**Introduction**

This resource has been produced in the following format:

* a teacher’s pack, including teachers’ notes and learner resources to download

**Overview**

**Structure, learning hours and delivery context**

This resource is designed to assist ESOL learners who would like to join a vocational course whilst in prison. The unit provides an introduction to commonly heard terminology associated with the vocational areas of the gym, the gardens and hairdressing. Activities are designed to enable learners to become familiar with common practices based around these areas which should assist them, if they decide to join one of the courses.

* The resource is divided into 3 units:

Unit 1 Working in horticulture

Unit 2 Being a fitness instructor

Unit 3 Hairdressing

* The resources developed may be used independently or as one linked topic over several sessions.
* Timings are flexible and teachers can adapt the resource to suit their learners , break down the units into smaller chunks of learning and build in revision as required

**Level: Entry level 1-3 / National 2 - 4 / CEFR A1 - B1**

**Pre-vocational training**

**Unit 1**

**Working as a gardener**





**Contents**

**Unit 1 Working as a gardener: teachers’ notes**

**Unit 1 Working as a gardener: transcript**

**Unit 1 Working as a gardener: answers**

**Unit 1 Working as a gardener: resources**

**Unit 1 Working as a gardener: audio TP\_Prevoc\_U1\_gardener.mp3**

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**Unit 1 Working as a gardener**

This unit has been designed to introduce learners to vocabulary and grammatical structures associated with gardening and horticulture. Learners will become familiar with commonly heard gardening terms, collocations and imperatives relating to gardening. Speaking and listening activities involve learners listening to and giving instructions.

**Entry level 1-3 / Scottish National 2 - 4 / CEFR A1 - B1**

**Time**: 90 minutes +Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required

**Aims**

* To introduce language needed to progress to a horticulture course
* To develop vocabulary associated with gardening and horticulture

.

**Objectives**

All learners will be able to:

* Identify 6 pieces of garden equipment.
* Identify adjectives in a text
* Identify common plants
* Sequence instructions
* Use common collocations associated with gardening

**Learners at Entry 2 / National 3**

* Sequence a list of instructions for performing a horticultural task
* Use imperatives for giving and following instructions
* Read course information.

**Preparation**

**You will need:**

**Resource 1**  Tool vocabulary - one copy cut up per pair.

**Resource 2**  Present continuous of gardening verbs. One copy per 3-4

learners

**Resource 3**  Tool purpose - one for each beginner/E1/N2 learner

**Resource 4**  Questionnaire - one copy for each learner

**Resource 5a**  Planting seeds - one copy for each learner

**Resource 5b**  one copy for each beginner/E1/N2 learner

**Resource 6a** Listening activity - one copy per learner

**Resource 6b**  Listening activity - one copy per beginner/E1/N2 learner

**Resource 7a** Imperative cards, cut up - one set for each pair of learners

**Resource 7b** Cup of Tea instructions - one copy for each beginner/E1/N2 learner

**Resource 8**  Imperatives to give advice - one cut up set of cards for each 3-4 learners

**Resource 9a** one copy for each learner

**Resource 9b** one half to each learner

**Resource 10** word search for cell work

**Consider**

* If there are horticulture courses or gardening schemes run in your prison ask about the level of English learners need to access these courses and collect leaflets or course information sheets to give to interested learners.
* Invite a tutor or someone who does gardening to speak to your learners about what they could learn and do on the course.
* Other useful materials available online e.g. from the Excellence Gateway yhttp://rwp.excellencegateway.org.uk/Embedded%20Learning/Vocational/Horticulture/ BBC Skillswise http://www.bbc.co.uk/skillswise/worksheet/ma32maps-l1-w-garden-plans

**Procedure**

**Warm up Activity – identify garden equipment (10 minutes)**

* Elicit names of any gardening equipment the learners know.
* Show equipment picture on the unit cover and ask learners to try to identify it.
* Ask learners to work in pairs using **resource 1** to match the names of the equipment to the pictures. Give lower-level learners fewer pictures to match and support them.
* Drill the vocabulary for pronunciation.

