

Learning objectives for this lesson

Applying information from the text into diagrammatic form, scanning for specific information, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 Elicit answers to the questions from the class.
- 2 Allow students a few minutes to read the text individually, then get them to work in pairs to produce the flow chart. They could do this on paper or on their computers. Then compare the flow charts and make sure everyone has included all stages of the process. As a follow-up, you could analyse the language they used in the flow chart and see if they have correctly use the passive voice.

Possible answer

Flowers are grown in greenhouses in Kenya.



They are picked whilst dry and put into boxes at the farm.



The boxes are then cooled.



They are taken to Nairobi.



Then they are sent to Alasmeer market near Amsterdam.



They are auctioned off at Alasmeer market.



They are quickly transported to retailers in the UK.



Finally they are sold to the individual customer.

- 3 Students can scan the text this time to find the answers to the questions. Give them five minutes to do the exercise, then elicit answers from the class.

Answers

- 1 The climate and lots of cheap labour.
- 2 It makes up 10% of export revenue, so it is very important.
- 3 To protect them from hail, keep them dry for picking, and to enable effective spraying and pest control.
- 4 The USA and Alasmeer market in the Netherlands.
- 5 It is the largest flower market in the world. The flowers are sold by the Dutch auction method – prices start high and then get lower until someone bids.
- 6 Dutch flowers have a higher carbon footprint than Kenyan flowers despite travelling much shorter distances. This is because of the energy needed to grow them.
- 7 The farm workers often have very bad working conditions and are paid very little.
- 8 The Fairtrade Foundation is working to improve the conditions of the workers.

- 4/5 Encourage students to scan the text for the collocations and then to discuss with a partner the meaning of each one. Then elicit answers from the class.

Answers

- 1 retail outlet = a shop
- 2 cheap labour = people working for low wages
- 3 job security = the knowledge that the job is permanent
- 4 carbon footprint = the amount of carbon emissions created by an activity
- 5 comparative advantage = an advantageous position over competitors
- 6 add value = improve the value of a product by adding something to it
- 7 warehouse space = the total area for storage
- 8 money earner = an activity that enables someone to make a lot of money

- 6 Ask students to work in pairs to find the phrases in the text and work out from the context their meaning.

Answers

- 1 a problematic or complicated subject
- 2 it must be done extremely quickly
- 3 conditions are not good at all

- 7 Ask students to look at the text again and find three words that would be useful in their line of work. Get them to discuss their answers with their partner, giving reasons why.
- 8 Allow students to discuss these questions for as long as they need to, then take feedback from each group or pair on any interesting points they raised. The discussion could continue as a whole class activity. As a follow-up you could get students to think about how to solve the issue of labour exploitation in some countries. They could work in small groups to come up with a solution and then present it to the class.