

**CAREER
PATHS**

Agriculture

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Express Publishing

Get ready!

1 Before you read the passage, talk about these questions.

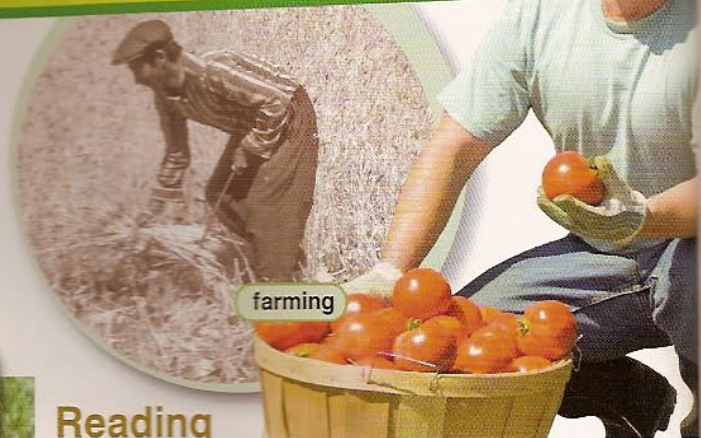
- 1 When did farming first begin in your country?
- 2 What did farmers first grow in your country?

Chapter 1 The Development of Agriculture

Agriculture began in the area known as the Fertile Crescent. The area is a hot, dry desert. But it has two of the requirements for **farming**: good soil and a **water supply**.

Many early farmers used the Nile River as a water supply. The Nile River floods at the same time every year. Farmers **planted crops** before the floods. This helped their plants to survive in the desert. Later, farmers created **irrigation ditches**. They moved water from the Nile River to their fields. They could **cultivate** crops any time of the year and **harvest** extra food.

Producing extra food was important. Later, farmers fed animals with it. These **domesticated** animals became another important part of agriculture.



Reading

2 Read the textbook passage. Then, mark the following statements as true (T) or false (F).

- 1 Crops cannot grow in deserts.
- 2 The Nile River floods every year.
- 3 Farmers raised animals before plants.

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

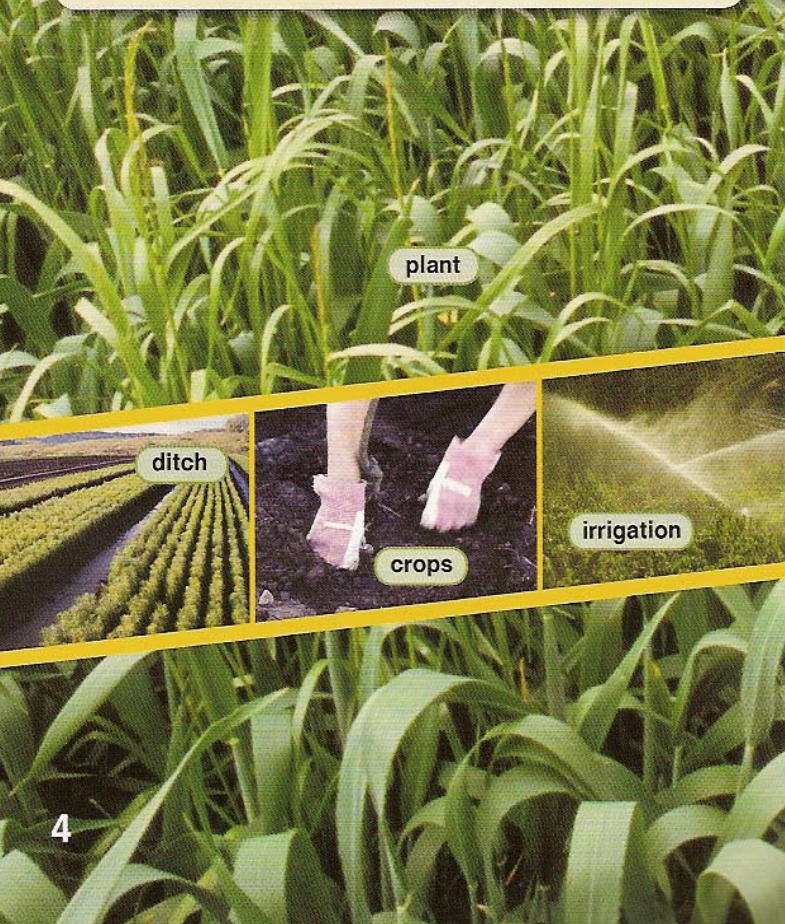
- | | |
|--|--|
| 1 <input type="checkbox"/> agriculture | 4 <input type="checkbox"/> produce |
| 2 <input type="checkbox"/> crop | 5 <input type="checkbox"/> domesticate |
| 3 <input type="checkbox"/> cultivate | 6 <input type="checkbox"/> plant |

- A a large group of cultivated plants
 B to put seeds in soil
 C growing plants and raising animals
 D to make something
 E to raise a crop from seeding to harvest
 F to tame an animal

4 Read the sentence pair. Choose where the words best fit the blanks.

- 1 **water supply / irrigation**
 A The river is the farmer's _____.
 B _____ helps farmers grow crops in areas with little rainfall.
- 2 **harvesting / farming**
 A _____ includes raising animals and crops.
 B Farmers wait until crops are mature to start _____.

5 Listen and read the text book passage again. Then, say three things you have learnt from the text.



Listening

6 Listen to a conversation between a student and teacher in a history class. Choose the correct answers.

1 What is the conversation mainly about?

- A a way to predict floods
- B an early irrigation method
- C the number of early farmers
- D the most common early crops

2 How did farmers control water?

- A They put gates in ditches.
- B They filled ditches with dirt.
- C They carried water in buckets.
- D They planted far from the river.

7 Listen again and complete the conversation.

Student: 1 _____, Mrs. Anderson. I have a question about the first farmers.

Teacher: Great. What is it?

Student: Well, they were in a desert. How did they irrigate their 2 _____?

Teacher: Oh, with 3 _____. They connected their fields and the Nile River.

Student: Okay. So, 4 _____ moved through the ditches to the fields.

Teacher: Exactly.

Student: Then, I have another question. How did they 5 _____ the water?

Teacher: The ditches had 6 _____. They opened and water flowed through.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Excuse me.

How did early farmers ...

They connected ...

Student A: You are a student learning about early agriculture. Ask Student B about:

- water supply
- watering fields
- controlling water

Student B: You are a History teacher. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the student's notes.

Name: _____

Date: _____

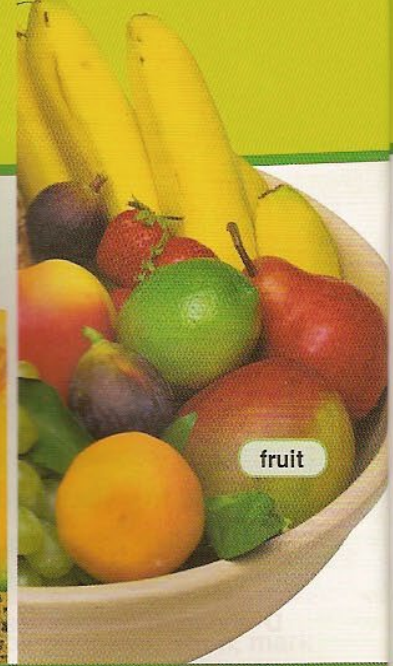
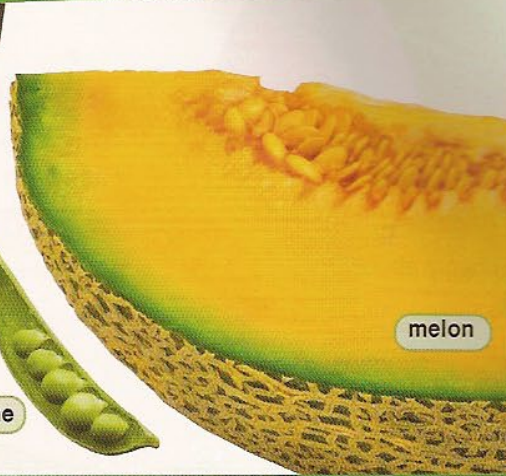
Class: _____

Subject: _____

Farmers got water from _____

Water came to the fields in _____

They controlled water by _____



Support your local farmers!

Come to the **farmer's market** this Saturday, 8AM-3PM on Main Street.

This year's harvest is the best yet!

JUNE 10

FRESH FOOD

Buy fresh **fruit** and **vegetables** for a good price!

Fruit: Delicious **melons**, strawberries, and blueberries.

Vegetables:

Fresh broccoli, peas, and lettuce.

We sell **tubers** and **legumes** too!

*This week we have Thompson's Granola. Thompson **cereal** crops are grown on a nearby farm.

CLOTHING

We offer some **industrial** crop products, such as **hemp** shoes, shirts, and hats.

WE HOPE TO SEE YOU ON SATURDAY!

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are your favorite fruits and vegetables?
- 2 What non-food products come from plants?

Reading

2 Read the advertisement. Then, fill in the blanks with the correct items.

1 Available fruits:

2 Available vegetables:

3 Cereal products:

4 Industrial crop products:

Vocabulary

3 Match the words (1-6) with the definitions (A-F).

- | | |
|---------------|-----------------------|
| 1 ___ harvest | 4 ___ tuber |
| 2 ___ legume | 5 ___ cereal |
| 3 ___ melon | 6 ___ farmer's market |

- A a crop that grows underground
 B a crop that produces grain
 C a crop that has pods
 D crops that have been gathered
 E a type of large, sweet fruit
 F a group of farmers selling crops

4 Check (✓) the sentence that uses the underlined part correctly.

- 1 A Legumes are a very popular fruit.
 B Kevin likes to wear hemp clothing.
- 2 A Many people prefer cereals because they have no seeds.
 B Vegetables are used in many meals.
- 3 A Most harvests grow completely underground.
 B Fruit is popular because it is sweet.
- 4 A Industrial crops are not eaten.
 B Some tubers are used to make clothes.

5 Listen and read the advert again. What can someone find at the market?

Listening

6 Listen to a conversation between a customer and farmer at a farmer's market. Place a check (✓) next to items the customer buys.

- 1 potatoes 4 apples
 2 granola 5 cereal crops
 3 strawberries

7 Listen again and complete the conversation.

Farmer: Welcome to the farmer's market. Can I 1 _____ with something?

Customer: Yes, please. I want some fresh fruit.

Farmer: These 2 _____ are perfect. We picked them yesterday.

Customer: Oh, good. And I'd like some 3 _____, too. 4 _____ are they?

Farmer: A three pound bag costs one dollar.

