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Programa de Pós-Graduação em Estudos Linguísticos - POSLIN
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Teaching English to Intermediate level from private language courses

Conservation of the Flora: Curiosities about Seeds.

Orientadora: Profa. Dra. Vivian Bernardes Margutti

Data da defesa: 19/09/2016

Belo Horizonte

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Conservation of the Flora: Curiosities about Seeds.

Trabalho apresentado como conclusão do Curso de Especialização em Ensino de Inglês, como parte do Programa de Pós-Graduação em Estudos Linguísticos da Faculdade de Letras da Universidade Federal de Minas Gerais como um dos requisitos para a obtenção do título de Especialista em Ensino de Língua Inglesa. Orientadora: Profa. Dra. Vivian Bernardes Margutti.

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Thanks to God who created all things

“And by the river upon the bank thereof, on this side and on that side, shall grow all trees for meat, whose leaf shall not fade, neither shall the fruit thereof be consumed: it shall bring forth new fruit according to his months, because their waters they issued out of the sanctuary: and the fruit thereof shall be for meat, and the leaf thereof for medicine”.

Ezekiel 47.12

I also thank my best friend, Rosangela Gomes, who believed I could be an English teacher and encouraged me to improve my teaching skills. I have facilitated her learning process.

<http://www.kingjamesbibleonline.org/Ezekiel-Chapter-47/>

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INTRODUCTION

“Teaching is not the process of transferring knowledge, but creating the possibilities of its own production or construction”.

Paulo Freire

I had three reasons to write this paper. The first one is because I love the English language. In my opinion this is the most beautiful language in the world - after my mother tongue – Portuguese. However, being part of a family of five children altogether, my father could not afford an English course to his first girl after three boys! Therefore, as a 12-year-old girl, I used to watch an English course on the television, taught by Mr. Fisk, the founder of the Fisk English School, here, in Brazil. He would catch my attention by teaching a language other than mine. So, I was thrilled with that tall and slim American man!

The second one has to do with the chosen theme to write about. I chose to write about seeds because I also love seeds in general: they are colorful, either edible ones or not, tiny or bigger ones and in variable shapes. My passion for seeds started when I was young and started a seed collection by collecting them wherever I went here in Brazil and abroad. By doing that I formed a collection of about fifty different types of seed and seed case altogether. I always enjoyed collecting seeds; it was one of my hobbies. A few years later, I started making flowers by using the seed cases (jacaranda, for instance) as petals and small seeds as the core of the flower and glued it on an end of a short stick. As the years passed by, I created adorns using dried branches by gluing the flowers on them or just placing the flowers in a vase.

The third reason to write this paper is because it is a final paper of a post-graduation course I always wanted to take, in order to improve my knowledge in teaching English as a second language and specially to enhance my skills to help students to acquire the language and empower them with proper tools, so they may become self-confident and autonomous in using the target language.

So, this paper is designed as follows: **Unit 1** aims at drawing the attention of the student to **Curiosities about Seeds** both human-beings and some animals around the world and **Unit 2**

Adorn with Seeds to what can be made with seeds so that communities can be developed and underprivileged people can use their local resources to increase their family income. Also, how women can be motivated to decorate their homes and raise their self-esteem.

Both units are designed to be taught using the Communicative Approach, when teacher is a facilitator of the learning process and students are seen in the center of it, i.e. the most important part of the process. The material for the reading, listening, speaking and writing are all authentic and taken from websites which addresses are informed just after them. Also, the audio script is provided at the end of this paper. These units were created to be applied in private language courses and they aim at intermediate level young and adults students, from 18 to 33 years old.

The units **Curiosities about Seeds** and **Adorn with Seeds** have the following format: a starting point section, to check the previous knowledge of students of the theme being presented and to act as a warm-up activity; one or two listening-speaking and reading-speaking sections; a grammar section, a pronunciation section and a writing section. The unit **Adorn with Seeds** brings a vocabulary section.

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Rosilene Silva de Oliveira

The author

Unit 1 – Curiosities about Seeds

1 – Starting Point - Reading

A – Look at the pictures and skim the article. Which fruit can you find in a rainforest? On the mountains? In the desert?

Jackfruit	Prickly Pear Cactus	Inga
<div style="text-align: center;">   </div> <p>Jackfruit is a huge tree that grows to as high as 30 meters, larger than mango, breadfruit, etc. It is believed to be indigenous to the Southwestern rain forests of India. Today, it is widely cultivated in the tropical regions of Indian subcontinent, Thailand, Malaysia, Indonesia and Brazil for its fruit, seeds, and wood.</p> <p>In a season, each tree bears as many as 250 large fruits, supposed to be the largest tree-borne fruits in the world. The fruit varies widely in size, weigh from 3 to 30 kg, and has oblong or round shape measuring 10 cm to 60 cm in length, 25 to 75 cm in diameter. While unripe fruits are green, they turn light brown and spread a strong sweet, fruity smell once ripe.</p>	<div style="text-align: center;">   </div> <p>Prickly pear cactus represents about a dozen species of the <i>Opuntia</i> genus (Family Cactaceae) in the North American deserts. All have flat, fleshy pads that look like large leaves.</p> <p>The fruits of most prickly pears are edible and sold in stores under the name "tuna." Prickly pear branches (the pads) are also cooked and eaten as a vegetable. They, too, are sold in stores under the name "Nopalito." Both fruits and pads of the prickly pear cactus are rich in slowly absorbed soluble fibers that may help keep blood sugar stable.</p>	<div style="text-align: center;">   </div> <p>Known as the ice cream bean, this cotton candy fruit is similar to mangosteens and guanabanas. The outside is long green or brown pod, kind of like a green bean, but much longer and thicker. Inside is the fruit all lined up. It's is white and fluffy like a cloud and inside that is a large seed. It tastes like vanilla ice cream and feels like cotton candy. Pop the fruit in your mouth and spit out the seed.</p>

<http://www.nutrition-and-you.com/jackfruit.html>;

<http://www.desertusa.com/cactus/prickly-pear-cactus.html>;

<http://theultimateperulist.blogspot.com.br/2014/07/22-fantastic-peruvian-fruits.html>

B - Read the article. Then answer these questions:

- 1-What is the appropriate kind of soil to grow Jackfruit tree? _____
- 2- How can you identify when the Jackfruit is ripe? _____
- 3- What are the characteristics of the Prickly Pear Cactus? _____
- 4- What are some benefits of the Prickly Pear Cactus? _____
- 5- What other fruits Inga is compared to? _____
- 6- What is Inga fruit like? _____
- 7- Which of those seeds are edible? _____

C – Pair Work – Which of the three fruits impressed you most? Why? Have you ever heard of any of them before? Tell your partner about it. Can you see any of them in your city? Where? Have you ever tried any of these fruits? Which ones would you like to try?

