



REPUBLIK INDONESIA
KEMENTERIAN HUKUM DAN HAK ASASI MANUSIA

SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan : EC00202022925, 15 Juli 2020

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Jenis Ciptaan : **Modul**
Judul Ciptaan : **English Basic II**
Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia : 15 Juli 2020, di Jakarta
Jangka waktu perlindungan : Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.
Nomor pencatatan : 000194411

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.

Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.



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ENGLISH BASIC II

EUIS MEINAWATI
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Acknowledgment

We thank God that we pray to the presence of Allah SWT, and thanks to His mercy and grace, the two books, *Basic English 1* and *Basic English 2* can be completed properly. This book was written by the English lecturer team of Trilogy University. It was created with all materials from every study program at the Trilogy University.

Thank you to all those who have contributed in so many ways enabling this book to be well-structured.

It is our sincere hope that this book can be made accessible so that both students and lecturers throughout Indonesia can take advantage of this learning resource. We hope that everyone can support this goal. We wish for our students to have an enjoyable study and be able to make the best use of this book. We realize that this book still needs to be improved therefore, any and all suggestions and criticisms are welcome.

Jakarta, Agustus 2019

Head of Language Development and Training Institution

CHAPTER I
LITERATURE IS GREAT

WARMING UP

a. Give your attention to these questions!

1. What do all these people have in common?
2. What do you know about them?



3. What are the names these two people?



b. Look at this poster.

1. Why does the poster mention The British Library?]
2. When was the last time you visited a library? What did you do there?



Listening

- a. Listen this story carefully!
- b. Give a five-minute talk to your classmates about the information you found.

| | |
|--------------------|--|
| Title of the story | |
| Main Character | |
| Summary | |
| Film Adaptations | |

Speaking

1. Take it in turns with your partner to speak for one minute about a book/novel that you have read recently.

Give yourself two minutes to prepare your answer.

You should talk about:

- a. The title of the book
 - b. The subject of the book
 - c. Why you chose to read it
 - d. Whether you would recommend it or not. Give reasons for your answer.
-
2. Discuss these questions with your partner:
According to the poster, "Over half the world's children study Shakespeare."
 - a. What do you know about Shakespeare?
 - b. Have you ever studied, read or seen anything by Shakespeare?



- c. What is literature? Think of a definition using your own words or the ones below.

"Written artistic works...."

those written especially
lasting and a high
with value
works artistic

Vocabulary

a. Idioms from Shakespeare's works

Many idioms that we use in modern English, originate from the work of William Shakespeare.

a. Complete the table below by adding the correct definition

| Idiom in context | Definition |
|---|------------|
| Sarah was in a pickle when she realized that she has missed the last bus home | |
| I went on a wild goose chase around the supermarket trying to find my favourite cheese. No luck! | |
| Sue always has me in stitches. She's just so funny! | |
| I hate the sound of someone sharpening a knife. It sets my teeth on edge | |
| When my brother comes to visit me, he eats me out of house and home but I still love him! | |
| Although my hometown is as dead as a doornail , I still enjoy going back in the holidays. | |
| My keys have vanished into thin air! Where are they? | |
| I always know if Jack is feeling sad because he wears his heart on his sleeve | |
| Robert's got a heart of gold because he always does his elderly neighbour's shopping | |
| I like to do my homework all in one fell swoop and relax afterwards. | |

Definitions

- A. To search for something unsuccessfully
- B. To consume so much food that there is very little left
- C. To make someone feel annoyed or uncomfortable
- D. To make someone laugh uncontrollably
- E. To do everything at the same time, or in one go
- F. To disappear
- G. To be a very kind person
- H. Dead, no life, quiet
- I. To be in a difficult situation
- J. To show your emotions

b. Find out which Shakespeare plays the idioms are from

If you have internet access in class, find out which plays these idioms originate from and add them to the grid below.

Click here to search: <http://www.phrases.org.uk/meanings/phrases-sayings-shakespeare.html>

| Idiom | Play in which idiom appears |
|---------------------------------------|-----------------------------|
| To be in a pickle | |
| To go on a wild goose chase | |
| To have someone in stitches | |
| to set someone's teeth on edge | |
| To eat someone out of house and home | |
| To be as dead as a doormail | |
| To vanish into thin air | |
| To wear your heart on your sleeve | |
| To have a heart of gold | |
| To do something all in one fell swoop | |

Reading

Read the text below!