Customer: I'll take a bag, thanks.

Farmer: Okay. Anything else today?

Customer: Yeah. I saw your ad for 5 _____ . Do you have that?

Farmer: Yes, we do. 6 _____ are grown on a nearby farm.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Can I help you?
I want some ...
How much are they?

Student A: You are at a farmer's market. Talk to Student B about:

- three products
- prices

Student B: You are a farmer at a farmer's market. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the customer's receipt.



Date of Sale: _____

| Items Purchased: | Price: |
|-------------------------|--------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| Total Amount Due: _____ | |

Get ready!

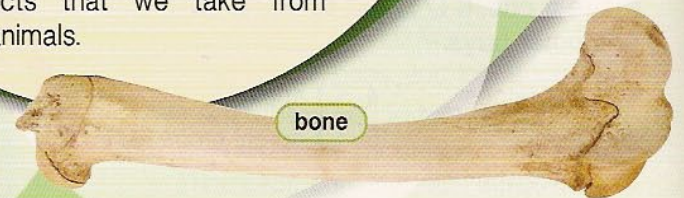
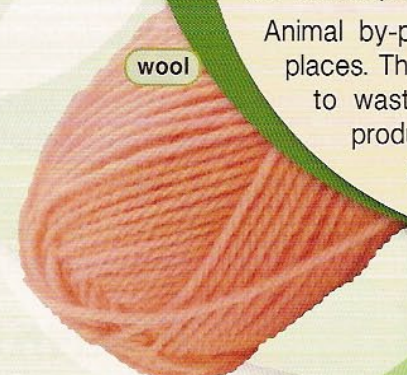
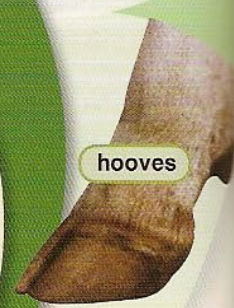
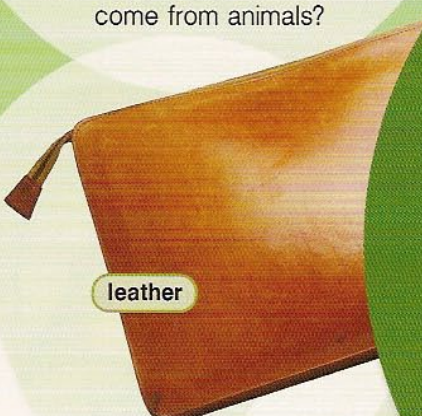
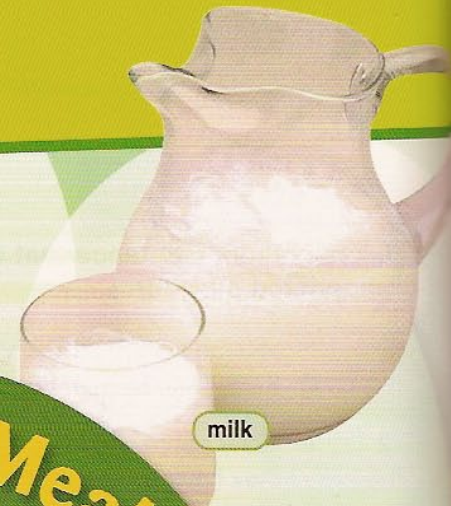
1 Before you read the passage, talk about these questions.

- 1 What types of meat come from animals?
- 2 What other products come from animals?

More than a Meal

We rely on animals for a number of products. Some are more obvious than others. Animals' **milk** and **meat** provide us with **protein**. We make clothing and furniture with wool and leather. In addition, there is a long list of animal **by-products**. We use them every day. But we don't always know it. We **render fat**, or **tallow**, into tires, soaps, and candles. Marshmallows, buttons, and tape include **bones** and **hooves**. Wool is often used in carpet. Even baseballs use animal products.

Animal by-products are found in unexpected places. Thanks to rendering, very little goes to waste. Meat is just one of many products that we take from animals.



Reading

2 Read the magazine article. Then, choose the correct answers.

- 1 What is the article mainly about?
 - A Animals that only produce meat
 - B The most popular types of meat
 - C Products made from animals
 - D Waste products of rendering
- 2 Which of the following is NOT a by-product?

| | |
|--------|-----------|
| A fat | C hooves |
| B bone | D protein |
- 3 What is true of rendering?
 - A It limits waste.
 - B It is a by-product.
 - C It provides protein.
 - D It is in marshmallows.

Vocabulary

3 Read the sentence pair. Choose where the words best fit the blanks.

1 wool / milk

- A _____ is an important food source.
 B Many clothes are made of _____.

2 protein / leather

- A _____ is often used to cover furniture.
 B Plant products and meat contain _____.

3 meat / by-products

- A Humans have always used animals for _____.
 B _____ are used in many common products.

4 Write a word that is similar in meaning to the underlined part.

- 1 Too much oily substance from plants and animals is unhealthy.
_ _ _ _
- 2 Hard materials that give a body structure are a by-product.
_ o _ _ s
- 3 The hard feet of animals are used to make tape.
h _ _ v _ _
- 4 Soap is made by melting animal fat.
r _ _ _ _ i n g
- 5 Fat that is used to make candles is also used in soap.
_ a _ _ o w

5 Listen and read the magazine article again. What happens to animal fat before it is used to produce soaps?

Listening

6 Listen to a conversation between a manager and a developer at a meeting. Mark the following statements as true (T) or false (F).

- 1 ___ The new product has no extra chemicals.
- 2 ___ The all-natural soap will be expensive.
- 3 ___ Tallow is rarely used in soap.

7 Listen again and complete the conversation.

Manager: 1 _____ . We have a new product to sell. Miss Smith will tell us about it.

Developer: Okay. Customers want natural products, right? So we made an all-natural soap.

Manager: What 2 _____ by "all-natural"?

Developer: There are no extra 3 _____ . It's just the basic ingredients.

Manager: Sounds interesting. Will it be 4 _____ ?

Developer: No. After all, the main ingredient is tallow.

Manager: 5 _____ . What's tallow?

Developer: Oh, tallow is basically animal fat. It's used in
6 _____ .

Manager: And it's cheap?

Developer: Very. It's a by-product that few people use.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We have a new product.
What do you mean by ...
The main ingredient is ...

Student A: You are a salesman. Ask Student B about:

- a new product
- ingredients
- price

Student B: You created a new product that uses animal by-products. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 and the magazine article to fill out the product description.

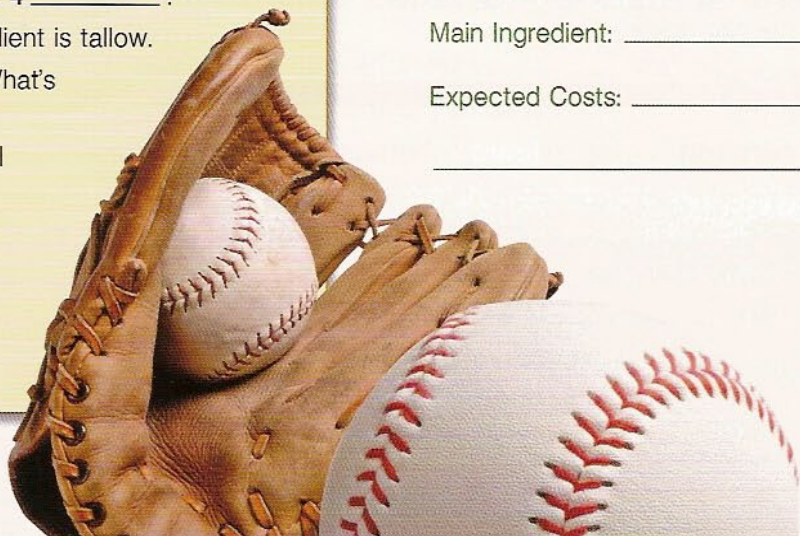
NEW PRODUCT NOTES

Product: _____

Description/Special Qualities: _____

Main Ingredient: _____

Expected Costs: _____



CultiAdvice

Dear Green Thumb:

My tomatoes are dying. They get plenty of sun and water. What am I doing wrong? – Tom G.

Dear Tom:

Check the **soil**. Tomato roots need the right amount of water and air. They don't do well in **sand** or **clay**. Both have the wrong **soil structure**. Sand particles are too loose to hold enough water. **Dense** clay prevents **aeration**. You need a **soil texture** in between those extremes. **Loam** with high **silt** is usually good.

The other issue is nutrients. A soil's **parent material** determines what nutrients are in it. You can improve the nutrients by adding **humus**.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What kind of soil is there in your country?
- 2 Why is good soil important?

Reading

2 Read the newspaper advice column. Then, mark the following statements as true (T) or false (F).

- 1 Tomatoes grow well in clay.
- 2 Aeration does not occur in clay.
- 3 Humus adds nutrients to soil.

Vocabulary

3 Fill in the blanks with the correct words and phrases from the word bank.

Word BANK

aeration clay loam humus soil structures

- 1 Some _____ hold more water than others.
- 2 Crops don't grow well in pure _____ soil.
- 3 Use _____ to add nutrients to soil.
- 4 _____ provides roots with air.
- 5 _____ is a mix of three soil types.

4 Match the words (1-6) with the definitions (A-F).

- 1 soil
- 2 sand
- 3 silt
- 4 soil texture
- 5 parent material
- 6 dense

- A a material made of small pieces of rock and mineral
- B a material that is deposited by water
- C rock and minerals that eventually form soil
- D a layer of material that plants grow in
- E the size of particles in a soil
- F having a lot of material in a small space

- 5 🎧 Listen and read the newspaper advice column again. What do you need to take into consideration when planting tomatoes?

Listening

- 6 🎧 Listen to a conversation between a customer and clerk in a plant supply store. Choose the correct answers.

- 1 What is the customer buying at the store?
A soil C houseplants
B pots D vegetables
- 2 Why does the clerk recommend Wonder Grow?
A It contains no clay.
B It has dense soil structure.
C It supports vegetable growth.
D It has good aeration and holds water.

- 7 🎧 Listen again and complete the conversation.

Clerk: Hi. Can I help you with anything?

Customer: Yes. I need some 1 _____.

Clerk: Is this for indoor or outdoor plants?

Customer: It's for indoor plants.

Clerk: What kinds of plants is it for? Houseplants? flowering plants? vegetables?

Customer: I have some spider plants. They need to be put in 2 _____.

Clerk: 3 _____, you should use Wonder Grow. It has 4 _____ and 5 _____ well, too.

Customer: Okay, 6 _____. Thanks for your help.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I need some ...

