

## Green fingers

### Topic

Gardening, guerrilla gardening, foraging

### Aims

- To learn vocabulary related to gardening
- To practise listening skills
- To practise reading skills
- To practise speaking skills

### Age group

12- adult

### Level

B1/ B2

### Time

60 – 90 minutes

### Materials

1. Green fingers student worksheet
2. Internet links: <http://news.bbc.co.uk/1/hi/wales/8573006.stm> - Article about popularity of allotments  
[http://www.bbc.co.uk/gardening/digin/your\\_space/](http://www.bbc.co.uk/gardening/digin/your_space/) - Tips for growing vegetables in small spaces.  
<https://www.youtube.com/watch?v=Gpn62XUS9OM> - video interview with guerrilla gardeners.  
<http://news.bbc.co.uk/1/hi/scotland/8548005.stm> - Brief history of guerrilla gardening.  
<http://www.landshare.org/> - Social enterprise for managing land.

## Introduction

This lesson offers a variety of activities based on growing or gathering your own food. The introduction is a warm up activity that introduces the topic of gardens. Task 1 is a picture dictation that builds on garden vocabulary. In task 2 students read about current British gardening and food foraging trends and in task 3 students can give their opinion on these trends. Task 4 is a role-play where students discuss who should get an allotment. Task 5 is for slightly for higher levels. Students match TV and radio programmes related to the reading text (task 2) with descriptions and say which they are interested in. Task 6 is a discussion activity for higher levels,

## Procedure

<b>1. Introduce the topic – Vocabulary: Gardens</b>	<p>Play hangman with the word 'garden' on the board. Ask students to imagine a typical garden and to tell you some of the things they would expect to see there.</p> <p>In pairs students write as many words as possible connected with gardens. Set a two-minute time limit. Ask the pair with the most words to write their list on the board. Invite others to add to the list.</p>
<b>2. Task 1- Picture dictation: My garden</b>	<p>Tell the students that you are going to describe your garden(or your grandparents/sister's ... garden) in England and that they have to listen and draw. Keep it simple and use some of the vocabulary from the introduction task. Tell students that they can write words on the garden if they don't want to draw. You could use/adapt this description:</p> <p><b><i>I've got a small square garden. The centre of the garden is covered in grass. There are some apple trees at the end of the garden. On the left there are some flowers. On the right there is a vegetable patch. In the vegetable patch I grow carrots, potatoes and green beans.</i></b></p> <p>Now draw your garden on the board or hold up a prepared sketch for students to compare their drawings with.</p> <p>Higher levels could now invent a garden (they may all live in flats and not have gardens) to dictate to a partner. Ask lower levels to say what they like/dislike about your garden.</p>
<b>3. Task 2 – Reading: Green fingers</b>	<p>Ask students if they grow food or plants at home or in a garden. Ask if anyone has 'green fingers' and explain that this expression describes a person who is good a growing plants. Tell them that they are going to read about three activities related to gardens, food and plants. Before they read, ask them to look at the titles of the three paragraphs and say what (if anything) they know about these activities. Ask students to read and answer the 3 questions.</p> <p><i>Answers: 1 guerrilla gardening, 2 foraging, 3 allotment gardening</i></p>

<b>4. Task 3 – Poll: what do you think?</b>	<p>Tell the students to read the statements and circle the most appropriate response. For lower levels you could demonstrate the activity first – giving your opinions .</p> <p>Put students in groups of 3 or 4 and have them compare their opinions. Write the following useful language on the board and ask students to tell each other about their groups using this language – you might do this orally or ask them to write the sentences:</p> <p><u>Useful language</u></p> <p><i>We all think that everyone needs a garden...</i></p> <p><i>One person thinks / Two people think that....</i></p> <p><i>Nobody / Everybody thinks that...</i></p>
<b>5. Task 4 – Role play: Who needs an allotment?</b>	<p>Tell the students that they are members of the London allotment society. The society has one allotment to donate to the person who needs it most. Put students in pairs and give each member of the pair a different information sheet (A or B). Student A must put forward the case for David to have the allotment and student B must do the same for Asha. Encourage students to use the information on the sheet but not to read directly from it. You could demonstrate the role play first with a stronger student. To round up the activity have a class vote on who your students think is the most deserving candidate.</p>
<b>6. Task 5 – Matching: TV and radio programmes</b>	<p>This activity is suitable for slightly higher levels or students who would like a challenge. Ask students if there are any TV or radio programmes about gardening or plants in their country. Ask students to work in pairs to match the titles of the British TV and radio programmes with their descriptions. Hand out dictionaries if they are available. Tell students which programmes you would/wouldn't like to watch or listen to, then have them do the same in pairs. Ask 2 or 3 students to report their partner's opinion back to the class.</p> <p><i>Answers: 1E, 2A, 3D, 4C, 5B</i></p>
<b>7. Task 6 - Discussion</b>	<p>These questions are suitable for higher level students. You could give students a few minutes to read and make notes before they discuss the questions in pairs.</p> <p>Tell students that you will answer any grammatically correct questions (they must also be suitable for class - growing your own illegal drugs might not be a suitable class topic!) that they produce. If the question is not correct, ask the class to correct it before answering.</p>

**Contributed by**

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