**Activity 1 – Gardening tasks (10 minutes)**

* Using the images in **resource 1**, elicit the purpose of each tool by asking – ‘What do you use a trowel for?’ Elicit ‘to dig’ or ‘digging’
* Show **resource 2** and ask what they are doing. Elicit ‘He is/They are mowing/digging etc.
* Teach pruning is the action of cutting back branches; weeding is the action of pulling up weeds and that they are unwanted plants.
* Revise present continuous; verb to be with ‘ing’.
* Give **resource 3** to each pair of lower-level learners. They take it in turns to ask *‘What do you use a …… to do?*’ The other says ‘*to dig, prune etc.’* and ticks the correct purpose for the tool, if they agree.

**Differentiation**

* Higher level learners use **resource 1** and work in pairs, asking alternately – *‘What is a ..... used for?’* Point out that *secateurs* is a plural form so the correct form would be *‘What are secateurs used for*.’
* Elicit the passive response – Secateurs are used for pruning. Highlight the difference between the active and passive. The active – I/you use secateurs for ...
* Support and monitor, correcting errors where appropriate.

**Activity 2 – What I like doing (10 minutes)**

* Elicit what jobs they like doing around the prison. Do they like working outside? Explain that after enjoy we also use the ‘ing’ form; ‘*I enjoy gardening*.’ After like we can use either ‘ing’ or ‘to’ *I like* ***to*** *water the plants outside my window / ‘I like water****ing*** *plants’*. This should be distinguished from the present continuous.
* Hand out **resource 4** – questionnaire. Elicit the question that they must ask – *‘Do you like + ing/to*
* Learners work in pairs asking and answering questions.
* Ask learners to feed back to you to check use of 3rd person singular. Maria like**s** weeding. Bart doesn’t **like** workingoutside.

**Activity 3- Instructions (15 minutes)**

* Following instructions will be a key component of any course and very important in vocational courses. Remind learners of instructions you give them e.g. ‘***Listen*** *to the audio,* ***Work*** *in pairs,* ***Tick*** *the right answer’.* Write examples on the board.
* What do they notice about the position of the verb – underline the verbs for added stress? Elicit that the verb comes first and is called the imperative.
* Ask for other examples of imperative verbs e.g*.* ***Put*** *litter in the bin’.*
* They are now going to read instructions for planting seeds.
* Find out how much they know about planting seeds and elicit or pre-teach key vocabulary: What do you need to plant seeds? Accept other words but tell them the words they need that are of similar meaning e.g. compost if they say soil or seed tray if they say pot.
* Hand out **resource 5a** to each pair of higher-level learnersand **5b** to lower-level pairs.
* Learners using **5a** sequence the words to make sentences, and then sequence the sentences. Lower-level learners complete **5b** and just sequence the sentences.
* Read out the sentences for learners with limited English literacy and support them to decide on the right order.

**Activity 4 - Following Instructions (15 minutes)**

* Explain to learners that they are now going to listen to an audio about following instructions.
* Hand out **resource 6a** or **6b.**
* Play the audio and ask learners to complete question 1.
* Feedback and then play the audio again for learners to complete the remaining questions.
* Tell learners that they are now going to write some instructions.
* Hand out the instruction cards, (**Resource 7a**) one set for each pair of learners.
* Each learner takes a card and makes an instruction with the imperative on the card – e.g. Learner A takes the word ‘put’ and can make a sentence, ‘Put *the weeds in the bin*.’ Learners then write the instructions.

**Differentiation**

* Give lower-level learners fewer words and work with them to give oral instructions using some of the images from the resources.

**Optional**

* Lower level learners can use **Resource 7b** to write create instructions for making a cup of tea. If they complete this quickly, see if they can use the surplus imperatives to form correct collocations.

**Activity 5 – Giving Instructions (15 minutes)**

* Explain to learners that we use the imperative form when we tell people what to do or give advice e.g., –‘I want to join the horticulture class, what should I do?’ ‘**Put** in an app to education.’
* They are now going to give advice to some learners who have horticultural problems.
* Hand out the cards from **Resource 8** – (one set to each group of 2-3 learners.)
* **Differentiation** - The first few problems are suitable for lower level learners.
* Each learner reads from the card and gives advice. The group can either agree or disagree.
* Read out each problem and invite the response from one of the groups. Ask another group if they agree with the way the answer has been said. Give the first speaker the chance to self-correct if necessary. Don’t over correct but not any issues you can address in a future session.

