

ENGLISH 3: Unit 2

Core English Program: 203203

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Name Number.....

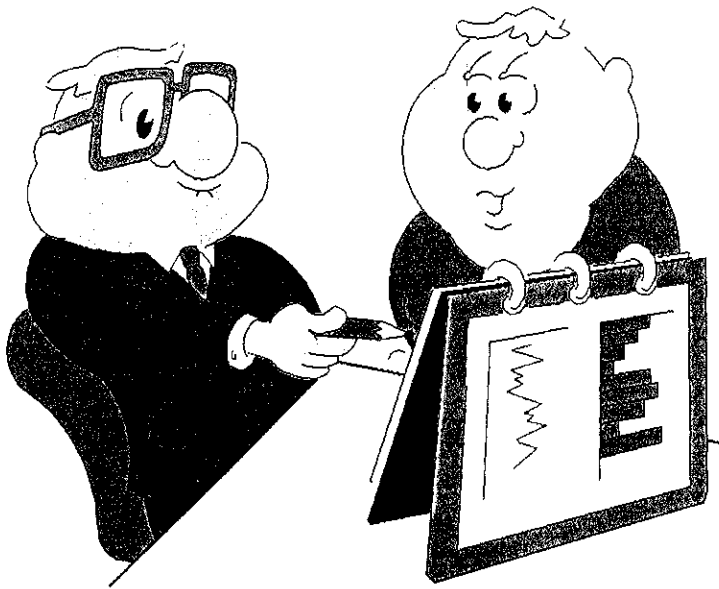
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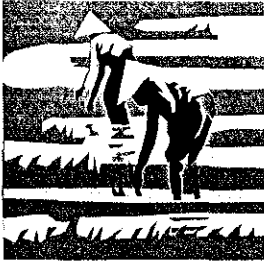
Unit 2 Agriculture

In this unit, you will do the following four tasks

- ❖ Read academic texts
- ❖ Write a cause and effect paragraph
- ❖ Listen to introductory remarks, a conversation, and an academic lecture
- ❖ Present a verbal summary of a short passage

Task 1: Read academic texts





Text 1: New proof of the world is running out of food

Pre-task 1: Work in pairs to discuss whether you believe that the world is rapidly running out of food. Think of a few reasons to support your stand.

I believe that/ I do not believe that the world is rapidly running out of food because the following reasons. First,

.....

Second,

.....

.....

Pre-task 2: Vocabulary preview

Here are some words you will see in the reading text. Work in groups of four to (1) read English meanings of some words and then write their Thai meanings; and (2) find the meanings of some words from their contexts.

Paragraph 1

Words	English meanings	Thai meaning
warn (n)	notice of something as about to happen	.....
proof (n)	(A piece of) evidence or (an) argument establishing a fact or the truth or validity of a statement	.....
supply (n)	Help, assist; relieve; support, maintain	.....
provide (v)	give, present, bring	.....
evidence (n)	Information (in the form of personal or documented testimony or the production of material objects) tending or used to establish facts in a legal investigation	.....
reach (v)	Arrive at, attain, (a point in time or on a scale, a condition, etc.)	.....
release (v)	Arrive at, attain, (a point in time or on a scale, a condition, etc.)	.....
annual (adj)	Lasting for one year	.....

Paragraph 1 (continue)

profit (n)	Advantage or benefit to a person or group; (one's) good. Also, advantage or benefit residing in a thing, use.	.....
sign (n)	An indication or suggestion <i>of</i> a present state, fact, quality, etc.; evidence	.....
chew down (v)	Crush, bruise, and grind by the action of the molar teeth; grind to a pulp or indent by repeated biting; masticate (food)	.....
spread (v)	Send out in various directions so as to extend over or cover a large or larger space	.....
consumption (n)	The purchase and use of or <i>of</i> goods, material, or energy; the amount or rate of this	.....
surpass (v)	Be beyond the range, reach, or capacity of	.....
capacity (n)	Ability to receive, contain, hold, produce, or carry; cubic content, volume	.....
social (adj)	Of or pertaining to society or its organization as a natural or ordinary condition of human life	.....
pressure (n)	The action or fact of pressing; the fact or condition of being pressed; the exertion of continuous force on or against an object by something in contact with it	.....
resource (n)	A means of supplying a deficiency; a stock or reserve which can be drawn on when necessary	.....
explode (v)	Expand, burst, or shatter with extreme violence and noise	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
push (v) (L2)
publish (v) (L7)
private (adj)(L7)
rangeland (n)(L9)
uselessness (n)(L10)
shortage (n)(L10)
tunafish (n)(L10)
ahead (adv)(L13)

Notes.: Types of clues are: (1) Definition; (2) Explanation; (3) Compare or contrast; (4) Illustration; (5) Word parts; and (6) Personal experiences

Paragraph 2

Words	English meanings	Thai meaning
decade (n)	A period of ten years	.....
inhabitant (n)	A person who or animal which inhabits (lives) a place; a permanent resident.	.....
increase (v)	Make or become greater in size, amount, duration, or degree; enlarge, extend, intensify.	.....
yield (n)	The action of yielding (producing) crops or other products, production; that which is produced, produce	.....
improve (v)	Make greater in amount or degree; increase, develop, intensify.	.....
distribution (n)	The action of spreading or dispersing throughout a region; the state or manner of being located in different places all over a region	.....
economist (n)	An expert in or student of economics	.....
notice (v)	Observe, perceive	.....
trend (n)	Have or assume a general direction or tendency; move, be chiefly directed	.....
critical (adj)	Of, pertaining to, or constituting a crisis; of decisive importance, crucial; involving risk or suspense	.....
analysis (n)	The resolution, by application of logic etc., of complex structures, facts, propositions, and concepts into their elements	.....
radical (adj)	Forming the root, basis, or foundation; original, primary	.....
breakthrough (n)	An act of breaking through an obstacle, barrier, etc.; a major advance in knowledge etc	.....
crop (n)	The annual produce of cultivated plants, esp. the cereals, whether in the field or gathered	.....
allow (v)	Not prevent the occurrence of; not prevent (a person) from doing something; permit.	.....
rise/rose/risen (n)	Come or go upwards, move or be carried upwards; ascend into the air Increase by an amount that can be measured or quantified; (of the sea, a river, etc.) increase in height to a (usu. specified) level, esp. through tidal action or flooding.	.....
demand (n)	An urgent or pressing requirement; need actively expressing itself.	.....
approach (v)	Move towards	.....

Paragraph 2

Words	English meanings	Thai meaning
livestock (n)	animals kept or dealt in for use or profit	.....
include (v)	contain as part of a whole or as a subordinate element; contain by implication, involve	.....
dozen (n)	A group or set of twelve	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
feed (v) (L1)
staff (n) (L4)
to keep up with (v)(L6)
oceanic (adj)(L8)
fisheries (n)(L8)
rangeland (n)(L8)

Paragraph 3

Words	English meanings	Thai meaning
grain (n)	Wheat or the other cereal grasses; the fruit or seeds of these plants; corn	.....
raise (v)	Bring into or towards a vertical position; set upright or on end; restore to an upright position.	.....
per capita (adv)	Equally among or by individuals, on an individual basis.	.....
reverse (v)	Turn in the opposite direction; send on a course contrary to the previous or usual one	.....
unanticipated (adj)	Expect, foresee, predict, forecast; count on, look for	.....
abrupt (adj) (abruptness/ n)	Sudden, quick, hurried, hasty, swift, rapid, precipitate, headlong, instantaneous, surprising, unexpected, unanticipated, unforeseen	.....
harvest (n)	The season's yield of any natural product	.....
level off (v)	Make (a surface) level or even; remove or reduce irregularities in the surface	.....
exceed (v)	Pass beyond or go over (a boundary, a specified point)	.....
rapidly (adv)	Quickly, fast	.....

