# MINISTRY OF AGRICULTURE AND WATER RESOURCES OF THE REPUBLIC OF UZBEKISTAN

#### TASHKENT INSTITUTE OF IRRIGATION AND MELIORATION

DEPARTMENT OF ENGLISH LANGUAGE

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# Let's Learn English for Agriculture

Study-book for the intermediate students of agriculture

Tashkent - 2017

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This study-book is prepared for the teaching English for Specific Purposes (ESP) and dedicated to the education system of irrigation and melioration in Uzbekistan. It can be useful for the intermediate and advanced levels students of agriculture and natural sciences, for methodologists and trainers of English language, and for free researchers and learners as well.

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MANUAL IS PREPARED ACCORDING TO THE STANDARD CURRICULUM OF TEACHING ENGLISH FOR SPECIFIC PURPOSES RECOMMENDED BY THE MINISTRY OF HIGHER AND SPECIAL SECONDARY EDUCATION OF THE REPUBLIC OF UZBEKISTAN (2013).

Undersigned and recommended by the Soviet of Tashkent Institute of Irrigation and Melioration (December, 28<sup>th</sup>, 2016).

TIIM, 2017

Mazkur oʻquv qoʻllanmasi suv xoʻjaligi va melioratsiya taʻlim yoʻnalishi bakalavriat oʻquv rejasidagi I blok — Ijtimoiy-gumanitar fanlar sirasida Chet tili (ingliz) fani uchun tuzilgan hamda oʻquv dasturi (Toshkent, 2013)da koʻrsatilgan mavzular yoʻnalishi va talablariga muvofiqlashtirilgan. Unda qishloq va suv xoʻjaligi boʻyicha mavzularni ingliz tilida kasbiy (ixtisosiy) oʻrganish maqsad qilib olingan boʻlib, quyi oʻrta, oʻrta va yuqori darajadagi ingliz tili bilimdonlari uchun moʻljallangan matnlar, mashq va topshiriqlar tizimdan iborat.

Это учебное пособие составлено по предмету «Иностранный язык» в 1блоке учебного плана бакалавриата направлений сельского и водного хозяйства и соответствует тематическим направлениям и требованиям учебной программы (Ташкент, 2013). Основной целью данного пособия является профессиональное (специализированное) изучение английского языка по сельскому и водному хозяйствам и состоит из системы специализированных текстов, упражнений и заданий для знатоков английского языка ниже-среднего, среднего и выше-среднего уровней.

This manual is made on the subject "Foreign Language" in the first block of Teaching Plan on Bachelor's Course of agricultural and water management trends, and also on thematic directions and requirements in Standard Curriculum (Tashkent, 2013). The main objective of the manual is a professional (specialised) learning of English language on agricultural and water management trends; it consists of a system of specialised texts, exercises and tasks for the learners of English language of pre-intermediate, intermediate and upper-intermediate levels.

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#### **FOREWORD**

Today the role of teaching English for Specific Purposes (ESP) or Specialized Training of English (STE) in modern teaching and didactics is especially underlined. The given methodology had already come not only into the system of higher education, but also to the specialized secondary education and promotes increase of knowing activity of learners. On the basis of this it is possible to assume that the purpose of studying and training of English language in agricultural trends is a **teaching English for learners' professional/special growth,** specialized training of English on students' specialty and direction, interests and activities, developing their abilities to show and demonstrate writing, reading, listening and speaking skills in English and explore learners' abilities, also strongly motivate and inspire them to find their own life styles and goals, use them for the personal and professional growth and development.

In connection with new actions in the Republic of Uzbekistan last 2010-2013 years on organization of qualitative teaching of English language and retraining and refreshing of foreign languages teachers there have been conducted original researches on performance of the given problem. Carrying out of "The Practical course of English language» for the students of IV course under the program of actions confirmed by vise-minister Aripov A.N. on December, 1st, 2010 became an important event and this event obliged ELT, EFL and ESL teachers to create the full program of the given course and to modify its maintenance with the professional work and activity and practical skills of the students, to study and apply new methods of teaching English, and also to think up the best techniques of teaching English for the short time.

