate

Promote a debate with students using the data from the graph. Each student can represent a country or maybe talk about how it would be possible to reduce the time required to start a business in general.

### Learning from the masters

The listening section aims at giving students cultural information about one of the most admired CEOs of the world: Jack Welch. Also, students are supposed to get in touch with tips that might be useful to their professional lives.

Ask students to read questions 1 and 2 before listening to Jack Welch.

- If you have access to a computer lab or a smart board in class

Open up the video on YouTube and play it to your students



Jack Welch to Management TV

<http://www.youtube.com/watch?v=VQdZv9BusAA>

- If don't have access to the Internet

Play the mp3 file to your students.

1) Ask students to do the exercise individually. Ask them report their answers and correct with the class and explain why the other sentences are false.



### ANSWER KEY

- ✓ You have to define the mission of your company
- ✓ It's necessary to put together the company's missions and values
- ✓ It's important to know how and why your company is going on a specific direction

You should dismiss people who are neither on the top group, nor on the bottom group.

**Correction: You should dismiss people who are in the bottom group (10% or whatever you decide the percentage should be).**

People should use business jargon in a more consistent way so that messages are clear.

**Correction: People should not use business jargon because it does not make messages clear.**

2) Ask students to do the exercise individually. Tell them all the definitions have been taken from the dictionary, but one of them will be more appropriate to what concerns Jack Welch's ideas. Correct with the class.



### ANSWER KEY

- ❖ Candor – B
- ❖ Reward – B
- ❖ To be better off – B

3) Read the information about pronunciation with students and show them the video on BBC about the sound [f].

#### BBC video about sound [f]

[http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/con\\_voiceless\\_5.shtml](http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/con_voiceless_5.shtml)

If you have extra time, ask students to listen to Jack Welch again, and read the transcript at the same time, paying attention to the pronunciation of those words.

Tell students that they can do the optional listening activity at home.

<b>Are you prepared to be an entrepreneur?</b>
--

The speaking section aims at motivating students to share their experiences and take a quiz that will show them if they are prepared or not to open their own business.

The quiz is from Oprah Winfrey's website. If you have time, ask them what they know about Oprah. Give some information about her to the students.

1) Ask student to take the quiz.

- If you have access to a computer lab or a smart board in class

Open up the quiz on the link and tell students to write down their answers on a piece of paper.

#### Business Start-Up Quiz

<http://www.oprah.com/money/Business-Start-Up-Quiz>

- If don't have access to the Internet

Go to the end of this Teacher's Guide and print Business Start-Up Quiz. It's photocopiable. Make copies and hand them to your students.

- Tell students to share the results with a pair and discuss the questions.
- Tell students to share their experiences with a pair.

Monitor the students while they are performing the activity.

### What's the plan?

The writing section aims at giving the students information about what is a Business Plan. Even if they do not have the intention to ever write one, this section will be useful to them because they will come across vocabulary from the business field.

Read the information with the students.

**1)** Tell students what is a "brainstorming" and guide them to brainstorm ideas about what is a business plan. If you feel they are secure about it, they can do it individually. If not, ask them to sit in pairs or small groups.



#### ANSWER KEY

Answers may vary. All answers will be accepted at this point. If they come up with something that is not close to the expected answer, ask them to explain why they gave that answer.

Explain to students the information about the fact that the Business Plan is a long document. Tell them that it can be longer than 100 pages in some cases.

**2)** This exercise aims at increasing students' awareness towards the type of writing that is expected for a Business Plan. Ask them to do the activity individually and compare with a pair. Tell them that the language should be formal.



#### ANSWER KEY

H – A – C – G – B – F – D – E

Motivate students to research more about Business Plans. There are lots of information on the Internet about the topic. Tell them that SEBRAE's website has a great description of a business plan, in Portuguese:

<http://www.sebrae.com.br/momento/quero-abrir-um-negocio/planeje-sua-empresa/plano-de-negocio>

3) Ask students to do the exercise individually. Tell them that it does not matter if they are not going to open a business, they can do the exercise the same way. They can invent a business or mention one that they have learned about before. Tell them that the *Optional Reading* section gives some ideas about businesses that can be set up from home. They can use those ideas to do the writing exercise.



### ANSWER KEY

Answers will vary. Receive students exercises and correct at home. Evaluate grammar, spelling, use of vocabulary, creativity, coherence, cohesion and punctuation. Emphasize formal writing and other features that they have already learned and that are necessary when using English for business purposes.

