Garden to plate

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Garden to Plate – ideas for using the sequence story

Note for Tutors: Activities referred to in Ideas for using the sequence story are related to the suggested Vocabulary and text which you can find on page 9 of this document.

Warm up
Before looking at the picture, talk to your learner about your experiences of gardening (you can use the learner's own garden as a prompt, if they have one) Write down garden and brainstorm any vocabulary you associate with the topic

Focus on key vocabulary (See page 9 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (See page 10 for suggested questions)
Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking
Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (See page 13 for photocopiable text)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.
**Adapt the story:** to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

- *He decides to buy a spade and rake which he has found in a corner.*
- *When he has finished preparing the vegetable patch, he goes to a garden centre to buy some seeds.*

**You can use different tense:** e.g. *Past Continuous and Past Simple*

- In the spring, Mateo was at a garage sale with his daughter. He was looking for some garden tools. He found a spade and a rake, which he decided to buy. He paid the woman for the tools.

**Point of view:**
Rewrite the text from one person’s point of view (for example of the neighbour).

**Gapped text**

*Gap out some words in the text on page 9 after reading it with your learner. The learner completes the text by referring to the pictures.*

Depending on your learner’s needs, you can focus on particular words: e.g.

- *content words from the target vocabulary in the picture (this helps with revision)*

  Mateo is at a _________ sale with his daughter. He is looking for some garden _________.
  He finds a _________ and a rake. He decides to buy them. He _________ the woman for the tools.

- *“grammar” words: e.g. prepositions*

  Mateo is ______ a garage sale ______ his daughter. He is looking ______ some garden tools. He finds a spade and a rake. He decides ______ buy them. He pays the woman ______ the tools.

- *articles and determiners*

  Mateo is ______ garage sale with his daughter. He is looking for ______ garden tools. He finds ______ spade and ______ rake. He decides to buy them. He pays the woman for ______ tools.

**Kim’s game (speaking or writing class game)**

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.
Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *On Sunday it will be sunny* (False) *On Saturday the temperature will get to 20°C* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, it won’t be sunny on Sunday, it will rain.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Imagine what the people in each picture are saying. Write short dialogues.
- Imagine the neighbour is is telling his partner about the garden in the sequence story. Write a dialogue.
Extension activities

Gardening vocabulary

Extend the gardening vocabulary found in the story

Worksheet on ISL collective site, with garden tools, parts of a plant and common garden insects

Garden tools worksheets and activities, on Englishsheets.com

Writing instructions

You can use the story as a starting point to write some instructions for growing veggies, e.g:

1. First you need some gardening tools
2. Then you need to prepare the soil: dig it over, and rake it until it is smooth.
3. Next, choose some seeds. Make sure that your garden has suitable conditions for growing them.
4. etc....

Reading a seed packet

Either use a real seed packet on find one on the internet: eg Yates butternut pumpkin

Find the following information on the packet:
- When do you plant the seeds? (use the map)
- Where do you plant the seeds?
- How deep do you plant them?
- How far apart?
- When will you see some seedlings?
- When can you harvest the pumpkins?
- How much will they weigh?

This is useful for numeracy terms in English – time, measurement, weight, and words such as deep, apart etc.
Garden tour

Follow up the worksheet activities with some real life garden tours:

- Walk around your learner’s garden and discuss what you can see there. You might also feel comfortable inviting your learner to come and look at your garden. Take some photos, label them and record the vocabulary on your learner’s phone.

- Go to a public garden, park or botanical garden. Discuss the difference between NZ vegetation and that of your learner’s country.

- Go to a garden centre and walk around. Practice asking where gardening items are.

Tools and DIY

Use a Bunnings or Mitre 10 flyer to learn some names for other tools. You can also visit a Bunnings store and find the tools on the flyer.

Watch a Bunnings video on how to build a planter box. You could watch it first without sound, stopping frequently to discuss what is happening and learn vocabulary, then watch with the sound.

