English for Agribusiness

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PREFACE

Understanding a written text means extracting the required information from it as efficiently as possible. For example we apply different reading strategies when looking at a notice board to see if there is an advertisement for a particular type of flat and carefully reading an article of special interest in a scientific journal.

This book has been developed a set of reading comprehension materials for agribusiness program in the form of units, to improve the ability to read to study scientific texts and journals related to agribusiness. Each unit consist of three parts, namely: Pre-reading activities, whilst-reading activities and post-reading activities. The questions in every activities include literal comprehension, reorganization, and inferential comprehension.

Since this break is focus in text and scientific journals after completing this book, students will find themselves better readers and fast learners. They will have a variety of reading and study techniques, read the text more understand and efficiently. The materials were selected or the basic of the students’ need and content objective to be learned.
This completion is the result of hardwork and supporting from Hayin Azizah, S.Pd., Moh. Syafri, S.Pd., and Fitriana Amani. Thank you for the supports.

The author

Fahriany
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UNIT 1

SPECIFIC INSTRUCTIONAL OBJECTIVES

After studying this unit, the students are able to:
1. Find word meaning through contexts.
2. Express prediction, Traditional vs. Mechanized Farming
3. Observe & record plants in house gardens.

PRE-READING ACTIVITIES

1. Study the following technical terms used in the passage

Agriculture = Pertanian
Cultivated = Mengolah - diolah
Cultivation = Pengolahan
Irrigation = Irigasi
Gardening = Perkebunan
Chili peppers = Lada
Avocados = Alpukat
Potatoes = Kentang
Cotton = Kapas
Orange = Jeruk
Muskets = Serangga
2. Scanning for the supporting details

As scanning is glancing rapidly through a passage, we can get initial impression whether the passage has a certain purpose, for example to desire something. Scanning of this kind can be learnt by catching a few words only. The additional information the author words the students to understand more about the main idea can be traced by scanning.

WHILE READING ACTIVITIES

CORE MATERIAL

READING

Students find words meaning through context.

Read the text below.

Agriculture is an old feat of human beings. The history of agriculture can be traced to as far back as 5000 BC when people used sticks to harrow the soil and sow the seeds. More advanced techniques of farming were developed in 3000 BC by farmers in Mesopotamia (now, Iraq), where pulleys were used to collect water from canals. Operating with complex irrigation system, Mesopotamian farmers planted wheat and other cereal grains and raised camels, donkeys, and horses. In 2000 BC, in Egypt, where farming was based on the fertile silt
of the Nile River, Egyptians farmers cultivated the land and produced large crops of wheat and barley and kept poultry, sheep, goats. And cows. In India, the Indus civilization produced wheat, barley, and rice. These people even grew plants such as cotton, tea, sugarcane, and soybean and fruit trees such as oranges, peaches, and pears. They kept livestock, practiced intensive gardening, and excelled at flower horticulture.

In AD 1000, the Mayan farmers in Mexico and Central America hybridized corn to increase yield and cultivated beans, squash, chili peppers, avocados, and potatoes. They grew tobacco and drainage systems were constructed skillfully, the soil was fertilized, and farming was highly organized.

The invention of mechanical farming tools in Europe during the 17th century, such as the reaper and drill, created dramatic agricultural development. Farmers introduced crop rotation of clover, wheat, and barley in which the alternation of crop planting put nutrients back in the soil. Steel ploughs were used that were drawn by as many as four horses. Since then, with the age of colonization, plantations were established throughout Africa, Asia, and the Pacific which produced highly salable crops such as coffee, tea, sugarcane, tobacco, and rubber.
Mechanization of agriculture started around 1850 when the gasoline tractor was invented and food processing techniques were developed. The tractor, which provided more power than the horses, made possible the farming of larger areas of land. Food processing such as canning, flour milling, and refrigerating made it possible to keep food and transport it to long distances.

In the 1930s, more powerful tractors were manufactured together with harvesting machines which furthered the mechanization of farming. Hybrid corn and other crops were planted and superior cattle were raised that would tolerate various conditions and weathers. This produced large amounts of crop and dairy products. Farmers required not only the knowledge and skills of farming but they also needed to know marketing and other economic aspects of agriculture.

Presently, farming is highly mechanized using all the advancement of industrialization and technology. High-powered machinery, fertilizers, and pesticides are used and poultry and cattle are raised in completely-controlled environments. Seeds are distributed by way of air-flow technology using aircrafts and satellites are used to monitor crop growth, yields, insects and diseases, and soil and water conditions.
POST READING ACTIVITIES

1. The text mainly tells us about....
   a. Why people needed farming
   b. The best location for farming
   c. The best method of farming
   d. How farming developed
   e. The best farming technique

2. According to the text, irrigation systems were first developed in the ... era.
   a. Mesopotamia
   b. Egypt
   c. Central America
   d. India
   e. Mexico

3. In AD 1000, the Mayan farmers....
   a. Hybridized tobacco and cotton
   b. Used sticks to harrow
   c. Developed drainage systems
   d. Designed the first tractor
   e. Lifted up water by using pulleys