Paragraph 3 (continue)

Words	English meanings	Thai meaning
dramatically (adv)	In a dramatic (exciting, sensational, spectacular, startling, unexpected)manner; with dramatic or theatrical effect	.....
output (n)	Production, product, amount/quantity produced, productivity, yield, harvest, achievement, accomplishment	.....
fertilizer (n)	A substance which fertilizes soil etc.; manure, esp. an artificially prepared substance containing nitrogen, phosphorus, or potassium added to soil in order to fertilize it	.....
evidence (n)	Facts or testimony in support of a conclusion, statement, or belief	.....
disappear (v)	pass from sight, cease to be visible, vanish from sight, vanish, be lost to view/sight, recede, recede from view, fade, fade/melt away, withdraw	.....
degradation (n)	Lowering in character or quality; moral or intellectual debasement	.....
graze (v) (overgraze / v)	Of an animal: feed on growing grass or other herbage	.....
ruin (v)	Destroy, extirpate, eradicate; get rid of by a destructive process	.....
hectare (n)	A metric unit of square measure equal to 100 acres (10000 m ²), or 2.471 acres	.....

Context clues: Find the meanings of the following words from their contexts.

Words	Meanings	Clues/Types of clues*
waterway (n)(L2)
maximum (n)(L13)
cropland (n)(L15)
deforestation (n)(L17)
mismanagement (n)(L17)

Paragraph 4

Words	English meanings	Thai meaning
expect (v)	Look forward to the occurrence of (an event)	.....
starvation (n)	The condition of being starved or having too little food to sustain life or health	.....
malnutrition (n)	Nutrition which is not adequate to maintain good health, whether through insufficient quantity of food, lack of essential dietary components, unbalanced diet	.....

Paragraph 4 (continue)

Words	English meanings	Thai meaning
project (v)	Plan or design (a course of action, scheme, etc., or (now <i>rare</i>) <i>to do</i>)	.....
take advantages of (v)	Receive benefit; profit	.....
affluent (adj)	Rich, wealthy, prosperous, opulent, well off, moneyed, well-to-do	.....
reduce (v)	Make smaller, make less, lessen, lower, decrease, diminish, cut	.....
consumption (n)	The purchase and use of or <i>of</i> goods, material, or energy; the amount or rate of this	.....
consume (v)	eat, eat up, drink, drink up, devour, ingest	.....
(life) expectancy (n)	The extent to which an expectation may reasonably be entertained; the prospective chance of an event	.....

Word parts: Write all words with prefix or suffix, or compound nouns that you can find in the text.

Words	Meaning	Words	Meaning
.....
.....
.....
.....
.....
.....
.....

New proof the world is rapidly running out of food



(1) The earth just can't take it any more. It's a warning that environmentalists and others have been pushing for years. Now Lester Brown of Worldwatch says he's got the proof. Slowed growth in world food supplies provides real evidence that the planet's biological limits may have been reached, Brown said in releasing his annual "State of the World" report recently. Worldwatch, whose report is being published in 27 languages, is an American private, non-profit research group. Among the signs of this limit in food production are: a three-month doubling of world rice prices, millions of acres (hectares) of rangeland chewed down to uselessness, spreading water shortages, and a US\$ 80,000 (2 million baht) tunafish. "As a result of our population size, consumption patterns, and technology choices, we have surpassed the planet's carrying capacity," said Worldwatch in its 11th annual look at world environmental and social conditions. The growing pressure on world food resources points to hungry times ahead, as Third World populations continue to explode, the report says.

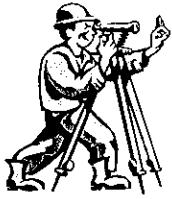
(2) For more than two decades, scientists have been saying that the world can produce enough food to feed all of its inhabitants, and that hunger problems can be solved by increasing yields and improving distribution. But world watch's new report says family planners, not farmers or scientists, hold the key to future food supplies. Brown said, in an interview, that his staff of economists and social scientist has been noticing the trends for a few years now, but the critical picture only came into focus with this year's research and analysis. Without radical scientific breakthroughs, large increases in crop yields that have allowed production to keep up with 40 years of rising consumption likely will not be possible, Brown said. "Human demands are approaching the limits of oceanic fisheries to supply fish, of rangelands to support livestock and, in many countries, of the hydrological cycle to produce fresh water.," Brown said in the report, which includes chapters written by a dozen Worldwatch researchers.

(3) The report notes that from 1950 to 1984, world grain production grew 260 per cent, raising per capita production by 40 per cent. Over the same period, the world's waterways yielded so much fish that the seafood catch per person doubles. "But in recent years these trends in food output per person have been reversed with unanticipated abruptness," the report said. It points to several trends:

- Fish harvests from the world's oceans have leveled off at about 100 million tons a year, which may not be exceeded. Brown noted that seafood prices are rising rapidly, and a blue fin tuna can now bring as much as US\$80,000 or more than \$100 (2,500 baht) a pound (.45 kg)
- Water bodies are increasingly polluted and fresh water shortages are occurring in the US, Mexico, China, India, and the Mideast.
- Grain production has slowed dramatically in the last few years, with per capita output of rice, corn, and wheat falling 11 per cent since 1984. Worldwide stocks of rice are at 20-year lows, and the price on the Chicago Board of Trade has doubled since August 30.
- Fertilizer use has dropped 12 per cent since 1989, evidence that maximum yields may have been reached for many crops.
- Cropland has increased only 2 per cent over the last decade worldwide, with topsoil disappearing and some areas such as china rapidly losing farmland to industrialization.
- Land degradation from overgrazing, deforestation, and agricultural mismanagement has ruined 2 million hectares since 1945.

(4) While some of the limits may be good news for agriculture and the fishing industries, which can expect higher prices, they are bad news for the millions of people facing starvation and malnutrition. Population is projected to increase at the rate of 90 million people a year, 96 per cent of them in poorer countries. The only hope lies in family planning education so women can take advantage of it, and a continued search for new ways to produce food, Brown said. People in affluent countries should reduce consumption of fat rich livestock products, freeing up grain for the world's poor, the report said. It said the US consumes 800 kilograms of grain per person each year, while India uses only 200 kilograms. It says a good model for the world might be Italy, where average consumption is 400 kilograms and life expectancy is higher than in either the US or India.

David Briscoe, "New proof the world is rapidly running out of food", Bangkok Post, 19 Jan. 1994.



Reading-task 1: Survey

Survey the text and fill in Table 1. Try to put a time limit of 3-5 minutes on your surveying.

Table 1

Text	Availability		Details
	Yes	No	
Title		
Headings, sub-headings		
Visual material (pictures, graphs, etc.)		
Bold or italic letters		



Reading-task 2: Question

Form questions for the "Analog and Digital" text. Then write them in Table 2.

Table 2

Guidelines	Questions
Turn the title, headings, and/or sub-headings into questions
Write the questions you want the text to answer.



Reading-task 3: Detailed reading

Read each paragraph and fill in the following tables. The first paragraph has been done for you.