The Life of Charles Dickens Reading Game

2012 was the 200th anniversary of the birth of the English writer Charles Dicknes, who wrote many internationally famous novels. Do you know anything about Charles Dickens or the books he wrote?

- In your pair or team, read the following article about Charles Dickens to find facts about his life
- Write the facts you collect in the grid below. You should use complete sentences and make sure they are grammatically correct

<http://charlesdickenspage.com/fast-facts.html>

- The team with the longest list of interesting facts is the winner. Get reading!

| Fact number | Fact |
|-------------|------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Charles Dickens novel word search

Now you know more about the man, Charles Dickens, complete the word search to find the titles of some of his famous novels.

Stories to find

The Old Curiosity Shop

The Pickwick Papers

A Tale of Two Cities

David Copperfield

Nicholas Nickleby

Martin Chuzzlewit

A Christmas Carol

Little Dorrit

Dombey and Son

Oliver Twist



Writing

a. Writing a dialogue

1. Work with your partner and write your own piece of literature in the form a short conversation. Use as many of the Shakespeare idioms you've just learned as possible
2. Practice your conversation with your partner. The rest of your classmates can be your audience.

You could also.....

Add compliments and insults to your conversation

Shakespeare made his writing very colourful by combining adjectives and nouns to call people horrible and pleasant names:

e.g. You boring, old man! (adjective, adjective, noun)

This is an insult

you beautiful, clever child! (adjective, adjective, noun)

This is a compliment

Add your own compliments and insults to your dialogue, or click on the links below to generate new ones.

Insults :<http://www.cambridgedigital.com/shakespeare-insults>

Compliments :<http://www.folger.edu/documents/KidCompliments.pdf>

b. Make a video (if there is internet access nearby)

1. Turn your piece of literature into a short animated video by typing your conversation here:
<http://goanimate.com>

CHAPTER 2 EDUCATION

“Education is the most powerful weapon which you can use to change the world.”
Education is the **key** to eliminating gender inequality, to reducing poverty, to creating a sustainable planet, to preventing needless deaths and illness, and to fostering peace.

Nelson Mandela

Reading

- Before you read the text, think about the definition of *education*. Imagine the real education in your country. Is it hard or easy for you ?
- How do you think about traditional education ? Think and discuss!