4. The following people were skillful in taking care of flower plants...
   a. Mesopotamia
   b. Egypt
   c. Central America
   d. India
   e. Mexico
5. The preservation of food was done for the first time in the .... Century.
   a. 1000 BC               d. 20th
   b. AD 1000               e. 17th
   c. 19th

6. The pronoun these (1. 10) refers to ....
   a. Mesopotamia  c. Central America  e. Mexico
   b. Egypt        d. India

7. The following is not related to the dramatic change in farming in the 17th century.
   a. Crop rotation
   b. Hybridization
   c. Use of steel ploughs
   d. Invention of the reaper and drill
   e. Colonization throughout the world

8. Long-distance transportation was made possible in the 19th century due to....
   a. Food processing
   b. Power of the horses
   c. Gasoline tractors
   d. Mechanical farming
   e. Larger areas of land
9. In the 1930s, farmers also needed to know about other things such as ...  
   a. Weather conditions  
   b. Knowledge and skills of farming  
   c. Economic matters  
   d. Various crops and dairy products  
   e. Farming technology

10. The world silt (1. 7) is most probably related to ...  
    a. Land  
    b. Animals  
    c. Plant  
    d. Machinery  
    e. River

b. Complete the table with the data from the text.

There is quite a lot of information about time and events in the text above. Try to summarize them in the form of a table. For this, trace the information in the text to complete the table. The first entry has been done for you as an example.

c. Match the world on the left column with its meaning / definition on the right.

<table>
<thead>
<tr>
<th>1. Can</th>
<th>a. cross-breed among different types of a plant or animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Nutrient</td>
<td>b. domestic fowls such as</td>
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<tr>
<td>3.</td>
<td>Drill</td>
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<td>4.</td>
<td>Hybridize</td>
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<td>5.</td>
<td>Soil</td>
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<td>6.</td>
<td>Mill</td>
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<td>7.</td>
<td>Yield</td>
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<tr>
<td>8.</td>
<td>Horticulture</td>
</tr>
<tr>
<td>9.</td>
<td>Poultry</td>
</tr>
<tr>
<td>10.</td>
<td>Pulley</td>
</tr>
</tbody>
</table>

hens and ducks raised for their eggs or meat

c. food content
d. make a hole on a surface such as wood, wall, etc.
e. practice or art of growing flower, fruits, and vegetables
f. produce flour material by machine
g. product, result of farming
h. put material, usually food stuff, in a container
i. upper lower of the ground where plants grow
j. wheel-form tool used to help lift heavy things
1. GRAMMAR

Students master coordinative conjunction.

This sentence comes from the reading text above:

Farmers required **not only** the knowledge and skills of farming **but** they **also** needed to know marketing and other economic aspects of agriculture.

The use of the pair **not only** .... **but also** in a sentence follows a fixed pattern. It means that when we use one part of the pair, we must use the other part. There are three other pairs of this kind: both ... **and**, either ... **or**, and neither ... **not**, and we are going to study them one by one.

a. Both ... **and**

We use both for **two** things. The pair **both** ... **and** can be used for nouns, verbs, adjectives, and adverbs. Look at each of the following examples.

Both rice and tobacco can grow well in this place.

She wanted both to **speak** and **write** to the manager.

Coming home, I left both **tired** and **hungry**.
Decorative painting can be done both aesthetically and practically.

When it is used as a determiner, it can be followed by any type of nouns, but the sentence has a plural subject-verb agreement.

*Both the cow and the goat were sold last week.*

*Both the hens and the ducks sell very well in this place.*

*Both rice and tobacco have been grown here.*

b. *Either ... or.*

Either means one or the other. It does not matter which one. This pair can also be used for nouns, verbs, adjectives, and adverbs.

*You can take either fried rice or fried noodle.*

*We can either sell it or throw it away.*

*When you leave the room, you will feel either happy or sad.*

*You can run the machine either slowly or quickly.*
As a determiner, the pair may take a singular or plural verb depending on the subject. Look at the following examples.

Either an apple or orange is good enough for me.

Either the hens on the ducks sell very well in this place.

Either rice or tobacco has been grown here.

c. Neither ... nor

Neither means not one and not the other; not one nor the other. Neither is something like the opposite of either.

You can have either fried rice or fried noodle. (You can have rice or noodle)

You can have neither fried rice nor fried noodle. (You cannot have rice or noodle)

Just like the previous pairs, this one can be used nouns, verbs, adjectives, and adverbs. Follow these examples.

You can take neither fried rice nor fried noodle.

We must neither sell it nor throw it away.

When you leave the room, you will feel neither too happy nor too sad.
You can run the *neither too* slow or *nor too* quickly. As a determiner, neither behaves like either.

*Neither an apple nor an orange* is good enough for me.

*Neither the hens nor the ducks* sell very well in this place.

*Neither rice nor tobacco* has been grown here.

d. **Not only ... but also**

In this meaning, not only ... but also is the same as both. However, this has more varied uses than the previous pairs. Now look at the sentence again.

Farmers required not only the knowledge and skills of farming **but** they also needed to know marketing and other economic aspects of agriculture.

Farmers required not only farming skills **but** they also required marketing skills.