Table 3

The whole text
Topic: Thesis statement: The writers purpose:

The 1 st paragraph
Topic: The world's future hunger problem Topic sentence or main idea: Slowed growth in world food supplies provides real evidence that the planet's biological limits may have been reached. MJ 1: There are many signs of the limit in food production. MN 1.1: a three-month doubling of world rice prices (1 st evidence) MN 1.2: millions of acres (hectares) of rangeland chewed down to uselessness (2 nd evidence) MN 1.3: spreading water shortages (3 rd evidence) MN 1.4: a US\$ 80,000 (2 million baht) tunafish (4 th evidence) MJ 2: We have surpassed the planets carrying capacity because of: MN 1.2.1: Population size (the 1 st cause) MN 1.2.2: consumption patterns (the 2 nd cause) MN 1.2.3: technology choices (the 3 rd cause) Concluding sentence: The growing pressure on world food resources points to hungry times ahead, as Third World populations continue to explode, the report says. Paragraph organization: explanation Information type: ... <input checked="" type="checkbox"/> Fact; Opinion

Note: 1. Paragraph organizations: narration, description, explanation, definition, exemplification, classification, comparison, contrast, cause and effect, argumentation
 2. MJ = Major support; MN = Minor support

The 2 nd paragraph
Topic: Topic sentence or main idea: But world watch's new report says family planners, not farmers or scientists, hold the key to future food supplies. (Contrast scientists' and the Worldwatch's believes about the hunger problem) MJ 1: Scientists believe that MN 1.2: MJ 2: MN 2.1: MN 2.2: MN 2.3: Concluding sentence: Paragraph organization: Information type: .....Fact; .....Opinion

The 3rd paragraph

Topic:

Topic sentence or main idea:

MJ 1: Fish harvests from the world's oceans have leveled off at about 100 million tons a year.
MN 1.1:

MJ 2:

MJ 3:

MN 3.1:

MN 3.2:

MJ 4: Fertilizer use has dropped 12 per cent since 1989
MN 4.1:

MN 4.2:

MJ 5:

MN 4.1:

MN 4.2:

MJ 6:

Concluding sentence:

Paragraph organization:

Information type:Fact;Opinion

The 4th paragraph

Topic:

Topic sentence or main idea:

MJ 1: The limits are bad news for the millions of people facing starvation and malnutrition.
MN 1.1:

MJ 2:

MJ 3:

MN 3.1:

MN 3.2:

MN 3.3: People in affluent countries should reduce consumption of fat rich livestock products, freeing up grain for the world's poor
MN 3.3.1:

MN 3.3.2:

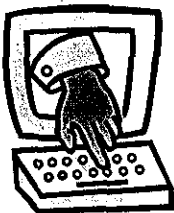
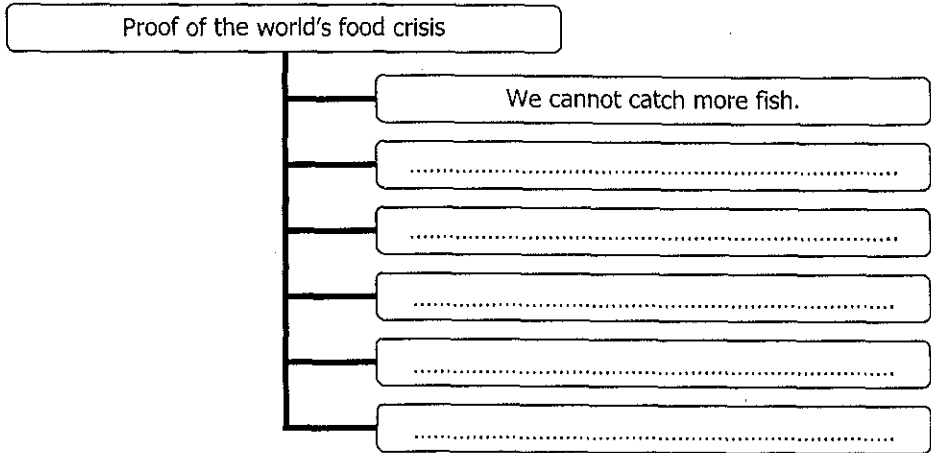
Concluding sentence:

Paragraph organization:

Information type:Fact;Opinion

Post- task 1: Summarize the text

Work in pairs to summarize the text in the following diagram.

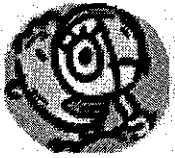


Post-task 2: Log On

Read one or two articles on "analog and digital systems" on the following website:

- <http://www.ucs.usa.org/agriculture/world.food.html>

Or search on the internet with the key word " world food crisis ." Then make a diagram to summarize your reading.



Reading strategy: Identify main ideas and topic sentences

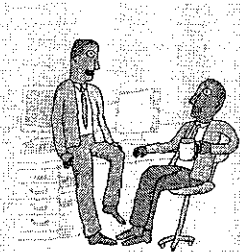
A **main idea** is a complete thought that connects all of the ideas and fact to other and sum up what is said in a paragraph, or a section of longer pieces of writing.

(<http://www.nv.cc.va.us/home/nmctaggart/dogwood/dogwood/understanding10>)

To find a **main idea** you should do as follow:

1. Read the first sentence, then test the other sentences against it.
2. Look for repeated words or ideas.

(<http://www.nv.cc.va.us/home/nmctaggart/dogwood/dogwood/understanding10>)



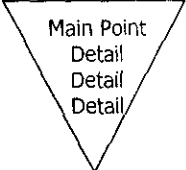
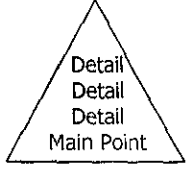
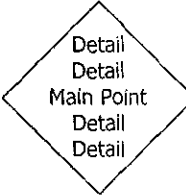
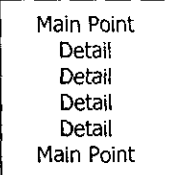
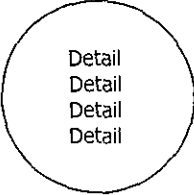
Work in groups of four, read the following paragraph and identify its main idea.

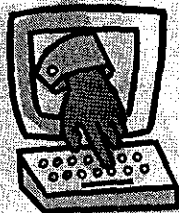
Individuals vary in the **strategies** they use to find the **main idea**. Some readers begin by unconsciously assuming that the first sentence of the paragraph is the **main idea**. They test each of the other sentences against it to see if the first sentence is really the **main idea**. Others read through an entire paragraph and unconsciously look for repeated words or ideas that suggest the **main idea** of the paragraph. Another group of readers just reads through each paragraph and intuitively comes up with the **main idea** without using a particular **strategy**. Whatever **strategy** a reader uses to find the **main idea**, his or her goal is the same: to come up with a complete sentence or thought that connects the facts and ideas in the paragraph to each other.

(<http://www.nv.cc.va.us/home/nmctaggart/dogwood/dogwood/understanding10>)

Topic sentence:	.....
Repeated words and ideas	...............

Topic sentence is the one sentence that expresses the main idea (McWhorter, 2002).

Topic sentence first	The author first states his or her main point and then explains it (McWhorter, 2002).	
Topic sentence last	The author leads up to the main point and then directly states it at the end (McWhorter, 2002).	
Topic sentence in the middle	Some details lead up to or introduce the main idea while others follow the main idea to further explain or describe it (McWhorter, 2002).	
Topic sentence first and last	Writers may emphasize an important idea at the beginning and then again at the end. Or, the first and last sentence together express the paragraphs main point (McWhorter, 2002).	
Implied main idea	Writers may not write any topic sentence, but leave readers to find the main idea of a paragraph themselves. In this case readers should: 1. Recognize the supporting details in a reading. 2. Based on those details, decide what the main idea is.	