Weather vocabulary

Visit Accuweather or the NZ Met service site to practise weather vocabulary. Accuweather gives you a list of NZ centres and the daily weather for each one. Practise saying the place names and find them on the map. Then describe the weather and temperature in each centre.

New Zealand fruit and vegetables

Brainstorm some fruit and vegetables in New Zealand. You can go to the supermarket, or use a supermarket flyer, or a picture dictionary.

Which ones does your learner like or use? Rank them in order of preference, price etc.

Match them to the seasons – e.g. asparagus in spring, outdoor tomatoes and peaches in summer, aubergines ad peppers in late summer and autumn, cauliflower and leeks in winter. Here is a poster on vegetable availability from vegetables.co.nz.

See what is fresh right now on whatsfresh.co.nz
Composting

Discuss composting as a way of dealing with household waste. This information on composting comes from Lancaster county:

*Compost is a mixture of dead plant material and soil. Compost can be used in the garden to improve the soil and fertilize plants. You will be helping the environment by using up things that would normally be thrown away.*

**Making a Compost Pile**
1. Collect material to put into compost bin or compost pile.
2. Layer the collected material and soil in the pile
3. Add water to dampen the pile.
4. Turn the pile regularly. At least once every 2 weeks.
5. In about 3 months the compost will be ready. Compost can be added to the garden to improve the soil.

DO put in a compost bin: grass clippings, weeds, tree leaves, vegetable & flower plant parts, coffee grounds, egg shells, soil, water, paper, potato peels.

DO NOT put in a compost bin: bones, grease, butter, cat or dog manure, meat, butter, milk, rocks, foil, cans.

**Recipes**

Find a recipe for pumpkin soup, for example this one from Anabelle Langbein.

- Use pictures to identify the ingredients, or bring them in from home
- Identify the cooking verbs (chop, crush, peel, dice) and demonstrate what they mean.
- Check your learner understands the quantities – eg 1 cup, 1 tbsp, 400ml
- If possible, make the recipe.
- As a follow-up write a recipe with your learner.

**Listening, Speaking and Reading extension**

Daily ESL has a reading passage on Gardening: growing your own fruit and vegetables

ESLdiscussions.com has some good discussion questions on gardening.

Listen a minute has a short intermediate listening passage on gardening, with accompanying gap fill. Before first listening brainstorm some ideas why gardening is a good hobby, and then discuss any extra reasons mentioned.
**ESL civics** has a [short lesson on gardening](#) with pictures and accompanying text. You could
- recycle and review vocabulary from the sequence story
- cut out the text and pictures and get the learner to match one to the other
- cover any extra useful gardening vocabulary.

For advanced students, [gogardening.co.nz](http://gogardening.co.nz) has some [advice for growing pumpkins](#) (and anything else) in New Zealand.

**Other resources in your ELP library**

**Oxford Picture dictionary**
A Yard - page 39 (American English so needs some adapting)

**Basic Oxford Picture dictionary**
Houses and surroundings - page 22 (American English so needs some adapting)

**AUT New Words for New Migrants (Cameron, Denny and Wette):**
Gardening tools and vocabulary - page 120-1
Tsu Nan’s garden (gap fill) - page 122

**English for Everyday Activities Picture Process Dictionary**
Unit 39 Taking care of a lawn
Unit 40 Gardening

**More Pictures to words (Maggie Power)**
Huong’s new garden - Picture story with reading and writing activities

**Passages to English 2 (Maggie Power)**
An Excursion to the Gardens – Reading and writing exercise about a school trip to botanical gardens
Garden to plate – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

**Key Vocabulary (See page 2 for instructions)**

garage sale, tool, spade, rake, garden, vegetable patch (veggie patch), flat, sunny, dig, section, lawn, smooth, soil, fence, prepare, gum boots, neighbour, nest, garden centre, seeds, suitable, pumpkin, weather forecast, hat, gardening gloves, hole, compost, poke, plant (v), water (v), watering can, sprout (v), check, rain, pull out, weed, seedlings, grow, healthy, plant (n), spring, summer, harvest, soup, homegrown

**Basic Story for Lower Levels**

Mateo is at a garage sale with his daughter. He is looking for some garden tools. He finds a spade and a rake. He decides to buy them. He pays the woman for the tools.