D – Read the article again. Then complete the **Jackfruit** facts with information from the article.

Fact one:	<i>Its tree can be found in</i> _____
Fact two:	<i>It can be</i> _____ <i>mango or breadfruit</i>
Fact three:	<i>You can use its</i> _____
Fact four:	<i>Its tree can be</i> _____ <i>high</i>
Fact five:	<i>It is native-born to</i> _____
Curiosity	<i>Jackfruit is the</i> _____ <i>in the world</i>

2 – Listening and speaking

A – Read the paragraphs below and put them into the correct order to make sense by using numbers from 1 to 5. Then, listen to the audio from 2:18 to 3:30 on the next page and check your answers.

What to eat?

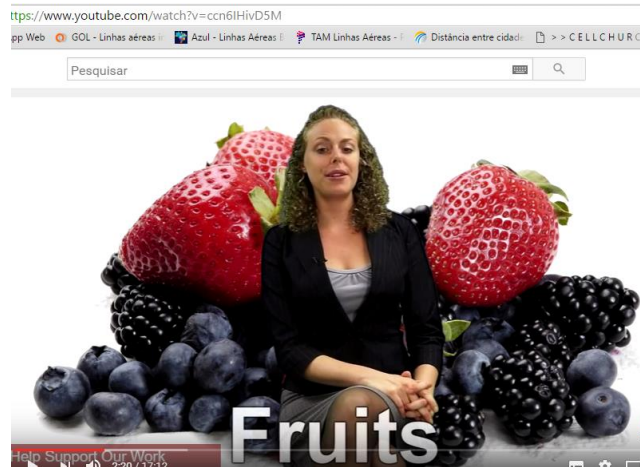
___Fruits are loaded with vitamins, phytonutrients and antioxidants and they are delicious too.

___Now, of course fruits do contain sugar but they also contain fiber and a whole lot of different nutrients too.

___And it's important to note that the fiber contained in a piece of fruit actually helps that fruit not to spike your blood sugar so much.

___So, when you are eating a piece of fruit it's not going to spike your blood sugar as quickly as having a soda or having a spoon full of sugar, because you've got that fiber in the fruit helping in that process.

___Since you're going to be avoiding refined sugar, fruits are going to be the best way to satisfy your sweet tooth. So, let fruits be your dessert.



<https://www.youtube.com/watch?v=ccn6IHivD5M>

B – Pair work – Listen to the speech about Fruits from 2:18 to 3:30. What are the ways of losing weight according to Corrina Rachel? What else does she suggest?

3 – Pronunciation – Consonant clusters

A – Listen and practice. Listen to the audio “What to eat?” again, from 2:18 to 3:30. Notice how consonants at the beginning of a word, called *consonant clusters* are pronounced together.


/tr-br/	/sp/	/bl-fl/
Tree	Speak	Blue
Branches	Spare	Fluffy

B – Pair work – Find some more words for each consonant cluster to complete the chart in part A. Then, practice saying the words to each other, creating new sentences with the use of the *consonant clusters*.

4 – Grammar – Collocation of Adjectives

A – Read the text below.

Curiosity!



Fruit Seeds

Both avocado pulp and seeds are high in omega-3 fatty acids. Fruit seed comes in many different sizes, shapes and textures. Each fruit has its own unique type of seed. Avocado fruits have large seeds in the middle of each fruit. The seed is thick and shiny. Avocado seeds are high in omega-3 fats and other healthy oils.

http://www.ehow.com/list_7568751_types-seeds.html

Now, notice how the adjective is used in this example:

- **'different sizes'**, where "different" is an adjective and "sizes" is a noun.

B – Circle all the adjectives and nouns in the text **Curiosity!** where the grammar rule for placing adjectives occur.

C – According to the grammar rule for placing adjectives in English, answer: what are the adjectives used for? Which position did the adjectives come in the text? Give an example? Can adjectives be pluralized or not? Why?

D – Now, match nouns and adjectives circled in the text **Curiosity!**, so they make sense. (More than one answer may be possible). You can get some help by assessing <https://www.youtube.com/watch?v=OGnsuujYMqA>.

Unique: unique seed, unique pulp

Remember:
Adjectives always
come before nouns.

Adjectives are never
pluralized.

E – Pair work – Choose four out of the pictures below you have never tried or seen before. Now, by using the adjectives listed in Part D describe them to your partner, so he may write down your choices. Take turns describing the chosen pictures and writing them down.

		
Sunflower	Guava	Watermelon
		
Castor Bean	Lichia	Papaya
		
Apple	Prickly pear cactus	Tangerine
		
Pepi	Pumpkins	Pomegranate

<https://www.google.com.br/>

5 – Writing

A – Research, at home, about the seeds of your favorite fruit. Write down the facts and curiosity found.

Fact one:	
Fact two:	
Fact three:	
Fact four:	
Fact five:	
Fact six:	
Fact seven:	
Fact eight:	
Curiosity	

B – Write a Seed Fact Sheet description to be published at the school newsletter. Add a curiosity about it and insert a photo of the seed.

Seed Fact Sheet		(Insert a photo here)
Name:		

C – Group work – Read all Seed Fact Sheets shared in class. Then decide together which one is more interesting to be published.

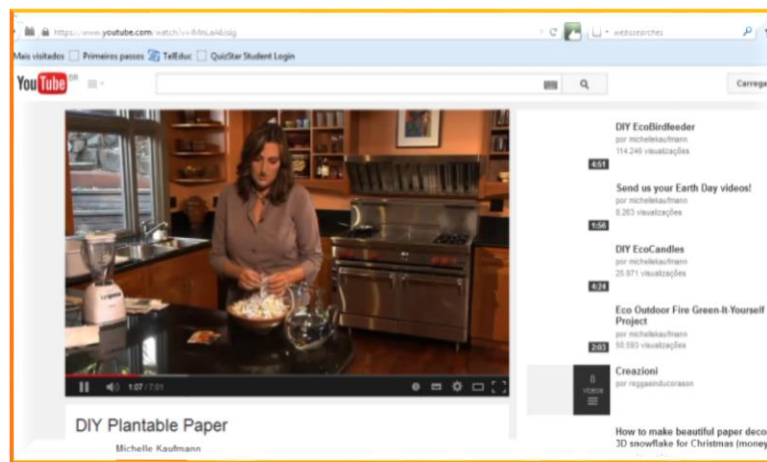
6 – Listening and Speaking

A – Pair work – Ask your partner these questions and answer them as well.