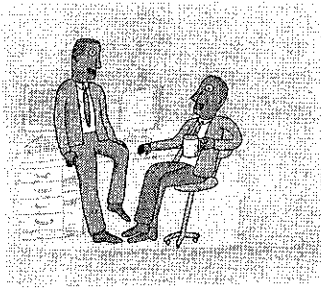


Log-in

For more information about "topic sentences and main ideas" log on to the following websites:

- [http://web.mit.edu/writing/Writing Process/topicsentence.htm](http://web.mit.edu/writing/Writing%20Process/topicsentence.htm)
- <http://www.uottawa.ca/academic/arts/writcent/hypergrammar/grammar.htm>
- <http://www.nv.cc.va.us/home/nmctaggart/dogwood/dogwood/understanding10>

Or search on the internet with the key words "main ideas and topic sentences."



Work in groups of four, read the text "New Proof the World is Rapidly Running out of Food", and identify the pattern of the topic sentence of each paragraph

Paragraph	Pattern
1	
2	
3	
4	



Language-focus: Relative clauses

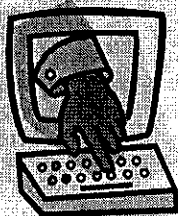
A relative clause modifies a noun or a noun phrase. It usually starts with a relative pronoun.

	Person	Object	Time, Place
Subject	who, that	which, that*	when, where
Object	whom, that	which, that*	when, where
Possessive	whose	whose, of which	

Notes. **that*** - is not used in non-defining relative clauses.

There are two types of relative clauses: **defining** and **non-defining** relative clauses.

Clauses	Examples
<p>A defining relative clause provides additional information that is necessary in understanding the meaning of the sentence. It is not separated from the noun by a comma or commas. (A relative clause modifies a noun or noun phrase.)</p>	<ul style="list-style-type: none"> - The girl whom you talked to yesterday is nice. - The guy who lent you his lecture got the highest mark in math last trimester. - I want to borrow the book that you have just bought.
<p>A non-defining relative clause provides additional information that is not necessary in understanding the meaning of the sentence. It is not separated from the noun by a comma or commas. (A relative clause modifies a noun or noun phrase.)</p>	<ul style="list-style-type: none"> - Lucy, whom you talked to yesterday, is nice. - Tom, who lent you his lecture, got the highest mark in math last trimester. - I want to borrow the biology book, which you have just bought.



Log-in

For more information and exercises on "relative pronouns and relative clauses" log on to the following websites:

- http://esl.about.com/library/grammar/blgr_relative_non_define.htm
- http://www.southwestern.edu/~carlg/Latin_Web/relativeclauses.html
- <http://www.english-zone.com/grammar/adj-clz2.html>

Or search on the internet with the key words "relative clauses."

Read each paragraph in the text "New Proof the World is Rapidly Running out of Food", and write the sentences that contain relative clauses in each paragraph in the following tables. Then, circle each relative pronoun, and underline its relative clause, and specify the noun that is modified by the adjective clause. The first one has been done for you.

Paragraph 1

No	Sentences	Noun that is modified by the adjective clause	Defining/ Non-defining
1	It's a <u>warning</u> that environmentalists and others have been pushing for years. (Ls 1-2)	warning	defining
2			
3			

Paragraph 2

No	Sentences	Noun that is modified by the adjective clause	Defining/ Non-defining
1			
2			
3			

Paragraph 3

No	Sentences	Noun that is modified by the adjective clause	Defining/ Non-defining
1			
2			
3			

Paragraph 4

No	Sentences	Noun that is modified by the adjective clause	Defining/ Non-defining
1			
2			
3			



Reading strategy and language focus practices

1. Core sentence

Identify the core sentence of each sentence in the first paragraph of the text "New Proof the World is Rapidly Running out of Food", then note your work in the following table, put brackets around all the modifiers. The first one has been done for you.

No	Subject	Verb	Object or Complement
1	The earth	[just] can't take	it [any more.] (object)
2			
3			
4			
5			
6			
7			
8			



Reading strategy and language focus practices

2. Tenses and voices

Read the second paragraph in the “New Proof the World is Rapidly Running out of Food” text, then identify the tense of the main verb of each sentence in the paragraph and write your work in the following tables.

Paragraph 1

Verb phrase	Tense	Voice	Reason
1.
2.
3.(a)
(b)
4.(a)
(b)

The tenses used in the paragraph are:

1. reason:
2. reason:
3. reason:
4. reason:

Introduction

Throughout our lives we see cause-and-effect relationship, for example we are aware that "actions have consequences." Writing cause and effect paragraphs will not only develop your English writing ability but also develop your critical thinking skills. The following activities will guide you to write a cause and effect paragraph.



Step 1: Explore ideas

Read the articles: (1) "New proof the world is rapidly running out of food" articles, and (2) "Asia's rice in a race against time", and explore the following website:

- <http://www.ucsusa.org/agriculture/world.food.html>

Or search the web-site with the key-world "world food crisis." Then summarize the causes of the world's food crisis. You may arrange them from the most serious to the least serious one or vice versa.

1. The first cause :
2. The second cause:
3. The third cause:
4. The fourth cause:
5. The fifth cause:
6. The sixth cause:
7. The final cause



Step 2: Make an organizational outline

There are two options for organizing cause and effect paragraphs: **identifying causes** and **predicting effects**. Work in pair to discuss how the two organizational patterns differ.

Identifying causes	Predicting effects
1. Topic sentence	1. Topic sentence
2. The first cause * (explain and/or give examples)	2. The first effect * (explain and/or give examples)
3. The second cause	3. The second effect
4.	4.
5.	5.
6. The final cause	6. The final effect
7. Concluding sentence	7. Concluding sentence

Notes. *You can arrange the causes or effects from the most important one to the least, or from the least to the most important.

Use the information in Step 1 to make an **identifying cause** organizational pattern.

Identifying causes
1. Topic sentence:
2. Cause 1:
3. Cause 2:
4. Cause 3:
5. Cause 4:
6. Cause 5:
7. Cause 6:
8. Cause 7:
9. Concluding sentence:



Step 3: Write a paragraph

Use the information from the **Identifying causes** organizational pattern you have made in Step 2 to write a paragraph telling the possible causes of the world's food crisis. Study the following cause and effect paragraphs before you start writing.

Crowded Urban Area

Introductory sentence	In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas.
Topic sentence	There are several reasons for this occurrence.
Cause 1	First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities.
(explanation)	These jobs, with their promise of a better material life, attracted many people from rural areas.
Cause 2	Second, there were many schools established to educate the children of the new factory laborers.
(explanation)	The promise of a better education persuaded many families to leave farming communities and move to the cities.
Cause 3	Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums.
(explanation)	For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.
Concluding sentence	All these three reasons make urban area more attractive than rural area.

(Adapt from *F. Scott Walters* (2000) <http://lrs.ed.uiuc.edu/students/fwalters/compcont.html>)

My Father's Excellent Health

Topic sentence	There are several possible reasons why my father is in excellent health, even though he is over eighty years of age.
Cause 1	For one thing, he is in excellent condition because he has stopped smoking cigarettes.
(example)	He quit smoking cigarettes because whenever he climbed stairs he would invariably stop several times and cough loudly.
Cause 2	His good health is also due to his cutting down on the wrong kinds of foods.
(example)	For example, whereas before he would eat fatty red meat and deep-fried dishes several times a week, nowadays he seldom does so. He has more energy as a result.
Cause 3	He is also in good physical shape as a consequence of his devotion to exercise.
(example)	He swims three times a week at the local gym, and on sunny days he prefers to walk home rather than take the bus.
Concluding sentence	My father is in better shape than some of his children are!