**Activity 6 – Reading (15 minutes)**

* Ask learners if they would like to work in horticulture on release.
* Elicit what jobs/areas they could work in.
* Tell learners that they are now going to read about finding a gardening job.
* Lower level readers are going to read about gardening jobs they can do in the prison
* Give **Resource 9a** to higher level learners to read the text in pairs and answer the questions.
* For **Resource 9b**, pre teach some vocabulary; lettuce, daffodils. Learners work in pairs. Hand one half of the worksheet to each learner. Learners form questions to ascertain the missing information – *Where does he work? What is he planting?*

**Cooler – I went to the tool shed and asked for a.... (10 minutes)**

* Reinforce learning by playing a memory game. You could do this as a whole class activity or as small groups at the same level of proficiency.
* Start the game by saying - ‘*I went to the tool shed and asked for a* ...(name of item from resource 1)
* Learner 1 then repeats your sentence adding on an additional item from **resource 1**. The next learner repeats the previous, and then adds on a further item.

**Differentiation**

* Lower level learners work together with half of resource 1 to remember.
* Higher level learners not only have to remember the items in the correct sequence, but also to give their purpose.

**Cellwork Activity**

* Hand out **resource 10** **word search** to all learners. Check understanding of compost (dead plant matter used to make plants grow) and tell them that one of the words runs diagonally.

**Transcript**

Hi, I’m Andy. I teach horticulture to prisoners here at HMP Pinewood. I tell my learners to study horticulture so they can get a job. There are lots of jobs you can do.

* Work in a garden centre or for a company, mowing lawns and cutting hedges.
* Start up your own business doing local gardening work. Local councils also have a works department that cut trees and mow verges by the roadside. They also look after all the public parks, mowing the grass and planting up the flower beds.

So here are a few tips to help you get a job in horticulture.

* Write a good CV. Include in it all the horticultural work you did when you were in prison. If you can use a lawnmower, say so. It means your employer won’t have to spend time and money teaching you.
* Get a qualification. The horticulture course is long, but you will have a qualification that you can use outside.
* Use the VC, if you have it at your prison, to keep an eye on horticultural jobs.
* Make a note of the companies who are advertising and then write to them when you are out.

I hope this helps and you find a great job that you enjoy.

**Answers**

**Resource 1**

From left to right: hoe, leaf rake, secateurs

watering can, lawnmower, trowel

**Resource 2**

a She is hoeing b They are digging c He is pruning

d He is mowing e He is watering f He is raking.

**Resource 3**

1 to weed 2 to cut the grass 3 to dig

4 to prune 5 to water

**Resource 5**

1 Fill a seed tray with compost

2 Press compost so the surface is flat.

3 Sow seeds

4 Cover seeds with compost

5 Water gently with a watering can.

6 Put the seed tray in a sunny place.

**Resource 6a**

1 horticulture 2 locker key 3 next to the locker room

4 cabbages, lettuces and leeks 5 weeding 6 bored

**Resource 6b**

1 working in the gardens 2 locker room 3 locker room

4 cabbages 5 bored

**Resource 7b**

1 Find 2 Put 3 Put 4 Boil

5 Pour 6 Pour 7 Remove 8 Add

**Resource 8**

1 Use a lawnmower.

2 Use a leaf rake.

3 Water them/Put them somewhere cool.

4. Use secateurs / Prune it with secateurs.

5 Use a hoe to remove them.

6 Put it in a bigger pot/Plant it outside

7 Speak to your teacher and ask for the work you will miss.

**Resource 9a**

1 Work in a garden centre, work for a garden company, start your own business, work for the local council.

2 Cut trees and mow verges. Look after parks, mowing grass and planting.

3 b) grass edges by the side of a road.

