

## Vegetables are losing their nutrients. What can we do about it?

### Level 1: Elementary – Teacher’s notes

**Article summary:** The article discusses biofortification as a solution to the loss of nutrients in vegetables.

**Time:** 60 minutes

**Skills:** Reading, Speaking

**Language focus:** Linkers of contrast: *while, however, whereas*

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

#### 1. Warmer

- a. Ask students to work in pairs and discuss the questions. Encourage them to give reasons for their opinions. After a couple of minutes, hold a brief discussion with the whole group so every pair can share their views.

#### 2. Key words

- a. Tell students all the words in the two boxes are used in the article they will read. Give students some minutes to complete the sentences using the words in the boxes. Once they have completed the sentences individually, ask them to check answers in pairs. Then, check with the whole group.

**Key:**

- |                        |                      |
|------------------------|----------------------|
| 1. <i>benefiting</i>   | 6. <i>density</i>    |
| 2. <i>alternative</i>  | 7. <i>decline</i>    |
| 3. <i>boosting</i>     | 8. <i>invest</i>     |
| 4. <i>adapting</i>     | 9. <i>innovation</i> |
| 5. <i>considerable</i> | 10. <i>focus</i>     |

- b. Ask students to work in pairs again, this time to complete the sentences using words from the previous exercise.

**Key:**

1. *innovations*
2. *invest*
3. *focus*
4. *alternative*
5. *boosted*

#### 3. Comprehension check

- a. Ask students to work individually and complete the sentences by selecting the correct option. Once finished, give them some minutes to check in pairs before checking answers with the whole class.

**Key:**

1. *lower quality*
2. *in the 1920s*
3. *after*
4. *developing countries*
5. *solution*

#### 4. Key language

- a. Have students do the task individually and then go back to the text to check their answers.

**Key:**

1. *has continued*
2. *has shown; has decreased*
3. *has led*
4. *has been*

- b. Have students look at the sentences from task A and write which concept of Present Perfect each sentence is expressing: *actions at an indefinite time in the past* or *actions that began in the past and continue*. Elicit what word or phrase helped them decide (e.g., *since*).

**Key:**

1. *actions that began in the past and continue*
2. *actions at an indefinite time in the past*
3. *actions at an indefinite time in the past*
4. *actions that began in the past and continue*

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#### 5. Discussion

- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experience whenever possible.

#### 6. In your own words

- a. This task can be assigned as homework individually or in pairs. Ask students to do some research and gather information about different initiatives that could help reduce global hunger and prepare a presentation. Students can present their findings and ideas to the whole class or in smaller groups.