(Adapt from *F. Scott Walters* (2000) <http://irs.ed.uiuc.edu/students/fwalters/compcont.html>)



Step 3.1: Explore language

Grammatical structures, or words that are common and needed for a cause and effect paragraph are:

1. Present Simple Tense

Active Form	Passive Form	Usage
Subject + V 1	Object + is, am, are + V 3	1. Repeated action 2. Facts or generalizations 3. Now (non-continuous verb)

2. Past Simple Tense

Active Form	Passive Form	Usage
Subject + V2	Object + was, were + v3	- Unspecified time before now - Change over time - Accomplishment - An uncompleted action you are expecting that it will be completed - Multiple actions at different times

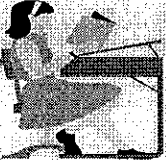
3. Present Perfect Tense

Active Form	Passive Form	Usage
Subject + have, has + v3	Object + have, has + been + v3	- Unspecified time before now - Change over time - Accomplishment - An uncompleted action you are expecting that it will be completed - Multiple actions at different times

4. Conjunctions

Showing results		Showing sequence	
accordingly as a consequence as a result as a result of because because of this	consequently due to for this/that reason hence if ... then on account of	owing to since so then therefore thus	first second then next later finally

Work in pairs, reread the above two example paragraphs, **underline** all the tens verbs and identify their tenses, then **put a square** around each conjunction.



Step 3.2: Write a topic sentence

A topic sentence tells the main idea of the paragraph. It tells readers what the paragraph is about. Your topic sentence should tell your readers that you will write about the causes of the world's food crisis. Here are some patterns you can use to write the topic sentence of a cause and effect paragraph:

1. Identify causes

There are	... (number) ... many several	significant main different	reasons for cause of	... A ...
------------------	---	---	---------------------------------------	-----------

2. Predict effects

There are	... (number) ... many several	significant main different	effects of	... A ...
... A... has	... (number) ... many several	significant main different	effects on	... B... .

Write a topic sentence for your paragraph.

.....

.....

.....



Step 3.3: Write supporting sentences

Write supporting sentences according to the identifying causes organization you have made in Step 2. Use the cause and effect example paragraphs "Crowded Urban Area" and "My Father's Excellent Health" as your model. Use the following grammatical structures, words, and phrases:

- Present Simple tense
- Present Perfect tense
- Past Simple tense
- Clear transitional conjunctions

Causes	S	Subject	Verb	Object or complement
1	1			
	2			
	3			
	4			
2	1			
	2			
	3			
	4			

Causes	S	Subject	Verb	Object or complement
3	1			
	2			
	3			
	4			
4	1			
	2			
	3			
	4			
5	1			
	2			
	3			
	4			

Causes	S	Subject	Verb	Object or complement
6	1			
	2			
	3			
	4			
7	1			
	2			
	3			
	4			



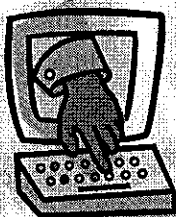
Step 3-4: Write a concluding sentence

To write a concluding sentence there are at least three possible options:
1) summarize the paragraph; 2) provide a warning; and 3) call for action. Here are some good examples of concluding sentences for a cause and effect paragraph.

Options	Examples
1. Summarize the paragraph	All these causes must be considered in order to solve the world's food crisis.
2. Provide a warning	If these causes are not terminated, the world will face serious food crisis.
3. Call for action	Every country should co-operate to terminate all these causes in order to prevent the world's food crisis.

Write a concluding sentence for your paragraph.

.....
.....
.....



Log-in

For more information and examples about how to write cause and effect paragraphs, log in to the following websites:

- <http://rs.ed.uiuc.edu/students/fwalters/compcont.html>
- <http://www.georcoll.on.ca/courses/tws/ptptcomp.htm>
- <http://wwwtc.nhmccd.cc.tx.us/courses/WL1mep/rhet.html>
- <http://www.osuokc.onenet.net/~engl1113n/causalinfo.htm>

Or search on the internet with the key word "cause and effect paragraphs."

Checkpoint

1. How well can I write the paragraph? (etc. very well, not so well but I try)

.....

2. What were the difficulties?

.....
.....
.....
.....

3. Was my approach effective? Is there anything else I should do for the next time I write?

.....
.....
.....
.....

Task 3: Listen to introductory remarks, a conversation and an academic lecture





Listening Task 1

- 1. Prediction:** In Task 1, you will hear the opening remarks in a radio program. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

a. Greeting (Good evening)
b.
.....
c.
.....

- 2. Vocabulary preview:** Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

alternative
application
expertise
feature

herbicide
operation
weed

Verbs

discuss
integrate

Adjectives

cultural
gradual
mechanical
special

- 3. Listen:** Read the following questions. Then listen to the talk focus on finding answers for each question.

- | | |
|---|-------|
| 1. What is the topic of the talk? | ..... |
| 2. What were the only alternative 25 years ago? | ..... |
| 3. Who is Paisal Laosuwan? | ..... |
| 4. What is his field of specialization? | ..... |
| 5. Where does this talk take place? | ..... |

4. Check: Answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?

5. Practice listening: Listen to the opening remarks and put the following sentences in the right order. The first one has been done for you.

..... Tonight on 107.5 FM on our weekly farming, facts, and features show we'll be discussing weed control.

..... Mechanical and cultural weed control was the only alternatives until 25 years ago.

..... Our special guest speaker is Professor Paisari Laosuwan from the Institute of Agricultural Technology at Suranaree University of Technology.

..... Since then there has been gradual development of herbicides for chemical weed control.

..... Weed control is done by mechanical operations, chemical applications, or integrated systems using more than one method.

..... These technologies are being developed today and although they're widely available they're still in the process of improvement.

.....1..... Good evening.

..... He will share with us his experience and expertise on weed control. Okay lets start our discussion.

6. Listen again: Listen to the opening remarks again without looking at the script and answer the listening questions in Step 3. Then answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?



Listening Task 2

- 1. Prediction:** In Task 2, you will hear the opening remarks of a lecturer. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Good morning class.)
b.
c.

- 2. Vocabulary preview:** Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

conservation
efficiency
soil
stability
yield

Adjectives

paramount

Conjunctions

therefore

- 3. Listen:** Read the following questions. Then listen to the talk focus on finding answers for each question.

1. What is the topic of the talk?
2. What will good water conservation result in?
3. Where does this talk take place?
4. What will we learn from this talk?

- 4. Check:** Answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I have got?

5. Practice listening: Listen to the opening remarks and put the following sentences in the right order. The first one has been done for you.

- This week however, we will be talking about water conservation.
- Therefore the best management plan for water conservation would include.
- Well, water conservation is of paramount importance for plant and animal production in dry-land agriculture.
-1..... Good morning class, if you remember last week we talked about soil conservation.
- Good water conservation results in higher crop yields, increased stability of production, and higher water use efficiency.
- Do you know how important it is?

6. Listen again: Listen to the opening remarks again without looking at the script and answer the listening questions in Step 3. Then answer the following questions.

- 1. How much have I understood? (for example, 50%)
- 2. How many right answers do I get?



Listening Task 3

1. Prediction: In Task 3, you will hear the opening remarks of an academic lecturer. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Greeting (Good morning distinguished participants, ladies and gentlemen)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks.
Work in groups of four to find their meanings.

Nouns

- participant
- sewage
- sludge
- utilization

Verbs

- deliver

Adjectives

- distinguished
- honored

3. Listen: Read the following questions. Then listen to the talk focus on finding answers for each question.

- 1. What is the topic of the talk?
- 2. When did Professor Kanok receive his Ph.D.?
- 3. What does Professor Kanok specialize in?
- 4. What will we learn from this talk?

