

Sweet Rewards Beekeeper Supply

Whether you're considering beekeeping as a hobby or a career, Sweet Rewards Beekeeper Supplies has everything you need. We carry a wide selection of **beehive frames** to house your **colony**. From **top-bar hives** to traditional **skeps**, we have hives for any type of **apiary**.

In addition to hive frames, we also carry a complete line of beekeeper tools. We have several sizes of **smokers**, as well as **liquid smoke** and **cold smoke aerosols**. When it's time to harvest **honey**, take advantage of our new line of honey jars. We even serve beekeepers who prefer traditional methods. For these customers, we carry **honeycomb presses**.

Finally, no beekeeping operation is complete without protective gear. We have **beesuits** in a variety of sizes and designs including square veils, round veils, and shoulder veils.

Stop in today and see what makes Sweet Rewards the first choice for professional beekeepers.

Get ready!

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

- 1 What challenges do beekeepers face?
- 2 Why is beekeeping important today?

Reading

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

- 1 Which product do bees live in?

A apiary	C beehive frame
B beesuit	D honeycomb press
- 2 What is true of the honeycomb press?

A It protects beekeepers.
B It supports large colonies.
C It is preferred by professionals.
D It is used by traditional beekeepers.
- 3 What does the store NOT sell?

A bee colonies	C harvest equipment
B smoking tools	D protective clothing

Vocabulary

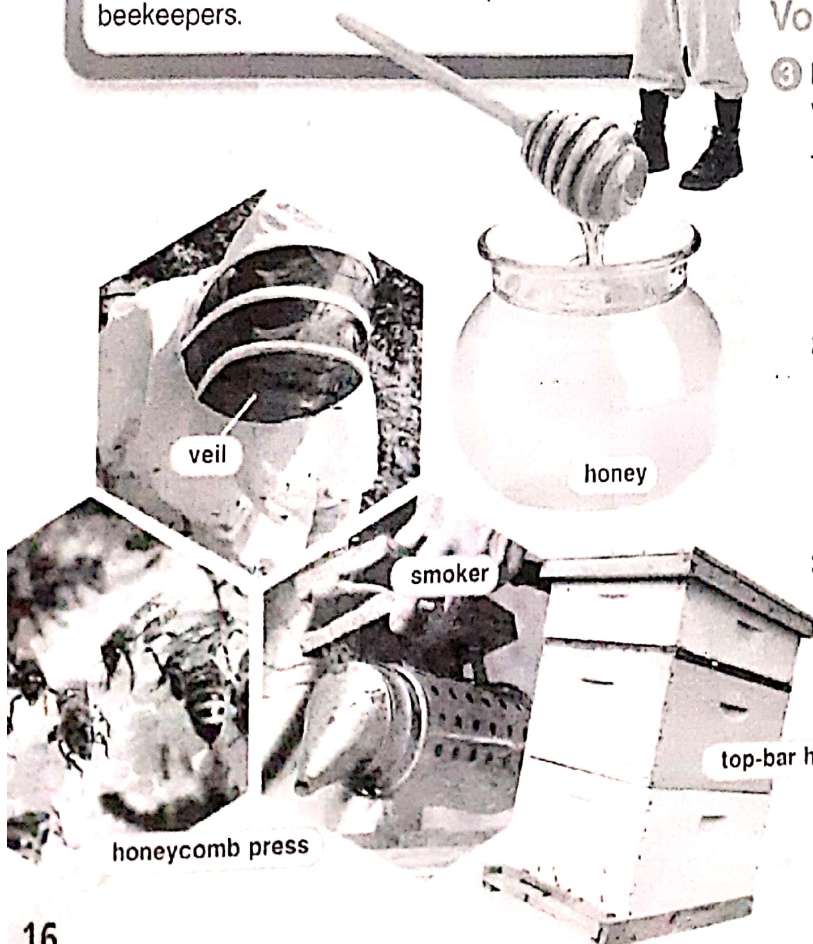
③ Read the sentence pair. Choose where the words best fit the blanks.

- 1 apiary / beesuit

A This _____ produces a lot of honey.
B A good _____ protects beekeepers' skin.
- 2 liquid smoke / colony

A Wendy's _____ lives in a top-bar hive.
B _____ is a good option for people who dislike the smell of smoke.
- 3 veils / skeps

A There are many types of protective _____.
B Traditional beekeepers use _____.