Tell students that they can do the optional reading activity at home. Ask some students to report what they read on the following class.



Check out some information that you can consult in order to become the best teacher ever!!!

- **British Council – Learn English Professionals**

<http://www.britishcouncil.org/professionals-lesson-downloads-business-writing-homepage.htm>

- **Why Generation Y Yuppies Are Unhappy**  
This excellent text explains why different generations want different things for their professional lives. You can guide a discussion in class about it.

<http://www.waitbutwhy.com/2013/09/why-generation-y-yuppies-are-unhappy.html>

- **Ten steps to open your own business**  
Promote a discussion in class about the 10 steps to start a new business.

[http://www.wickedstart.com/ten\\_steps](http://www.wickedstart.com/ten_steps)

- **Movies: Steve Jobs (2013), Something Ventured (2011), Inside Job (2010), The Social Network (2010), Up in the Air (2009), Herb and Dorothy (2008).**

**BUSINESS START-UP QUIZ**

Take this quiz and see if you're ready to take on the full-time responsibility of a small business.

1) Can you handle not knowing where your next paycheck is coming from? Are regular income and benefits something that you can do without for a period of time?

a) I have other income from a spouse or part-time job and I'm a person who handles risk very well—I won't go nuts over it.

b) For 3–4 months, I'll be okay and then things will start to look bad.

c) I have people who depend on me and I can't risk losing the house or not having health insurance. I'll save and plan for a better time to start.

2) Do you have the cash reserves to pay your (personal) bills for the next two years without any salary taken from your business?

a) Really? I guess so—we can cut back on purchases and entertainment, maybe move to a less expensive area.

b) I'm planning to live on money obtained from loans or friends/family, and we'll get the business off the ground fast.

c) We live paycheck to paycheck right now and my credit is not good because of a divorce or other reason.

3) In five years how much do you want to be making a year from your business (personal salary)?

a) If I can make the salary I'm making now (before the business) in five years and have a profitable business, I'll be happy.

b) I expect to be paid for my hard work and risk. I expect to make more than double what I make right now.

c) Show me the money, baby! Starting a business is the way to become a millionaire, and that's what I'm after.

4) What type of personal lifestyle do you want? Will your business allow for the hours and personal rewards that are important to you?

a) I want a more flexible lifestyle, but I know that a business can take 12–15 hour days during the first few years.

b) I want to be there for my kids and expect to be home when they are out of school. My business goals are smaller because of this.

c) Employees will run my business and I'll be on the beach most of the year...right?

5) Have you been in the "power position" before? Are you a better leader or loner?

a) I have experience running a business before. It might not have been successful, but I learned a lot along the way.

b) I've been in management roles in companies like the one I want to start before. I've been successful in those positions.

c) I've always wanted to be the leader, but it has never worked out. I'm more of a loner and like to work on my own.



6) How does your age affect your business decision?

The younger you are the better you may be able to handle risk, but how will a business failure or success affect the rest of your life plans?

a) I'm at a point in my life where major change and risk are okay. I'm ready for a major challenge and know that failure teaches many things.

b) It's now or never for me. I've put this on hold long enough.

c) If this business fails, I'm ruined financially and personally. I've got all of my life savings on the line—failure is not an option.

7) Do you have the physical stamina to handle the stress and demands that a business venture will place on you? Business owners tend to need a lot of energy...do you have the reserves?

a) I am healthy and work to stay that way. Exercise and eating right give me solid energy each day.

b) I don't have much time for exercise, but I know how to use coffee and soda to get me through the day.

c) I've been ill recently and my health is not good. My doctor has told me to "take it easy."

8) Do you love (or at least like) your current physical location? As a business owner, you will become part of the community for years to come. Is this where you want to be?

a) I am already involved with the community and my family is here. I love the area and have a lot of support.

b) We just moved to this city and it's been okay for us. My family is not nearby.

c) I don't like my location. There are few opportunities here and that is why I want to start a business, so I can make some money.

9) How much are you willing to risk financially? Most entrepreneurs put it all on the line (savings, credit, home) and many will lose it all. What can you lose? Are you willing to lose it?

a) I can handle risking it all. I have support from my spouse/family and I know that I can recover if the business does not work out.

b) I will not put my home on the line, but the rest of it is optional. Losing my savings and my credit would be hard, but I don't think that will happen.

c) I don't have anything to lose. My credit is bad, I don't have much in savings and I don't own a home.

