

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

## Level 1: Elementary / Pre-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.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary  
(compound nouns)

**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. Alternatively, you can divide the class into two groups and ask them to complete half the activity and then regroup them to share their answers.

**Key:**

- |            |               |
|------------|---------------|
| 1. bee     | 6. sow        |
| 2. organic | 7. seed       |
| 3. Soil    | 8. feed       |
| 4. rooftop | 9. Meaning    |
| 5. harvest | 10. connected |

b.

**Key:**

- |              |            |
|--------------|------------|
| 1. connected | 4. rooftop |
| 2. soil      | 5. meaning |
| 3. organic   |            |

### 3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. The answers given are not the only possible answers.

**Key:**

1. She didn't work behind a desk or with camera equipment anymore. She was growing food in 2016.
2. a rooftop farm in a city with many different vegetables
3. two seasons
4. to be outside working in the soil
5. Children learn very little about the food they eat.
6. Growing flowers is the best way to help them.
7. the importance of growing fruit and vegetables
8. No, because it's tiring and pays little.

### 4. Key language

- a. Students can check their answers in the text after completing the exercise individually. Then check answers with the whole class.

**Key:**

- |                     |                    |
|---------------------|--------------------|
| 1. office building  | 4. rooftop farm    |
| 2. food grower      | 5. school gardener |
| 3. camera equipment | 6. salad leaves    |

*Other possibilities: office equipment, rooftop gardener, school equipment, school building, school farm, salad grower, salad farm*

- b. Ask students to complete this activity in pairs or small groups.

**Key:**

- |                    |                     |
|--------------------|---------------------|
| 1. office building | 4. Camera equipment |
| 2. salad leaves    | 5. rooftop farm     |
| 3. school gardener | 6. food grower      |

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## 5. Discussion

- a. Allow students time to note down their ideas and encourage them to give reasons for their answers.

## 6. In your own words

- a. This could also be done as a homework task.