English Language for Agricultural Majors

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Syllabus

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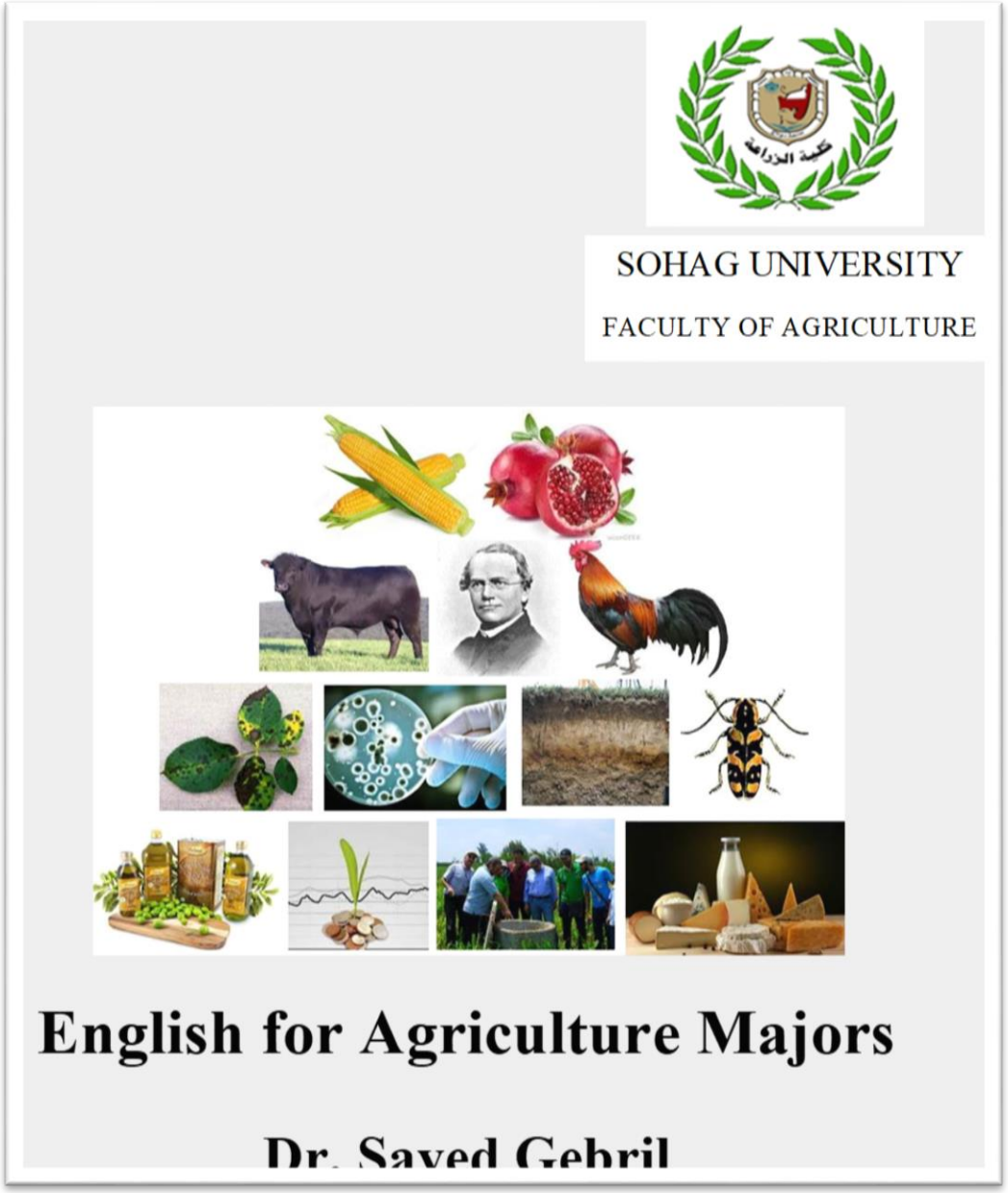
Syllabus

Text Book
Workbook



Syllabus

Exam and Grades:

Midterm exam	10%
Homework	10%
Oral exam	10%
Final exam	70%
	100%

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Lecture 1&2

1 - The parts of a plant and their functions

Source: English in focus: Agriculture

I- ***reading and comperhension:***

[1]A plant is a living organism. [2]It is made up of different parts, each of which has a particular purpose, or specialized function . [3]If one part of the plant is not functioning properly, the whole plant will suffer. [4]But we may cut flowers off the plant or prune the roots .[5]Such damage is only temporary and so the plant will continue to grow.

[6]The basic parts of a plant are the root system, which is below the ground , and the shoot system above. [7]The root of a plant has two main functions. [8]It takes in, or absorbs, water and minerals from the soil through the root hairs, which are single cells near the tip of each root. [9]The other main function of the root is to hold, or anchor, the plant firmly in position in the soil.