10) Think about the top five reasons why you want to start this business. Then think about your top five personal life goals. What conflicts do you see? How many are similar? Can you make changes so that your personal and professional goals are closer to each other?

a) I've done this exercise—it was easy. More than three were connected and the other ones were close. I think I'm on the right track!

b) I thought about this and see that some are the same, but those that are not are very different. How can I make \$500,000 in sales and still travel like I want?

c) I like to take life as it comes and I change my mind a lot. Coming up with that many goals didn't work out—planning is not a strength for me.

*From <http://www.oprah.com/money/Business-Start-Up-Quiz>*

## BUSINESS START-UP QUIZ – RESULTS

### **Most answers A**

The time is right and you have the makings of an entrepreneur. Most of your expectations are reasonable and you have a healthy understanding of what this process will take. It also sounds like you have support from others—you'll find this to be very important as you start your venture. Knowing where to turn in a crisis or when it all just seems to be too much will help you stay with it.

### **Most answers B**

Business ownership is going to be a shock to you and you may not recover, financially or personally. If you still think that you want to give this a try, there are many things you can do to help you get ready. Take a job in a business that interests you and learn by watching what the owner does. How do they lead? How do they live? How long did it take them to get there? Get your personal and financial life in shape—fix your credit, save some money, build your support systems and get healthy. If you take care of these things, come back here in the future and try this again and see where you score.

### **Most answers C**

Business ownership might be a dream, but it is not for you. You don't have the resources or support to make this happen. If you decide to start something anyway, try a part-time business so you can retain some regular income along the way. Consider working in small businesses to learn the ropes, although, a job in a larger company may provide you with the stability you need.

## TEST BOOKLET – YOUR OWN BUSINESS



### INSTRUCTIONS:

- Time allotted for the written test: 1h15min
- On the oral test, students are supposed to talk from 3 to 5 minutes
- Read the instructions with students and make sure they understand what they are supposed to do before they start the written test
- Play the listening selection 3 times.
- Items that should be taken into consideration when grading the oral test:
  - a) Participation in class
  - b) Pronunciation
  - c) Grammar/Form
  - d) Meaning
  - e) Eye contact
  - f) Body posture
  - g) Use of Vocabulary
  - h) Creativity

## ORAL TEST

### YOUR OWN BUSINESS

#### OPTION 1

Take a look at this picture. Does it seem to be a dream to you?



- ❖ Imagine you are going to set up your own business from home. What type of business would you choose? Why? Talk about the advantages and the downsides of that type of business. Also, mention which business you would never be able to do. Remember to give your opinion.

#### OPTION 2

Which one of these two quotations is more similar to your ideas about business?

**“Every day I get up and look through the Forbes list of the richest people in America. If I’m not there, I go to work.”** *Robert Orben*

**“Whenever you find yourself on the side of the majority, it is time to pause and reflect.”**  
*Mark Twain*

- ❖ Explain your choice
- ❖ Imagine you are going to use one of these quotations to give some advice to a person who is starting his professional life now. Which one of these quotations would you use? Why? What else you would tell the person?
- ❖ If he/she says that he/she intends to open his own business, what type of advice would you give him/her? Remember to give the person your opinion as well.

## WRITTEN TEST

### YOUR OWN BUSINESS

<b>Student:</b>	<b>Teacher:</b>
<b>Date:</b> __/__/__	<b>Grade:</b>

- Read the text and answer the questions that follow it:

#### **A Helping Hand or the Long Arm of the Law?**

##### **Experimental evidence on what governments can do to formalize firms\***

Gustavo Henrique de Andrade, *Governo do Estado de Minas Gerais*

Miriam Bruhn, *World Bank*

David McKenzie, *World Bank, BREAD, CEPR and IZA*

#### **ABSTRACT**

Many governments have spent much of the past decade trying to extend a helping hand to informal businesses by making it easier and cheaper for them to formalize. Much less effort has been devoted to raising the costs of remaining informal, through increasing enforcement of existing regulations. We conducted a field experiment in Belo Horizonte, Brazil, in order to test which government actions work in getting informal firms to register. Firms were randomized to a control group or one of four treatment groups: the first received information about how to formalize; the second received this information and free registration costs along with the use of an accountant for a year; the third group was assigned to receive an enforcement visit from a municipal inspector; while the fourth group was assigned to have a neighboring firm receive an enforcement visit to see if enforcement has spillovers. We find zero or negative impacts of information and free cost treatments, and a significant but small increase in formalization from inspections. Our LATE estimates of the impact of actually receiving an inspection are much bigger, giving a 21 to 27 percentage point increase in the likelihood of formalizing. The results show most informal firms won't formalize unless forced to do so, suggesting formality offers little private benefit to them, but the tax revenue benefits to the governments of bringing firms of this size into the formal system more than offset the costs of inspections.