When he gets home, he starts to dig a vegetable patch in his garden. He chooses a place that is flat and sunny. He uses his spade to dig up a section of the lawn. Then he uses the rake to smooth the soil on top of the vegetable patch. His neighbour leans on the fence and watches him.

He finishes preparing the vegetable patch. Then he goes to a garden centre to buy some seeds. He decides to buy some pumpkin seeds.

He checks the 3-day weather forecast for Wellington and sees that the weather will be suitable for planting his seeds. He puts on his hat and his gardening gloves and gets to work! He goes to his vegetable patch and starts to plant the seeds. He makes a small hole with his finger, adds some compost to the hole, pokes a seed into the hole then covers it with soil.
After he has planted the seeds, he waters the vegetable patch with his watering can.

After a few days, the seeds turn into seedlings.

Over the spring and summer, Mateo checks on the vegetable patch regularly. He pulls out the weeds and waters the seedlings when it doesn't rain. The seedlings grow into healthy pumpkin plants.

By the end of the summer, Mateo has 3 big pumpkins! He is very happy.

He gives a pumpkin to his neighbour. He uses another pumpkin to make pumpkin soup and his family enjoy their homegrown dinner!
Questions for “Question stories” (See page 2)

Pic 1  How many people are in the picture?  
Where are they?  
Who owns the things in the picture?  
What is the boy doing?  
What are Mateo and his daughter looking at?

Pic 2  What is Mateo doing?  
How does the woman feel?

Pic 3  What is Mateo doing?  
What is he wearing on his feet? Why?  
Who else is in the picture?  
What are they doing?  
What is the bird doing?  
What season do you think it is?

Pic 4  What is Mateo doing now?  
Who else is in the picture?  
Where is the bird now?  
What has the bird made?

Pic 5  Where is Mateo?  
What is he looking at?

Pic 6  What does Mateo decide to buy?

Pic 7  Why is Mateo checking the weather?  
What is the weather like today?  
What will the weather be like tomorrow?  
Where does Mateo live?  
Who else is in the picture?

Pic 8  Where is Mateo?  
What is he wearing on his head? Why?  
What is he wearing on his hands? Why?  
What is he doing?

Pic 9  What is Mateo doing?  
What is he using?  
Have his pumpkin seeds sprouted?
Pic 10  What is the weather like?
        What is Mateo doing?

Pic 11  What is the weather like?
        What has happened to Mateo’s seedlings?

Pic 12  What is Mateo holding?
        How does he feel?
        How many pumpkins does he have altogether?

Pic 13  What is Mateo doing?
        What is the child doing?

Pic 14  Where is Mateo?
        Who is he with?
        What are they having for dinner?
        How do they feel?
<table>
<thead>
<tr>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Mateo and his daughter go to a garage sale.</td>
</tr>
<tr>
<td>Mateo buys some garden tools.</td>
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<tr>
<td>Mateo begins to dig a vegetable patch in his garden.</td>
</tr>
<tr>
<td>Mateo rakes the soil on the top of the vegetable patch.</td>
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<tr>
<td>Mateo looks at packets of seeds at the garden centre.</td>
</tr>
<tr>
<td>Mateo buys some pumpkin seeds.</td>
</tr>
<tr>
<td>Mateo checks the 3-day weather forecast for Wellington.</td>
</tr>
<tr>
<td>Mateo plants the pumpkin seeds.</td>
</tr>
<tr>
<td>Mateo waters the seedlings.</td>
</tr>
<tr>
<td>Mateo weeds the vegetable patch.</td>
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<tr>
<td>It’s raining and the pumpkin plants are growing.</td>
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<tr>
<td>Mateo harvests his pumpkins.</td>
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<tr>
<td>Mateo gives one of the pumpkins to his neighbour.</td>
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<tr>
<td>Mateo enjoys a meal of pumpkin soup with his family.</td>
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