- Do you write letters or cards to families or friends? Do you receive them from families or friends?
- What are they about? Are the subjects important or not?

B - Watch and listen to Michelle Kaufmann in this video.

DIY Plantable Paper



<https://www.youtube.com/watch?v=IMnLaA8JsIg>

C – Check (✓) the items Michelle is used to getting at home:

- | | | | |
|--------------------------|-----------------------------------|--------------------------|-------------------------------|
| <input type="checkbox"/> | - Birthday greeting card | <input type="checkbox"/> | - Beauty subscription box |
| <input type="checkbox"/> | - Real State offerings | <input type="checkbox"/> | - Credit card companies' mail |
| <input type="checkbox"/> | - Grand prize winner notification | <input type="checkbox"/> | - Sport magazine subscription |

D – Pair work – Now listen to the video again. Answer the questions and discuss them with your partner:

- What does Michelle do with her junk mail?
- Do you think that what she does is an interesting thing to do? Why?
- What do you do with your junk mail? How could it be sustainable?
- Would you also like to make plantable paper as Michelle does?

E – Write the sets of adjective + noun you identify on DIY Plantable paper video.

...*plastic bucket*..... ..
..... ..
..... ..

7 – Now

Self-assessment: Tell to the class three things you have learned about seeds in Unit 1 and how the knowledge about seeds and fruits helped you to improve your English.

Teacher's Guide

Unit 1 – Curiosities about Seeds

1 – Starting point

Reading

Objective: Read an article about some curious seeds; develop skills in skimming and reading for specific information.

- Books closed. Write the word curiosities on the board and ask the class if anyone can explain it. If not, tell the class: “It means something unusual; normally not very popular”. For example, apple seeds contain small amounts of cyanide. Ask Ss if they know about any other seed curiosity.

- A – Books open. Explain the pre-reading task. Then give Ss one minute to answer the questions. (Answers: rainforest, jackfruit; mountains, inga; desert, prickly pear cactus).

- B – Explain the task. Then Ss read the article about the three fruits. Tell Ss to use their dictionaries after they finish reading the text only if there are words they do not know or cannot guess from context.

Answer:

- 1 – In the tropical regions
 - 2 – They turn light brown and spread a strong sweet, fruity smell
 - 3 – Flat, fleshy pads
 - 4 – May help keep blood sugar stable
 - 5 – Mangosteens and guanabanas
 - 6 – Outside: long green or brown pod. Inside: is the fruit all lined up. It is white and fluffy and inside that is a large seed.
 - 7 – Jackfruit and prickly pears
-
- C – Pair work – Present the questions. Ss discuss them in pairs. Go around the class and give help as needed.

- D – Explain the task. Ss read the article silently. Remind Ss to guess the meaning of any words they do not know.

Answer:

Fact one: Thailand, Malaysia, Indonesia and Brazil

Fact two: larger than

Fact three: fruit, seeds and wood

Fact four: 30 meters

Fact five: the Southwestern rainforest of India

Curiosity: Jackfruit is the largest tree-borne fruit

2 – Listening and speaking

Objective: Develop skills in listening for specific information about “What to eat”.

- A – Allow a few minutes for Ss to read each paragraph. Then, ask Ss to put them in the correct order to make sense. After a while play the audio, so Ss may check their answers. Play the audio as many times as needed. Go over the answers as a class.

Answer:

1	5
3	2
4	

- Extra practice: Ask them the major difficult they had. Should have different orders, ask Ss to explain why they chose that specific order. Check if it makes sense. Draw Ss attention to the connecting words that may help them.

Transcription of the two last paragraphs: *Now, of course if you trying to lose weight, then you probably want to go easy on the fruit and certainly if you’re eating a lot of fruit you’re going to want to be physically active; so you can burn all those carbohydrates off.*

But, again, fruits are a great way to enjoy and indulge your sweet tooth and I encourage you to try all different fruits that are out there.

- B – Pair Work – Present the questions. Ask Ss to listen to the speech again. Allow a few minutes for Ss to discuss. Go around the class and give any help as needed.

Answer:

- You probably want to go easy on the fruit.
- You're going to want to be physically active to burn all carbohydrates off.

3 – Pronunciation

Consonant Clusters

Objective: Notice and practice saying common consonant clusters.

- ➡ A – Play the audio. Ss listen and notice how two consonants at the beginning of a word, are pronounced. Play the audio again, pausing after each word.
- ➡ B – Pair work – Refer Ss to the audio on page 8 and have them find examples of each consonant cluster. Check answers as a class. Tell Ss to create sentences with the words of the chart in Part A. Take turn to say the sentences. *Example: The branches of the tree swing with the wind.*

Answer:

/r/	/p/	/l/
Process	Spike	Blood
Great	Spoon	
Try		

4 – Grammar

Collocation of Adjectives

Objective: Identify the right position of adjectives in a sentence.

- ➡ A – Allow a few minutes for Ss to read the text and ask if the fact stated in the *Curiosity!* text is new for them. Ask: *Have you ever tried avocado's seed? What is it like? Was this information useful for you?* Draw Ss attention to the example given. Give Ss a few minutes to come up with a grammar rule.
- ➡ B – Explain the task. Allow a few minutes for Ss to circle adjectives and nouns in the text. Go over the class and give any help as needed.

- C – For this exercise you can make a circle, so Ss can discuss their findings after circling the adjectives and nouns in the text. Set a limit time of 15minutes for this discussion.

Possible answers:

- Adjectives are used to characterize nouns.
- They come before nouns in the text.
- Unique sizes.
- Adjectives are not pluralized, because in English they are not pluralized.

- D – Allow a few minutes for Ss to complete the exercise. This exercise can be done as homework.

