

Vegetables are losing their nutrients. Can the decline be reversed?

Level 3: Advanced – 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: Prepositions

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 that 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. c | 9. g |
| 2. a | 10. n |
| 3. j | 11. b |
| 4. h | 12. d |
| 5. m | 13. f |
| 6. l | 14. i |
| 7. o | 15. k |
| 8. e | |

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

Key:

1. *alarming*
2. *plummeted*
3. *accelerated*
4. *emergence*
5. *replenish*
6. *encompasses*
7. *traits*
8. *amendments*
9. *yield*
10. *deemed*

3. Comprehension check

- a. Ask students to work individually and complete the sentences using words from the article. Once finished, give them some minutes to check in pairs before checking answers with the whole class.

Key:

1. CO2
2. *never had (in the first place)*
3. *multiple technologies*
4. *US / 1920s*
5. *once it's grown*
6. *developing countries*
7. *solution to the problem*
8. *government subsidies*

Key language

- a. Students work in pairs again to complete sentences from the article using the correct prepositions. Remind them that collocations are words that usually go together, and different verbs, nouns, or adjectives usually go with specific prepositions.

Key:

1. *in*
2. *in; to*
3. *about*
4. *to*
5. *to; to*
6. *from*
7. *on*

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- b. Have students choose three phrases from task A and write personalised sentences with them. Remind them that choosing vocabulary they are likely to use in real life, will boost their learning. Elicit some examples from each student and ensure vocabulary is being used accurately.

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.