

Here's why we should stop weeding. Learn to love our dandelions and brambles

Level 1: Elementary / Pre-Intermediate – Teacher's notes

Article summary: The article discusses how weeds have found a place in the Chelsea Flower Show and how they benefit the soil, invertebrates, and pollinators. It argues that we should learn to love weeds and allow them to grow in gardens.

Time: 60–90 minutes (depending on availability of 'garden time')

Skills: Reading, Speaking, Writing

Language focus: Vocabulary (phrasal verbs)

Materials needed: One copy of the worksheet per student

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. To help students learn the new words, you can ask them to play a game where they quiz each other as quickly as possible, but they're only allowed to say a one-word clue to their classmate for them to recall the word. For example:

A: restaurant

B: Buffet?

Key:

- | | |
|------------------|---------------|
| 1. hero | 6. soil |
| 2. evidence | 7. bare |
| 3. resource, | 8. damaged |
| resources | 9. appearance |
| 4. buffet | 10. thorns |
| 5. invertebrates | |

1. Warmer

- a. This activity aims to introduce the weeds mentioned in the article and engage students in the topic. Encourage them to use a physical or online dictionary in English before using a translator or a bilingual dictionary.

Key:

v d c i c d k c h o
x f a z w o c a b x
t b o n j c z z n n
h c i u d k p z x z
i p e n n e d t z n
s c x f d l l r e d
t a k o m w h i f l
l l g z y s e n o q
e y t d t v f e b n
b r a m b l e u d g

1. thistle
2. dock
3. dandelion
4. bindweed
5. bramble

3. Comprehension check

- a. Ask students to work individually to answer the questions, and then compare their answers in pairs or small groups.

Key:

1. True
2. False. They also give back.
3. True
4. False. They grow in all weather and poor soils.
5. False. They feed the soil and protect it.
6. True
7. True
8. False. They need care like all the plants in the garden.

4. Key language

- a. Ask students to work in pairs. They can check their answers in the text after completing the exercise.

Key:

- | | |
|-----------|-------|
| 1. in | 4. in |
| 2. in, in | 5. in |
| 3. on | 6. in |

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- b. Ask students to work in pairs. Check answers with the whole class.

Key:

- | | |
|--------------|--------------|
| 1. <i>in</i> | 4. <i>on</i> |
| 2. <i>in</i> | 5. <i>in</i> |
| 3. <i>in</i> | 6. <i>in</i> |

5. Discussion

- a. Allow students time to note their ideas and encourage them to explain their answers. Ask them to discuss the questions in small groups. Elicit ideas from the whole class.

6. In your own words

- a. If students cannot wander outside, set this for homework. Alternatively, ask students to complete this weed-identification activity and completion of the guide in pairs.
- b. Regroup students so that pairs are split into new couples or groups of four. Ask students to share their findings using their guides as a visual aid.