What kind of plants is it for?

You should use ...

Student A: You work in a plant supply store. Talk to Student B about:

- type of plants
- soil types
- soil description

Student B: You need soil for your plants. Answer Student A's questions.

Writing

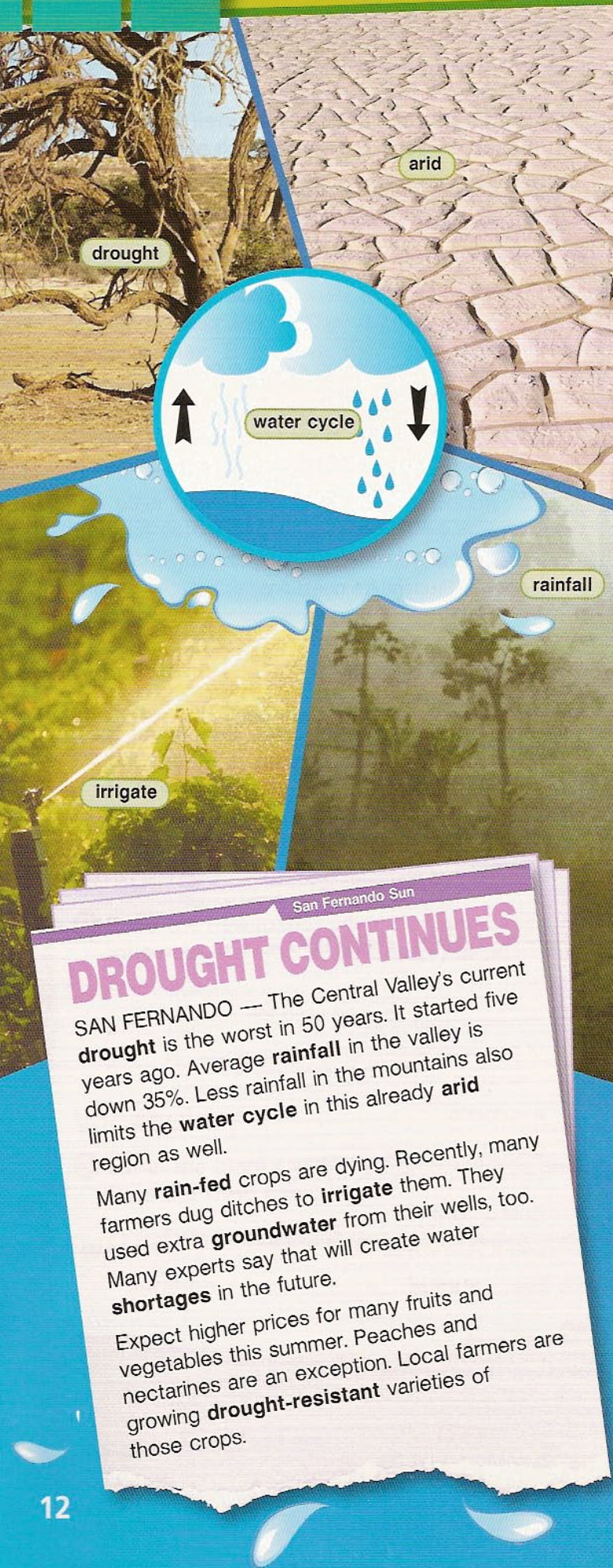
- 9 Use the conversation from Task 8 and the newspaper advice column to fill out the product description.

Product name: _____

_____ can be used for _____
or _____.

It supports _____ and _____
growth.

Best of all, it has _____ and _____
better than any product.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 Where do farmers get water?
- 2 How do water shortages hurt farmers?

Reading

2 Read the article from the San Fernando Sun newspaper. Then, choose the correct answers.

- 1 What is the article mostly about?
 - A a crop shortage
 - B a lack of rainfall
 - C new irrigation methods
 - D new types of crops
- 2 According to the article, what will cause a water shortage in the future?
 - A raising rain-fed crops
 - B using extra groundwater
 - C farming in arid locations
 - D planting crops in the mountains
- 3 What is true of the peaches and nectarines?
 - A They will not be damaged by the drought.
 - B They will be more expensive this year.
 - C They will need more water than most fruits.
 - D They will be grown by out of town farmers.

Vocabulary

3 Read the sentence pair. Choose where the words best fit the blanks.

- 1 ditch / groundwater
 - A Irrigate the crops by digging a _____.
 - B Areas with a lot of _____ are ideal for farming.
- 2 shortage / rainfall
 - A With so much _____, Dawn didn't have to water her plants.
 - B Many crops died due to the water _____.
- 3 rain-fed / drought-resistant
 - A Linda prefers _____ crops since she lives in an arid region.
 - B Andrew doesn't irrigate; his crops are _____.

4 Match the words (1-4) with the definitions (A-D).

- 1 ___ water cycle 3 ___ arid
2 ___ drought 4 ___ irrigate

- A to guide water to plants
B the pattern of water moving and changing form
C receiving little rainfall
D a period of unusual dryness

5 Listen and read the article from the San Fernando Sun newspaper again. Why has the fact that there has been less rainfall in the mountains affected the region?

Listening

6 Listen to a conversation between two farmers. Mark the following statements as true (T) or false (F).

- 1 ___ The man's vegetable crop died.
2 ___ The woman might expand her irrigation system.
3 ___ The woman does not have drought-resistant crops.

7 Listen again and complete the conversation.

Farmer 1: I'm worried. My vegetables won't 1 _____ if this drought continues.

Farmer 2: I feel the same way. My lettuce and cucumbers aren't doing well.

Farmer 1: What are you going to 2 _____ it?

Farmer 2: I might 3 _____ my irrigation system.

Farmer 1: That 4 _____ very expensive.

Farmer 2: I agree. But I don't know what else to do.

Farmer 1: You could always plant 5 _____ - _____ vegetables next year.

Farmer 2: That's a good idea. It will cost less. But it 6 _____ this year.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

My ... aren't doing well.

You could always ...

That's a good idea.

Student A: You are a farmer during a drought. Talk to Student B about:

- your crops
- irrigation
- other solutions

Student B: You are a farmer during a drought. Discuss solutions with Student A.

Writing

9 Use the conversation from Task 8 to fill out the farm report.

FARM REPORT

Date: _____

Crops Planted: _____

Crop Condition: _____

Water Problems: _____

Possible Solutions: _____

Cold-weather **hybrid** broccoli. Bred for superior **seed vigor**. **Seedlings** survive in temperatures down to 37° F.

Germination: Soak seeds in water overnight to remove **hard coats** and end **dormancy**. Place in 70° F soil to **germinate**.

Location: **Sow** in a place that gets full sun.

Sowing method: Use a pen or similar shaped object to prepare holes 0.5 cm deep, 2 cm apart. Drop one **seed** per hole. Cover with soil. Water.

Days to sprout: 7-14

Days to maturity: 58

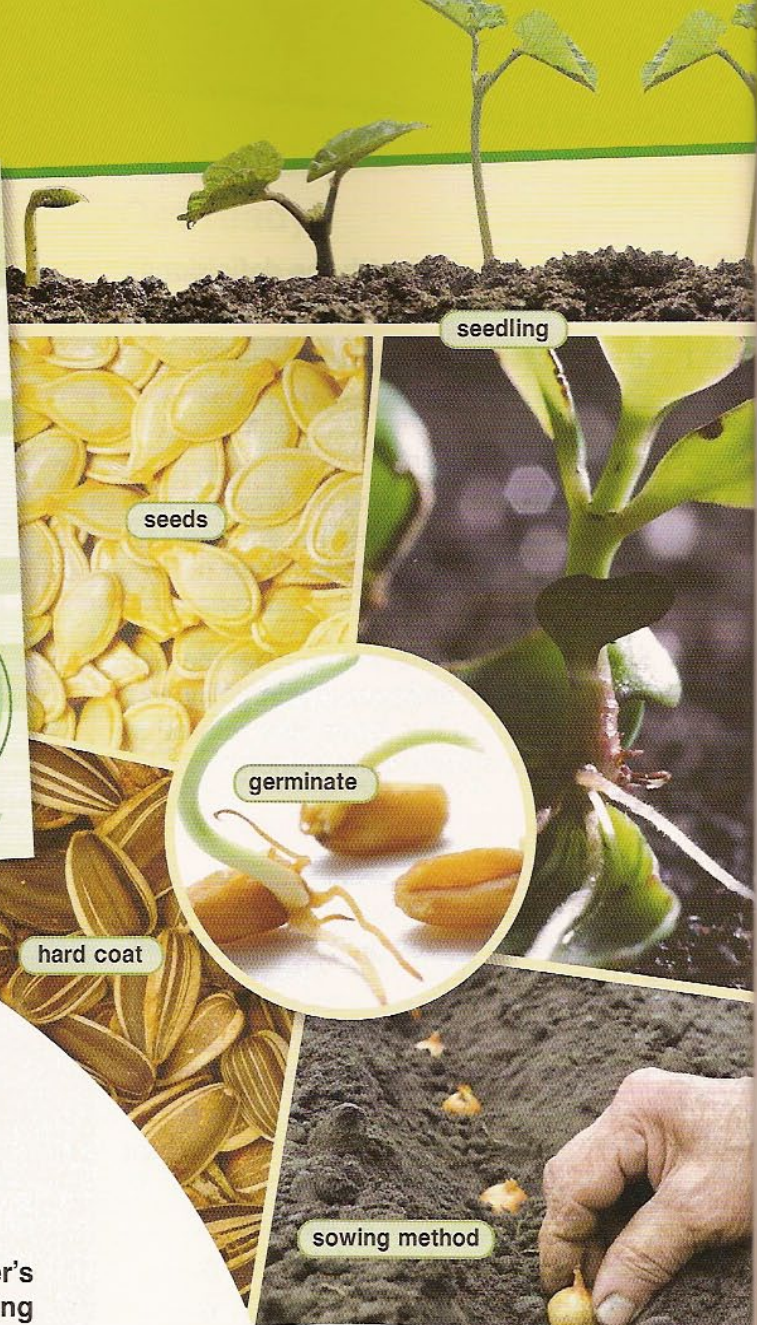
Harvest: Cut buds before they flower.

Price : \$ 0.5 / 100 g. packet*

*Bulk orders of 100 or more receive a discount of 10%

The New Gardener

pg. 17



Get ready!

① Before you read the passage, talk about these questions.

- 1 How do farmers plant seeds?
- 2 What do seeds need to grow?

Reading

② Read the page from The New Gardener's Seed catalog. Then, mark the following statements as true (T) or false (F).