1. Understanding the Main Idea

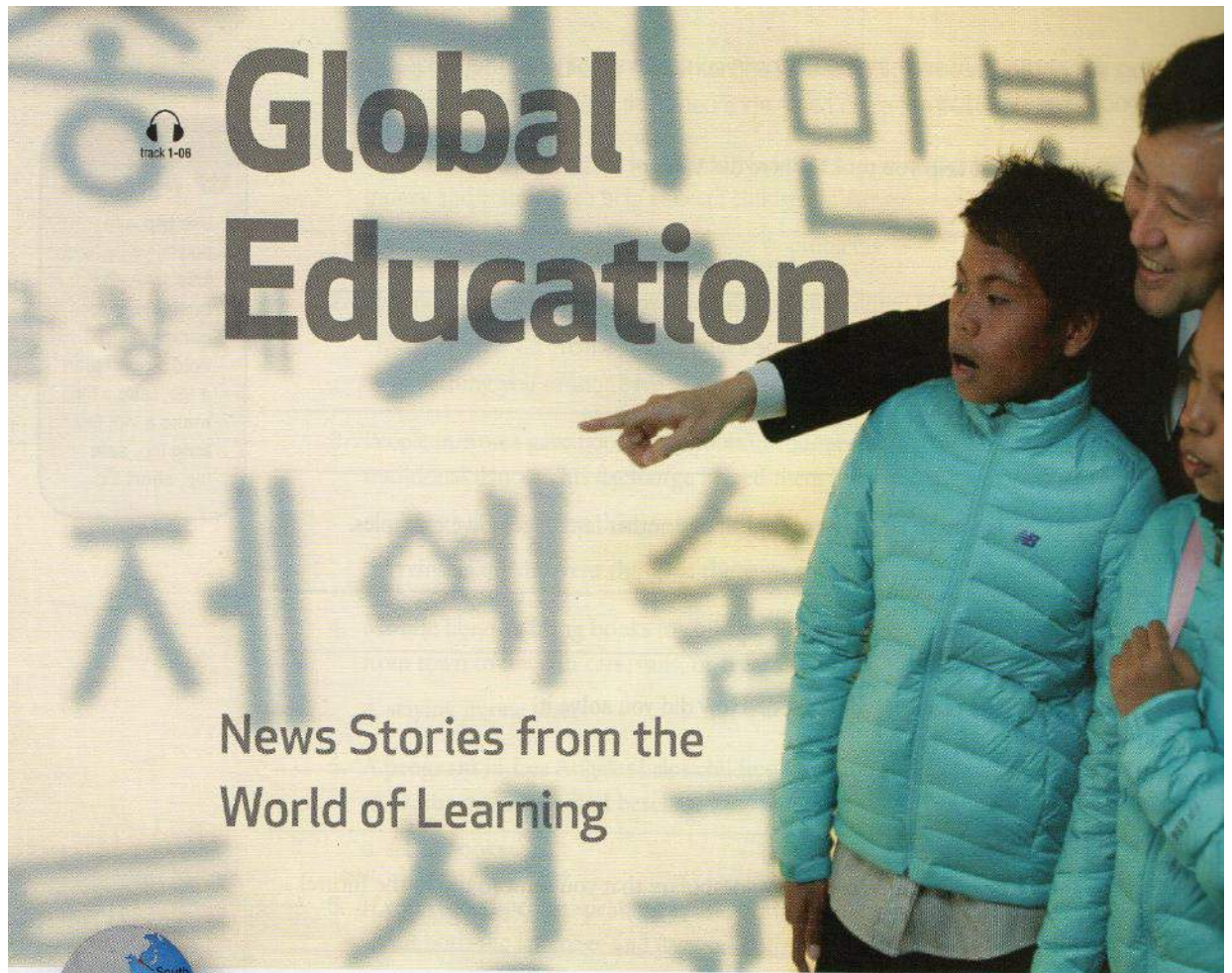
The main idea of a paragraph is the most important idea. It's the idea that the paragraph focuses on. A good paragraph usually has one main idea. Other ideas in the paragraph support the main idea; they describe or explain the main idea.

Passage 1

Choose which one the paragraph main idea

In my opinion, older adults should attend school with children. There are two reasons for this. First, older students can teach many things to children. For example, older people have more experience in life than children do. As a result, they often know more than children do about subjects such as literature and history, and they can help children with these subjects. Children can teach things to older adults, too. Children often learn new technology faster than adults do, so they can teach older adults how to use new technologies. For example, children can help adults use educational software or e-books. For these reasons, it's a good idea for children and older adults to learn together in the same classroom.

- Older adults sometimes do better than children in literature and history.
- Children learn new technology faster than adults do.
- It's a good idea for older adults and children to attend school together.



Global Education

News Stories from the World of Learning



▲ Seoul city Mayor Oh Se-hoon shows examples of Hangul to students from the Indonesian Cia Cia tribe, during a 2009 exchange visit to Korea.

Buton Island, Sulawesi, Indonesia

Indonesian Tribe Uses Korean to Save Its Native Language

A The Cia Cia tribe of Buton Island, Indonesia, speaks a language that has no written form. The language—also called Cia Cia—is in danger of disappearing. Fewer people speak it with each passing generation. When a language such as Cia Cia disappears, some of the history and culture of the speakers can disappear, too.

B In 2009, the Cia Cia tribe decided to record their language using Hangul, an alphabet from Korea. Hangul is a phonetic system—the written symbols have a direct match to language sounds. Many of the sounds of Hangul are similar to ones in Cia Cia.

C The Cia Cia sent members of their tribe to the Korean capital, Seoul, to learn Hangul. The tribe also received textbooks, teachers, and aid from Korea. A group of Cia Cia primary students began learning how to read, write, and pronounce Hangul.

D The Cia Cia people hope that the written system will strengthen their language so that it does not die out in the future. At the same time, the cultural exchange allows the Cia Cia and Korean people to learn more about each other's history and traditions.

