

Costina Denisa BĂRBUCEANU

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**ENGLISH FOR SPECIFIC PURPOSES: AGRICULTURE
AND HORTICULTURE**

SUPPORT DE CURS



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Foreword

”English for Specific Purposes: Agriculture and Horticulture” is a reference material especially designed for students of the Faculty of Agriculture and Horticulture but also for those who want to learn ESP vocabulary in context.

The course is aimed at agriculture and horticulture-oriented students, constituting a set of agricultural and horticultural communication skills development, in a practical integrative model with 14 units focused on vocabulary and agricultural and horticultural terminology. The course includes a variety of authentic textbooks, which create and maximize learning opportunities for the development of interpersonal and agro-communication. The book covers all specializations within **Agriculture: Mountain Agriculture, Silviculture, Agriculture, Cadastre, Control and Expertise of Agricultural Products**, and **Horticulture: Biology, Horticulture, Environmental Engineering, Technology of Processing Agricultural Products, Landscape** and it is based on a solid bibliography, which includes reference and topical titles in the field.

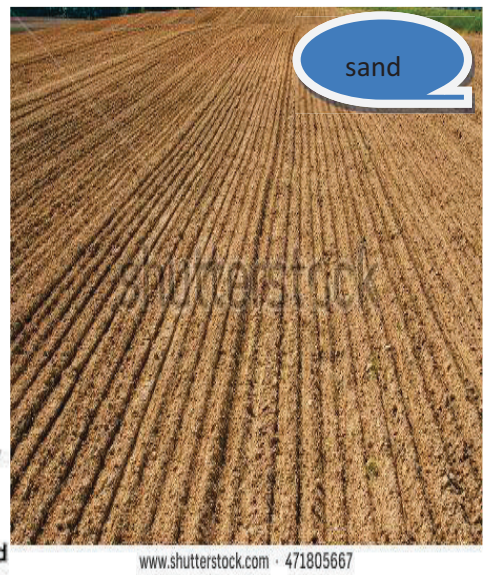
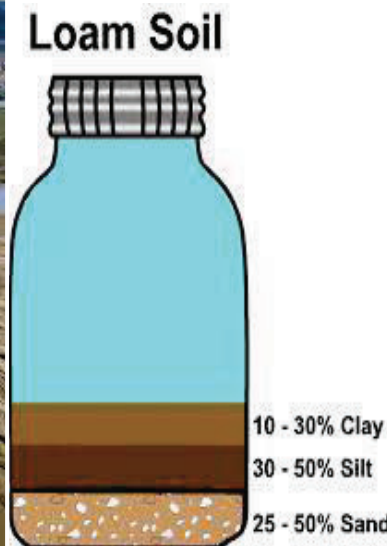
My preoccupation with the needs of agricultural and horticultural students to assimilate and use knowledge relevant to their field of study has led to the materialization of this course, which sum up my teaching experience to date.

All selected texts are based on deeply research and context-specific language to help students develop specific skills for correct interpretation of information, understanding of the written message, reformulation, sounding, etc.

1 Soil and Plant Growth

Warm –up!

1. Have a look at the following pictures. They all show different types of soil. Can you tell me why having and maintaining good soil is important? What kind of soil do we find in Romania?



(<http://npic.orst.edu/envir/soil.html>, <http://www.livestones.co.uk/the-potter-and-the-clay/>,<http://www.worldatlas.com/articles/what-is-silt-and-how-does-it-impact-the-environment.html> , <https://www.rain.org/global-garden/soil-types-and-testing.html>, <https://www.shutterstock.com/search/sandy+soil>)

READ

2. Read the newspaper advice column and look at the highlighted grammar examples:

CultiAdvice

Dear Green Thumb:

I have got a really big problem, my tomatoes **are dying**.

They **usually get** plenty of sun and water. What **am I doing** wrong? - Tom G. **Dear Tom: Check** the **soil**. Tomato roots **need** the right amount of water and air. They **don't do** well in **sand or clay**. Both have the wrong **soil structure**. Sand particles **are** too loose to hold enough water. **Dense** clay **prevents aeration**. You need a **soil texture** in between those extremes. **Loam** with high **silt** is usually good. The other issue is nutrients. A soil's **parent material** **determines** what nutrients are in it. You can **improve** the nutrients by adding **humus**.

(Adapted from: **Career Paths: Agriculture**, Neil O' Sullivan, James D. Libbin, Book 1, pg. 10, Published by Express Publishing Liberty House, Greenham Business Park, Newbury, Berkshire RG19 6HW, 2011, ISBN 978-1-78098-378-3)

3. Now read the sentences and choose the correct words in italics:

1. In Romania we *have / has* many different types of soil.
2. Dark, rich soil *are/ is* used for growing crops.
3. Loose, sandy soil *be / is* found in the deserts.
4. Clay which *doesn't/ is not* very fertile can be found throughout the country.
5. Good soil is important because it *provide / provides* crops with nutrients to grow.
6. The more nutrients the soil *have/ has got* the better the crops will grow.
7. Nowadays crops *are getting / get* more and more compromised.

Targeted Language

❖ Present Tense Simple

Form: S + VERB

I walk I do

Anna walks Anna does

✓ -adds s or es (for the verbs that end in sh, ch, ss, x, zz and o) to the 3rd person singular

	Singular	Plural
I person	I am	We are
II person	You are	You are
III person	He / Tom/ the cat is	They / the boys are
	She / Anna/ the doll is	They / the girls are
	It / the wind / the noise is	They / the dogs are

Positive	S + V Anna walks home.
Negative	S + aux.v + neg. + main V Anna does not walk home.
Question	aux. v + S + main V Does Anna walk home?

Present tense simple refers to:

1. Habitual action: I usually go to school by bus.
2. Facts that are always true The Earth spins around its axis.
3. Habits British people drink a lot of tea.
4. States I don't like gangster films.
5. Present as future The bus leaves at 7 o'clock tomorrow.
6. Headlines Ship sinks in harbour.

❖ Present tense continuous

Form: S+ aux BE +Vb. + ing

I am playing

Anna is playing

	Singular	Plural
I person	I am playing	We are playing
II person	You are playing	You are playing
III person	He / Tom/ the cat is playing	They / the boys are playing
	She / Anna/ the doll is singing	They / the girls are playing
	It / the wind is blowing	They / the dogs are playing