4. Check: Answer the following questions.

- 1. How much have I understood? (for example, 50%)
- 2. How many right answers do I have got?

5. Practice listening: Listen to the opening remarks and put the following sentences in the right order. The first one has been done for you.

- Professor Phalarakh received his Ph.D. in Animal Production from Tokyo University of Agriculture in Japan in 1984.
-1..... Good morning distinguished participants, ladies and gentlemen.
- Well, water conservation is of paramount importance for plant and animal production in dry-land agriculture.
- He's here with us today to deliver a talk on the utilization of sewage sludge in agriculture.
- So please join me in welcoming Professor Kanok Phalarakh.

6. Listen again: Listen to the opening remarks again without looking at the script and answer the listening questions in Step 3. Then answer the following questions.

- 1. How much have I understood? (for example, 50%)
- 2. How many right answers do I get?



Listening Task 4

1. Prediction: In Task 4, you will hear a conversation between two students (Narumol and Bob) talking about a lecture they have just attended. Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. Their attitude towards the lecture (How did you like the lecture?)
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the opening remarks. Work in groups of four to find their meanings.

Nouns

- | | | | |
|---------------------|-------|-----------|-------|
| evapotransformation | ..... | phase | ..... |
| interaction | ..... | transport | ..... |
| liquid | ..... |  |  |

3. Listen: Read the following questions. Then listen to the talk focus on finding answers for each question.

- 1. What is the topic of this talk?
- 2. Who is Dr. Hank?
- 3. What did Dr. Hank lecture on?
- 4. Which part of the lecture did Narumol like most?

4. Check: Answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?

5. Practice listening: Listen to the conversation and put the following sentences in the right order. The first one has been done for you.

..... Well, water transport is a big topic these days and Dr. Hanks' explanation of the interactions of soil and water transport in the liquid phase was really good.

..... I have to, the teacher said it would be on the mid-term exam.

.....1..... Hi, Narumol, what did you think of the lecture on evapotransformation by Dr. Hanks?

..... Wow, you know quite a bit about the topic.

..... Wonderful, I especially liked the part on water transport in soil..

..... Why, what's so special about that part?

6. Listen again: Listen to the conversation again without looking at the script and answer the listening questions in Step 3. Then answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?



Listening Tasks 5, 6, and 7

1. Prediction: In Tasks 5, 6, and 7 you will hear a lecture on "Hard Disk." Work in pairs to think of information you expect to hear and note it down. The first one has been done for you.

- a. What are the benefit of chemicals on farmers?
- b.
- c.

2. Vocabulary preview: Here are some words you will hear during the lecture. Work in groups of four to find their meanings.

Nouns

- | | | | |
|--------------|-------|----------------|-------|
| application | ..... | match | ..... |
| availability | ..... | maturity | ..... |
| battle | ..... | nutrient | ..... |
| benefit | ..... | optimum | ..... |
| crop | ..... | pest | ..... |
| demand | ..... | precision | ..... |
| disease | ..... | proportion | ..... |
| drudgery | ..... | requirement | ..... |
| ease of | ..... | response | ..... |
| element | ..... | society | ..... |
| fertilizer | ..... | specialization | ..... |
| grower | ..... | stimulus | ..... |
| herbicide | ..... | unwillingness | ..... |
| impact | ..... | viability | ..... |
| labor | ..... | weed | ..... |
| livestock | ..... | yield | ..... |
| manure | ..... |  |  |

Verbs

- | | | | |
|-----------|-------|-----------------|-------|
| allow | ..... | invade | ..... |
| consider | ..... | put up with | ..... |
| drill | ..... | rake | ..... |
| ensure | ..... | reduce | ..... |
| fertilize | ..... | rely on | ..... |
| hand-hoe | ..... | rely on | ..... |
| increase | ..... | rise/rose/risen | ..... |
| | | threaten | ..... |

Adjectives

- agrochemical
- arable
- available
- constant
- intensive
- nutritional
- organic
- rapid
- synthetic

Adverbs

- indeed
- primarily
- readily

Conjunctions

- hence
- readily
- therefore

3. Listen

3.1 Read the following questions. Then listen to the lecture and answers them.

- 1. What is the topic of today's discussion?
- 2. What threaten crops and livestock?
- 3. What is not mentioned in this introduction?
- 4. What will we learn from this discussion?

3.2 Listen to the decide whether the following statements are true (T) or false (F).

- 1. As late as 1970 the entire sugar beet crop was still hand-hoed.
- 2. Today, only a small part of the crops has any hand weeding.
- 3. Beet growers now use herbicides to control weeds.
- 4. Since, 1960, the crops have risen from about 20 per cent to 80 per cent.
- 5. Each plant must reach mature to ensure optimum yield.
- 6. The high cost of labor has given a major stimulus to the need for agrochemical in the UK.

3.3 Listen to the lecture and fill in the blanks.

Now, for more details on that, we'll consider some 1 chemicals and how they are useful. 2 nitrogen fertilized is now relied on primarily because its 3 are readily available to the plant and hence there is a 4 response after application. Other factors are the ease of application which allows a closer match between the application rate and the 5 demands of the growing crop than is the case with organic 6 Moreover, the specialization of modern farming means that the major 7 fertilizer-farmyard 8 -is not readily available to the 9 arable crop grower in the eastern part of the country. The reduce the 10 of agrochemicals could therefore have a major impact on the activity and indeed viability of many form businesses

4. Check: Answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?

5. Practice listening: Listen to the lecture and put the following sentences in the right order. The first one has been done for you.

The first paragraph

- Our topic for today's discussion is "The benefits of chemicals to farmers."
- So, there is a big need for agrochemicals.
- Now you know about some of the dangers, but first, let's look at the benefits.
- As you have probably seen, during and before production, farmers and growers wage a constant battle against element and against pests and diseases which threaten their crops and livestock.
-1..... Good morning. Welcome to the second class of Agriculture 102 this semester.

The second paragraph

- Since 1960, the proportion of the crop which is precision drilled has risen from about 20 per cent to 100 per cent, and this itself has created new chemical pest control requirements as each plant must reach maturity to ensure optimum yield.
-1..... At late at 1960 the entire sugar beet crop of England was still hand-hoed, you know, manually raked for invading weeds.
- In short, the high cost of labor and the unwillingness of the modern society to put up with the drudgery of the pest has given a major stimulus to the increased need for agrochemicals in the UK.
- Today, only a small part of the crop has any hand weeding. Beet growers now rely on herbicides for their weed control.

(Adapted from John Gareth Jones (Editor), Agriculture and the Environment, 1993)

6. Listen again: Listen to the lecture again without looking at the script and answer the listening questions in Step 3. Then answer the following questions.

1. How much have I understood? (for example, 50%)
2. How many right answers do I get?

Checkpoint

1. How much have I understood? (for example, 50%)

- Task 1:
- Task 2:
- Task 3:
- Task 4:
- Lecture:

2. What were the difficulties?

.....
.....
.....
.....

3. Was my approach effective? Is there anything else I should do for the next time I listen?

.....
.....
.....
.....

Task 4: Present a verbal summary of a short text



Introduction

Being able to give the summaries of information you have read is an importantly academic skill. The following activities will guide you to practice giving summary of short reading passages.



Step 1: Structure of an oral summary

The structure of a verbal summary usually consists of three parts: an opening, a body, and a termination (Kayfetz, J.L. et al,1992). Work in pairs to study each part of a verbal summary in Unit 1 page 55.



Step 2: Explore language

Study the following example of an oral summary in Unit 1 page 56.