Possible answers:

Fatty: fatty acids, fatty oils,

Different: different seeds, different shapes, different sizes, different textures

Unique: unique seed, unique pulp, unique sizes, unique shapes, unique textures

Large: large seeds, large fruit

Thick: thick seeds

Shiny: shiny seeds

Healthy: healthy pulp, healthy seeds, healthy fruit, healthy oils

- E – Focus Ss' attention to the picture. Tell them they should use the words on exercise D to complete the exercise. Give an example, so Ss may know how to describe the chosen seeds.

Example of answers:

Pequis have unique seeds; they are harmful because of their thorns inside them.

5 – Writing

Objective: Write a paragraph describing a seed using adjectives.

- A – Explain the task. Ss research, at home, about the seed of his favorite fruit, by writing topics at the first moment. Encourage Ss to be imaginative during their research, taking different information about the seed.

- B – Ss write a small text about their research and bring to class. Ss use their notes in Part A to write a description of the seed. Remind Ss to write a curiosity and insert a photo of the seed.
- C – Group work – In class, ask Ss to read their text. The most voted description will be published. You can invite two other teachers for this activity.

Option: Explain the meaning of *Seed fact sheet*.

A sheet of paper giving useful information about a particular issue, especially one distributed for publicity purpose.

6 – Listening and Speaking

Objective: Develop skills in listening for main ideas and details.

- A – Pair work – Ask Ss what they do with the mail they receive. Ask: *What do you do with the mail you receive? How can you do something useful with it?* Elicit answers from the class.
- B – Tell Ss they are going to watch a video. Write on the board the name of the woman in the video (*Michelle Kaufmann*), her job (*Architect specialized in thoughtful design*) and the title of the video (*DIY Plantable Paper*). Elicit answers from a few Ss about what they may hear.
- C – Explain the task. Allow Ss a few minutes to complete the exercise. Ss compare answers in pairs. If Ss disagree or want to listen again, play the audio again. If necessary, pause for a few seconds after the answer to give Ss time to complete the exercise. Then elicit answers from the class.
- D – Pair work – Explain the task. Encourage Ss to take notes, as they listen to the video, so they may discuss the questions. Ask the first question to model the activity. Set a time limit of about ten minutes. Go around the class and note common errors. Then point out the errors after the activity.

Answer may vary

- ➡ E – Explain the task. Ss take note of the sets of adjective and noun. Allow Ss a few minutes to complete the exercise. Then elicit answers from the class.

Possible answers:

Plastic bucket	Clean edge
Thick pulp	Interesting things
Metal container	Dried plants
Ragged edge	Custom pieces

7 – Now

Encourage Ss to share what they have learned about seeds in Unit 1 and how this knowledge has helped them to improve their learning of the language. Elicit answers of some of them.

Unit 2 – Adorn with seeds

1 – Starting Point

A – Take a close look at the photos below. Then answer:

- Have you ever seen these pieces of decoration?
- What kind of seeds do you think was used to make these adornments?
- Do you have any of these types of adornments in your house?
- Would you like to use some of these items to decorate your house?



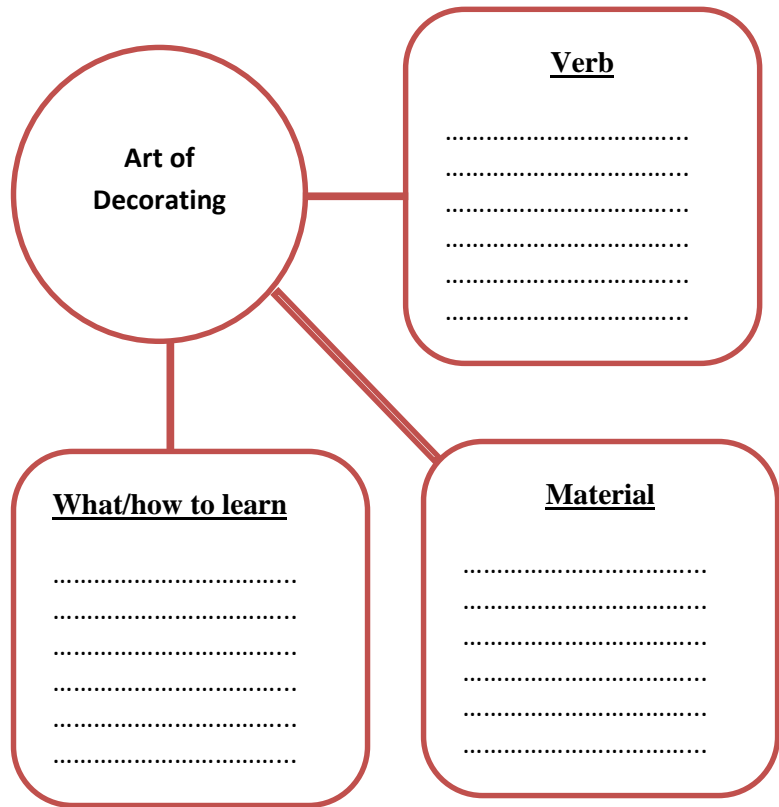
<http://www.elo7.com.br/categoria/decoracao/topiaria?sortBy=10&pageNum=11>

[The author's collection](#)

2 – Vocabulary

A – Complete the word map with words from the list.

- Design
- Planters
- Skills
- Need
- Self-taught
- Frames
- Seeds
- Decorate-it-yourself
- Rip
- Self-discovery
- Willow
- Teach



B – Add two more words to each category above. Then compare with a partner.

C – Pair work – Check (✓) the items in each list you think were used to make the pieces in the Starting Point.

3 – Reading and Speaking

A – Pair work – Have you ever taken an online decorating course? What is your opinion about decorating Distance Education Courses? Share your ideas about it with your partner.

B – Read the article below and learn how Jackie Hernandez has helped women, by running a School of Decorating.

School of Decorating Part 1



<http://www.tealandlime.com/about-2/>

Hi, I'm Jackie Hernandez

I'm a self-taught decorator that believes there is a decorator inside everyone. It is my passion and calling to help women discover their inner decorator and gain the confidence to make their home a beautiful reflection of themselves. Through my own self-discovery and my work with over 250 clients and students, I know how to teach you the real skills you need to decorate your own home.

No design speak here. I am all about practical, straightforward decorating tips and how-tos. I try to make it as easy as 1,2,3, but still uniquely-you. There is nothing cookie-cutter about it.

I recently launched my online school, School of Decorating, to teach you how to decorate for yourself, so you can find the dream within your home because you can totally do this! School of Decorating (also known as SoD) is a place to learn, connect, and grow with other real women, decorating real homes. In addition to a library of decorating classes, teaching the science behind the art, SoD is a community of decorate-it-yourselfers sharing inspiration, support, and encouragement.

