

I left my job in London to grow food. This deep connection with nature gives my life meaning

## Level 2: Intermediate – Teacher's notes

**Article summary:** The article describes how a woman working in the media became an organic food grower and found a new purpose in her connection with nature.

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary (collocations)

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

### 1. Warmer

- a. The purpose of this activity is to introduce the topic of growing food and connecting with nature to get students thinking about their own relationship to plants and nature.

### 2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. You can explore this set of vocabulary more by asking students which word they think was borrowed from another language (*aubergine* is borrowed from French) and if they know any other words like *fascinated* and *exhausting* that are stronger adjectives (*beautiful* for *pretty*, *terrible* for *bad*, *amazing* for *good*, etc.)

**Key:**

- |   |                       |
|---|-----------------------|
| 1. <i>beekeeping</i>                            | 7. <i>seed</i>        |
| 2. <i>soil</i>                                  | 8. <i>edible</i>      |
| 3. <i>aubergine</i><br>( <i>eggplant, AmE</i> ) | 9. <i>rural</i>       |
| 4. <i>fascinated</i>                            | 10. <i>the land</i>   |
| 5. <i>harvest</i>                               | 11. <i>race</i>       |
| 6. <i>sow</i>                                   | 12. <i>exhausting</i> |

- b. Ask students to discuss the questions to practise using some of the vocabulary in context. Monitor and focus on correcting the vocabulary in use.

### 3. Comprehension check

- a. Students say whether the statements are True or False and then correct the false statements.

**Key:**

1. *False. She had worked in the media before she wanted to become a food grower.*
2. *True*
3. *True*
4. *False. She had many jobs, but they allowed her to spend time outside.*
5. *False. It's better to grow flowers to help bees.*
6. *True*
7. *True*
8. *False. She has found meaning and purpose in the garden.*

### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to check their answers by looking in the text.

**Key:**

1. *edible plants*
2. *organic food*
3. *rural spaces*
4. *temporary job*
5. *unexpected shapes*
6. *unlikely places*

- b. Students could be asked to do this exercise in pairs. Encourage them to ask more follow-up questions to further discuss their answers.

**Key:**

1. *organic*
2. *temporary*
3. *spaces / places*
4. *plants*

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### 5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one. Monitor and go over any recurring errors with the whole class. If there is time, you can regroup students and have them discuss the statements in new groups.

### 6. In your own words

- a. This could also be done as a homework task and students could then present their reports to the class.