- 1 ___ The seedlings can survive below 37° F.
- 2 ___ The broccoli seeds have hard coats.
- 3 ___ The seeds will sprout within two weeks.

Vocabulary

③ Match the words (1-6) with the definitions (A-F).

- | | |
|-----------------|------------------|
| 1 ___ hard coat | 4 ___ seed vigor |
| 2 ___ germinate | 5 ___ hybrid |
| 3 ___ seedling | 6 ___ sow |

- A the firm outer layer of a seed
 B to sprout from a seed
 C to plant seeds
 D made by parents of different breeds
 E a young plant
 F the strength and survivability of a seed

④ Write a word that is similar in meaning to the underlined part.

- 1 Farmers plant small objects from which plants grow in the spring.
s _ _ d _
- 2 Each plant has a different number of days until it can be harvested.
d _ _ _ t _ m a _ _ _ _ _ y
- 3 Some plants require special ways in which seeds are planted.
_ o w _ _ _ m e _ _ _ _ _
- 4 To plant a large crop, you need a large quantity order of seeds.
b _ _ k
- 5 Some plants produce seeds that pass the winter in an inactive state.
_ o r _ _ _ _ _ y

- 5 🎧 Listen and read the page from The New Gardener's Seed catalog again. How many weeks will it take for the broccoli to be edible?

Listening

- 6 🎧 Listen to a conversation between a customer and a farmer. Mark the following statements as true (T) or false (F).

- 1 The customer wants watermelon seeds.
- 2 The farmer does not have the seed varieties that the customer wants.
- 3 The customer will receive 10% off.

- 7 🎧 Listen again and complete the conversation.

Farmer: Hi there. Welcome to Braxton Farms. How can I help you?

Customer: Hi, I'd like to buy some seeds.

Farmer: Great. What varieties are you interested in?

Customer: I want some 1 _____, the Super King. And some cantaloupe, the Royal Gold.

Farmer: I'm sorry. I 2 _____ that.

Customer: Super King watermelon and Royal Gold cantaloupe.

Farmer: 3 _____. Also, we have a special today on 4 _____ orders. You get 10% off.

Customer: 5 _____. I only need two packets of each.

Farmer: Well, they 6 _____ packs of 3 for \$3.78.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'd like to buy some seeds.

What varieties are you interested in?

I only need ...

Student A: You are a farmer selling seeds. Talk to Student B about:

- seed varieties
- discounts
- total price

Student B: You are buying seeds. Answer Student A's questions.

Writing

- 9 Use the conversation from Task 8 to fill out the receipt.

BRAXTON FARMS Sales Receipt

Seed Variety: _____

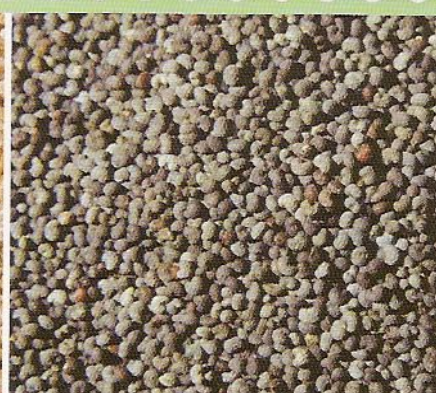
Number of packets: _____

Seed Variety: _____

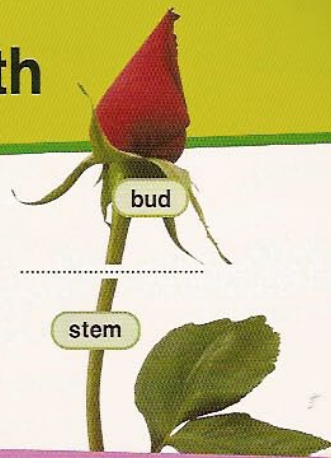
Number of packets: _____

Discount? Y / N

Total Price: _____



7 Plant growth




Get ready!

1 Before you read the passage, talk about these questions.

- 1 How do plants change as they grow?
- 2 What function does each part of a plant serve?

QUINOA

on the Rise



Few plants have as much protein as quinoa, and it can grow in many environments. For that reason, it's become popular with gardeners and commercial farmers alike. Check out the following tips to grow quinoa at home.

Quinoa requires full sun to conduct **photosynthesis**. Sow seeds where the plant will get plenty of light. Provide at least 10 inches between rows to give the **roots** plenty of space.

If you maintain **growth charts**, you'll notice that quinoa grows slowly at first. But when the **stem** reaches about 12 inches, the **buds** will **flower**. The plant is ready for harvest when the **leaves** drop. Only the **seedheads** will remain. These can be stripped from the **branches** with little effort. Remove and dry the seeds for your first quinoa harvest.

Gardener's Monthly 19

Reading

2 Read the magazine article. Then, mark the following statements as true (T) or false (F).

- 1 No plant has more protein than quinoa.
- 2 Quinoa sprouts quickly and then slows.
- 3 Farmers who grow quinoa harvest its seeds.

Vocabulary

3 Match the words (1-4) with the definitions (A-D).

- | | |
|---|-----------------------------------|
| 1 <input type="checkbox"/> photosynthesis | 3 <input type="checkbox"/> stalk |
| 2 <input type="checkbox"/> branch | 4 <input type="checkbox"/> quinoa |

- A a narrow part that supports leaves
- B a chemical process that produces energy
- C a limb of a plant
- D a strong plant that is grown for its seeds

4 Fill in the blanks with the correct words and phrases from the word bank.

WORD BANK

roots growth chart seedhead
leaves buds flowering

- 1 Those _____ will grow into flowers.
- 2 Plants absorb nutrients from the soil with their _____.
- 3 Photosynthesis occurs in the _____ of a plant.
- 4 Tom keeps a detailed _____ of his crops to test how effective his fertilizers are.
- 5 _____ plants usually produce colorful blooms in the spring.
- 6 The _____ of a quinoa plant contains the protein-rich harvest.

- 5 Listen and read the magazine article again. Why do gardeners like quinoa?

Listening

- 6 Listen to a conversation between two farmers discussing plant growth. Mark the following statements as true (T) or false (F).

- 1 ___ The man planted quinoa for the first time.
- 2 ___ The woman's crops did not grow.
- 3 ___ The woman planted quinoa on thousands of acres.

- 7 Listen again and complete the conversation.

Farmer 1: Susan, you planted quinoa for the first time this year, 1 _____ ?

Farmer 2: I did. I was worried 2 _____ . But it seems okay now.

Farmer 1: Worried? Why?

Farmer 2: It was growing so slowly. But it just 3 _____ for the buds to flower.

Farmer 1: Oh, so they're 4 _____ ?

Farmer 2: Yeah, they are. We expect to harvest them next week.

Farmer 1: That's great. How much do you expect to harvest?

Farmer 2: Well, we only planted a 5 _____ . So probably two thousand pounds 6 _____ .

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

You planted quinoa?

Worried? Why?

How much do you expect to harvest?

Student A: You are a farmer. Ask Student B about planting quinoa for the first time. Talk about:

- growth rate
- concerns
- expected harvest

Student B: You are a farmer. Answer Student A's questions.

Writing

- 9 Use the conversation from Task 8 to fill out the farmers' notes on the first quinoa harvest.

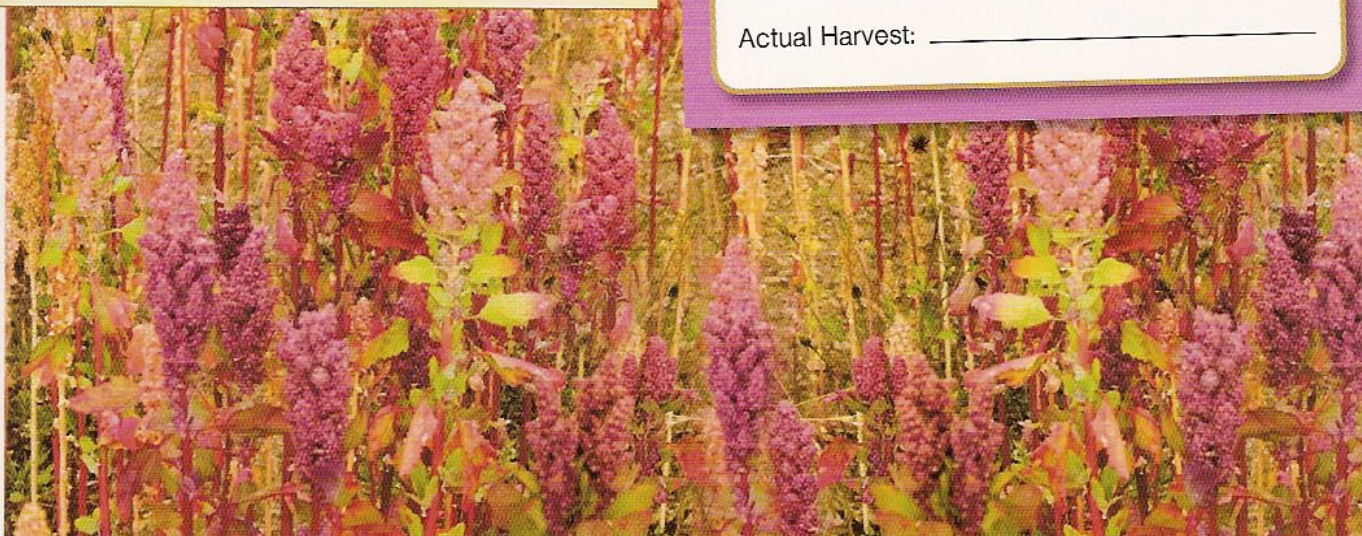
Quinoa Harvest Summary

Acres Planted: _____

Summary of Crop Growth: _____

Expected Harvest: _____

Actual Harvest: _____



REYNOLDS HARVESTING

HARVEST SUMMARY REPORT

Farm: 0024

Crops: Hay and Wheat

| Harvest Date | Field # / Crop | Yield | Package Type | Package Weight | Rained On |
|--------------|----------------|-------------------|--------------|----------------|-----------|
| 06/29 | 1 / Hay | 0.5 ton / acre | Round Bale | 0.6 tons | No |
| 08/16 | 2 / Wheat | 30 bushels / acre | Bushel | 600 bushels | Yes |
| 10/02 | 3 / Wheat | 80 bushels / acre | Bushel | 1600 bushels | No |

Notes: Field #1 had the most abundant yield. Field #2 was more difficult. It **matured** later than expected. The farmers **reaped** several **bushels** too early. We also experienced an equipment problem during **threshing**. Some of the hay was not properly separated from the **chaff**. Field #3 was more successful. Inspectors discarded nearly a ton of unacceptable material from the **stacks**. Most came out of field #2.

