

Agriculture

Previewing workplace vocabulary

Content and alignment

Learners are often expected to learn course content through reading. This is often in the form of workbooks, webpages, PowerPoints, posters or tutor notes. Feedback from Agriculture tutors has indicated that many learners struggle with a range of words and phrases that they are simply unfamiliar with. These words and phrases are often fundamental to the Agriculture context and play a large role in the learning material. In other cases, the words or phrases have simply been used by the writer to illustrate points or make the text more interesting. Unfortunately, when learners read these words in workbooks or other texts they tend to misunderstand the word or simply skim over it and the effect can be poor comprehension of the text.

Intent

The intent of this resource is to provide tutors with a model for how to introduce challenging, new words to learners. In addition, the learners will learn a quick and effective strategy for identifying and learning new words. This sequence is designed to be a simple and effective way of introducing new words to learners.

Sequence

There are two parts to this sequence:

1. Identify words and phrases
2. Support learners' knowledge of words and phrases.

1. Identify words and phrases

When asking learners to read a text for the first time, the following sequence can be very useful.

Ask the learners to skim read the page and find seven words or phrases that they think some *other* learners may not know the meaning of. This approach sometimes takes the pressure off the learner. If learners are able to write on the text, it is useful to have them highlight or underline the words. The learners do this individually before sharing their words with the whole class.

For example, in the following text (ACC ATV safety) there are seven difficult words.

Understanding quad bikes

Firstly, forget about the term ATV. It's a quad bike. An ATV (All Terrain Vehicle) suggests that you can go places that you probably can't or shouldn't.

Quad bikes are deceptive beasts. They look solid, reliable and stable. They look like the sort of machine that pretty much anyone can get on without too much trouble and start riding. Which is how a lot of people treat them.

Right, here's the news. Quad bikes are inherently unstable. They have a narrow wheel-base and a high centre of gravity. They have a type of tyre designed to grip on soft ground but on the road they can grip suddenly and tip over before you have time to react. And remember they need quite a bit of skill to ride them properly and safely. Many people are injured the very first time they ride a quad bike.

Here are some tips on how to stay safe on your quad bike

Basic rules of quad bike safety.

1. **When you're riding a quad, concentrate on the riding,** like you would on a two wheeler. Look where you're going, not where the stock are going.
2. **Wear a helmet.** Other protective gear, such as goggles and gloves, are good depending on the type of work you're doing, but a helmet is a must. Don't worry if your neighbour doesn't wear a helmet. That's their concern. Your concern is to stay alive.
3. **Learn to ride a quad bike properly.** Take a quad bike skills course. At the very least make sure new workers take a riding course. Yes, riding a quad bike looks easy. But it's easy to have an accident too.
4. **Avoid rushes of blood to the head, particularly when you're mustering.** Yes, you can zoom off fast to head off some straying stock but that's how accidents happen. If it's the dog's job, use the dog.
5. **Think, think, think.** Think about what you're carrying. Think about where you're going. Think about the angle of the slope that you're about to tackle.
6. **Remember the 4x2 rule.** If you have the slightest doubt about what you're doing, take four steps back and think about it for a couple of minutes.
7. **Let people know where you're going and when you think you'll be back.** Carry a cellphone if you've got coverage.

1. deceptive

2. inherently

3. wheel-base

4. centre of gravity

5. mustering

6. angle of the slope

7. 4x2 rule

2. Support learners' knowledge of words and phrases

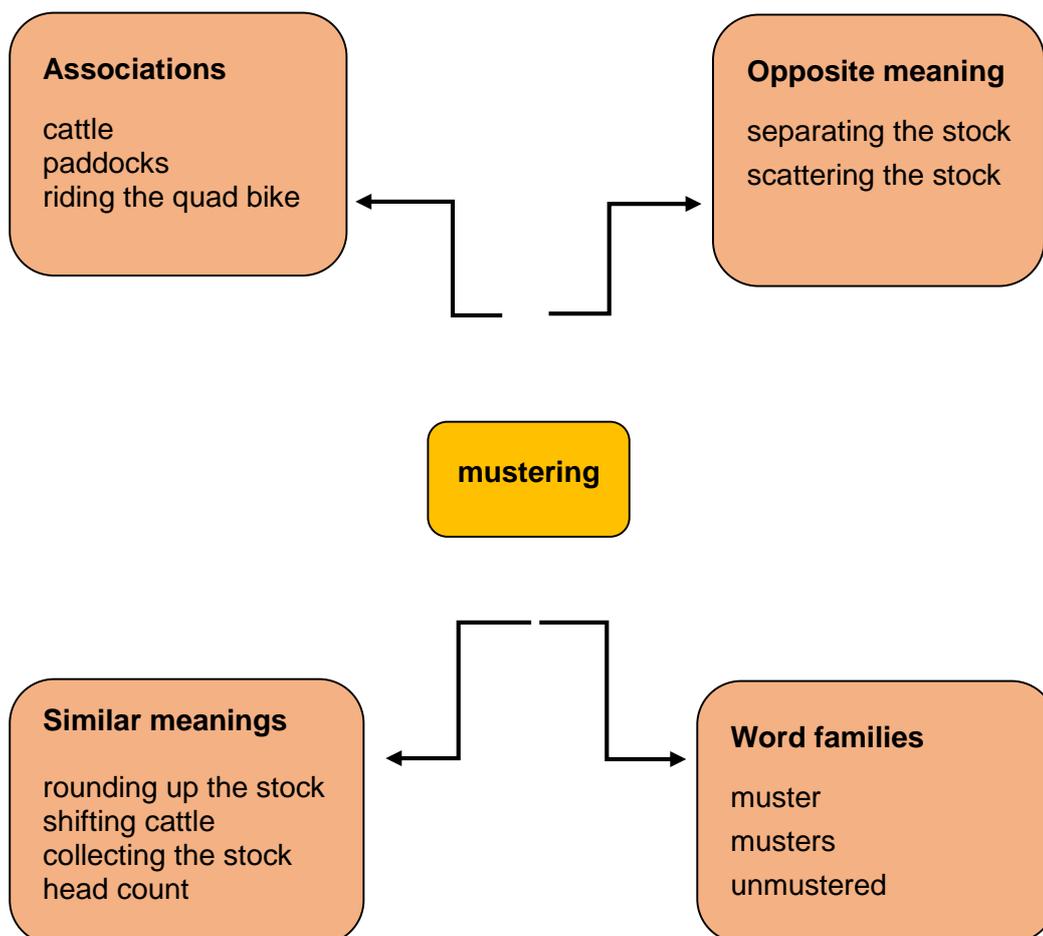
Step one: Once the learners have identified their words, ask them to share their words with the class and begin writing them on the board. When words are repeated, place a tick next to them and continue this process. Although you may get a variety of words, use the seven words which were most frequently identified by the learners for the next activity.