South Central Los Angeles, USA

Nature Inspires Inner-City Kids



E Juan Martinez grew up poor in South Central Los Angeles. As a child, he was surrounded by gangs, drugs, and violence. But a school trip to the mountains of Wyoming helped him see the world differently.

The experience also gave Martinez a career. He decided to start a program to help young people in cities get outdoors. Martinez's program takes them to the beach and to the mountains near Los Angeles. He shows them the positive value of nature, not just environmental problems. He also helps the teens develop their leadership and teamwork skills.

By connecting kids to the environment, Martinez is helping to change lives. **E** "Just one person showing an interest and giving [young people] an opportunity can change everything," says Martinez.



▲ Youth leader
Juan Martinez

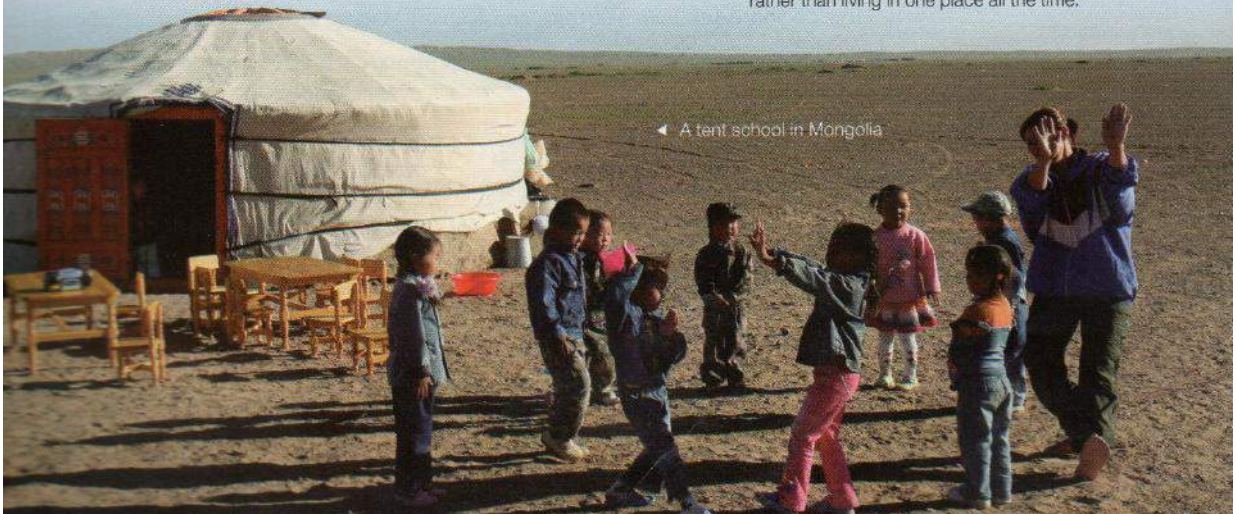
Awassa, Ethiopia; Western Mongolia

Traveling Schools Bring Education to Remote Villages

H In Ethiopia, many schools don't have libraries, which makes learning difficult. A program called Ethiopia Reads is helping to solve this problem using mobile libraries. Ethiopia Reads has an unusual way to get books to children in remote areas: Donkeys pull carts filled with children's books to rural schools and villages.

I In western Mongolia, nomadic¹ families move with their herd animals several times a year. This makes it difficult for young children to get to school. So a UNICEF program is bringing schools to the children. Teachers use *gers*—traditional Mongolian tents—as classrooms. The "tent schools" travel with the nomadic families. In this way, UNICEF aims to make education available to all Mongolian children, wherever they live.

¹ **Nomadic** people travel from place to place rather than living in one place all the time.



◀ A tent school in Mongolia

Exercise :

| No. | Statement | True | False |
|-----|---|------|-------|
| 1. | Hangul is the name of a Korean alphabet. | | |
| 2. | The written symbols of Hangul are similar to the written symbols of Cia-cia | | |
| 3. | Juan Martinez grew up in the mountains of Wyoming. | | |
| 4. | Teens in Martines's program learn how to work as a team. | | |
| 5. | A donkey cart is one way that Ethiopia Reads brings books to Ethiopia children. | | |

Critical Thinking

Discuss the questions below in small groups!