For the convenient performance of the given purpose, first of all we should interest learners in entertaining exercises and other activities connected with various parameters of training English for Specific Purposes, as working with the

specialized texts, accessible topics and tasks, use interaction patterns and grouping techniques, personalizing and professionalizing, also detailed work with monolingual (English-English) and bilingual (English-Uzbek; English-Russian) dictionaries. The study-book for the intermediate students of agriculture "Let's Learn English for Agriculture", is created for decision and solving of the given problem in educational system of irrigation and melioration and follows the principles of the Common European Framework of Reference (CEFR) requirements. In this book each session deals with student-centered activities and aims to create a lively, friendly and healthy language-training atmosphere.

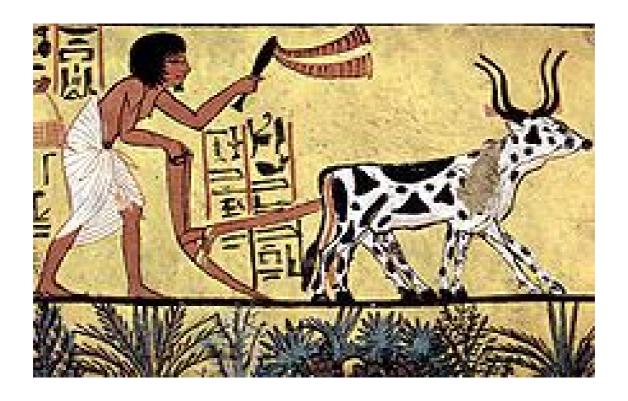
The most effective feature of this course-book is that each session includes a set of specialized reading/writing topics followed by review that provide educational and professional selection of matters on which most learners have something to say as becoming specialist on this sphere. Another set of tasks and activities are based on listening and speaking activities, also involved a lot of group-work and pairwork. Therefore while working with this manual students are encouraged to share their own understanding and knowledge on their specialty and profession, experience and provide support to each other. Pre-reading and pre-writing activities let participants find out the matter and objectives of the lesson themselves, developing their guessing and predicting ability. The course-book is based on communicative approach of Learning, Teaching, and Assessing (CLTA).

Authors hope the given study-book can be useful for the students of agriculture and natural faculties, methodologists and trainers of English language, and for free researchers and learners, training on IELTS and TOEFL systems or other programs useful for learning and improving English as well. We believe our students are eager for learning, knowledgeable, skilled and experienced. We also value their contributions and ideas for the improving of our programs and manuals for the teaching English for Specific Purposes.

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### Unit 1

### **AGRICULTURE**



# SESSION 1 NATURE

STARTER: Look at the pictures below and share your ideas with your partner if possible.





#### **Step 1.** Answer the following questions:

- How do you understand the notions "thing", "man", "mankind", "object"?
- Explain the meanings of the notions "made by man" and "not made by man".
- Do you know original (etymological) meaning of the word "nature"?
- What kind of derivatives do you know made from "nature"?

### **Step 2.** Read the following passages and tell your own understanding on the topic comparing with textual statements.

We usually use a word "nature" or other usages (wordcombinations, derivatives) made from "nature". But do you know original meaning of this word or have you been introduced with some scientific interpretations of it. If you look for its definition in different dictionaries, you will see very wide explanations of it. Let's introduce with some of them definitely.

What is nature? Science wants to understand nature. Therefore it is important,

how the word nature is defined: Nature is everything that was not made by man. The original meaning of this word deals with Middle English (denoting the physical power of a person): from Old French, from Latin *natura* 'birth, nature, quality', from *nat*- 'born', from the verb *nasci*.

So the definition of nature excludes all things that where introduced by mankind. All those human developments are summarized as culture. The definition of nature summarizes natural objects, e.g. stones, animals, plants.

It also reflects on **events in nature** like the wind, the rain, earthquakes, food.

