

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

Level 2: Intermediate – 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: Present perfect vs. past simple

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. Ask students to work individually or in pairs and match the words with their definitions. Remind them that all the words appear in the article so they can see them in context if they are unsure about their meaning. Allow some minutes for students to check answers in pairs or groups of three before checking with the whole group.

Key:

- | | |
|------|-------|
| 1. a | 6. b |
| 2. d | 7. g |
| 3. e | 8. j |
| 4. i | 9. f |
| 5. c | 10. h |

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

Key:

- | | |
|--------------|--------------------|
| 1. alarming | 6. subsidies |
| 2. plummeted | 7. policies |
| 3. declining | 8. supply |
| 4. boosting | 9. crops |
| 5. concerns | 10. simultaneously |

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. different technologies
3. in the 1920s
4. after
5. developing countries
6. solution

4. Key language

- a. Ask students to read the sentences from the article and choose what idea each verb in bold expresses.

Key:

1. c
2. b
3. b
4. c
5. a

- b. Ask students to work in pairs and answer the questions. Remind them what auxiliaries and verb forms are used with each tense.

Key:

1. a
2. b
3. b

- c. Have students work in pairs and complete the information. You can go over the verbs in advance to practise their different forms. Check answers as a class.

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Key:

1. *have just harvested*
2. *has (hasn't) eaten*
3. *wrote*
4. *started*
5. *have sold*

5. Discussion

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

6. In your own words

- a. This task can be assigned as homework individually or in pairs. Ask students to research, 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.