Step two: Simply work through the words asking if there are any learners who know what the words mean. Have the learners that do know explain to the class what the word means. Ideally, other learners would join in and a conversation will take place around each word.

Step three: Often there are several words or phrases that most of the class are unsure about. Below are two options for discussing the words.

Activity one: Word maps (See [Agriculture: Word map template](#) for a template).

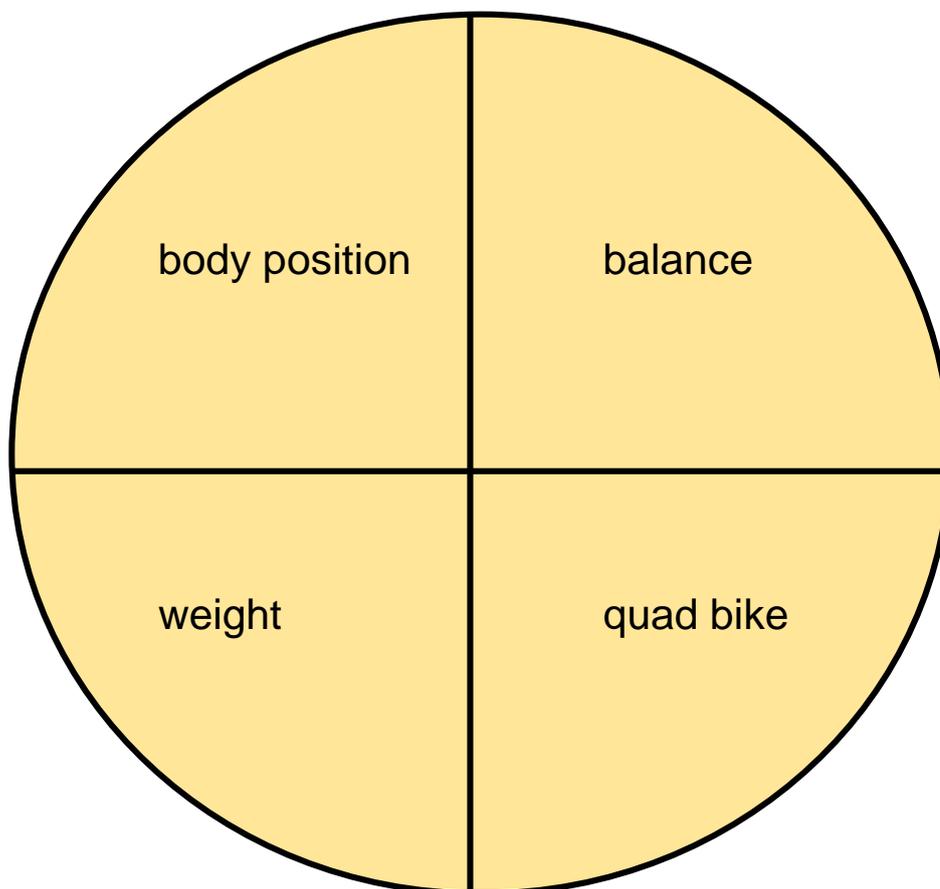
On the board draw the following diagram and place one of the words in the middle. Brainstorm with learners the associations, opposite and similar meanings, and word families of the word in the centre.



Activity two: Concept circle

A concept circle is designed to support learners to link concepts related to a word or phrase.

1. Draw a circle on the board and divide it into four quadrants.
2. Write a word in each quadrant that relates to the target word. In the example below, the target phrase is 'centre of gravity'.
3. In pairs, learners discuss the words in the circle, working out how they relate to one another and the target phrase.
4. Learners then discuss their ideas with the whole group.
5. The tutor is able to describe the connections to the learners and provide additional explanations where necessary.



Follow up: Leave one quadrant blank and ask learners to think about the missing concept or term. Or, have groups or pairs form their own concept circle on the board, and ask the rest of the class to link the concepts.

Summary

Before asking learners to read a text, first ask them to identify words and phrases they think others might struggle with. Write these words on the board, and use a variety of methods to draw connections between what learners already know and the new words. Word maps and concept circles are two approaches that can be very successful. Once the learners have had an opportunity to discuss the words, they may continue to read the text.