**Resource 10 Word search**

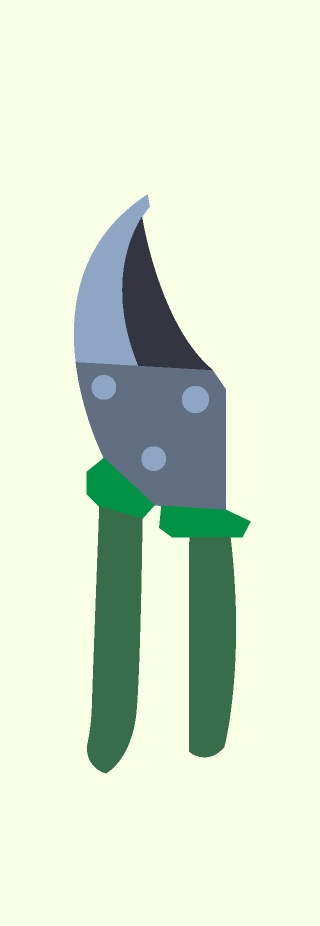
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| **s** | **f** | **l** | **d** | **p** | **h** | **n** | **p** | **g** |
| **e** | **c** | **g** | **j** | **r** | **x** | **b** | **l** | **t** |
| **c** | **v** | **g** | **a** | **u** | **l** | **e** | **o** | **f** |
| **a** | **r** | **r** |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