1. How do you think Ethiopia and Indonesia are similar? How are they different?
2. Did someone inspire you when you were in primary school or high school? In what way(s)?

Passage 3

Top 20 countries with the best education system in 2015/2016.

1. South Korea

Japan and South Korea have fierce competition for the 1st rank. Koreans defeated Japan in 3 levels. Japan despite investing in childhood education is compromised in some rankings as no#2 and almost tying with Japan in the ranks. Do you know that children in South Korea attend school often seven-day a week? The national education budget estimated last year was \$11,300,000,000. The literacy rate is total 97.9% out of which males are sharing 99.2% and 96.6% of females.

The GDP (PPP) per capita estimated in 2014 is \$34,795.

2. Japan

The technology-based educational structure has provided the nation with some great figures in the knowledge and insight.

The GDP nearly 5.96 trillion USD is well evident to prove the claim.

3. Singapore

The strong and highly ranked primary education system is none less than 3rd rank in the competition.

The GDP (PPP) per capita is U\$D 64,584 is also number 3rd in the world.

4. Hong Kong

The school education management is pretty much in the way as UK model of education. The educational budget for the last year was \$39,420 per capita. The primary, secondary and higher education levels are exemplary in their approach and work. English

and Cantonese Chinese are the mainstream languages for educational texts. The 94.6% literacy rate is making a pretty good sense about the numbers.

The GDP (PPP) per capita accumulated in 2014 is \$404.892 billion.

5. Finland

The old champion is losing ground to its Asian rivals. A number of folks still consider Finland as no#1 in the best educational system which exactly isn't the fact anymore. The premature child admission is a big drawback in the system. The no tuition fees system has an annual educational budget of €11.1 billion.

The country's Gross domestic product wasn't less than \$36,395 (per capita).

6. UK

With the devolution of the Education in UK, the individual governments are administering the matters relating education on their own. The Scottish, Welsh, Northern Irish and English governments are minding their businesses on an individual basis instead of a collective dealing under kingdom's authorities. The Pearson has ranked UK second in the European ranks and given the rank of #6 in the worldwide ratings in their 2014 publication. However, as a matter of fact Scottish system has a slight edge over the England when it comes to comparative competitiveness.

The GDP per capita is 21st highest in the world with \$38,711.

7. Canada

English and French are the primary levels for interacting with bookish knowledge. The literacy rates are not less than 99% (Both male & female). The attainment ratio is also recording good percentages. The college graduates have the world's highest ratio. The Canadians follow compulsion in the education up to the 16 (most provinces) or 18 years (exception for a couple). The educational calendar varies from 180-190 days. The results will be impressive to a great extent after prioritising the investments in childhood education.

GDP per Capita: \$44,656 Canada is investing 5.4% of its Gross Domestic Product in the education sector.

8. Netherlands

The low investments, weak planning and management in the high school education, have put Netherlanders on 8th in the ranking.

GDP per Capita: \$42,586

9. Ireland

The literacy rate is 99% for each male and female. The education in the country is free for all levels from primary to third or college/university level. The students from the European Union are the only to be charged for fees and funds, mainly the tuition fees.

The Irish government is having an investment of 8.759 billion euro annually on the education.

10. Poland

The Polish ministry of education is heading the business in the country. The Pearson and Economist combine ranked the country as the 4th best in Europe and the no#10 in the

world on the accounts of its well established primary, secondary (lower and upper) educational bases.

GDP per Capita: \$21,118

11. Denmark

The Denmark's educational structure consists of Pre-school, primary, secondary, higher and adult education. The secondary education further divided into gymnasium, higher preparatory, higher commercial, and higher technical and vocational education examination programs. Likewise, post-secondary education also includes a number of programs. The education is compulsory for the children up to the age of 16. The "Folkeskole" or post-secondary education isn't mandatory, but 82% of the students are enrolled which is a damn positive thing for the nation. The educational and UN's Human development indexes are among the highest in the world.

GDP per Capita: \$57,998

12. Germany

Germany is dedicated to developing one of the best educational systems in the world. The education is fully a state matter and hence has nothing to do with the federal government. The kindergarten is optional, but the secondary education is compulsory. Secondary education follows five types of schools. German universities are among one of the world's best institutes and a powerhouse to impart education in Europe.