C – Read Part 1 of the article. Answer the following questions:

- 1 – How did Jackie learn how to teach the skills to decorate homes?
- 2 – What is Jackie's methodology to teach decorating skills?
- 3 – What is her mission?
- 4 – Who is her public?
- 5 – How does Jackie define SoD?

D – Read Part 2 of the article.

Jackie's project

Part 2



<http://www.tealandlime.com/2012/03/diy-seed-pod-topiaries/>

These modern square planters make a great base for topiaries. I liked the sage green. I filled the planters with floral foam. I used some leftover sheet moss to cover the foam in the planter. I cut a square the same size as the top of the planter. I used a popsicle stick to push the edges of the moss under the lip of the planter to secure the moss and completely cover the floral foam. I scrounged through the kids art station for a couple short wooden dowels. I ripped brown cotton fabric into strips and then glued it around each of the dowels. I left a few inches uncovered on each end. I stuck one end into the seed pod ball. Then, I inserted the other end into the center of the foam.

Tada! Aren't they the cutest topiaries? They were so easy to make. Topiaries are a wonderful way to add a little green and a little structure. I already want to make more topiaries. They are so cute and easy, plus can house plants get any lower maintenance?

E – According to Part 2 of the article, how did Jackie carry out her project? Write the steps of the process beside each image.



_____ *I filled the planters with floral foam.* _____











4 – Grammar – Simple past regular and irregular verbs

A – Read the statements in Exercise 3-E. What does Jackie talk about? Which verb tense does she use to describe the process of her project? Create a grammar rule.

Regular verbs	Irregular verbs
Fill - Filled	Cut - Cut
Use - Used	Stick - Stuck

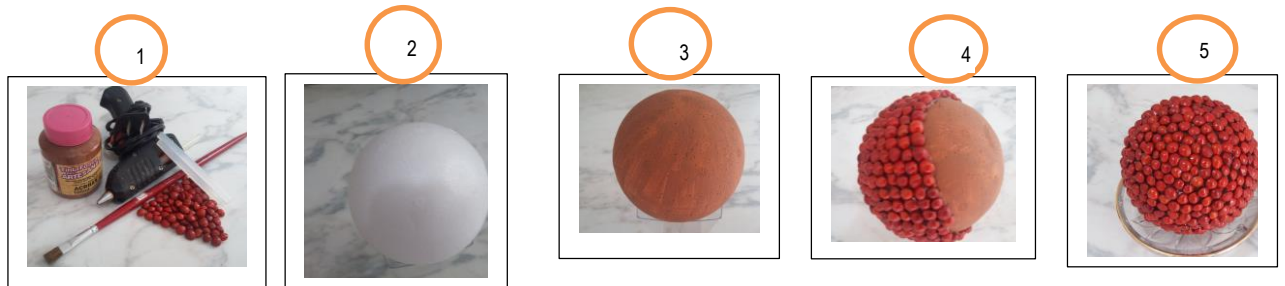
Remember
 Use Simple Past to describe the steps carried out in a process.

B – Here is the process of making seed ball shape topiary. Match the verbs to complete the sentences and put them in the correct tense to describe the process.

need glue choose place paint display

- Ia 10mm diameter Styrofoam ball as a base for my topiary.
- Ithe seed topiary on a plate and it in my dining room.
- Ia glue gun, glue sticks, seeds, paint and a brush.
- Ithe seeds one by one starting on the top of the Styrofoam ball.
- Ithe ball of brown to cover the white color among the red seeds.

C – Look at the pictures from 1 to 5. Write the number of the corresponding image to each step in the circles above.



<http://www.elo7.com.br/categoria/decoracao/topiaria?sortBy=10&pageNum=11>

[The author's collection](#)

5 – Pronunciation – Simple past –ed endings

A – Listen and practice. At home, access the dictionary on

<http://dictionary.cambridge.org/dictionary/english/> and notice the pronunciation of the verbs with –ed endings listed below.

Simple Past –ed endings		
/t/	/d/	/Id/
Liked	Filled	Inserted
Ripped	Used	Decorated

B – Listen again and write these verbs under the correct sounds in the chart above.

Launched

scrounged

glued

needed

connected

6 – Listening and Speaking

A – Pair work – Watch the video on <https://www.youtube.com/watch?v=TpooUKpHKqk>.



[http://www.freeindex.co.uk/profile\(topiary-art-designs-ltd\)_162854.htm](http://www.freeindex.co.uk/profile(topiary-art-designs-ltd)_162854.htm)

B – Write T (**True**) or F (**False**) for the statements below.

___ Steve started his business making small sculptures for garden shows.

___ Steve runs a family business – his wife and two sons.

___ Steve started his company late 90's.

___ Steve planted his own willow to make topiaries.

___ Steve's network clients throughout the world is expanding.

C – Pair work - Answer and discuss the questions below with a partner.

a- What was the first big challenge for Steve Manning and his team?

b- They had to show customers what the final item would be. Why? What did they do?

c- What was the willow originally planted for?

7 - Writing

A – Write about something you have done with your own hands or have watched someone do.

.....

.....

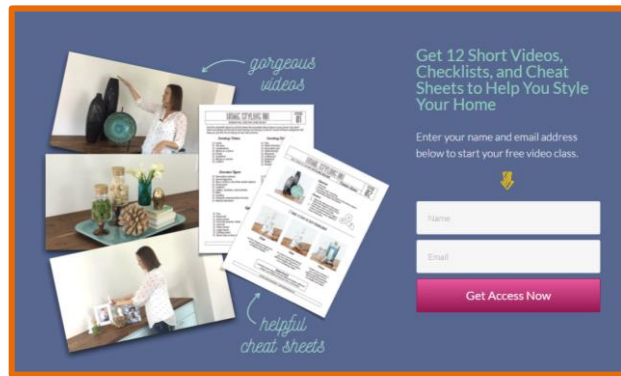
.....

.....

8 – Decorating course!

You are invited to enroll and take this online decorating course for free.

Have fun!



<http://www.tealandlime.com/free-video-series-home-styling-101/>

Teacher's Guide

Unit 2 – Adorn with seeds

1 – Starting point

Objective: Draw the attention of Ss to the theme being presented and to get their opinion about it. This activity can be used as warm up.