**Resource 1- Tool vocabulary**

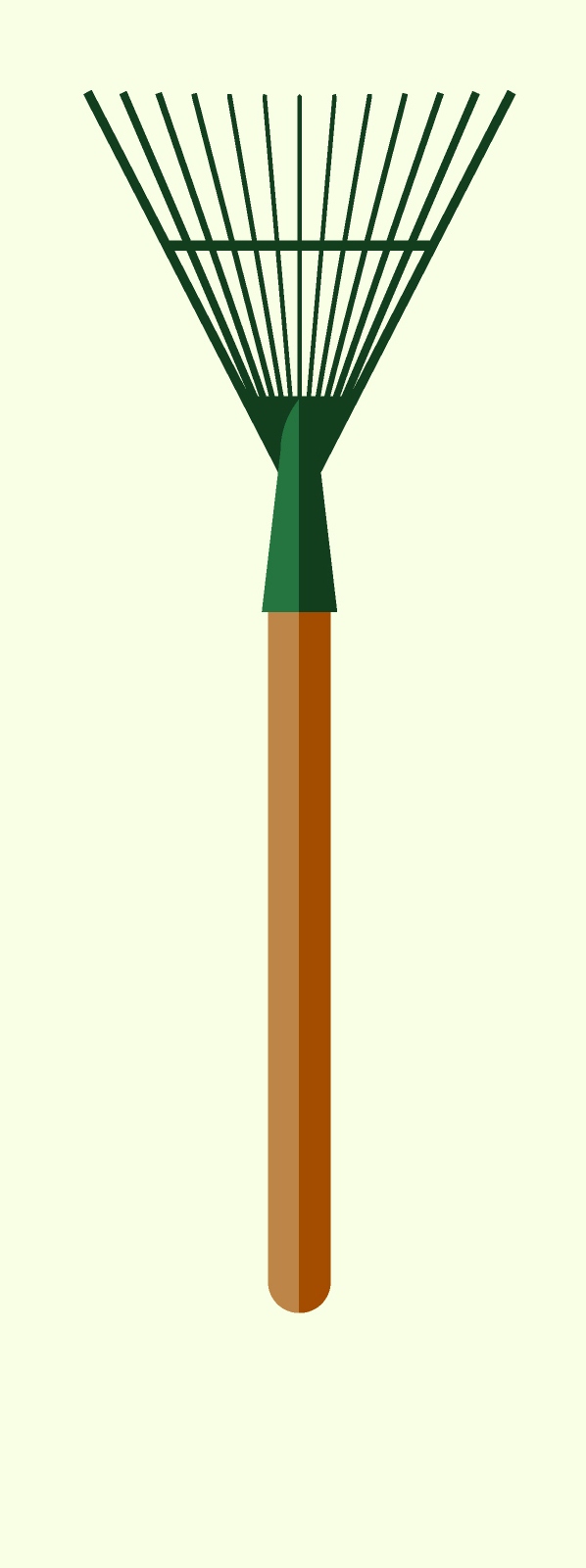
**Match these words to the pictures**

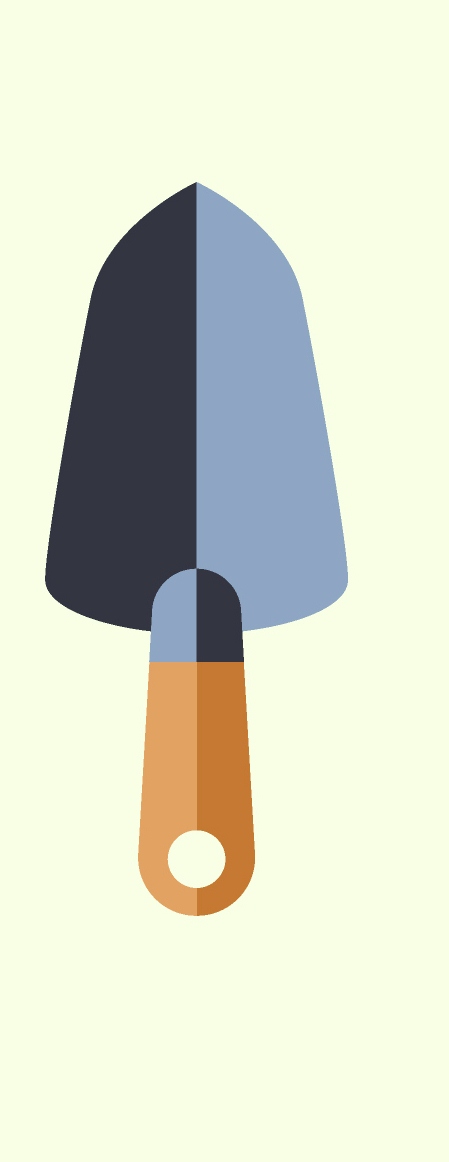
secateurs a lawnmower a trowel a hoe a leaf rake

a watering can

****

****



****

**Resource 2 - What are they doing?**

**Match the words to the picture**

b



****a

 d



c

e f



**mowing raking watering pruning digging hoeing**

**Resource 3 Tool Purpose - Tick the correct answer**

|  |  |  |  |
| --- | --- | --- | --- |
| Question 1  You use a hoe to | | |  |
| answer□  to mow | answer□  to weed | answer□  to water |
| Question 2  You use a lawnmower to | | |  |
| answer□  to cut grass | answer□  to water plants | answer□  to prune plants |
| Question 3  You use a trowel to | | |  |
| answer□  to prune plants | answer□  to water plants | answer□  to dig |
| Question 4  You use secateurs to | | |  |
| answer□  to mow | answer□  to prune | answer□  to dig |
| Question 5  You use a watering can to | | |  |
| answer□  to weed | answer□  to prune | answer□  to water |

**Resource 4 Questionnaire**

**Ask four people in your class what they like doing. ✓ = yes**

**X = no**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Do you like  working outside | Do you like | Do you like | Do you like |
| Jon | **✓** | **X** | **✓** | **✓** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Resource 5a Planting Seeds** Put these words in the correct order to make sentences and then put the sentences in order.

****

|  |
| --- |
| sunny a seed tray in place the Put |
| surface Press flat compost so the is |
| tray compost seed Fill with a |
| seeds Sow |
| with Water gently a watering can |
| seeds Cover compost with |

**✂**

**Resource 5b – Planting Seeds**



**✂**

|  |
| --- |
| Sow seeds |
| Press compost so the surface is flat. |
| Water gently with a watering can |
| Cover seeds with compost |
| Put the seed tray in a sunny place |
| Fill a seed tray with compost |

**Resource 6 a– Listening Activity**

**Listen to the audio and answer the questions.**

1. What class is this?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Keep your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ with you at all times.
2. Where is the tool shed?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name two vegetables that need to be planted?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5 What will the students do after planting the vegetables?

6 What must you **not** be when working in the gardens?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**cabba**

|  |  |  |  |
| --- | --- | --- | --- |
| The teacher is talking about..... | | | **C:\Users\CelineCastelino\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZOU0OX87\7612516276_3b4fc5ae2b_z[1].jpg** |
| working in the kitchens □ | working in the gardens□ | working on the wings □ |
| Students must go to the ........ to take off their shoes | | |  |
| tool shed □ | greenhouse □ | locker room □ |
| The tool shed is next to .......... .. | | | **Green House, royalty-free stock vector art** |
| The locker room□ | The garden workshop □ | The greenhouse □ |
| What vegetable was talked about? | | | **C:\Users\User\Desktop\judith johnson backup\Judith\Downloads\broccolli.jpg** |
| beans □ | cabbages □ | broccoli□ |
| I don’t want to hear anyone saying they’re | | | **C:\Users\CelineCastelino\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\4BUKGO80\sad-smiley-md[1].png** |
| sad □ | happy □ | bored □ |