Keywords: Informality; Enforcement; Small Enterprises.

#### **Context and the Process of Formalizing**

Belo Horizonte is the capital city of the state of Minas Gerais in Brazil, and has a city population of almost 2.5 million, with 5.5 million in the official metropolitan area (the third

largest in Brazil after São Paulo and Rio de Janeiro). A 2009 survey by the Brazilian statistical agency IBGE along with government records was used by SEBRAE, the government agency for supporting micro and small businesses, to estimate that Belo Horizonte has a total of 561,310 businesses, of which 402,744 were informal (72 percent).

### **Registering a microenterprise in Belo Horizonte**

The Complementary Federal Law 123 defines micro-enterprises as firms with annual revenues up to R\$ 360,000 (US\$177,000)<sup>1</sup>, provided they are not the subsidiary of another firm. Microenterprises which meet several other conditions – the key ones being they do not have a foreign owner or partner, they are not in certain sectors like financial services, consulting, alcohol or tobacco, or transportation – are eligible to register their businesses formally under a national simplified taxation system called SIMPLES. The SIMPLES regime combines several ongoing tax and contribution payments into a single payment (including employee taxes and ICMS, the State sales tax), but does not simplify the registration process itself. In addition, at the time of beginning our study, enterprises with one or fewer employees and which had R\$36,000 or under in annual revenues could instead register as individual microentrepreneurs (MEIs). This was changed after our intervention had begun, with the eligibility threshold being raised to R\$60,000 after a law change in September 2011.

The State government created a unit called Minas Fácil in June 2008, in order to simplify the registration process. Registration under this new system involves registering at the federal, state and municipal levels all through a single process. Many steps in the process are online, and the entire process is estimated to take 7 days for an average firm. The key documents obtained are federal tax registration, evidenced by obtaining a CNPJ (Cadastro Nacional de Pessoas Jurídicas) number; state level registration with the Chamber of Commerce (JUCEMG); and a municipal license (Alvará de Localização e Funcionamento, or ALF). The initial cost of registration is R\$236 for a sole proprietorship and R\$320 for a limited liability company.

<sup>1</sup> **1 US dollar is approximately 2 Reais during the period of our intervention.**

*Adapted from <http://microdata.worldbank.org/index.php/catalog/1551>*

1) This text talks about a field experiment that was carried out in the city of Belo Horizonte. What was the intention of the research?

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2) What is SIMPLES and how does it affect businesses in Belo Horizonte?

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3) Take a look at the excerpt below, taken from the text “Opening a business in Brazil”:

“BRAZIL is not an easy place to start a business. The World Bank ranks it 120th out of 183 countries—worse than Burkina Faso or Nigeria. Take one small example. Until recently, you needed at least two partners to form a limited-liability company.”

Comment the excerpt, explaining why Brazil is not an easy place to start a business and mentioning some conditions that microenterprises must meet to open a business in Brazil:

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4) What did the results of the field experiment show?

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5) Use the passive voice and the knowledge you have acquired after studying the unit **Your Own Business** to complete the sentences below:

a) A company \_\_\_\_\_ (can – open) in Brazil only after \_\_\_\_\_

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b) Last year, a business in \_\_\_\_\_ (country) \_\_\_\_\_

(can – register) in \_\_\_\_\_ days.

c) Nowadays, a very complicated situation \_\_\_\_\_ (verify) in countries such

as \_\_\_\_\_, where the registration of a company may take several days.

6) In which of these sentences are the words **in bold** used appropriately?

❖ **Candor**

- a) An organization can move faster through candor because messages are clearer.
- b) His candor was amazing; he was extremely efficient in everything he did.
- c) It's important to be candor when giving instructions to your employees.

❖ **Reward**

- a) You should reward people who are on the top group, according to Jack Welch.
- b) You should reward people who are on the middle group, according to Jack Welch.
- c) You should reward people who are on the bottom group, according to Jack Welch.

❖ **To be better off**

- a) You are certainly going to be better off if you take the train, it's not so fast and it is very expensive.
- b) She is better off without him. They broke up and she is much happier now.
- c) Your company will be better off with employees that need training.

