

UNIT 3: HOW IT'S MADE

LESSON 1: FROM THE FARM TO THE TABLE

Unit overview

- Describing processes
- Talking about graphs and maps
- Talking about production
- Using passive voice
- Writing a descriptive paragraph
- Prepositions of place, linking words for describing processes (sequence)

Lesson aims:

- Describe a process
- Say how something is done
- Understand a text about an important product
- Understand a text that describes a process

Lead-in

1. *Can you identify these agricultural products?*



2. *Which ones are used to make wine, jam?*
3. *Which ones are grown in Chile? Which ones does Chile export?*
4. *Which ones do (or don't) you buy or eat the most? Why? Tell a partner.*

LANGUAGE NOTE

The **passive voice** is used a lot to talk about **processes**. Common verbs used are *grow, mine, make, export, import, transport, send, and build*.

Reading I

1. Skim the text below. Put the X in the corresponding box according to the information in the text.

	Aconcagua Valley	Coquimbo Region	O'Higgins Region	Petorca Province
a) It has a longer growing season.				
b) Its climate is quite like a place outside of Chile.				
c) This is a rather dry area.				
d) This place has problems with water.				
e) It is the biggest avocado area in Chile				

2. Match these synonyms to the underlined words in the text.

dry	constant	weather	principle	deteriorated	permit	perfect	like
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Where are avocados grown in Chile?

Valparaíso Region-The Aconcagua Valley

This valley is the main production center for avocados in Chile, producing about 40% of the country's avocados. The valley is divided into three growing regions: coastal, inland, and upstream. The warm mediterranean climate in the Aconcagua Valley is similar to California's lower San Joaquin Valley, but with cooler nighttime temperatures. Although the climate is generally good for growing avocados, occasional frost and drought can be a problem.

Coquimbo Region

This region in northern Chile has a hot climate and arid conditions, but it produces high-quality avocados that are in high demand. The high-quality avocados need irrigation, so arid conditions are a challenge to avocado cultivation.

O'Higgins Region

This region in central Chile has a moderate climate and wet conditions, which allow for a longer growing season than other parts of Chile. Occasional frosts may be a threat.

Valparaíso Region-Petorca Province

This province has a warm climate and stable temperatures that are ideal for avocado farming. However, climate change has worsened drought conditions in Petorca. Today, avocado cultivation is mostly dependent on irrigation.

3. *Spot the advantages or positive aspects and disadvantages or negative aspects of growing avocados in each of the areas mentioned in the text. Note them in the space below. Compare and discuss with a partner.*

	ADVANTAGES POSITIVE ASPECTS	DISADVANTAGES NEGATIVE ASPECTS
Valparaíso Region - The Aconcagua Valley		
Coquimbo Region		
O'Higgins Region		
Valparaíso Region - Petorca Province		

4. *Tell your partner three things (pieces of information) that you learned from this text about growing avocados in Chile.*

Reading II

- Which of these statements do you think are true about avocados? Compare your ideas with a partner.*
 - Avocado trees need a lot of water.
 - Avocados are getting cheaper.
 - Avocados are exported and imported by Chile.
 - The most avocados in the world are grown in Chile.
- The following are **8 steps in the avocado production process**. Match each step to its definition. The first one is an example.*

Avocados are produced on trees, and the process involves several steps, including:

1. Selection	H	A. The fruit is ready to be eaten, so it is picked.
2. Planting		B. The fruit is washed and inspected to ensure it meets quality standards.
3. Pruning		C. Consumers buy the fruit at a shop, market or supermarket.
4. Pollination		D. When the trees are more mature, bees and wasps are used to pollinate the flowers.
5. Harvesting		E. The trees are strategically planted and spaced.
6. Processing		F. The health of the trees is managed and improved. For instance, they receive fertilizer, and their height is kept reasonable.
7. Packing		G. The fruit is packed into crates and sent to a wholesale market or supermarket.
8. Purchasing		H. The right location for the trees is chosen.

3. *The same previous text can be written differently. In this text, add the following sequence words to the spaces in the text: **Next, First, When, Finally***

Next	First	When	Finally
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Avocados are a fruit that grows on trees. There are several steps involved in their production process. (1) , the right location for the trees is selected. The ideal place should be chosen for a tree that produces good fruit. Once the location has been selected, the trees are strategically planted and spaced. The trees need space as they grow. While the trees are growing and maturing, they are pruned. This involves fertilizing and keeping the trees at a good height. (2) the trees have matured some, pollination can happen. Bees and wasps are used to pollinate the flowers. After these various steps have occurred, it's time for harvesting. The fruit that is ready for harvest is sorted from the fruit that is still growing. (3) comes the processing stage when the fruit is washed and inspected to ensure it meets quality standards. (4), the fruit is packed into crates and sent to a wholesale market or directly to a supermarket. In the end, after this entire process, consumers buy the avocado fruit at a local shop or market, or supermarket.

Final Lesson Task

1. *Unscrambling. Create questions using all the words or phrases below. You will have six questions.*

- a) town or location / is / your / what ?
- b) main / your / agricultural product / is / what ?
- c) grow / you / why / do / this product ?
- d) take place / does / when / harvest ?
- e) transport / the product / how / you / do / and / where ?
- f) Is / where / the product / sent ?

2. *Work in pairs (student A and student B). Use these questions to interview your partner about a Chilean location and its main agricultural product. After the interview, write a summary of the information your partner gave you. Write the summary in paragraph form. Student A will interview student B and vice versa*

Student A. You have the information about your location below:

Your town or location	San Clemente, Maule Region
Your main agricultural product	cherries
Reason for growing this product	perfect climate with enough water
Time of harvest	December and January
Mode of transport of product	by truck to the Port of San Antonio
Main destination of product	China

Student A, write your interview information below:

Town or location	
Main agricultural product	
Reason for growing this product	
Time of harvest	
Mode of transport of product	
Main destination of product	

Student B. You have the information about your location below:

Your town or location	Elqui Valley, Coquimbo Region
Your main agricultural product	Chilean papaya
Reason for growing this product	perfect climate without real cold
Time of harvest	Mostly November to February, but it is really all year
Mode of transport of product	by truck to Santiago and other Chilean locations
Main destination of product	Chile

Student B, write your interview information below:

Town or location	
Main agricultural product	
Reason for growing this product	
Time of harvest	
Mode of transport of product	
Main destination of product	

3. Now use the interview information to write a paragraph about this process.

Exit Ticket

Can you do these things?

<input type="checkbox"/>	I can describe a process.
<input type="checkbox"/>	I can say how something is done
<input type="checkbox"/>	I can understand a text about a product
<input type="checkbox"/>	I can understand a text about a process

My Top 5 Words from this lesson:

1	
2	
3	
4	
5	

Homework: Self-study

[90 minutes per week]

1. Time sequencers and connectors (practice):
<https://wordwall.net/es/resource/5781657/time-sequencers-and-connectors>
2. Reading:
<https://simple.wikipedia.org/wiki/Avocado>