**Resource 6b. Listen to the audio and tick the right answer.**

**Resource 7a – Imperative verbs**

|  |  |
| --- | --- |
| dig | weed |
| plant | **mow** |
| sow | **put** |
| water | **prune** |

**Resource 7b**

**Choose the correct word from each box to write instructions for making a cup of tea.**

Find

Drink

Watch

a mug

**1 6**

the hot water into the mug

Pour

Drop

Drive

**2**

a teabag in the mug

Go

Look

Put

the teabag if you want

Remove

Tidy

Watch

**7**

**3**

some water in the kettle

Fill

Use

Put

**8**

sugar if you want

Take

Add

Leave

**4**

the water

Find

Boil

Put

**5 Enjoy!**

some milk into the mug

Pour

Drop

Drive

**Resource 8 – Imperatives to give advice**

|  |
| --- |
| 1. I have to cut the grass. What should I use? |
| 1. There are a lot of leaves on the lawn. How can I remove them? |
| 1. It’s very hot and my plants are dying. What can I do? |
| 1. I have to prune my tree. What can I use? |
| 1. There are a lot of weeds in the vegetable garden. What should I use to remove them? |
| 1. My plant is too big for its pot. What can I do? |
| 1. I have legal visits for the next 2 weeks so will miss my horticulture class. |

**Resource 9a Reading –Working in horticulture**



Hi, I’m Andy. I teach horticulture to prisoners here at HMP Pinewood. I tell my learners to study horticulture so they can get a job. There are lots of jobs you can do.

* Work in a garden centre or for a company, mowing lawns and cutting hedges.
* Start up your own business doing gardening work. Local councils have a works department that cut trees and mow verges by the roadside. They also look after all the public parks, mowing the grass and planting up the flower beds.

So here are a few tips to help you get a job in horticulture.

* Write a good CV. Include in it all the garden work you did when you were in prison. If you can use a lawnmower, say so. It means your employer won’t have to spend time and money teaching you.
* Get a qualification. The horticulture course is long, but you will have a qualification that you can use outside.
* Use the VC, if you have it at your prison, to look for horticultural jobs.
* Make a note of the companies who are advertising and write to them when you are out.

I hope this helps and you find a great job that you enjoy.

1. List 3 gardening jobs you can do when you leave prison.
2. What gardening jobs can you do if you work for the local council?
3. What are verges? a) plants

b) grass edges by the side of a road

c) animals

1. Underline all the imperative verbs in the text.

**Resource 9b – Working in horticulture**

**Read the text and answer the questions**

Hi, I’m Bart and I’m a prisoner at HMP Pinewood. I work in the \_\_\_\_\_\_\_\_ and I’m studying\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It’s very busy at the moment because it’s summer and everything is growing. This is what I have to do this week.

* Plant out the \_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Dig up the daffodil bulbs and put them in the bulb box.
* Weed the border by the kitchens.
* Mow the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I like working outside. I want a gardening job when I leave.

****

****

Hi, I’m Bart and I’m a prisoner at\_\_\_\_\_\_\_\_. \_\_\_ I work in the gardens and I’m studying Level 2 in horticulture. It’s very busy at the moment because \_\_\_\_\_\_\_\_ and everything is growing. This is what I have to do this week.

* Plant out the lettuces.
* Dig up the \_\_\_\_\_\_\_\_\_\_\_ and put them in the bulb box.
* Weed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Mow the lawn.

I like working outside. I want a \_\_\_\_\_\_\_\_\_\_\_job when I leave.

****

**Word search**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **s** | **f** | **l** | **d** | **p** | **h** | **n** | **p** | **g** |
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| **e** | **i** | **w** | **s** | **e** | **e** | **d** | **s** | **w** |
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| **h** | **o** | **e** | **e** | **r** | **n** | **l** | **t** | **i** |
| **c** | **r** | **t** | **e** | **y** | **w** | **c** | **k** | **n** |
| **e** | **s** | **t** | **m** | **o** | **w** | **a** | **g** | **g** |
| **c** | **a** | **e** | **t** | **r** | **o** | **w** | **e** | **l** |
| **w** | **p** | **c** | **o** | **m** | **p** | **o** | **s** | **t** |

**secateurs hoe trowel weeding seeds digging plot prune mow growing watering compost**