Vocabulary

3 Read the sentence pair. Choose where the words best fit the blanks.

1 reap / mature

A _____ the crops in six months.

B Some plants take longer to _____.

2 chaff / harvest

A The annual _____ is next month.

B This machine removes the unusable _____.

2 tons / bales

A There were many more _____ of hay this year.

B How many _____ of wheat were harvested?

4 Write a word that is similar in meaning to the underlined part.

1 This year's quantity of crops produced was twice last year's.
y _ _ _ d

2 Removing unusable parts from wheat makes it edible.
_ h _ _ s _ _ n _

3 Instead of gathering the crops in bales, we left them in organized piles.
_ t a _ _ _

4 When you go to the market, get 2 units of measurement equal to 9.3 Gallons of grain. b _ s _ _ _ _

5 When you place an order, tell them what form of packaging to use. p _ _ _ _ _ t _ _ _

Get ready!

1 Before you read the passage, talk about these questions.

- 1 When do farmers harvest crops in your country?
- 2 How do farmers gather crops during harvest?

Reading

2 Read the harvest summary report. Then, mark the following statements as true (T) or false (F).

- 1 _ The crops all have the same package type.
- 2 _ None of the crops were rained on.
- 3 _ Field #2 produced the smallest amount of wheat.

5 Listen and read the harvest summary report again. What problems did farmers experience with this year's harvest?

Listening

6 Listen to a conversation between two farmers discussing a harvest. Choose the correct answers.

- How does the man feel about the harvest?
 - A worried
 - B pleased
 - C confused
 - D disappointed
- What can you infer about the farmers' planting method?
 - A It was unsuccessful.
 - B It created a smaller harvest.
 - C It had not been used before.
 - D It involved several types of crops.

7 Listen again and complete the conversation.

Farmer 1: Cathy, what's the 1 _____ on the latest corn harvest?

Farmer 2: Well, we have fifteen tons for immediate sale.

Farmer 1: Fifteen tons? 1 _____ tons did we sell from the last field?

Farmer 2: Um, let's see. We sold eleven tons from the last field.

Farmer 1: That's 3 _____! Your new 4 _____ is working nicely.

Farmer 2: Yes, it is. We also expect to approve another five tons by Friday.

Farmer 1: 5 _____, Cathy. This is our 6 _____ harvest ever.



Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

We have ... for sale.
We will approve ... by ...
This is our ... harvest

Student A: You are a farmer. Talk to Student B about:

- a crop report
- tons sold
- your opinion of harvest

Student B: You are a farmer. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the crop report.

| Date | Crop | Package Type | Package Weight |
|------|------|--------------|----------------|
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |
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| | | | |

leveling

storage

mold

To: t.garcia@garciafarms.com
 From: c.thompson@garciafarms.com
 Subject: Storage Problem

Mr. Garcia,

We found a problem in **bunker silo** number 13. **Mold** is growing near the south opening. I suspect two causes. First, there was improper **leveling**. Too much **moisture** gathered at one end. Secondly, the silo has too much **ventilation**. It can't **dry** and **cool** the silage.

As a result, most of the silage is destroyed. The rest is in **silage bags** for now. Number 13 is closed until we remove the mold. Should we use one of the **tower silos** for **storage** in the meantime? We should also discuss how to fix number 13. I don't want this to happen again.

Thank you,
 Carla Thompson, Storage Manager

Get ready!

- 1 Before you read the passage, talk about these questions.

- How do farmers store crops in your country?
- How can stored crops be damaged?

Reading

- 2 Read the email. Then, complete the summary of the email.

Workers discovered mold in 1 _____.
 13. There were two causes: improper 2 _____
 and too much 3 _____. Most of the silage was
 destroyed. The rest is in 4 _____ bags. The
 workers might store silage in the 5 _____ silos.

Vocabulary

- 3 Read the sentence pair. Choose where the words best fit the blanks.

1 cool / dry

- A _____ the grain or the heat will ruin it.
 B After the harvest, _____ the wet crops.

2 storage / mold

- A Nancy is worried about getting _____ in her silo.
 B Jim sold some of the grain and put the rest in _____.

3 silage bag / ventilation

- A There's a problem with the silo; use a _____.
 B Don's storage facilities have excellent _____.

4 Match the words (1-4) with the definitions (A-D).

- 1 ___ leveling 3 ___ tower silo
 2 ___ moisture 4 ___ bunker silo

- A flattening the top of a pile
 B a long trench used to store grain
 C wetness
 D a tall storage facility

5 Listen and read the email again. Why is Carla Thompson contacting Mr. Garcia?

Listening

6 Listen to a conversation between a farm owner and a storage manager. Mark the following statements as true (T) or false (F).

- 1 ___ A machine improperly leveled the grain.
 2 ___ The new assistant will receive more training.
 3 ___ Workers will use silage bags until the ventilation works.

7 Listen again and complete the conversation.

Manager: Mr. Garcia, did you get my email about the bunker silo?

Owner: I did. How bad is it?

Manager: It's pretty bad. There's mold
 1 _____

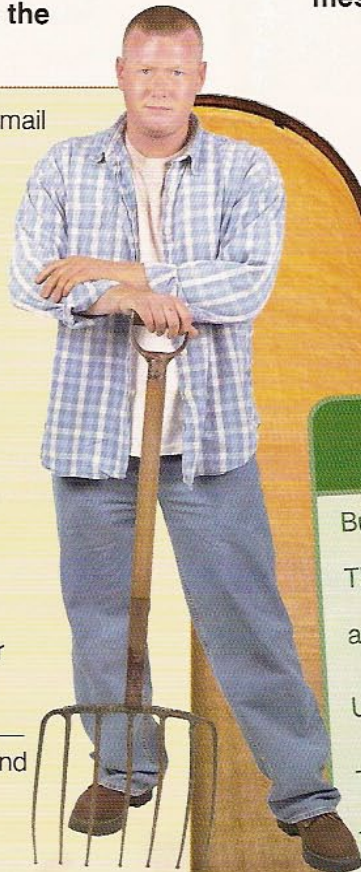
Owner: How did this happen?

Manager: It was our 2 _____
 _____. He wasn't
 trained on 3 _____.

Owner: Well, 4 _____
 _____ he gets trained.

Manager: Of course. We're also
 checking the 5 _____
 system. There's too much air
 moving in there.

Owner: Use the 6 _____
 _____ until you fix it. And
 keep me updated.



Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- How bad is it?*
How did this happen?
Use the ... until ...

Student A: You are a farm owner. Talk to Student B about:

- mold in a silo
- causes
- storage

Student B: You are a storage manager. Answer Student A's questions.

Writing

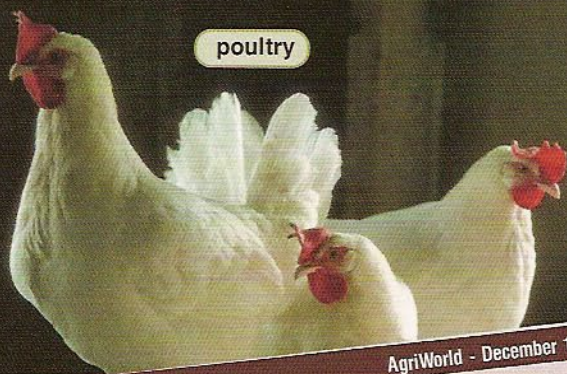
9 Use the conversation from Task 8 and the email to fill out the storage manager's message to farm workers.

ATTENTION

Bunker silo 13 _____
 This was caused by _____
 and _____
 Use _____ until it is fixed.
 There is training on _____
 for all new employees this week.



poultry



AgriWorld - December 17

POSTING #09500 Animal Nutritionist

Date posted: Jan. 25
Employer: Hillford Poultry Farm
Location: Lancaster, PA

Job Description: Prepare **feed** formula for fifteen varieties of chicken. Research and select low-cost ingredients with high **nutrient** content. Balance **carbohydrate**, fat, protein, **vitamin**, and **mineral** content in daily **rations**. Adjust feed formula as needed.

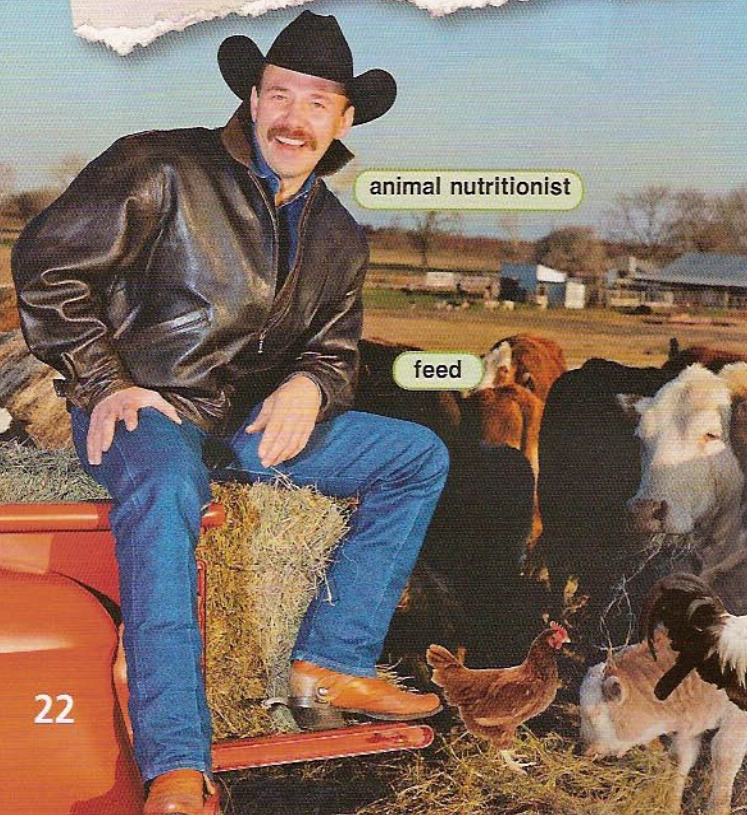
Job Qualifications: Masters Degree or higher in animal **nutrition**. Minimum of two years' experience, preferably on a **poultry** farm.

Salary: Based on experience, generous benefit package available.

Contact Information: Brian Walker (610) 555-5905
bwalker@hillford.com

animal nutritionist

feed



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What types of food do farm animals eat?
- 2 How does feed affect animals' growth?