## 7) **Writing**

The text below is part of a **Business Plan**. Read it and answer the following questions:

Abbey Electronic Services is a business managed with Richard Abbey. The economic growth of London in the last several years has resulted in a revitalized community with numerous new services and businesses. Abbey Road Services will position itself to capitalize on the growing need of the middle-upper class market for all the electrical repair service that needs to be done in the metropolitan area. A part of the additional funding for opening the company will come from a loan from a bank and it will be paid sometime soon.

*Adapted from [http://www.docstoc.com/docs/7953890/Sample-Example-Business-Plan-\(Things-to-Include\)](http://www.docstoc.com/docs/7953890/Sample-Example-Business-Plan-(Things-to-Include))*



a) What section of a business plan is it?

(        ) Market Analysis

(        ) Funding Request

(        ) Company Description

(        ) Marketing and Sales

b) The section is not written the way it was supposed to be. **Mark** the problems it contains and give examples from the text that show that:

(        ) **The plan is poorly written**

Example: \_\_\_\_\_

(        ) **The plan is too vague**

Example: \_\_\_\_\_

(        ) **The plan makes unrealistic assumptions**

Example: \_\_\_\_\_

(        ) **You claim there is no risk involved in your new venture**

Example: \_\_\_\_\_

(        ) **You claim you have no competition**

Example: \_\_\_\_\_

c) What is a **Business Plan** and why is it important for a person who is going to set up his own business?

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## 8) Listening

What is the BEST business for a person to set up?

Listen to Donald Trump and Steve Jobs, two masters from the business world, talk about it and answer the following questions:



Donald Trumps Advice on Choosing a Career



Steve Jobs explains the rules for success

a) Which sentences could have been said by Donald Trump and which ones could have been said by Steve Jobs, according to what you have heard?

Mark **D** for Donald Trump, **S** for Steve Jobs and **B** for both of them:

- |  |  |
|--|--|
| (        ) You have to love what you do  | (        ) You really need to want to do what you do                           |
| (        ) A friend of mine gave up a job in Wall Street and opened a golf course building company | (        ) Do not accept your family pressure                                  |
| (        ) Any rational person would give up a job he or she does not like                         | (        ) If you don't love your job you will probably quit your job and fail |
| (        ) You have to have fun at your job  | (        ) You have to have a talented team to succeed                         |

b) According to Donald Trump and Steve Jobs, is it better to open your own business or work for an existing company? Why?

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c) Do you agree with them? Explain.

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10) **Self-assessment**

What have you learned from the unit Your Own Business?

Mark the option that applies to you with an X:

	<b>I HAVE LEARNED ALL ABOUT IT</b>	<b>I HAVE LEARNED IT BUT STILL HAVE SOME QUESTIONS ABOUT IT</b>	<b>I HAVEN'T LEARNED IT VERY WELL</b>
To express my opinion about business ideas and working in general			
What is an EIRELI and the difficulties related to opening a business in Brazil			
Grammar: Passive Voice			
Time required to start a business in different countries			
Who is Jack Welch and principles from the Welch Way			
Vocabulary: candor, reward, to be better of			
Pronunciation: sound [f]			
To express myself to what concerns opening or not my own business			
What is a Business Plan			



YOUR OWN BUSINESS

1) The intention of the research was testing which government actions worked in getting informal firms to register in Belo Horizonte.

2) SIMPLES is a national simplified taxation system. It combines several ongoing tax and contribution payments into a single payment – but does not simplify the registration process itself.

3) Answers may vary. Suggested answer: Brazil is not an easy place to start a business because the registration process is very bureaucratic. For example, it is necessary for the person to go through a long registration process (it takes a person 119 days to register a company in Brazil) and have capital of 62,200 reais (\$35,250). Moreover, the process can be even more complicated for foreigners. Microenterprises must meet several conditions, such as do not have a foreign owner or partner and do not be in certain sectors like financial services, consulting, alcohol or tobacco, or transportation.

4) The results showed that most informal firms won't formalize unless forced to do so, suggesting formality offers little private benefit to them, but the tax revenue benefits to the governments of bringing firms of this size into the formal system more than offset the costs of inspections.