[10]Plants such as sugar beet and carrot are able to store food in thier roots. [11]In this way they can keep growing for more than one season. [12]In addition, plants such as clover and lucerene, known as 'legumes' have special bacteria which live in the roots. [13]These simple forms of life take nitrogen out of the air which is in the soil

[14]Such leguinmous plants are usually ploughed under the soil. [15]By doing this the soil is made more fertile.

[16]The shoot system above the ground consists of the stem, the leaves, flowers and fruits. [17]One of the functions of the stem is to support the plant. [18]Another important function is to enable water and minerals to pass up from the roots to leaves and flowers.

[19]Organic materials such as sugar travel down the stem to the roots. [20]The leaves grow out of the side of the stem. [21]Thier main job is to make food for the plant by process known as photosynthesis. [22]For this process sunllight is necessary. [23]Water from the soil and carbon dioxide from the air are converted into sugars and other carbohydrate. [24]During the process oxygen is formed and released into the air.

[25]The flower contains the reproductive organs of the plants. [26]The stamens produce the male sex cells, or spermatia, which are carried in the pollen grains. [27]The carpel produces the female sex cells or ovules. [28]The fruit, the ripened ovary of the flower, encloses the seeds and protects them while they are developing.

[29]The seed it self consists of an embryo and food store. [30]The embryo is the part which will develop into another plant and the foodstore is ncessary to provide nourishment for the young plant while it is growing.

EXERCISE A contextual reference.

1- **In sentence 5, *such damage* refers to:**

a) Cutting flowers off the plant.

b) Pruning the roots of the plant.

c) Both cutting the flower and pruning the roots.

2- **In sentence 8, *it* refers to**:

a) The shoot system

b) The root of the plant

3- **In sentence 11, *they* refers to:**(Home work)

a) The roots of the plants

b) Plants such as sugar beet and carrots

4- **In sentence 13, these simple forms of life refers to**: (homework)

a) Special bacteria

b) Legumes

c) Roots

EXERCISE B *Rephrasing* .

Rewrite the following sentences replacing the words printed in *italics* with the expression from the text which have the same meaning.

EXAMPLE

The roots of plants *take in* water and minerals from the soil.

= The roots of plants *absorb* water and minerals from the soil.

1- The single cells near the tip of each root increases thier surface area by extending outwards from the root.

2- The root *holds* the plant firmly in position in the soil

3- Some plants have *simple forms of life* living on their roots.

4- We can improve the fertility of the soil by ploughing under *plants such as clover and lucerne.*

5- Sunlight provides the energy for the process of *converting water from the soil and carbon dioxide from the air into sugar and other carbohydrates.* *(homework)*

6- While growing, the seeds are protected by the *ripened ovary of the flower*. *(homework)*

II Language in use

EXERSICE B *the difintion of parts of a plant*.

We can define different parts of a plant by

a) naming them,
b) stating the class they belong to,
c) describing their function .

Example

(i) NAME : root hairs
CLASS: parts of a plant
FUNCTION: absorb water and minerals from the soil
DEFINITION: *The* root hairs *are the* parts of a plant *which* absorb water and minerals from the soil

(ii) NAME : stem
CLASS: part of a plant
FUNCTION: Supports the shoot system
DEFINITION: *The* stem *is the* part of a plant *which* Supports the shoot system

Using the information below , write out complete definitions of each part of plant as in the example above.

III Grammar

EXERSICE A *the forms of definitions.*

Definition often takes one of the following forms:

1- A is/are, may be defined as B which C

A The embryo *is, may be defined as* B the part of a flower *which* C will develop into another plant.

- The embryo *is* the part of a flower *which* will develop into another plant

- The embryo *may be defined as* the part of a flower *which* will develop into another plant

III Grammar

EXERSICE A *the forms of definitions.*

Definition often takes on of the following forms:

2- B which C is/are called, is/are known as A

B the part of a flower *which* C will develop into another plant is called/known as A The embryo.

A the embryo, B the part of a flower, C will development into another plant.

- The part of a flower *which* will develop into another plant is called The embryo.

OR

- The part of a flower *which* will develop into another plant is known as The embryo.

III Grammar

EXERSICE A *the forms of definitions.*

Home work:

1- Photosynthesis.
2- A soil profile.
3- Aerobic bacteria.
4- Osmosis.

II Language in use

EXERSICE C *General statement of function.*

We can make general statement about function different parts of a plant by

a) naming them,

b) Saying what their function is.

Example

(i) NAME : root hairs

FUNCTION: absorb water and minerals from the soil

GENERAL STATEMENT : *The* root hair absorb water and minerals from the soil

II Language in use

EXERSICE C *General statement of function.*

Answering questions about what the plant parts do makes general statement.

Q: What do the hair root do ?

A: The root hairs absorb water and mineral from the soil

OR

Q: what is the function of the root hairs?

A: *The function* of the root hairs *is* to absorb water and minerals from the soil.

II Language in use

EXERSICE C *General statement of function.*

Answering questions about what the plant parts do makes general statement.

Homework:

Q: What do the hair root do ?

Q: what is the function of the root hairs?

1- stem 2- fruit 3- stamen 4- leaves