- ➡ A – Draw Ss' attention to the photos in Part A. Allow a few minutes for that. Read the questions aloud and elicit answers from the class. Elicit additional information about the adornments. Ask: *What is it made of?* Encourage Ss to express themselves and try to describe some of them.

There is no right or wrong answer.

2 – Vocabulary

Objective: Learn vocabulary for art of decorating.

- ➡ A – Explain the task. Allow them to use dictionaries. Set a time limit of about 15 minutes for Ss to complete the exercise. Draw the word map on the board. Ask different Ss to write the answers on the board.
- ➡ B – Ss add two more words to each category. Then they compare answers in pairs. Ask different Ss to write their new words on the board. Go over their answers.

Verb	Material	What/how to learn
Design	Planters	Skills
Need	Frames	Self-taught
Rip	Seeds	Decorate-it-yourself
Teach	Willow	Self-discovery
<i>Decorate</i>	<i>Fabric</i>	<i>Distance education courses</i>
<i>Encourage</i>	<i>Floral foam</i>	<i>Do-it-yourself</i>

Note: **Additional examples are italicized**

- ➡ C – Pair work – Explain the task. Allow Ss a few minutes to check their options. Then Ss take turn saying their choice to each other.

Answer will vary

3 – Reading and Speaking

Objective: Read an article about creating topiary pieces with seeds to decorate homes as a motivational activity. Develop skills in scanning an article.

- ➡ A – In pairs, Ss share their ideas by answering the questions in this pre-reading activity.
- ➡ B – Ask Ss to figure it out what they may read in the article “School of Decorating”. Allow Ss a few minutes, so they may read the text. Go over the class to help with new vocabulary.
- ➡ C – Explain the task. Tell Ss they are going to read Part 1 of the article. Ask different Ss to read the questions aloud. Have Ss do the exercise. Go over the answers as a class:

Answer:

- 1- Through her own self-discovery and her work with over 250 clients and students.
 - 2- She is all about practical, straightforward decorating tips and how-tos.
 - 3- To help women discover their inner decorator and gain the confidence to make their home a beautiful reflection of themselves.
 - 4- Women.
 - 5- It is a place to learn, connect, and grow with other real women, decorating real homes.
- ➡ D – Tell Ss they are going to read Part 2 of the article. Draw the attention of the Ss to the photo and ask them to describe it. Ask: *What do you think Jackie will talk about?* Elicit some answers from the Ss. Ss read about Jackie’s project. Go over the answers as a class.

- ➡ E – Refer Ss to the text on page 22 and have Ss find the steps of the process for each image and write them down. Check answers as a class.

Answer:

- I used a popsicle stick to push the edges of the moss under the lip of the planter to secure the moss and completely cover the floral foam
- I used some leftover sheet moss to cover the foam in the planter
- I left a few inches uncovered on each end
- I stuck one end into the seed pod ball
- I inserted the other end into the center of the foam

4 – Grammar

Simple past regular and irregular verbs

Objective: Practice simple past regular and irregular verbs for description of process carried out in the past.

- ➡ A – Refer Ss to the images in Exercise 3-E. Read the questions aloud. Allow Ss a few minutes so they may figure out the grammar rule. Then, read the chart below stating examples of regular and irregular verbs. Ask a S to read the “Remember” chart.
- ➡ B – Explain the task. Draw Ss’ attention to the verbs listed. Go through each one and elicit the meaning or explain them, as needed. Allow a few minutes for Ss to complete the gaps.

Answer:

chose / placed / displayed / needed / glued / painted

- ➡ C – Explain the task. If necessary, do the first one. Allow Ss a few minutes to complete the exercise. Go over the class and give any help as needed. Elicit different Ss to answer.

Option: Ask Ss how they figured it out what step corresponded to each picture.

Answer:

2, 5, 1, 4, 3

5 – Pronunciation

Simple past –ed endings

Objective: Notice the pronunciation of –ed; learn the different sounds when using regular simple past verbs.

- ➡ A – Explain the task and focus Ss’ attention on the chart. Access the dictionary, play the audio of the verbs and show Ss how they will complete the exercise at home. Ss should do exercises A and B at home.

Option: Explain these pronunciation rules:

- a. –ed sounds like /t/ when the verb ends with voiceless consonant sounds such as /k/ and /tʃ/ (e.g., *worked, watched*).
 - b. –ed sounds like /d/ when the verb ends with vowel sounds or voiced consonant sounds such as /n/ (e.g., *stayed, cleaned*).
 - c. –ed sounds like /ɪd/ when the verb ends with the sounds /t/ or /d/ (e.g., *invited, visited*).
- ➡ B – Ss are encouraged to do exercise at home and bring it in the following class completed. Ss compare their answers in pairs. Then they take turn saying the verbs aloud. Go over any error of pronunciation, as needed.

Answer:

/t/	/d/	/ɪd/
Launched	Scrounged	Needed
	Glued	Connected

6 – Listening and Speaking

Objective: Assess one's ability to listen to and understand a different accent. Develop skills in listening for details.

- A – Set the scene. Explain that Ss are going to watch an interview with the founder of a topiary company. Ask Ss to guess where the founder is from because of his accent. Challenge them to figure it out! Play the video once, so Ss may get the idea what the interview is about.

- B – Allow Ss a few minutes to check True or False for the statements presented. Play the video again. Ss check their answers. Go over the answers as a class.

Answer:

F, F, T, F, T

- C – Allow Ss a few minutes to answer the questions. Tell them to discuss the questions and give their opinion about the theme proposed – topiary. Go over the answers as a class.

Answer:

- a. They were challenged to make 13 large-size willow elephants.
- b. Because people did not want to wait for the finished item. They started filling the frames with the growing medium and then planting plants into them.
- c. The willow was grown for biomass fuel for a power station.

7 – Writing

Objective: Write a paragraph describing the process of making something.

- A – Explain the task. Tell Ss they are going to write a paragraph describing the process they used to make something by themselves or someone else. They may want to do a brainstorm first. Set a time limit of about twenty minutes for Ss to write their description. Go around the class and give help as needed. Ask Ss to read their description aloud.

Answers will vary

8 – Decorating course!

Objective: Give the opportunity for Ss to take the Decorating Distance Education Course offer by the *Teal and Lime site*.

- ➡ Encourage Ss to take the online course. It is free.