5) Answers may vary. Suggested answers:

a) can be opened – you finish the registration process, which is very long and bureaucratic. (the reason may vary)

b) Australia – could be registered –2 days (the country and the number of days may vary)

c) is verified – Suriname (country may vary)

6) Candor – A

Reward – A

To be better off – B

7) a) Company description

b) Problems that can be verified in the text:

- The plan is poorly written – “Abbey Electronic Services is a start-up **business** managed **with** Richard Abbey.”

Correction: business and by.

- The plan is too vague – “A part of the additional funding for opening the company will come from a loan from a bank and it will be paid sometime soon.”

Correction: the information should be more specific.

- The plan makes unrealistic assumptions – “Abbey Road Services will position itself to capitalize on the growing need of the middle-upper class market for all the electrical repair service that needs to be done in the metropolitan area.

Correction: The company cannot promise to do all the electrical service that needs to be done in the area.

Problems that cannot be verified in the text:

- You claim there is no risk involved in your new venture
- You claim you have no competition

c) A Business Plan is a document that specifies all the characteristics the business is going to have. It projects 3-5 years ahead and helps the person keep focused and create the identity of the company. The Business Plan is important because it helps the owner focus on one main idea and not lose track of his business; it polishes his original idea and makes him come up with more details about the company to be opened; it defines short-term and long-term goals; it helps the managers measure the progress of the business; it analyzes the market; it helps the company get funding for the business; it helps the owner find partnerships; it lowers the risks; and much more.

8) a) Answers:

- ( B ) You have to love what you do
- ( D ) A friend of mine gave up a job in Wall Street and opened a golf course building company
- ( S ) Any rational person would give up a job he or she does not like
- ( S ) You have to have fun at your job
- ( D ) You really need to want to do what you do
- ( D ) Do not accept your family pressure
- ( B ) If you don't love your job you will probably quit your job and fail
- ( S ) You have to have a talented team to succeed

b) According to Donald Trump and Steve Jobs, it is not about opening your own business or working for an existing company, it is all about doing what you love. It is necessary to choose something you really want to do, not accept your family pressure, and that will help you succeed, either at your own business or in an existing company.

c) Personal answer.

## RATIONALE

*"We think too much about effective methods of teaching and not enough about effective methods of learning."*

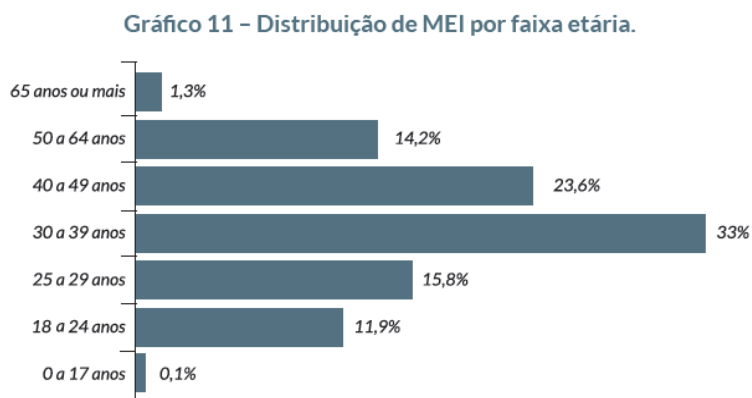
*John Carolus S. J.*

“New developments, new technologies and new interpretations (...) they keep us alive; they make us better teachers. (Harmer, 2001, p. 10)”. Many theories and books have been written about what makes teaching better. These texts have not only proved that new developments and technologies are necessary for the teaching area, but also shown the importance of improving teaching practices. But how could we widen our scope and think about what makes learning better? This final project does not aim at defining what constitutes better learning. Nevertheless, it has been conceived under the principle that learning must be taken into consideration in the process, for it will only be effective if it is meaningful to learners.

In order to make the study of English purposeful, **Teaching English to Intermediate Students in a Meaningful Way** talks about topics that are connected to students' realities: *Urban Legends* and *Opening Your Own Business*. Young adults and adults have recently seen a boom of TV series and movies in which zombies, vampires, and other supernatural creatures are in evidence (for example, *The Walking Dead*, *The Twilight Saga*, *Game of Thrones*, *World War Z*, and others). Besides the fact that those programs are among the most popular entertainment source for this age group, they also have a big cultural relevance. Urban legends are part of the imaginary of a society, and students will see that when they study the Brazilian ones. After recognizing stories they had heard on their childhood, they will have the opportunity to explore the unit and learn foreign ones. The topic *Urban Legends* is meaningful because when we learn a second language, we not only learn the language, but also the culture of the countries which speak the language. When it comes to the topic *Opening Your Own Business*, it was chosen because books aimed at teaching Business English need innovation. In spite of the fact that not all students taking this course are going to be entrepreneurs, many of them may one day open their own businesses. According to a research made at SEBRAE,

“Desde a instituição da figura do “Microempreendedor Individual” (MEI), o número de novos empresários não parou de crescer. Já passamos de 2,5 milhões de empreendedores formalizados, e esse número deverá continuar subindo. Pelas nossas estimativas, em 2014 teremos mais microempreendedores individuais do que micro e pequenas empresas no Simples Nacional”.