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

- 1 — smoker 4 — top-bar hive
2 — honey 5 — beehive frame
3 — honeycomb 6 — cold smoke aerosol

- A a structure that houses a bee colony
B a structure with a bar that bees build their colony on
C a pressurized container that releases smoke
D a structure with six-sided cells
E a sweet substance that bees make
F a device that burns materials to produce smoke

Listen and read the webpage again. What do they suggest every beekeeping operation must have?

Listening

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

- 1 — The man wants to purchase a wooden beehive frame.
2 — The woman recommends liquid smoke.
3 — Cold smoke aerosols do not damage wooden frames.

Listen again and complete the conversation.

Employee: Can I help you find anything today?
Customer: Yes, I'm looking for liquid smoke.
Employee: That's right over here by the smokers. Can I ask what type of apiary you have?
Customer: I just got a wooden beehive frame. Why do you ask?
Employee: Well, 1 _____ can be a problem with wooden hives.
Customer: Really? 2 _____?
Employee: It leaves stains on wood. Also, you have to be really careful when you use it. The liquid can ruin your honey.
Customer: Oh, that's 3 _____. Is there something else that you'd 4 _____?
Employee: 5 _____ cold smoke aerosols.
Customer: Will those stain the wood in my hive?
Employee: No. But you still need to be careful and avoid spraying them into the 6 _____.

Speaking

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

USE LANGUAGE SUCH AS:

I'm looking for ...

Can I ask what type of apiary you have?

The liquid can ruin your honey.

Student A: You work in a beekeeping supply store. Ask Student B about:

- help finding items
- type of apiary
- types of smokers

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

Writing

Use the conversation from Task 8 to fill out the customer's notes. Include information on types of smokers and using them safely.

Notes on smokers

Types: _____

Instructions for use: _____

2 Animal health

lice

tick

POISON
insecticide

antibiotic

Disease Control Modern Farmer Mar. Ed.

Proper health management involves much more than treating occasional infections. In fact, preventative care is probably the most important thing you can do to ensure the health of your livestock. While only a licensed **veterinarian** can **diagnose** your animals, there are plenty of ways that you can **monitor** your livestock for **infectious** diseases and prevent their spread.

Some of the most common health problems among livestock are the results of **parasites**. Common parasitic organisms include worms, **lice**, and **ticks**. You can help prevent the spread of these parasites by regularly cleaning your facilities. You may also consider treating the coats of your livestock with **insecticides**. If you suspect a parasitic infection among your livestock, seek professional help immediately. Your veterinarian may be able to treat your animals with drugs, dietary remedies, and **deworming** techniques.

Another major concern is respiratory disease. Although there are numerous causes, the symptoms of respiratory infections are always the same. If you notice labored **respiration**, fever, and **lethargy** among your livestock, contact your veterinarian right away. Respiratory infections can be deadly if ignored, but they can usually be treated effectively with **antibiotics**. More importantly, many types of infections can be prevented with **vaccinations**.

vaccination

Get ready!

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

- What are some common health problems livestock get?
- How can farmers prevent the spread of disease in livestock?

Reading

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

- What is the article mainly about?
A choosing the right veterinarian for livestock
B identifying parasitic infections in livestock
C preventing infectious diseases in livestock
D diagnosing livestock illnesses at home
- According to the article, what can prevent parasitic infections?
A having veterinarians check animals regularly
B cleaning areas frequented by livestock
C washing the coats of livestock
D feeding livestock a healthy diet
- What is used to treat respiratory infections?
A antibiotics C vaccinations
B dietary supplements D isolation

Vocabulary

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

- lice
- tick
- infectious
- deworming
- lethargy

- a parasitic arachnid
- the act of killing or removing worms
- a state of extreme exhaustion
- a parasitic insect
- easily spread

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

- veterinarian / parasite**
A A _____ infected several cows.
B The _____ gave the horse a shot.
- respiration / antibiotics**
A Check for labored _____.
B Use _____ to kill the infection.
- diagnose / monitor**
A Handlers should _____ their herds for health problems.
B Only a medical professional can _____ diseases.
- vaccination / insecticide**
A Use a(n) _____ to kill the lice.
B A(n) _____ can boost animals' immunity.

5 Listen and read the magazine article again. How can a veterinarian treat your animals if they have parasites?

Listening

6 Listen to a conversation between a farmer and a veterinarian. Check (✓) the items the veterinarian suggests doing to the sick cattle.