Audio script

Unit 1 – Listening – Curiosities about Seeds – DIY Plantable paper

Hi, I'm Michelle Kaufmann. I'm an architect specializing in thoughtful sustainable design. One key to sustainability is recycling. Recycling things like junk mail which I seem to get a lot of. It's either credit card companies that want me... wish. There seem to be a lot of, I'm not sure what that says about my credit rating at...that's good or that's bad; and then there's also mail like "I'm a grand prize winner" again, but the price never seems to come.

So, interesting take on how to recycle the junk mail is to make it into something functional and beautiful, like plantable paper. This is something that then you can use to write cards and send to your friends and loved ones and after they read it they can take the paper and actually plant it, because it has seeds in it, flowers or vegetables will grow through that. So, it's a pretty cool thing. And to make this all we really need is water, the junk mail which ideal you can either have a shredder to put it into small bits or you can also rip it apart if you don't have a shredder and seeds. The seeds you can either do flowers, you can do vegetables; the seeds that I have here are tomato and eggplant.

We then put the paper and the water into a blender and what we're gonna do is, we're gonna fill the blender about halfway with the paper and really kind of push it down a bit. That's look about right. And then we pour in the water till the blender is pretty well full of the water. You can see the paper going down quite a bit. So, what we're gonna do then is...it's actually pretty cool looking...we're gonna mix it until it turns pretty liquid with just a little bit of pulp in it.

Once you have the frame done, then it's good to use a bucket you can use plastic, you could use metal. Something to actually hold the liquid, because it gets kind of messy. So put the frame here and then I'm gonna pour out the pulp mixture on top of that, even moving it around, like that, and we're actually gonna make three pitchers full. I've pre-made the last two. So I'm gonna pour that on top as well. Ye! I'm gonna just get it really even, and cover all of the mesh. Ok.

So, then, once we have that in there, then you wanna make sure that we have the really good thick pulp on top of the frame and then slowly bring the frame up. Have it shaken a little bit. Get the water out and then we wanna set it on top to let it drain and we also can push the pulp and make sure it will cover the whole thing like that. Now, it is when we put the seeds on top. So, I'm gonna put the tomato seeds. Great! So, then, we're gonna set this aside and let it dry. And to speed up the drying process you could put it outside or if this is a metal container, you can even put it in the oven for a little while. And you wanna just let it dry until it is not dripping anymore.

Meanwhile, then I'm gonna pull out a pan like a cookie sheet and layer it with either a newspaper or a cloth and once you know that this is getting pretty close to being dry, lay the cloth or the newspaper on top of it, because, then, what we're gonna do is to flip it over, which I'm gonna do now. So, we flip it upside down and then to get the rest the water out we can use a sponge to really squeeze back and forth, squeeze all that water, so that we can get really, really dry. Can you do that? So, that looks pretty good. I think I got mostly water out. Then, you just gonna set it aside for 12 to 24 hours. You put it away and clean up a little bit.

This is one that I made early today. So, when it is fully dry you can pull it up from the paper, and then you can make it into a card, you can make it into wrapping paper, you can keep the rugged edge, or you can actually cut it and trim it, make it with clean edge. You can actually do interesting things: you can put in food coloring if you want a little bit of color, you could put in dried plants. So, it is really fun to play with and make some custom pieces that your friends and family will be sure to love while at the same time you're making good use of that junk mail.

Once again, I'm Michelle Kaufman. Thanks so much for watching.

Unit 2 – Listening – Adorn with seeds – Topiary Art Designs

Hi, I'm Steve Manning and we are the Topiary Art Designs. Well, we started in 1998 where we were quite into the dance music scene and we got into making bits and pieces of stage sets for dance music venues.

Somebody came to me from there and asked me if I could make topiary frames. So we learned from the shows very early on, that people didn't want to wait for the finished item and so we had to find other ways of showing people these frames filled, and so we actually started filling the frames with the growing medium and then planting plants into them.

We were fortunate, we had a phone call from a charity for 'Elephant Family Charity' and commissioned us to make 13 large-size willow elephants to go to Hyde Park. And the story behind it, we made them in willow because we wanted them to represent the forest and so willow suited very well and we got a lot a response from that and it was like finding a whole new range of products to sell.

We get the willow from about a mile up the road on a local farm in Pakenham and it was grown originally for biomass fuel for power station, but unfortunately the power station didn't get built and it left the farmer with a whole bunch willow that he couldn't actually do anything with, but we came along just at that time. We were able to take that willow woods from him and now it is grown exclusively... and harvested exclusively for our ...for our use.

Steve's words of wisdom – Part I the best time to plant a topiary was 20 years ago!

The team - We're a family business here, really, which sometimes does have its drawbacks. Your wife and your son never talk to you the same as they would talk to an employer.

Name: Jackie, TAD time: 5 years, Job: willow, Likes: Not having to travel

Hi, my name's Jackie Manning, I've been working for Topiary Designs now for about five years, one of my main jobs is the willow work and the best thing I like about working here is that I don't have to travel to work.

Name: Jason, TAD time: 1 year, Job: Willow, Likes: working outdoors.

Hi, I'm Jason Fish, I've been working with Steven and his family about a year now. I mainly do willow and I love working outdoors.

Name: Luke, TAD time: 9 years, Job: Frame maker, Likes: Breaking rules

Hello, I'm Luke Manning and I've been working with my father making topiary frames for around about 9 years now. My favorite thing about it is I can turn up for work a little bit late without getting in trouble.

Steve's words of wisdom – Part II – Nothing impresses a man more than a well-trimmed bush!

Taranaki Garden Show found us on the internet as do most of our customers nowadays. It was a very prestigious company; we look at them as being the Chelsea Flower Show of New Zealand, so it's a real honor to be able to make some items for them and they commissioned us to make 3 life-size elephants which is... was a real... bust to us. I've never been to New Zealand. I would love to go. It was the first thing we've sent so far away around the world, the other side of the world. I love the work. It couldn't be better, really, to be making things that are beautiful items for people.

Rationale

The two pedagogical units were developed aiming at the Communicative Approach Teaching, in contrast with the traditional model. This is the authentic teaching because it is how language is put into action, i.e. for communicative purposes according to the context of the student and the chance he has to express himself in a globalized society. The objective of this approach is to teach students the necessary content, so they can use the target language in a useful and meaningful way, both in his country or abroad.

