

## 'You have to find your own recipe': Dutch suburb where residents must grow food on at least half of their property

### Level 3: Advanced

**Article summary:** This article discusses a creative urban agriculture project.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Reported speech

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to get students thinking about growing their own food and the impact this might have on them or their community. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed. You could extend the activity by asking students to tell you of any urban agriculture projects (such as a community garden) in their area that they know of.

#### 2. Key words

- a. Ask students to work individually or in pairs to match the words from the wordpool with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure of their meaning. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

**Key:**

- |                           |                             |
|---------------------------|-----------------------------|
| 1. <i>rigidity</i>        | 11. <i>reclaimed</i>        |
| 2. <i>councillor</i>      | 12. <i>sprawl</i>           |
| 3. <i>capitalise on</i>   | 13. <i>brief</i>            |
| 4. <i>self-sufficient</i> | 14. <i>pastures</i>         |
| 5. <i>constraint</i>      | 15. <i>moats</i>            |
| 6. <i>integrated</i>      | 16. <i>outsource</i>        |
| 7. <i>novelty</i>         | 17. <i>ample</i>            |
| 8. <i>infrastructure</i>  | 18. <i>gleaned</i>          |
| 9. <i>palpable</i>        | 19. <i>carbon emissions</i> |
| 10. <i>suburb</i>         | 20. <i>stimulate</i>        |

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity.

**Key:**

- |                           |                             |
|---------------------------|-----------------------------|
| 1. <i>outsource</i>       | 11. <i>integrated</i>       |
| 2. <i>capitalise on</i>   | 12. <i>brief</i>            |
| 3. <i>stimulate</i>       | 13. <i>councillor</i>       |
| 4. <i>sprawl</i>          | 14. <i>rigidity</i>         |
| 5. <i>constraint</i>      | 15. <i>novelty</i>          |
| 6. <i>reclaimed</i>       | 16. <i>suburb</i>           |
| 7. <i>infrastructure</i>  | 17. <i>moats</i>            |
| 8. <i>self-sufficient</i> | 18. <i>carbon emissions</i> |
| 9. <i>palpable</i>        | 19. <i>ample</i>            |
| 10. <i>pastures</i>       | 20. <i>gleaned</i>          |

#### 3. Comprehension check

- a. Ask students to read the statements and to complete them with a word or phrase from the text. Students should read the sentences and think about the type of word they need to write in each gap (e.g. a noun, verb, adjective). Explain that the sentences don't appear in the same order as the information in the text, so they will need to scan the paragraphs to find the relevant information.

**Key:**

1. *Amsterdam*
2. *half / 50 per cent*
3. *self-sufficient*
4. *go / travel / walk*
5. *field lab*
6. *(professional) farmers / professionals*

#### 4. Key language

- a. The activity lets students review and practice reported speech which is used usually to convey what someone said without using their exact words. If necessary, review the changes in the verb tenses when sentences are converted to reported speech:
- present simple* → *past simple*  
*present continuous* → *past continuous*  
*present perfect* → *past perfect*

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past simple → past perfect

will → would

can → could

Explain that in some cases, the time expressions will also need to change. For example, *yesterday* will change to *the day before*, *today* will change to *that day*, etc.

#### Key:

1. *He said he had forgotten about what to eat the day before.*
  2. *She said some people did it very well, but others didn't.*
  3. *Bekkour said the first thing he told people was to start small.*
  4. *De Kat said they could do that with a strong vision and strong person.*
- b. Ask students to scan the article and look for one more quoted sentence. They can do this activity in pairs, so they can take turns changing their quoted sentences into reported speech.

### 5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible.

### 6. In Your Own Words

- a. This task can be done individually or in pairs. It could also be given as homework. Give students the key words to help them in their search. Remind them to vary the search engine they use and to avoid looking at only the first one or two websites that appear. Encourage them to use their own words where possible when comparing the urban projects.
- b. Ask one or two students to share relevant or interesting information with the class. To extend the activity, you could ask students to produce an informative leaflet giving information about one of the urban agriculture projects they researched.