These new businesspeople are mostly young, which can be verified in the graph below, found on the same research:



SEBRAE’s study also claimed that “Desde a última pesquisa, em 2011, o universo de microempreendedores individuais cresceu 84%, chegando a mais de dois milhões de empresas.” Therefore, it makes sense to prepare students to that possible reality. They will take a quiz that says whether or not they are prepared to have a company and hear advices from experts such as Donald Trump, Jack Welch and Steve Jobs. These exercises will be meaningful to them; hence “the purposes students have for learning will have an effect on what it is they want and need to learn - and as a result will influence what they are taught. (Harmer, 2011, p. 11)”. Considering the students’ needs on the learning process is paramount: if the issue of affect is well handled by teachers, then students feel good about the process and it will be far more likely to be successful.

**Teaching English to Intermediate Students in a Meaningful Way** will be used in language institutes with Brazilian young adults or adults who are taking either a regular English course or a Business English course and whose ages range from 18 to 35 years-old. According to the “Common European Framework (a document setting out in detail what students ‘can do’ at various levels) (Harmer, 2011, p. 17)”, these students will be on level B1, which means they will have the following abilities:

“Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations

likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.”

It is important to bear in mind that success is not so obvious at the intermediate level. So the teacher is expected to motivate students, without discouraging them, and “one of the ways of doing this is to make the tasks (...) more challenging, and to get them to analyse language more thoroughly, (...) help them set clear goals for themselves so that they have something to measure their achievement by (Harmer, 2011, p. 18).” Likewise, it is essential to pay attention to the fact that they are older learners. They usually have a lot of discipline and are often more motivated to learn, because they can see long-term goals, but “adult learners come with a lot of previous learning experience which may hamper their progress. Students who have had negative learning experiences in the past may be nervous of new learning. (Harmer, 2011, p. 15)”. Therefore, there must be cooperation in class and attention to these factors so that learning is not impaired in any way.

The units are to be taught in the Communicative Approach, which means students will be the communicators: they are expected to engage in dynamic activities and to participate as much as possible. Teachers are going to be co-communicators, monitors of the process. Students are also expected to master the four skills (listening, reading, speaking and writing) and to use language appropriately when it comes to the social context they are inserted in. They should be able to negotiate meaning when necessary so that they can effectively communicate. English must be spoken at all times, by teachers and students, for “the target language is a vehicle for classroom communication, not just the object of study (Larsen-Freeman, 2000, p. 125).” However, if it is really necessary, there can be a wise use of Portuguese. Errors are expected to be considered part of the natural process of learning a foreign language. Moreover, only realia will be used, so that students can experience language as it is used outside the classroom. Another important thing to consider is that students will interact a great deal with each other in small groups, pairs, or triads. They are supposed to develop a critical view and to be autonomous on the learning process, researching extra information and doing independent study of some contents.

Although the units in **Teaching English to Intermediate Students in a Meaningful Way** are fairly similar, they are not exactly the same to what concerns their



organization. There are sections that are only present in *Your Own Business*, like pronunciation and optional reading and listening. The other sections are alike in terms of method and general organization. The sections are not named “Listening”, “Writing”, or “Reading” because the intention was to provide students with more motivating and intriguing titles, such as “Urban Legends? What in the world is that?” and “Learning from the masters”. The only section that receives a more obvious title is the one about grammar, in order to make students more conscious about the grammar point to be learned. The warm-up of the units is of critical importance, for it will set the mood for the entire lesson. Teachers are expected to explore the quotations provided on the opening page of the book and also guide students carefully while triggering their previous knowledge with warm-up exercises. Oral production is left to the end of the unit, so that students are more prepared to it. In addition, it serves as input for writing in both *Urban Legends* and *Your Own Business*.