As a part of the learning process, it is important to consider the socio-cultural perspectives, because, “for some researchers, interaction itself constitutes the learning process, which is quintessentially social rather than individual in nature”. (MITCHELL AND MYLES, 2004, p. 193).

The theme chosen for both units is presented in all activities, since it is an actual issue discussed around the world, and it has to do with the conservation of the earth’s biodiversity and protection of the species. Therefore, it is a very important, contextualized and socially relevant theme. I believe this is a theme that may create motivation and curiosity in the students to research more about it and specially to engage themselves to the proposed tasks.

The main objective with this theme is to call the attention of our students to commit themselves in protecting species, their habitats and create awareness to preserve the ecosystems. The activities of the units are to be used for individual study - when the student will have the opportunity to do the task by himself; pair-work - he will share his findings with a peer and whole-class study - he will interact with the other classmates.

The four abilities (listening, reading, writing and speaking) are combined by the theme and used the activities designed to bring understanding and critical thinking to the students. As stated by Larsen-Freeman (2000) communicative activities are student-centered, for when they feel they are part of the process they engage themselves in doing them. On the other hand, the teacher is the facilitator of this process, “teaching students to learn to think in the target language” (LARSEN-FREEMAN, 2000, p. 28). These units were designed to be applied in private language courses and they aim at intermediate level young and adults students, from 18 to 33 years old.

The Grammar section is carried out inductively. Batstone writes about an approach which allows a focus on grammatical forms, but which at the same time retains a measure of self-expression and meaning-focus. It means guiding the student's own attention to grammar by using tasks which helps teachers to teach students the skill of using and attending to grammar in language use. Considering how students can be guided to make their own decisions, they are given words which they combine and grammaticize the way they want. "It is only gradually that the grammar emerges, so that learners progressively learn to *grammaticize*, i.e. apply grammar to their language" (BATSTONE, 1994, p. 104).

The author also brings light over the point students should not be corrected in any single error when talks about reflection. Teachers should encourage students to reflect on the quality of the language they are using. So, "a reflection stage will help us to lead learners to critically reflect on their grammar, comparing what they actually said with what they might have said" (BATSTONE, 1994, p. 112). It means that the teacher will not correct the students, but guide them to do so. This is only possible if they feel motivated. By doing so, they will commit themselves; because they will have understood they are involved in the whole process.

In the pronunciation section students can learn how to pronounce a new word by researching its phonetic symbols, because that depends the meaning of it. As an illustration, "in English, the short vowels have different vocal quality of the related long ones. The long vowel *i:*, for instance in the word leeks [li:ks], is related to the short vowel *ɪ* in the word licks [lɪks]" (CRISTÓFARO-SILVA, 2012, p.37). The author mentions that when we learn a word in English, we should learn if the vowels in that specific word are short or long, because depending on the fact of the vowel is long or short it distinguishes the meaning of the word in English. It means that when students understand phonetics concepts it can be easier to learn new vocabulary and its meaning.

In the reading section, the texts are all authentic, taken from websites showing situations in real context, according to Larsen-Freeman discussion about the principles of communicative language teaching, when she says that the language in real context "should be introduced whenever possible" (LARSEN-FREEMAN, 2000, p. 125). The texts give the necessary input for vocabulary and grammar exercises in use, contributing for students to understand their

meaning by context and use it afterwards in the exercises of consolidation. She also proposes that the reading activities should provide the opportunity to the students to read the text given by using their knowledge, ideas and opinions about the subject presented.

The speaking section was designed in a collaborative way, when the students share their ideas with a partner, agree or not and expose their opinion, before joining the whole class for a bigger discussion of the subject stated. Since they are intermediate level students, they may want to use other previous manner to express themselves which can fit in the activity being performed (exposing ideas, agreeing, disagreeing, body language) since “one function can have different linguistic forms and the emphasis is on the process of communication rather than just mastery of language forms” (LARSEN-FREEMAN, 2000, p. 126). In this section, students are free to expose their ideas and opinions, as said before, the way they find more comfortable to do it. It is important for the students to choose the way they want to do so, as shown in the choice principle. After that, students can check if they communicated properly and were understood by the listener by receiving a feedback, which is also an important principle to be considered in communicative activities, as discussed by Larsen-Freeman (2000).

The listening section was also prepared by using authentic audio taken from websites featuring real daily situation, because - “students should be given opportunities to listen to language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension” (LARSEN-FREEMAN, 2000, p. 128). Besides exposing students to real situation, I decided to also expose them to different accents, as I understand students could easily cope with it at this level of proficiency of the language. The videos chosen to integrate this section, of both units, are connected to the theme and bring useful and important information about it. The video is also used to practice the grammar studied before.

The vocabulary section was prepared, so students may understand the great value vocabulary has in the language learning process. Grammar plays an important role in the acquisition of a language, but “without vocabulary **nothing** can be conveyed.” (Wilkins, 1972:111). Wilkins also says that “learning vocabulary is learning how words relate to external reality and how they relate to one another.” (Wilkins, 1972:133). Besides vocabulary being related to external

reality, students best internalize vocabulary when it is within the context of surrounding discourse rather than isolating words or dictionary definitions. “Students will associate new words with a meaningful context to which they apply.” (Brown, 1994:365).

The writing section brings a genre-based activity. The students can practice their writing, after having analyzed authentic examples. By figuring out the characteristics of the specific text type in the unit, students are encouraged to write a model text and use the vocabulary and grammar that they have learned. As proposed by Badger and White (2000) the social context in which the text is produced influence the writing and it varies as a consequence. “So, we have a range of kinds of writing – such as sales letters, research articles, and reports – linked with different situations” (BADGER & WHITE, 2000, p.154). After finding what language to use, decide about text organization, audience and the genre chosen, students are asked to practice by writing a text. The writing activity may be collaborative. Students may want to write a draft and show to their partners to get any feedback, before editing the final version. However, individually is also possible to be performed.

At the end of Unit 1, I have designed a last exercise entitled *Now:* that give students the opportunity to do a self-assessment of what they have learned about seeds and how this knowledge has helped them to improve their learning of the language.

Also, at the end of Unit 2, students are invited to take the decorating online course mentioned along the unit. They can take this decorating course online and develop such skills they may not know they have, and make beautiful pieces to decorate their houses.

Finally, I think this theme can impact the life of students regarding the engagement of them in saving our trees, making seed paper by recycling junk mail and grow food of it, and also create beautiful pieces to decorate rooms of their houses.

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