Farmers did not only require farming skills **but** they also required marketing skills.

**Not only** did farmers require farming skills **but** they also required marketing skills.
These are the three ways to use not only ... but also in the sentence. The third sentence has an inversion for the subject and the verb.

Not only did farmers require farming skills but they also required marketing skills.

*The use of this pair is the same as before.

- You can take not only fried rice but also fried noodle.
- We must not only throw it away but also burn it.
- When you leave the room, you will feel not only very tired but also very hungry.
- You can run the machine not only very quickly but also very safely.

Not only ... but also is not a determiner, so it does not have a subject-verb agreement. In the following sentences, it is the noun that has a subject-verb agreement.

- Not only is an apple good enough for me but it is also good enough for you.
- The hens do not only sell well in this place but they also sell well in other places.
- Rice has not only been grown here but it has also been grown in other places.
EXERCISE 1

Write a sentence for each number using both ... and, either ... or, or neither ... nor. Use the clue to help you.

1) Tom is an active student. Sofia is an active student.
2) Wheat is a grain. Rice is a grain.
3) You can have orange juice or avocado juice, not both.
4) They cannot bring home dictionaries. They cannot bring home encyclopedias.
5) The guests won’t arrive too early. They won’t arrive too late.
6) You may leave today. Or, you may leave tomorrow. It doesn’t matter to me.
7) When you cram for exam you will get tired. You will get sleepy, too.
8) To join the contest, you can write an essay. If not, you can make a speech.

EXERCISE 2

Complete the blank space with the correct form of the verb.

1) Either tea or coffee – (be) just the right thing for this weather.
2) Neither my uncle nor my aunt – (have) come to town.
3) Both dance and music – (be) forms of culture.
4) Neither the students nor the teachers - (have) been to lake resort.

5) Both the bus and the truck - (be) damaged when they collided.

6) Either a woman or a man - (make) a good chairman in this club.

7) Neither rice nor corn - (be) good to grow in this place.

8) Either a classical dance or a contemporary dance - (attract) a big audience.

EXERCISE 3

Rewrite each sentence using inversion of the subject and the verb.

1) They not only required farming knowledge but they also needed farming skills.

2) She not only wins the writing contest but she also wins the speech contest.

3) The students can not only read but they can also bring some books home.

4) We not only enjoy the dance but we also appreciate the music.

5) Visitors are not only shown the monument but they are also given some free drink.

6) We have not only heard the story but we have also visited the temple.
7) I not only saw the accident but I also helped the wounded person.
8) He is not only a friendly person but he is also a helpful person.

2. VOCABULARY IN CONTEXT

* Students are able to guess vocabulary based on the context.

Here is one of the questions in the reading comprehension above.

The word silt (1. 7) is most probably related to ...

a. Land
b. Animals
c. Plant
d. Machinery
e. River

This is an exercise about vocabulary in context. When we read, we do not have to know the meaning of every word. Most of the time, we can understand the meaning of a word from the context of the reading passage. Suppose you do not know the meaning of the word silt above. You look at the context of the word.

In 2000 BC, in Egypt, where farming was based on the fertile silt of the Nile River, Egyptians farmers cultivated the land and
produced large crops of wheat and barley and kept poultry, sheep, goats, and cows. In India, the Indus civilization produced wheat, barley, and rice.

This world silt is surrounded by some clues in the context: farming, fertile, Nile River, and land. Choice a (land) should make the best option because land can be fertile while animals (b), plant (c), and machinery (d) cannot. So, the best guess is land.

EXERCISE 4

Find the words that are related to the underlined word. In doing this exercise, try not to use the dictionary first.

1) The planting of crop plants depends on arable land on which seeds can grow.

2) Failures of crop yields are caused by erratic whether such as too little or too much rain as well as rain that falls at the wrong time.

3) In folk dances, dancers often imitate nature. For example, they use movements to reflect the quickness of the deer and ferocity of the tiger to show the power of nature.

4) A dye that is produced from the leaves or neither part of plants usually has more beautiful color that paint that is produced synthetically.

5) Little gifts can be given to somebody as tokens of your feelings of gratitude, affection, or friendship.
6) For surface painting, you need sandpaper which has different grades of abrasiveness: from very fine, fine, medium, rough, and very rough.

7) A protective cap covers the tip of root.

8) Apples grown for commercial purposes are generally classified as cider apples, grown chiefly for their juices.

Below is a diagram showing a classification of plants.

**EXERCISE 5**

*Where would you put these plants below in the diagram?*

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>tea</td>
<td>2</td>
<td>coconut</td>
<td>3</td>
<td>tobacco</td>
<td>4</td>
<td>sugarcane</td>
<td>5</td>
<td>mushroom</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>cassava</td>
<td>7</td>
<td>mango</td>
<td>8</td>
<td>banana</td>
<td>9</td>
<td>bougainvillea</td>
<td>10</td>
<td>tomato</td>
</tr>
</tbody>
</table>
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FAO, IFAD and WFP, 2014, the State of Food Insecurity in the World: Strengthening the Enabling Environment for Food Security and Nutrition. Rome: FAO.


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