Due to the fact that “students should be given opportunities to listen to language as it is used in authentic communication. (Larsen-Freeman, 2000, p. 128)”, the listening selections are authentic material found on the Internet. In *Urban Legends*, students will be exposed to podcasts, which are “serial recordings, posted regularly online. Basically, podcasts are the technology-based equivalent of oral storytelling. (...) Podcasts are valuable tools for teaching students to use spoken language to communicate effectively with a variety of audiences and for different purposes ([www.readwritethink.org](http://www.readwritethink.org))”. Students will, then, work with the genre “storytelling”, since podcasts are considered to be the technological equivalent to that. They will be asked to answer questions that aim at increasing their awareness about the topic, such as “What type of podcast is that, that is, what purpose does it have?”, “Are the events presented in a chronological order?”, and “In podcasts similar to this one, in what tense are the verbs generally used?”. In *Your Own Business*, students will listen to audio files that were originally YouTube videos, in which famous businessmen share their experience. They will also have the opportunity to know more about these men, who are symbols of professional success in the world. In this unit, listening will serve as a preparation for working with vocabulary and with pronunciation as well.

In **Teaching English to Intermediate Students in a Meaningful Way**, vocabulary will be presented to students in a different manner. For instance, in one of the activities they will see how a specific word is used a) in the text; b) in other contexts; c)

they will be exposed to an antonym and then d) will be asked to guess the meaning of this words and e) give a definition/synonym for it. After trying to do that by themselves, the students will check the meaning of the word on the dictionary and see if they got it right. Besides increasing students' ability to infer, this activity has also the intent of showing students how autonomous they can be on the learning process. In both *Urban Legends* and *Your Own Business* the work with vocabulary is contextualized.

In the project, the grammar “that the students learn follow from the function, situational context, and the roles of the interlocutors (Larsen-Freeman, 2000, p. 127).” Grammar is considered a means of communicating, not successful communication by itself. Students' linguistic competence will be molded by them according to the communication needs that appear during the interaction. If students know the structure of compound modifiers or of the passive voice, but do not know when or how to use them, they will not be successful in the communication process. Grammar is expected to be taught inductively.

The writing sections of *Urban Legends* and *Your Own Business* are also meaningful to learners. Unit 1 writing section asks students to write an index, in which they should describe the top five urban legends in their opinions. This exercise gives them the opportunity to use what they have learned on the unit: knowledge about many different urban legends, vocabulary, adjectives and adverbs. They will also get to know a blog – written by an American young adult – about indexes that presents many cultural information and expose them to ironic sentences, funny jokes, etc. Unit 2 writing section teaches students what is a business plan (a document that specifies all the characteristics a business is going to have). The business plan is here considered to be a writing genre, since “genres also have the property of being recognized as having a certain legitimacy as groupings of texts within a speech community (Lee, 2013)”. Students will learn the sections of a business plan, their function, and try to write one of them. The teacher will motivate them to use formal language and other features of business English that students have already learned. The writing sections of both units aims at working with all the reading horizons (Marcuschi, 1996).

The *Teacher's Guide* of the units gives ideas of games and other activities that can be done in class. “Games are important because they have certain features in common with real communicative events – there is a purpose to the exchange. Also, the speaker

receives immediate feedback from the listener on whether or not he or she has successfully communicated. In this way they can negotiate meaning. Finally, having students work in small groups maximizes the amount of communicative practice they receive (Larsen-Freeman, 2000, p. 126).” Teachers are encouraged to play the games and also to be creative and adapt the suggestions from the section “The best teacher ever” into fun activities.

Students are expected to be assessed both formally and informally: the Test Booklet of every unit provides an oral test, a written test, and a listening test. Moreover, the teacher is supposed to assess students in the classroom and students are supposed to evaluate themselves as well. Both accuracy and fluency should be taken into consideration.

**Teaching English to Intermediate Students in a Meaningful Way** poses some challenges to both teachers and learners: the use of technology, the use of successful and purposeful communication, teacher/student and student/student interaction, and more. The use of the Communicative Approach itself is a big challenge as well, and perhaps the major contribution of the method “is asking teachers to look closely at what is involved in communication (Larsen-Freeman, 2000, p. 134)”. Looking closely at what is involved in communication is the real challenge, for when we do that we examine teaching, but most importantly, we examine learning – teachers’ and students’ learning. And we must not forget that:

*"Learning is finding out what you already know.*

*Doing is demonstrating that you know it.*

*Teaching is reminding others that they know it just as well as you.*

*You are all learners, doers, teachers."*

*Richard Bach*

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