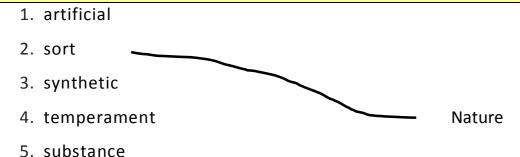
Nature can be divided in a living and a not living (abiotic) part. The **living part** of nature consist of all life on earth: plants, animals, mushrooms, bacteria, humans. The **abiotic part** of nature consists of all things, that were not made by man and are not living. You can count to it: the outer space, not living objects on earth (stones, water, air etc).

Concluding, it is important to generalize above-stated points:

#### Nature is:

- the physical world and everything in it (such as plants, animals, mountains, oceans, stars, etc.) that is not made by people
- the natural forces that control what happens in the world
- the way that a person or animal behaves : the character or personality of a person or animal.

**Step 3.** Match the words 1-10 related to the nature and explain your choices.



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- 6. habit
- 7. individuality
- 8. uniqueness
- 9. attribute
- 10. characteristic

**Step 4.** Differ synonyms of "nature" from antonym ones and fill in the columns. character, gap, environment, nothingness, personality, self, tone, void, individuality

Synonyms	Antonyms
character	void

**Step 5.** Pay your great attention to the definitions below and match with given notions.

type, kind, sort, description, character – are the synonyms of "nature" that mean a number of individuals thought of as a group because of a common quality or qualities.

nature

implies a group marked by agreement in all details belonging to a type as described or defined.

kind

may imply inherent, essential resemblance rather than obvious or superficial likenesses.

sort

implies a group marked by distinctive likenesses

peculiar to the type.

description may suggest strong and clearly marked similarity

throughout the items included so that each is

typical of the group.

character often suggests some disparagement.

type may suggest natural grouping.

**Step 6.** Learn wise-sayings and citations of great personalities and discuss them in the group.

- "Fortunately science, like that nature to which it belongs, is neither limited by time nor by space. It belongs to the world, and is of no country and no age. The more we know, the more we feel our ignorance; the more we feel how much remains unknown." <u>Humphry Davy</u> (1778-1829), 30.11.1825
- "In all things of nature there is something of the marvelous." <u>Aristotle</u> (B.C. 384–322)
- "It is in man's heart that the life of nature's spectacle exists; to see it, one must feel it." Jean-Jacques Rousseau (1712-1778), *Emile*, 1762
- Nature answers only when she is questioned." <u>Jacob Henle</u> (1809-1885)
- "Nature is painting for us, day after day, pictures of infinite beauty." John Ruskin, (1819-1900)

#### **HELP DESK**

#### WHAT DO THESE WORDS MEAN?

**abiotic part** – a physical rather than biological part of nature; not derived from living organisms

**nature** – the phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations

**living part** – a way or style of life; an income sufficient to live on or the means of earning it

event in nature – a thing that happens or takes place in nature

**human** – a person; relating to or concerning people

**culture** – the arts and other manifestations of human intellectual achievement regarded collectively

**science** – the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment

mankind – human beings considered collectively; the human race

**object** − 1) a material thing that can be seen and touched. 2) a person or thing to which a specified action or feeling is directed

**natural force** – strength or energy as an attribute of physical action or movement by nature.

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# SESSION 2 HUMANITY

STARTER: Look at the pictures and answer the following questions:





- What notions come to your mind when you see pictures?
- What is the difference between the first and the second pictures?
- What notions do you know related to the pictures?

**Step 1.** Read the text. Find highlighted words and expressions in the text to the definitions below.

**Humanity** is the human race, which includes everyone on Earth. It's also a word for the qualities that make us human, such as the ability to love and have compassion, be creative, and not be a robot or alien.

The word humanity is from the Latin *humanitas* for "human nature, kindness." Humanity includes all the humans, but it can also refer to the kind feelings humans often have for each other. But when you talk about humanity, you could just be talking about people as a whole. When people do bad things, it tests your faith in humanity. When people ask for money to help feed starving

children, they're appealing to your sense of humanity. In the plural form (the humanities), it means the study of literature, philosophy, and the arts (the study of Ancient Greek and Roman language, literature, the study of Old English language etc).

