

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

Level 2: Intermediate

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

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: The present perfect

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>ingredients</i> | 7. <i>experiment</i> |
| 2. <i>produce</i> | 8. <i>climate</i> |
| 3. <i>greenhouses</i> | 9. <i>successful</i> |
| 4. <i>be responsible for</i> | 10. <i>rule</i> |
| 5. <i>design</i> | 11. <i>challenges</i> |
| 6. <i>opportunities</i> | 12. <i>recycled</i> |

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity. Explain to students that the word *produce* can be used as a verb and a noun. The verb *produce* means to make something and is pronounced with the stress on the second syllable (*pro-duce*). The noun is pronounced with the stress on the first syllable (*pro-duce*).

Key:

1. *climate*
2. *design*
3. *challenges*
4. *greenhouses*
5. *is responsible for*
6. *experiment*
7. *ingredients*
8. *successful*
9. *produce*
10. *rule*
11. *recycled*
12. *opportunities*

3. Comprehension check

- a. Ask students to read the statements and to choose the correct option a, b or c to complete them. 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. *a*
2. *b*
3. *b*
4. *b*
5. *c*
6. *b*

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4. Key language

- a. The activity lets students identify and practise the present perfect tense which is usually used to talk about past actions that are still connected to the present. As an extension activity, ask students to look for the first three sentences in the article and have them discuss how the sentence connects the past to the present.

Key:

1. *created*
 2. *brought*
 3. *has had*
 4. *has not remained*
 5. *have started*
- b. Ask students to write present perfect sentences about how Oosterwold has developed over the years. Have them scan the text for information if necessary.

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.