Step 3: Prepare an oral summary

Work in pairs to find a text about “the world’s future food problems” from the internet, and summarize the text. Then make a plan for an oral summary and note it in the following note-sheet. After that practice it until you satisfy with your performance.

1. Opening

.....
.....

2. Body

.....
.....
.....
.....
.....

3. Conclusion

.....
.....



Step 4: Give your oral summary

Find a new partner and take turn to give your oral summary. Use the following form to give feedback to your partner. Finally, record your summary on a cassette tape for homework and hand it in.

1. **Name of speaker**
2. **Name of commentator**
3. **Topic**
4. **Rate the speaker using the scale of 1-4 (1 = poor, 2 = OK, 3 = good, 4 = excellent).**
 - a. The title and the author were clearly stated at the beginning.
 - b. The topic of the reading was stated clearly and concisely.
 - c. The example chosen clearly supported their respect points.
 - d. The speaker's pronunciation was clear and evenly paced.
5. **Check the items below that apply to the speaker's presentation.**
 - e. The summary was too long.
 - f. The speaker used too many examples.
 - g. The speaker presented her own ideas or opinions.
 - h. The speaker did not use her own words, but lift material from the reading.
6. **Comments: Write any comments that you feel will help the speaker to give better verbal summary in the future.**

.....
.....
.....
.....
.....

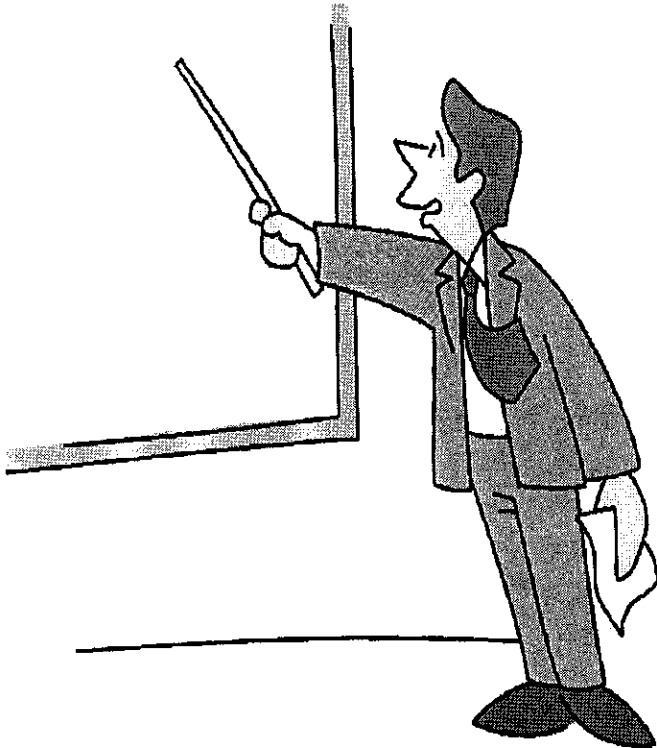
Checkpoint

1. How well can I summary the text?
(Very well, a little, Not very well but I try)

2. What were the difficulties?

3. Was my approach effective? Is there anything else I should do for the next time I orally summarize a text?

Task 4: Practice vocabulary





1. Academic Word List

Look at the following words, circle the ones you do not know their meanings.
Then study them and complete Table 1.

Sublist 2

achieve	complex	element	journal	range	strategy
acquire	compute	equate	maintain	region	survey
administrate	conclude	evaluate	normal	regulate	text
affect	conduct	feature	obtain	relevant	tradition
appropriate	consequent	final	participate ✓	reside	transfer
aspect	construct	focus	perceive	resource	
assist	consume	impact	positive	restrict	
category	credit	injure	potential	secure	
chapter	culture	institute	previous	seek	
commission	design	invest	primary	select	
community	distinct	item	purchase	site	

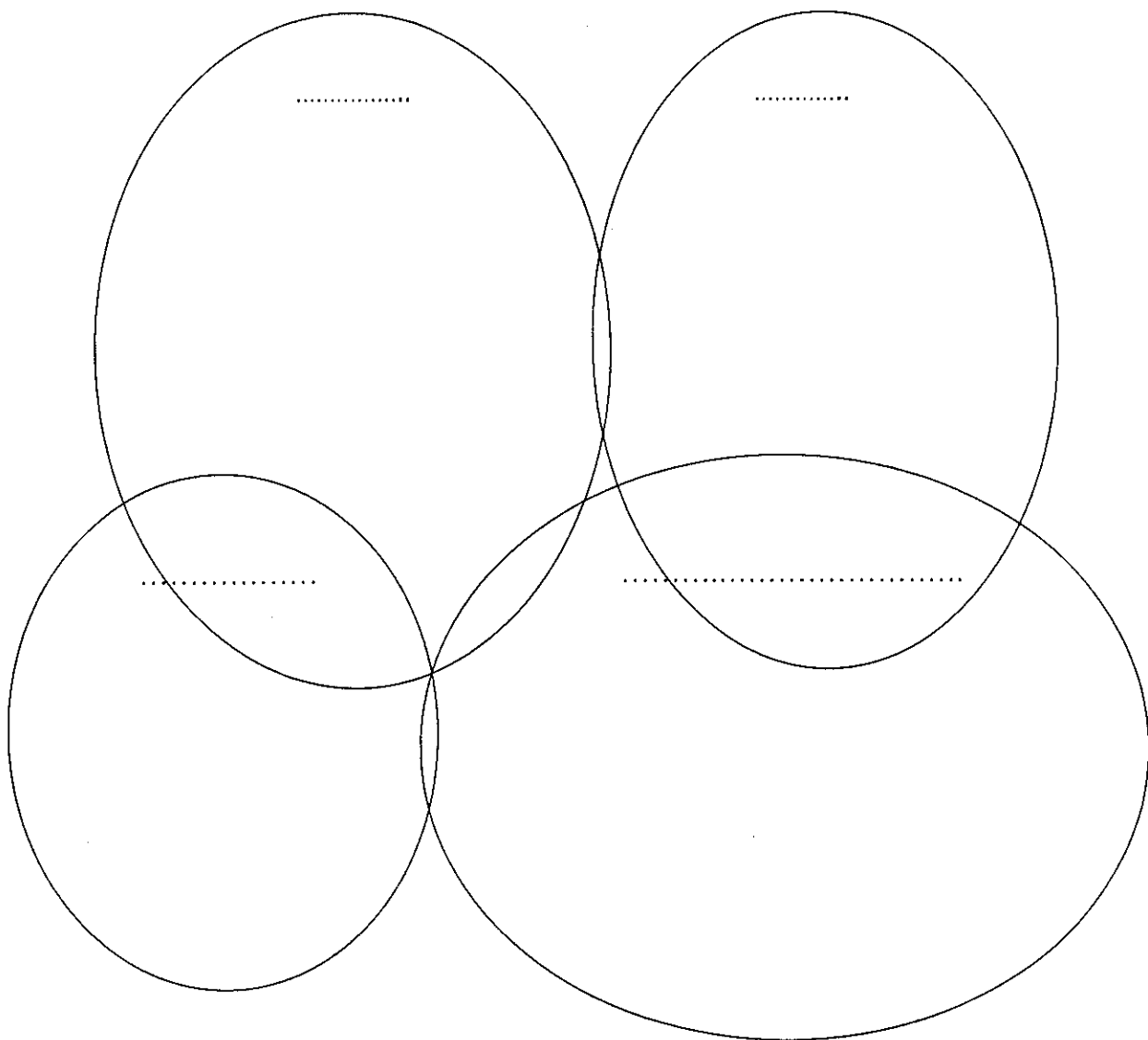
(Coxhead, 1998. An Academic word list. Wellington: Victoria University of Wellington)

Table 1

Words	Part of Speech	Word meaning	I can use this word in a sentence.
Example: activity	N:.....✓..... V: activate Adj: active Adv: actively	-moment, action -something that is done for interest or pleasure - กิจกรรม	- There is not much <u>activity</u> in the playground after lunch - Drawing picture is an <u>activity</u> .
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		
	N: V: Adj: Adv:		

Word association

Divide all the words in Table 1 into groups using your own criteria, and name them. The first one has been done for you.