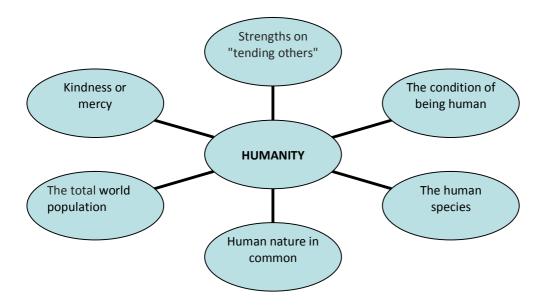
- 1. A machine capable of carrying out a complex series of actions automatically, especially one programmable by a computer
- 2. Human beings collectively
- 3. Complete trust or confidence in someone or something
- 4. A faculty by which the body perceives an external stimulus; one of the faculties of sight, smell, hearing, taste, and touch
- 5. Sympathetic pity and concern for the sufferings or misfortunes of others

**Step 2.** Look at these picture and mind map made according to the picture and choose appropriate central theme for it. Add some more options here if necessary.

- a. Definition of "humanity".
- b. Humanity as historical being.
- c. Humanity in examples.
- d. Differentiation of the meanings of "humanity" as a word.



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Step 3. Match synonyms for "humanity".		
	. mankind	
	animals	
	humanness	
Humanity	objectiveness	
	activity	
	manhood	

**Step 4.** Try to differentiate synonym words and expressions to the different kind of meaning of a word "humanity" and fill in the columns.

Humane, antihumanity, man, kindness, human race, graciousness, humankind, benevolence, sympathy, mankind, unkindness, tenderness, humanness, goodwill, human form, kindness, human being, human species, mercy, human group, philanthropy, human sort, goodbreeding, overhumanity, people, refinement, inhumanity, population.

Humanity <sub>1</sub>	human being

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Humanity <sub>2</sub>	goodbreeding

**Step 5.** Try to choose antonyms for "humanity" from the synonym ones given above. Underline negative forms making those antonyms and practice on making another derivatives with them.

Ex.: humanity – <u>anti</u> humanity					

Step 6. Match the translation forms for	or "humanity" with the languages they
belong to.	
Italian	humanity
German	humanidade
Uzbek	人类人类類
British English	humanité
Chinese	menschheit
Brazilian Portuguese	insoniyat
Russian	umanità
French	человечество

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#### **HELP DESK**

#### WHAT DO THESE WORDS MEAN?

**humanity** – human beings collectively

human race – human beings in general; humankind

faith - complete trust or confidence in someone or something

ability - possession of the means or skill to do something

alien – belonging to a foreign country

**compassion** – sympathetic pity and concern for the sufferings or misfortunes of others

over humanity – out of human being

**sense** – a faculty by which the body perceives an external stimulus; one of the faculties of sight, smell, hearing, taste, and touch

**good breeding** – grown up well, clever



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#### **SESSION 3**

#### **ENVIRONMENT.**

### INTERACTIONS BETWEEN ENVIRONMENT (NATURE) AND HUMANITY

STARTER: Look at the pictures and answer the following questions:







- What can you see in the first picture?
- What is the meaning of the second picture?
- Does the third picture describe an interaction between nature and humanity?
- What is the environment? Which of the pictures show full image of the environment? Why?

#### **Step 1.** Read following text and choose the central title for it:

- Human as a part of environment
- Interrelations between environment and humanity
- Humanities and natural disciplines

Human beings live in the realm of nature, they are constantly surrounded by it and interact with it. The most intimate part of nature in relation to man is the biosphere, the thin envelope embracing the earth, its soil cover, and everything else that is alive. Our environment, although outside us, has within us not only its image, as something both actually and imaginatively reflected, but also its material energy and information channels and processes. If we lose nature's

image, we lose our life.