Reading

2 Read the job posting. Then, mark the following statements as true (T) or false (F).

- 1 Hillford Farms has fifteen varieties of chicken.
- 2 The Hillford Farms daily ration includes fats.
- 3 Applicants need a degree in poultry management.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|-------------------------------------|--|
| 1 <input type="checkbox"/> nutrient | 4 <input type="checkbox"/> animal nutritionist |
| 2 <input type="checkbox"/> feed | 5 <input type="checkbox"/> vitamin |
| 3 <input type="checkbox"/> poultry | |

- A an organic substance found in food that is essential for good health
 B food given to animals
 C a person who makes healthy food for animals
 D any organic or inorganic substance that provides nourishment
 E domesticated birds such as chickens and turkeys

4 Write a word that is similar in meaning to the underlined part.

- 1 Henry increased the daily amount of food.
r _ _ _ _ n
- 2 Inorganic substances like potassium are essential for good health.
_ i _ _ r a _ _
- 3 Besides sleep and shelter, the process of nourishing an organism is the most important thing that every organism needs.
_ u _ r _ t _ _ _
- 4 Animals need a sufficient amount of substances used to make energy in their diet.
c a _ _ _ _ _ _ _ _ t e _



- 5 Listen and read the job posting again. What will be the main duties of the animal nutritionist?

Listening

- 6 Listen to a conversation between an interviewer and a job applicant. Choose the correct answers.
- 1 What does the applicant make at AGM Industries?
 - A low-fat chicken feed
 - B high-protein pig feed
 - C low-carbohydrate pig feed
 - D high-carbohydrate chicken feed
 - 2 What requirement does the applicant meet?
 - A He has one year of experience.
 - B He has worked with chickens.
 - C He has created special feeds.
 - D He has worked for Hillford Farms.

- 7 Listen again and complete the conversation.

Interviewer: Good morning. Mr. Jordan, I'm Terry Riley.

Job applicant: 1 _____ you, Miss Riley.

Interviewer: Nice to meet you too. Please, 2 _____ and we'll get started.

Job applicant: Thank you. Did you get my resume?

Interviewer: Yes, I did. It looks very good. 3 _____ your work at AGM Industries.

Job applicant: Well, I work at their 4 _____ . I create special formulas for high-protein feed.

Interviewer: Interesting. Now, applicants must have experience with 5 _____. Have you ever worked with 6 _____?

Job applicant: Yes, in my previous job. It was at Reynolds Farms.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Nice to meet you.
Tell me about ...
Have you ever worked with ...

Student A: You are interviewing a job applicant. Talk to Student B about:

- resume
- current job
- experience

Student B: You are interviewing for a job. Answer Student A's questions.

Writing

- 9 Use the conversation from Task 8 and the job posting to fill out the applicant's resume.

Name: _____

Position applying for: _____

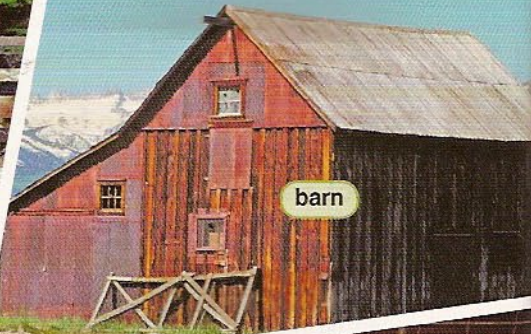
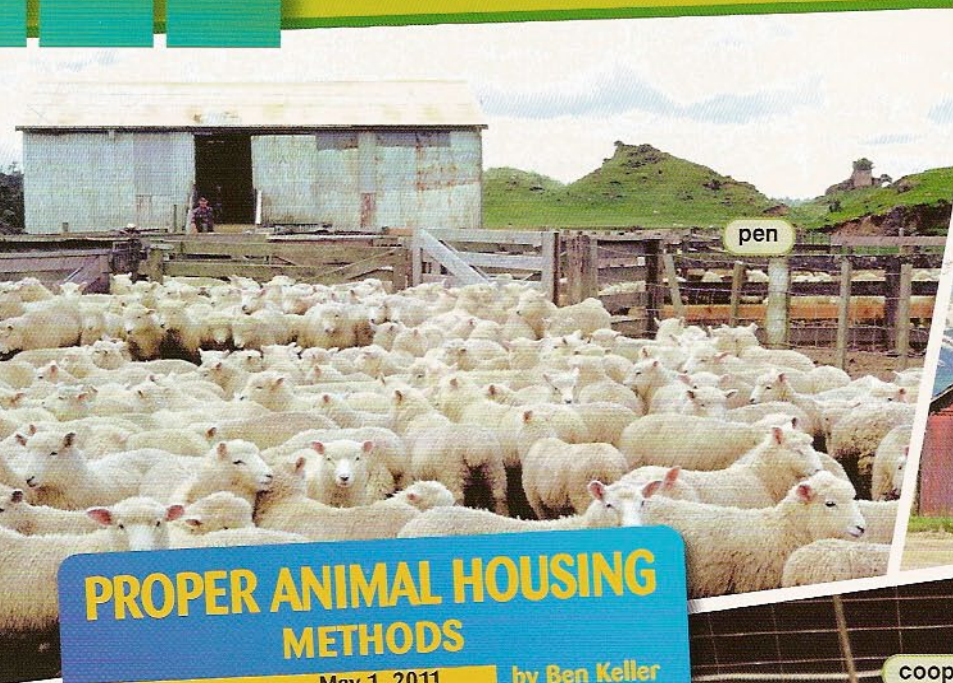
Current Position: _____

Responsibilities: _____

Former Position: _____

Responsibilities: _____





PROPER ANIMAL HOUSING METHODS

May 1, 2011

by Ben Keller

Here are some tips for how to properly house animals. I will use my hog barn as an example. The ideas apply to **coops** and **pens** as well. Animals with proper housing are in their **comfort zones**. They are healthier and more productive than animals with poor housing.

First, make sure the enclosure matches the **space requirements** of the animal. You also need to know the animals' critical temperatures. Install automated heating and cooling to prevent **heat stress** and **cold stress**. Don't forget to have a good **waste management** system. **Slotted floors** provide a simple way to keep your animal's living space clean.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 How are animals housed in your country?
- 2 How do workers maintain animal housing structures?

Reading

2 Read the page from a farming blog. Then, mark the following statements as true (T) or false (F).

- 1 ___ The author raises poultry.
- 2 ___ Housing affects animals' productivity.
- 3 ___ Slotted floors prevent heat stress.

Vocabulary

3 Read the sentence pair. Choose where the words best fit the blanks.

1 **coop / cold stress**

A The chickens live in a separate _____.

B Install a heater to prevent _____.

2 **heat stress / pen**

A During the summer, _____ is a problem.

B Pigs do best if they are kept in their own _____.

3 **slotted floor / waste management**

A _____ is essential for odor control.

B A _____ helps air to circulate.

4 Match the words (1-4) with the definitions (A-D).

- 1 _ barn
- 2 _ comfort zone
- 3 _ critical temperature
- 4 _ space requirement

- A conditions under which an animal is comfortable
- B a structure used to house animals
- C the amount of space that an animal needs
- D a temperature that must be maintained

5 Listen and read the page from a farming blog again. Apart from proper housing, what else do animals require to be productive?

Listening

6 Listen to a conversation between two farmers discussing animal housing. Place a check (✓) next to reasons they need a new barn.

- 1 They will have more animals.
- 2 The barn gets too cold in winter.
- 3 The barn has poor ventilation.
- 4 They want to add slotted floors.
- 5 The barn doesn't meet space requirements.

7 Listen again and complete the conversation.

Farmer 1: I think we need a new barn.
Farmer 2: What's wrong with this one?
Farmer 1: First, the 1 _____ isn't very good.
Farmer 2: I agree with you there. It's 2 _____ in here during the 3 _____.
Farmer 1: And don't forget, we're getting 4 _____ in May.
Farmer 2: That's a 5 _____. We'll need more space then.
Farmer 1: I'll talk with a builder tomorrow.
Farmer 2: Let's estimate the 6 _____ first.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

- I think we need a new barn.*
- I agree with you there.*
- We'll need more space.*

Student A: You are a farmer. You want a new barn. Talk to Student B about:

- a new barn
- temperature
- animals and space

Student B: You work with Student A on a farm. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 to fill out the farmers' letter to a builder.

Dear Mr. Haynes,

We need _____.

Our current barn _____.

And we are getting _____.

The barn won't meet _____.

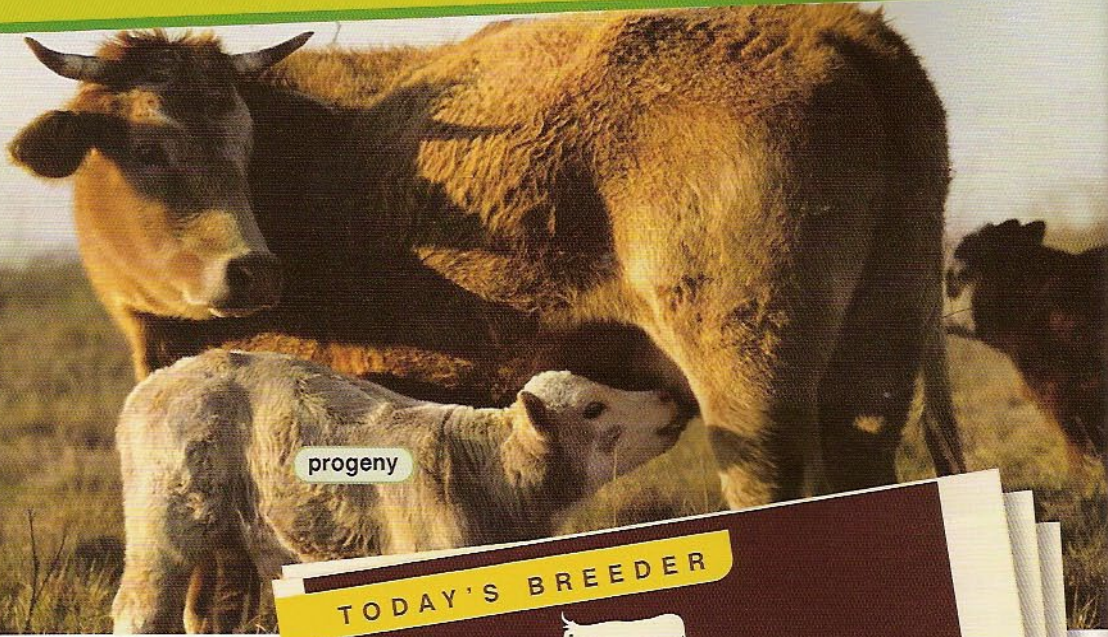
We need the new barn _____.