2. General Service List

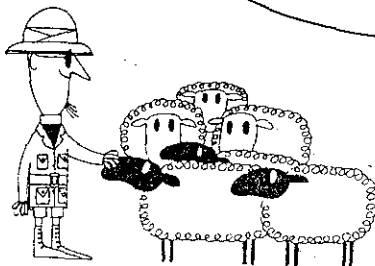
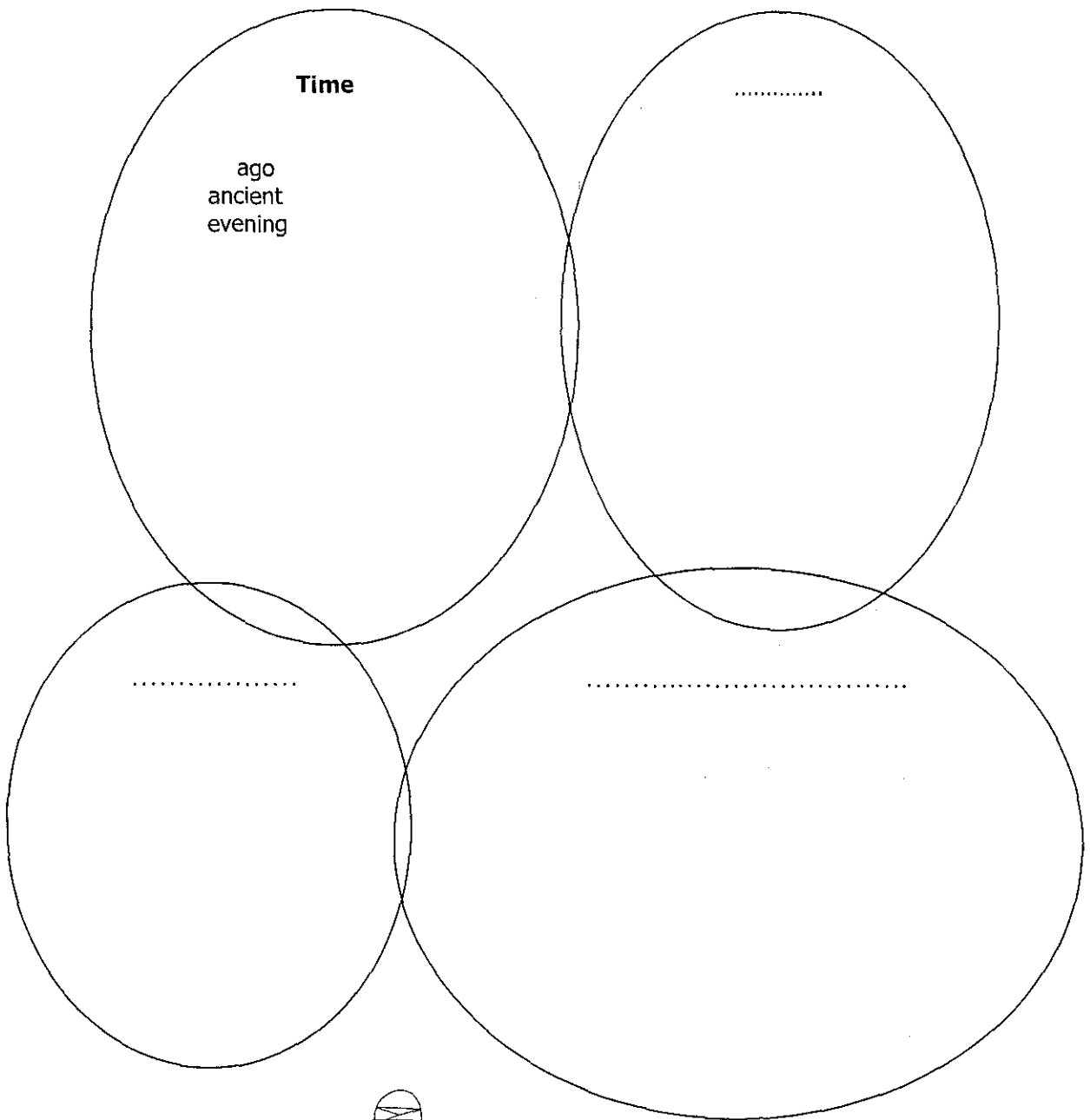
Look at the following words, **circle the ones you do not know their meanings**. Then study them and complete Table 2.

glad	in	look	name	owe	proof
glass	inch	lose	narrow	own	proper
go	include	lost	nation	page	purpose
God	increase	lot	native	pain	protect
gold	indeed	love	nature	paint	prove
good	independent	low	near	paper	provide
great	influence	machine	necessary	part	public
green	instead	main	neck	party	pull
ground	intend	make	need	pass	purpose
group	interest	man	neighbor	past	put
grow	into	manner	neither	pay	quality
guard	introduce	manners	never	peace	quarter
habit	iron	many	new	people	quite
half	it	march	next	perfect	quite
hall	its	mark	night	perhaps	race
hand	join	market	no	permanent	raise
handle	judge	marry	none	permit	rank
hand	just	mass	nor	person	rate
happen	keep	material	north	picture	rather
happy	kill	matter	not	piece	reach
hard	kind	may	note	place	read
hardly	know	me	nothing	plan	ready
have	lack	mean	notice	plant	real
he	lady	measure	now	play	reason
head	land	meet	nowhere	please	receive
health	language	member	number	point	recent
hear	large	memory	object	political	recognize
heat	last	mention	observe	poor	record
heaven	late	more	occasion	popular	red
heavy	law	metal	of	population	reduce
help	lay	middle	off	position	refuse
her	lead	might	offer	posses	regard
here	learn	mile	office	possible	regular
hide	least	mind	often	post	relation
high	leave	mine	oil	pound	religion
hill	left	minister	old	poverty	remain
his	length	minute	once	power	remark
history	less	miss	one	practical	remember
hold	let	modern	only	prepare	repeat
home	letter	moment	open	present	reply
honor	level	money	operation	preserve	report
hope	library	month	opinion	press	represent
horse	lie	more	opportunity	pretty	respect
hot	life	moreover	or	prevent	rest
hour	lift	morning	order	price	result
house	light	most	ordinary	print	return
how	like	mother	organize	private	rich
hello	likely	motor	other	problem	ride
human	limit	mountain	otherwise	produce	right
hurrah	line	mouth	ought	product	ring
husband	listen	move	ounce	production	rise
I	little	much	our	program	river
idea	live	music	out of	programmer	road
if	local	must	out	progress	roll
impossible	long	mine	over	promise	room

(Nation, P., 2002, Singapore, SEMEO Reginal Language Center. Managing vocabulary learning.)

Word association

Divide all the words in Table 2 into groups using your own criteria, and name them. The first one has been done for you.



Checkpoint

1. How often did I practice vocabulary?

.....

2. How many percent of the words in the two lists have I learned?

.....

3. What were the difficulties?

.....
.....
.....
.....

4. Was my approach effective? Is there anything else I should do for the next time I practice vocabulary?

.....
.....
.....
.....

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