Man is constantly aware of the influence of nature in the form of the air he breathes, the water he drinks, the food he eats, and the flow of energy and information. And many of his troubles are a response to the natural processes and changes in the weather, intensified irradiation of cosmic energy, and the magnetic storms that rage around the earth. In short, we are connected with nature by "blood" ties and we cannot live outside nature. During their temporary departures from Earth spacemen take with them a bit of the biosphere. Nowhere does nature affect humanity in exactly the same way. Its influence varies. Depending on where human beings happen to be on the earth's surface, it assigns them varying quantities of light, warmth, water, precipitation, flora and fauna. Human history offers any number of examples of how environmental conditions and the relief of our planet have promoted or retarded human development.

Man and nature interact dialectically in such a way that, as society develops, man tends to become less dependent on nature directly, while indirectly his dependence grows. This is understandable. While he is getting to know more and more about nature, and on this basis transforming it, man's power over nature progressively increases, but in the same process, man comes into more and more extensive and profound contact with nature, bringing into the sphere of his activity growing quantities of matter, energy and information.

**Step 2.** Do the following statements agree with the information in Reading Passage? In boxes 1-5 on your answer sheet write. Time – 10 min.

TRUE (T) if the statement agrees with the information

FALSE (F) if the statement contradicts the information

NOT GIVEN (NG) if there is no information on this passage

F Generally, humans are constantly surrounded by human beings and

interact with them isolated from nature and reality.
Nature depends on human being and activity as human is constantly
aware of the influence of nature in the form of the air he breathes,
the water he drinks, the food he eats, and the flow of energy and
information.
Nature and reality exist out of our consciousness and monitoring.
Interaction between human and nature is intertransitory and
mutual associated.

Step 3. Match the	words 1-10 and their definition a-j.
1. Interact (v)	a. (of a person, animal, or plant) living, not dead
2. Alive (adv)	b. cease to be visible
3. Imaginatively (adv)	c. the surroundings or conditions in which a person, animal, or plant lives or operates
4. Organic (adj)	d. the strength and vitality required for sustained physical or mental activity
5. Principle (n)	e. Have an action and relation together with pair or more of things in any time and space
6. Energy (n)	f. the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself
7. Disappear (v)	g. a thought or suggestion as to a possible course of action
8. Environment (n)	h. relating to or derived from living matter
9. Ideal (adj)	i. having or showing creativity or inventiveness
10. Influence (n)	j. a fundamental truth or proposition that serves as the foundation for a system of belief or behavior or for a chain of

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reasoning

#### **Step 4.** Fill in the gaps using words from the box.

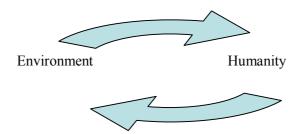
amount, primeval, society, dweller, incursions, species.

#### Ex. Man is not only a dweller in nature, he also transforms it.

- 1. Man is not only a .... in nature, he also transforms it.
- 2. From the very beginning of his existence, and with increasing intensity human society has adapted environing nature and made all kinds of ... into it.
- 3. An enormous ... of human labour has been spent on transforming nature.
- 4. Humanity converts nature's wealth into the means of the cultural, historical life of ....
- 5. Not only has man transferred various ... of plants and animals to different climatic conditions; he has also changed the shape and climate of his habitation and transformed plants and animals.

If we were to strip the geographical environment of the properties created by the labour of many generations, contemporary society would be unable to exist in such ... conditions.

**Step 5.** Learn the mind map here according to the text on the previous page. Give a title to it.



**Step 6.** Read the following questions and write three paragraphs using the map in Step 5.

- Do you agree with the statement that human beings live in the realm of environment?
- How do you fact interrelation and interaction of environment and humanity?
- What forms of human contacts with nature do you monitor in reality?