It should be able to house _____.

How much _____?

Thanks,





progeny

Get ready!

- 1 Before you read the passage, talk about these questions.
- 1 What traits do farmers want in different animals?
 - 2 How often do different animals breed?

Reading

- 2 Read the notice. Then, mark the following statements as true (T) or false (F).
- 1 The company sells high quality bulls.
 - 2 The company helps customers select desirable traits.
 - 3 The computer print out details the breeding value of the steers.

Vocabulary

- 3 Fill in the blanks with the correct words and phrases from the word bank.

Word BANK

breeding value progeny
rate of gain heritability

- 1 Healthy breeders usually produce healthy _____.
- 2 Laura's breeding bulls have high _____.
- 3 This year's calves have a lower _____.
- 4 Each trait has a different degree of _____.

TODAY'S BREEDER



ESTABLISHED 1978

Tom's CATTLE BREEDING Service

Abilene, TX • (498) 555-49499

We have twenty Black Angus bulls available for **breeding**. Each bull has a detailed **sire summary** and complete **pedigree**. All are of high **breeding value**. Schedule an appointment to discuss your needs. We will help you with **trait selection**. We are 85% accurate in predicting **heritability** of most traits. Do you want a high **rate of gain**? Do you need strong musculature? Consider our bulls. You get a computer print out of the **expected progeny difference (EPD)**. We can also provide information about each bull's **progeny**. Call us today!

- 4 Match the words (1-5) with the definitions (A-E).

- | | |
|--|---|
| 1 <input type="checkbox"/> breeding | 4 <input type="checkbox"/> EPD |
| 2 <input type="checkbox"/> pedigree | 5 <input type="checkbox"/> sire summary |
| 3 <input type="checkbox"/> trait selection | |

- A a line of ancestors
B the act of mating animals
C a rating of the likelihood that a trait will be inherited
D a list of predictions about the passage of traits
E the act of breeding to achieve specific traits

- 5 Listen and read the notice again. What does the cattle breeding service claim that it can predict?

Listening

- 6 Listen to a conversation between a breeder and a client. Choose the correct answers.

- 1 What trait does the client want the offspring to have?
- A strong muscles
 - B high rate of gain
 - C higher milk production
 - D increased heritability
- 2 What does the client ask the breeder to provide?
- A an EPD
 - B a pedigree
 - C a discount
 - D a sire summary

- 7 Listen again and complete the conversation.

Breeder: Here are pictures of all of our bulls. What traits do you want in the offspring?

Client: Well, I have a dairy herd. So I'd like to increase 1 _____.

Breeder: This Holstein 2 _____ you. Many of his progeny are prize milk cows.

Client: Really! Can I see his 3 _____?

Breeder: 4 _____. I'll get you a copy.

Client: How much do you charge for breeding?

Breeder: 5 _____. I give a discount for more than twenty cows.

Client: I see. That's 6 _____ than I need.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

What traits do you want?

I'd like to increase ...

How much do you charge for breeding?

Student A: You are a cattle breeder. Talk to Student B about:

- traits
- progeny
- discounts

Student B: You want to breed your cattle. Answer Student A's questions.

Writing

- 9 Use the conversation from Task 8 to fill out the order with the breeder.



Tom's CATTLE BREEDING

Order 138

Customer name: _____

Type of farm: _____

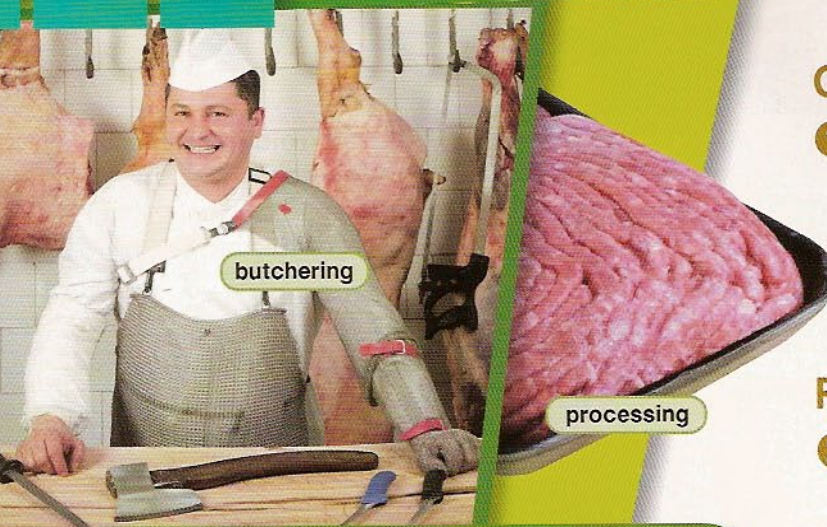
Traits desired: _____

Paperwork requested: _____

Number of cows: _____

Discount? Y / N





Located at 143 First Street • 312-555-2154

At Jacobson's, we believe in **humane slaughter** and safe practices. Only trained professionals perform the slaughtering. We **inspect** all animals for disease before **butchering**.

Our **processing** fees are as follows:

Kill fees:

Beef: \$50/head.

Hog: \$35/head.

Lamb: \$25/head.

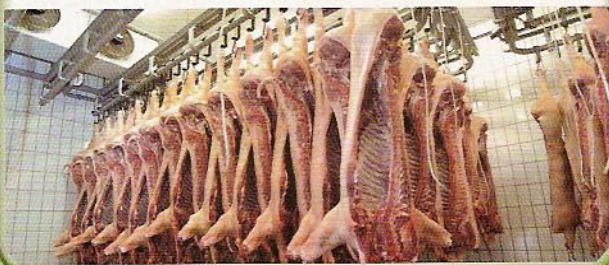
Cut fees (each cut is priced per pound):

Beef: \$.35/pound.

Hogs: \$.40/pound.

Lamb: \$.35/pound.

Not only do we process meat, but we also treat **hides**. No part of the animal is wasted. Ask about our all-natural dog and cat foods made from **offal**.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What are common slaughter methods?
- 2 What are the challenges of slaughtering and processing?

Reading

2 Read the website. Then, choose the correct answers.

- 1 Who slaughters the animals at Jacobson's?
 - A the animals' owners
 - B professional butchers
 - C the company's owner
 - D a meat inspector
- 2 What are Jacobson's cut fees based on?
 - A type of animal
 - B weight of the animal
 - C health of the animal
 - D time to process the animal
- 3 What is NOT a service offered by the company?
 - A treating hides
 - B making pet food
 - C inspection of animals
 - D delivery of meat

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

- 1 When the animals are big enough they are killed for food or manufacture.
s _ _ _ g h _ _ _ _ _
- 2 Most slaughterhouses charge extra fees to prepare animals for eating or manufacturing.
_ r _ c _ _ _
- 3 Jonathon sent 50 animals to the slaughterhouse.
_ _ _ d
- 4 Jackie learned how to use animal skins to make traditional clothing. _ i _ _ _
- 5 Mr. Randall requested several different parts of meat. _ _ _ _ s

4 Fill in the blanks with the correct words and phrases from the word bank.

Word BANK

butchering kill fee humane inspected offal

- Wendell's Slaughterhouse has a lower _____.
- Slaughterhouses must use _____ methods.
- _____ is often used to make other products.
- Each animal must be _____ before slaughter.
- Carol thinks the cattle aren't ready for _____ yet.

5 Listen and read the website again. What happens to the parts of animals that are inedible for humans?

Listening

6 Listen to a conversation between a butcher and customer. Mark the following statements as true (T) or false (F).

- The customer needs his pigs slaughtered.
- Cuts are included in the kill fee.
- The customer wants to schedule an appointment.

7 Listen again and complete the conversation.

Butcher: Jacobson's Butchering Company. How may I help you?

Customer: Hi, I have 1 _____ that I need slaughtered.

Butcher: Okay, we can do that. How many are there?

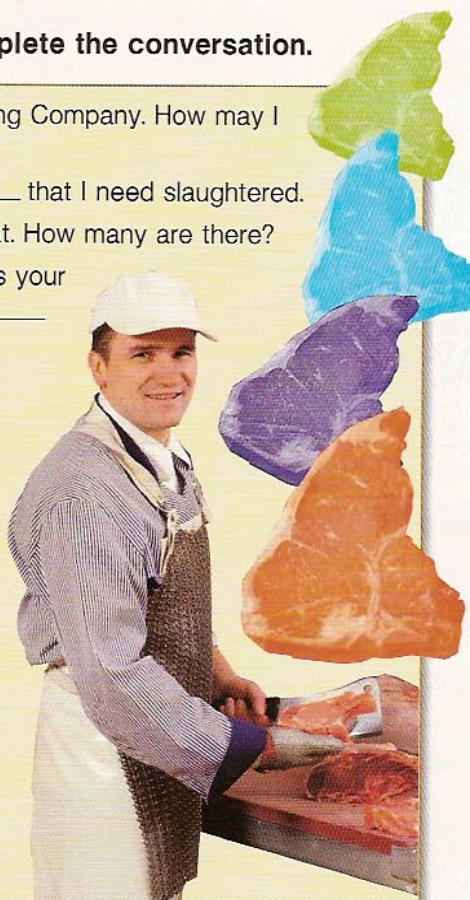
Customer: I have twenty. What's your 2 _____ per head?

Butcher: For cattle? It's \$50 3 _____.

Customer: That's 4 _____ . Do you do cuts as well?

Butcher: Yes, we 5 _____ . It costs \$.35 per pound.

Customer: Great. 6 _____ schedule an appointment.



Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I have ... that I need slaughtered.

What's your kill fee?

Do you do cuts?

Student A: You have animals you need slaughtered. Talk to Student B about:

- type of animal
- kill fees
- cuts

Student B: You are a butcher. Answer Student A's questions.

Writing

9 Use the conversation from Task 8 and the website to fill out the order summary.



Located at 143 First Street • 312-555-2154

ORDER SUMMARY

Date: _____

Type of animal: _____

Number of head: _____

Kill fee: _____

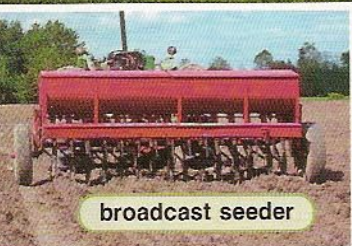
Cuts requested? Y / N

Cut price _____ per pound

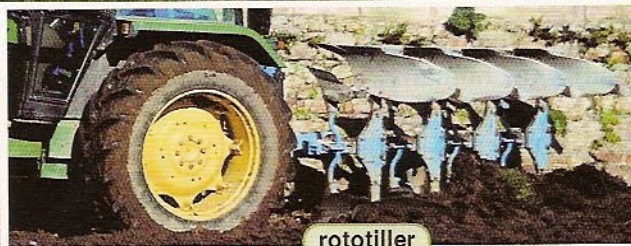
Appointment scheduled for: _____



tractor



broadcast seeder



rototiller

CLASSIFIEDS

USED FARMING EQUIPMENT FOR SALE

Used **broadcast seeder** for sale. Spread your seeds and fertilizer with ease. It's reliable and only one year old. If interested, call and ask for Jim Drury: 617-555-3958.