- ☐ isolating the infected animals
- ☐ taking them to the vet's office
- ☐ giving the animals antibiotics
- ☐ cleaning the facilities

7 Listen again and complete the conversation.

- Farmer: 1 _____, doc?
Veterinarian: 2 _____. When did you first noticed these symptoms?
Farmer: Well, last week a few of them 4 _____ some trouble breathing.
Veterinarian: Was there anything else?
Farmer: Yes, they seemed, well, really tired. Basically, they 4 _____ to want to move.
Veterinarian: Those symptoms, lethargy and difficulty breathing, are 5 _____ a respiratory infection.
Farmer: So, what can we do? Can you treat them?
Veterinarian: Well, fortunately, I think they'll recover if we treat them with 6 _____. You need to keep this herd away from your other livestock. We don't want this spreading.

Speaking

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

USE LANGUAGE SUCH AS:

When did you notice these symptoms?
What can we do?
You need to ...

Student A: You are a veterinarian. Interview Student B about

- cattle's symptoms
- a diagnosis
- treatment

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

Writing

9 Use the conversation from Task 8 to write a treatment plan. Include: animal symptoms, the diagnosis, and how they will be treated.

Treatment Plan

Symptoms: _____

Diagnosis: _____

Treatment: _____

Diagnosing crop problems



stunted



browning

wilted

stippled

University of Jacksonville

Extension Office: Crop and Field Problems

Who we are

We are agricultural advisors with extensive experience in diagnosing crop and field problems. Our services are available to the general public.

What we can do for you - We can provide technical assistance in a variety of ways ranging from advice on crop selection to on-site and laboratory diagnosis.

On site diagnosis

Give us a call if your plants are stippled, stunted, wilting or browning. We attempt to establish symptom patterns for small groups of plants. For larger problems, we attempt to identify the field pattern. Once this information has been gathered, we can usually provide a definitive diagnosis using our symptomology keys.

Laboratory diagnosis

When a symptomology key does not provide a definitive diagnosis, we usually turn to lab analyses. These tests can identify if a symptom is caused by biotic or abiotic factors.

If you'd like to get our advice, or set up an appointment for a field or crop diagnosis, please call 888-555-0505 or send an email to diagnosis@extension.uj.edu.

Get ready!

Before you read the passage, talk about these questions.

- What are some signs that crops are failing?
- What are some ways to save failing crops?

Reading

Read the webpage from an agricultural extension office. Then, choose the correct answers.

- What is the purpose of the webpage?
A to explain a diagnostic technique
B to offer advice on diagnosing problems
C to give information about services
D to list common causes of crop problems
- Who does the office provide assistance for?
A college students
B the general public
C laboratory scientists
D agriculture professors
- Which service is NOT provided?
A advice on growing crops
B on-site diagnosis of problems
C laboratory analysis of samples
D preparation of new fields

Vocabulary

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

- | | |
|--|----------------------|
| 1 — abiotic | 4 — symptomology key |
| 2 — brown | 5 — symptom |
| 3 — field pattern | |
| A to change color | |
| B non-living | |
| C a sign that indicates disease | |
| D a tool used to diagnose diseases | |
| E a sign of disease that occurs throughout an area | |

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

Word Bank

biotic stunted wilt
stippled symptom pattern

- _____ leaves are covered with spots.
- A _____ plant will be much smaller than others.
- Many crop problems have _____ causes.
- The crops started to _____ in the heat.
- Researchers are analyzing the _____.

Listen and read the webpage from an agricultural extension office again. What happens when a symptomology key doesn't provide a definite diagnosis?

Listening

Listen to a conversation between an agricultural advisor and a farmer. Check (✓) the symptoms of the farmer's corn.

- ☐ wilting
- ☐ drying out
- ☐ browning tops
- ☐ blackened roots
- ☐ stunted growth

Listen again and complete the conversation.

Advisor: Mr. Fussel, what's the problem with your corn?
Farmer: Well, 1 _____ even though I gave them plenty of water and fertilizer.
Advisor: 2 _____ noticed the problem.
Farmer: That would have been 3 _____.
First, I noticed the tops of some of the plants were browning.
Advisor: What happened next? 4 _____.
Farmer: Not that. Next, they 5 _____ slightly. That's when I 6 _____ water.

Speaking

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

USE LANGUAGE SUCH AS:

What's the problem with your corn?
I noticed the tops of some of the plants were -
And what happened next?

Student A: You are an agricultural advisor. Ask Student B about:

- crop problems
- symptoms
- changes

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

Writing

Use the conversation from Task 8 to write an email to an agricultural advisor. Include: your problem, crop symptoms, and changes you've seen.

To: Farmadvisor@farmsite.com
From: Themandez@Hfarm.com

To _____

Sincerely _____