1	
	·
2	
	·
3	
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#### **HELP DESK**

#### WHAT DO THESE WORDS MEAN?

energy - the strength and vitality required for sustained physical or mental
activity

**influence** – the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself

precipitation - the action or process of precipitating a substance from a solution
spaceman/spacewoman - (pl. spacemen or spacewomen) an astronaut
magnetic storm - a disturbance of the magnetic field of the earth (or other celestial body)

**irradiation** – 1) the process or fact of irradiating or being irradiated 2) the apparent extension of the edges of an illuminated object seen against a dark background

interact – act in such a way as to have an effect on each other

**alive** – 1) (of a person, animal, or plant) living, not dead 2) alert and active; animated

natural process - existing in or derived from nature action; not made or caused
by humankind

#### **SESSION 4**

#### **AGRICULTURE AS A NATURAL SCIENCE**

STARTER: Look at the picture and answer the following questions:



- What type of human~nature interactions do you comprehend from this illustration?
- What historical period is described here?
- What is the doing of a man in the picture?
- Is it dealt with planting, cultivating and harvesting? If yes, what method of cultivation is used in the picture? Is it used in nowadays?

•

**Step 1.** Regroupped into 3 groups, turn by turn tell the words based on agriculture.

Ex.: cultivating			

**Step 2.** Read the following passage carefully. Pay more attention to the new words.

Agriculture is the cultivation of animals, plants and other life forms for food, fiber,

biofuel and other products used to sustain human life. Agriculture is also called **farming** or **husbandry**. The study of agriculture is known as agricultural science.

The word *agriculture* is the English adaptation of Latin *agricultūra*, from *ager*, "a field", and *cultūra*, "cultivation". In the strict sense it means "tillage of the soil". Thus, a literal reading of the word yields "tillage of fields".

The history of agriculture dates back thousands of years, and its development has been defined by greatly different climates, cultures, and technologies. However, all farming generally relies on techniques to expand and maintain the lands that are suitable for raising domesticated species.

The major agricultural products can be broadly grouped into *foods, fibers, fuels,* and raw materials. In the 21st century, plants have been used to grow biofuels, biopharmaceuticals, bioplastics, and pharmaceuticals.

**Specific foods** include cereals, vegetables, fruits, and meat. **Fibers** include cotton, wool, hemp, silk and flax. **Raw materials** include lumber and bamboo. **Biofuels** include methane from biomass, ethanol, and biodiesel. Other useful materials are produced by plants, such as resins. Cut flowers, nursery plants, tropical fish and birds for the pet trade are some of the ornamental products.

#### **Step 3.** Define the words which are the most suitable for the boxes below.

Cereals, wheat, kerosene, silk, flatulence, wool, blog, mohair, vegetables, jute, flax, fruits, methane, meat, mustard.

Foods	Fibers	Raw materials
cereals	wheat	methane

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#### **Step 4.** Match the following statements with the notions given in the box.

- Supplying dry land with water by means of ditches etc. 3.
- The successive planting of different crops on the same land to improve soil fertility and help control insects and diseases.
- An unprocessed natural product used in manufacture.
- Any of a large number of natural and synthetic materials, including manure and nitrogen, phosphorus, and potassium compounds, spread on or worked into soil to increase its capacity to support plant growth.
  - 1. Raw material
  - 2. Fertilizer
  - 3. Irrigation
  - 4. Crop rotation

**Step 5.** Do the following statements agree with the information in Reading Passage? In boxes 1-5 on your answer sheet write. Time – 10 min.