Buy a 1954 John Deere **tractor**. Great pulling power! Special price if you buy our used **planter** or **transplanter**. 617-555-2156. Ask for Linda.

Want perfect soil? Buy a **rototiller** or **cultivator** for less. Both machines are hardly used. Call Dennis Fisk at 627-555-3402.

Stone picker for sale. Save your back and buy today! Call J. Henry: 617-555-2948.

Need a **seed drill** or **harrow** for planting? We have two great machines waiting for you. Call Maya Till at 627-555-2395.

Preparing fields? Used **chisel plow** and **cultipacker** for sale. Call 627-555-9898 for more details.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What equipment is used for planting in your country?
- 2 How has modern equipment changed farming?

Reading

2 Read the newspaper advertisements. Then, mark the following statements as true (T) or false (F).

- 1 The tractor has a special price with the purchase of other items.
- 2 The broadcast seeder is used to prepare fields.
- 3 The seed drill ad claims to protect the buyer's back.

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

- 1 That field has a lot of weeds; use the tool that breaks apart soil and weeds. c _ l _ _ v _ _ _ _
- 2 Eric is plowing the field with his new that breaks apart soil and smoothes the ground. h a _ _ _ w
- 3 She wants a device attached to a tractor that goes deep in the earth to turn soil. c h _ _ _ _ p _ _ _
- 4 Paul got a new device pulled behind a tractor that lays down seeds in rows and covers them. _ _ a n _ _ _
- 5 Plant the seedlings with the device pulled behind a tractor that places small plants in the soil. _ r a n _ _ _ _ _ _ _ r

4 Match the words (1-6) with the definitions (A-F).

- 1 rototiller
- 2 cultipacker
- 3 tractor
- 4 stone picker
- 5 broadcast seeder
- 6 seed drill

- A a device that spreads seeds and fertilizer over a field
- B a device pulled by a tractor that deposits seeds in the ground
- C a machine that turns over soil
- D a device that separates stones and soil
- E a vehicle that pulls farm equipment
- F a machine that flattens soil

- 5 Listen and read the newspaper advertisements again. What do the advertisements for farming equipment all have in common?

Listening

- 6 Listen to a conversation between a seller and a caller responding to a used-equipment ad. Choose the correct answers.

- What equipment is the caller interested in?
 - A a tractor
 - B a rototiller
 - C a stone picker
 - D a transplanter
- Why doesn't the buyer purchase the equipment?
 - A It is too small to move his rocks.
 - B Someone else bought it already.
 - C It is too expensive for a used item.
 - D He decided to buy a new one instead.

- 7 Listen again and complete the conversation.

Caller: Hello, is Mr. Henry available?
 Seller: This is Mr. Henry speaking. Can I help you?
 Caller: Yes. I'm calling about your listing. The one about the 1 _____.
 Seller: Oh, yes. Well, it's still available. And it's in 2 _____.
 Caller: Oh, good. What 3 _____ can it move?
 Seller: Anything between two and twenty five inches.
 Caller: And how much is it?
 Seller: 4 _____ \$4000.
 Caller: That's almost the price of a 5 _____.
 Seller: Well, we don't use it often.
 Caller: Still, 6 _____ for me. I'll pass for now, thanks.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

I'm calling about ...

It's in ... condition.

How much is it?

Student A: You want to buy a piece of equipment. Talk to Student B about:

- type of equipment
- condition
- price

Student B: You are selling a piece of farm equipment. Answer Student A's questions.

Writing

- 9 Use the conversation from Task 8 and the advertisement to fill out the advertisement.



FOR SALE *Farmer's Weekly Classifieds*

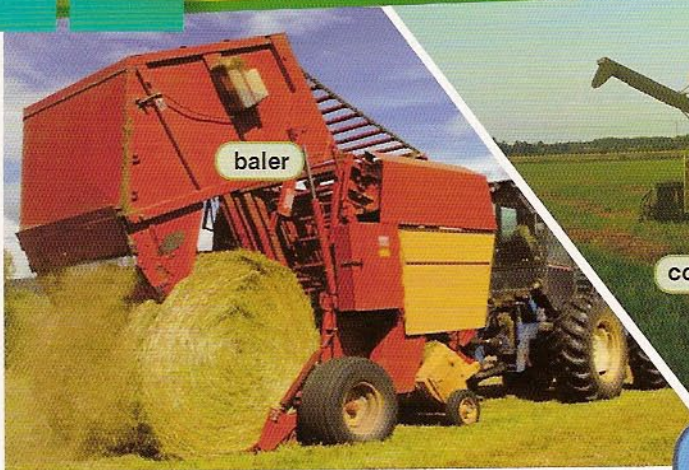
Equipment for sale: _____

Condition: _____

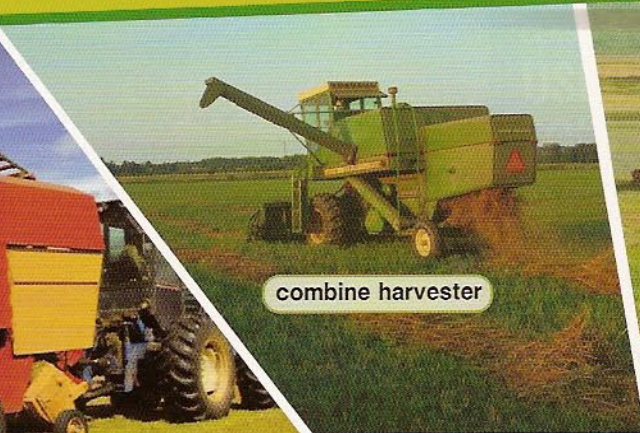
Used for: _____

Price: _____

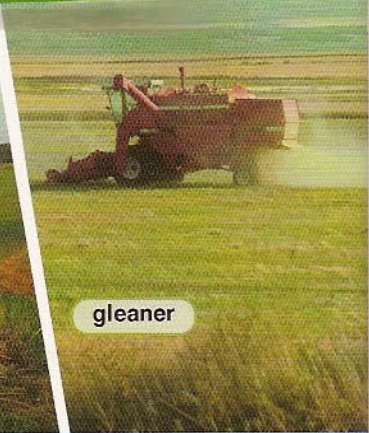




baler



combine harvester



gleaner



chaser bin



grain auger

Finneman's Harvesting AND Baling

Call 482-555-2115 to schedule services

Finneman's offers a wide range of services. We provide custom harvesting and grain transportation, hay baling, and more!

Services for Grain Crops - We have the best **combine harvesters** and **gleaners** around! If you want your grain transported we can help. **Chaser bins** or **gravity wagons** transport your grain from field to storage. We have **grain augers** and **conveyor belts** for rent too! We make moving grain easy.

Silage - Our **forage harvesters** are perfect for clearing a field. Don't waste the plant remains after harvest. Rent a forage harvester and make **silage**.

Hay - We provide hay baling! We bring our **balers** to you. **Bale wrappers** are available upon request.

Don't wait for your hay to dry. Ask about our **hay conditioners**.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What types of equipment are used in harvesting?
- 2 What are the challenges of harvesting crops?

Reading

2 Read the website. Then, mark the following statements as true (T) or false (F).

- 1 ___ Customers can purchase grain from Finneman's.
- 2 ___ Silage is made from plant remains.
- 3 ___ Finneman's can condition wet hay.

Vocabulary

3 Match the words (1-5) with the definitions (A-E).

- | | |
|------------------|-------------------------|
| 1 ___ chaser bin | 4 ___ combine harvester |
| 2 ___ baler | 5 ___ forage harvester |
| 3 ___ gleaner | |

- A A machine that harvests crops of grain
 B A harvest machine that does not use gas
 C A cart used to carry grain from a field to storage
 D A device that bundles hay
 E A device that cuts up plants for use as silage

4 Write a word that is similar in meaning to the underlined part.

- 1 Grain is easier to unload with an angled cart that is pulled behind a tractor.
g _ _ _ _ _ y w _ _ o _
- 2 Use the device that wraps bales to keep them dry before the rain starts.
_ a _ _ _ r _ p _ _ _
- 3 Don't forget the device that cuts hay so it will dry quickly. _ _ y c _ _ _ _ _ _ _ n _ r
- 4 The moving strip of material that transports objects to other areas moves grain from here to the other side of the barn.
c _ _ v _ _ _ _ b _ _ _
- 5 The new device that moves grain from trucks and carts into storage bins made the harvest much faster. _ r _ _ n _ _ g _ _

- 5 Listen and read the website again. How does Finneman's make moving grain easy?

Listening

- 6 Listen to a conversation between a farmer and an assistant. Choose the correct answers.

- 1 What is the man worried about?
- A The grain auger is not working.
 - B The gravity wagons will fill quickly.
 - C The combine harvesters are too slow.
 - D The tractor cannot pull the wagons.
- 2 What does the boss want done by 3:00?
- A the fields completely harvested
 - B the grain emptied out of the wagons
 - C the equipment out in the field
 - D the combine harvester hooked to the trucks

- 7 Listen again and complete the conversation.

Farmer: Are we ready to start harvesting, Jessica?

Assistant: I think so. The 1 _____ are in the field already.

Farmer: Good. What about the wagons?

Assistant: The 2 _____ are attached to the tractor. 3 _____.

Farmer: Great, but we only have three wagons. They'll 4 _____.

Assistant: I thought of that. I have the 5 _____ ready too.

Farmer: Excellent. I want these 6 _____ by three o'clock.

Assistant: Okay, boss. I'll let everyone know.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Are we ready to start harvesting?

What about the ...?

I have the ... ready, too.

Student A: You own a harvesting company. You are about to start a harvest. Talk to Student A about:

- equipment being used
- possible problems
- time to finish

Student B: You are an assistant at a harvesting company. Answer Student A's questions.

Writing

- 9 Use the conversation from Task 8 to fill out the harvesting company's report.

Finneman's
Harvesting

BILL FOR SERVICES

Equipment Used: _____

Problem: _____

Solution: _____

Time finished: _____