TRUE (T) if the statement agrees with the information

FALSE (F) if the statement contradicts the information

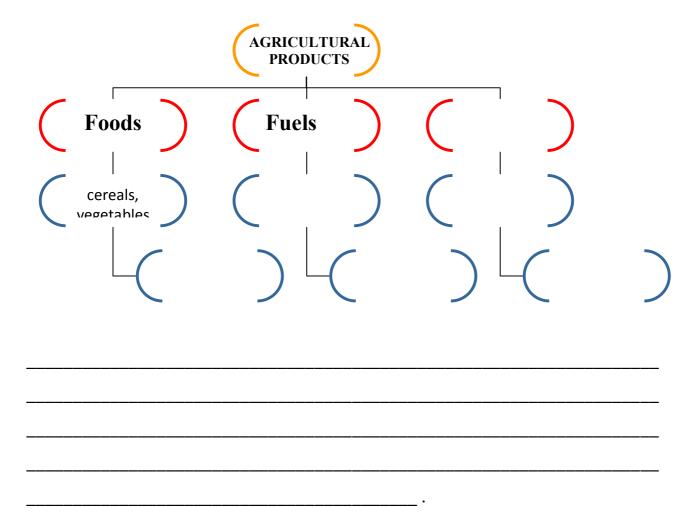
NOT GIVEN (NG) if there is no information on this passage

Agriculture is cultivation of plants only.	
Animals, plants and other life forms for food, fiber, biofuel are	
considered as products used to sustain human life.	

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**Step 6.** Complete the mind map according to the text on the previous page. Add some more options if necessary. Give your explanations in the lines.



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#### **HELP DESK**

#### WHAT DO THESE WORDS MEAN?

**raw materials** – materials used in a production process, which are at a low level of completion compared to the final product or cost unit Examples include steel plate, wood, and chemicals.

**fertilizer** – a chemical or natural substance added to soil or land to increase its fertility

**pesticide** – a substance used for destroying insects or other organisms harmful to cultivated plants or to animals

manure – animal dung used for fertilizing land ■ any compost or artificial fertilizer crop rotation – the system of growing a sequence of different crops on the same ground so as to maintain or increase its fertility

**nutrient** – a substance that provides nourishment essential for the maintenance of life and for growth

sustainable agriculture – able to be maintained at agriculture

pastoral – (of land) used for the keeping or grazing of sheep or cattle

tillage – the preparation of land for growing crops ■ land under cultivation

**irrigation** – the use of water pumped from boreholes or diverted from rivers to assist agriculture. This makes it possible to use otherwise uncultivable land, and to produce larger and more reliable crops on land already in use.

**cultivation** – the action of cultivating land, or the state of being cultivated

**fungi** – any of a group of unicellular, multicellular, or spore-producing organisms feeding on organic matter, including moulds, yeast, mushrooms, and toadstools

**biofuel** – a fuel derived immediately from living matter

**fiber** – a thread or filament from which a vegetable tissue, mineral substance, or textile is formed

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#### **SELF-CONTROL** on UNIT 1 (total 15 points)

**Step 1.** VOCABULARY CHECK. These are the important words that you have studied in Unit 1. You should make sure that you know these words before you go on to Unit 2.

on to Unit 2.	
abiotic part	influence
ability	interact
alien	irrigation
alive	living part
biofuel-	magnetic storm
compassion	mankind-
crop rotation	manure
cultivation	nature
culture	natural processes
domesticated	object
energy	over humanity
events in nature	pastoral-
faith	pesticides
fertilizers	precipitation
fiber	range
fungi	raw materials
good breeding	science
human	sense
humanity	surplus
human race	sustainable agriculture
imaginatively	tillage
irradiation	
	1

LEA 29

Unit 1?
1. The word "humanity" signs the degree of people's behavior and whether thei
behaviour and state are appropriate to this notion. <u>G</u>
2. Psychologist check persons' behavior according to their feeling of humanity
3. "Human" and "Humanity" differ from each other according to
singularity/plurality
4. "Humanity" is not only a form which means collectivity of humans, name o
mankind, but also social degree and sign for testing your feeling to each other etc
5. Humanities may refer only to the national literature and art (like Uzbe
humanities)

Step 2. Which of the following bits of information is given (G) or not given (NG) in

**Step 3.** Read and explain the meaning of the following proverbs and wise-sayings on gardening and planting. Underline metaphorical and specific usage of some expressions.

The garden is the poor man's apothecary

German proverb

Every garden may have some weeds

English proverb

When eating a fruit, think of the person who planted the tree

Vietnamese proverb

Friends are flowers that never fade

English proverb

Don't allow the grass to grow on the path of friendship

Native American proverb