GDP per Capita: \$41,248

13. Russia

There is much that can be done to improve the ranks as the country has never prioritised or paid heed to the childhood and primary education. The literacy rate is rounded off to 100%. A World Bank survey figured the 54% of Russian labor force as graduated which is undoubtedly the highest achievement in college level education in the world. The current educational expenditures are above 20 billion USD of the year 2011.

GDP per Capita: \$14,645

14. United States

Many would fancy US as the nation top ranked in the education systems which is a far off thing. Despite a well developed and one of the strongest economies in the world, the educational systems are ranked are not even cracking in the top 10. The \$1.3 trillion (overall) national educational budget is earning a literacy rate of 99% (both male & female). 81.5 million Students are enrolled annually with 38% in primary, 26% secondary and 20.5 million making to post-secondary. 85% of the students have attained the secondary diploma while other 30% of the post-secondary diploma holders are also estimated. All the citizens are entitled to free education until high school education.

GDP per Capita: \$54,980 (6th highest in the world)

15. Australia

The annual budget is more than \$490 million more than 5.10% of GDP in 2009. The English is the primary mode of education in the country. The primary literacy rate is nearly 2 million. The nation owns 99% literacy rate. Secondary diplomas mark a percentage of 75

while post-secondary diploma has 34% attainment. The states and territories are almost in full control of their respective educational systems and boards. The PISA has evaluated the Australian education system in terms of reading, science and mathematics as 6th, 7th & 9th. The Pearson ranked Australian education as #13 in the world.

GDP per Capita: \$44,346

16. New Zealand

The national education spending incurred by the ministry is NZ\$13,183 million for the session 2014-15. English & Maori are the mainstream languages to get educated. The poor primary test scores are a major setback to improve ranks. The PISA accumulates the country 7th in science and reading each while 13th in math. The education index amassed by HDI ranks country highest in the world but it only assesses the childhood years spent at school instead of the achievement levels.

GDP per Capita: \$30,493

17. Israel

The approximately 28 billion Sheqel budget manages the educational business in the country. Hebrew and Arabic support the education in the country. The literacy rate of both males and females is cracking the 100% mark. The primary, middle and high school education make the comprehensive education system of the country. OECD ranked Israel as second most educated nation in the world in 2012. The report revealed the fact that 78% of investments being drawn are public while 45% of the citizens have made to high school or University/college education. The lower rank suggests the very common reason which is obviously poor investment levels in primary and child education.

GDP per Capita: \$35,658

18. Belgium

Belgium has a diverse education system mainly financed, run and administered by Flemish, German-speaking and French. The federal government has to play a minimal role in sponsoring and funding the community's education systems. The education in the country is compulsory up to secondary schooling. All the communities follow the same stages of education including basic, preschool, primary, secondary, higher, university and vocational levels. The UN's education index ranked country 18th in the world.

GDP per Capita: \$38,826

19. Czech Republic

The education is free and has compulsion up to the age of 15. The education system mainly has five divisions including pre-school, elementary, high school, colleges, and universities.

GDP per Capita: \$28,086

20. Switzerland

The education is purely a matter taken by the cantons. The primary education is obligatory for the children in the Swiss state. 10 of the total universities in the confederation are owned and run by the cantons while the remaining two are under federal jurisdiction managed and controlled by State Secretariat for Education, Research and

Innovation. Basel is well-known for hosting the centuries-old university of Swiss confederation founded in 1460 and well-known for the medicine and chemical research. The Switzerland has the second highest rank after Australia for enrolment of foreign students in tertiary education. The country owns a relative higher numbers of Nobel Laureates. The country is ranked 25th in science, 8th in math and 15th in overall positions. The Global Competitiveness Report released by World Economic Forum ranked country no#1.

GDP per Capita: 47,863 (8th highest in the world)

Exercise :

Answer the questions !

1. What country has the best education system?
2. Which is the best education in the world?
3. What does South Korea do for its education system?
4. Why does Finland become as the old champion of education system now?
5. Why is lack of education a global issue?

Here are the top 10 best countries to raise children as detailed in the 2018 U.S. News & WorldReport:

10. Austria



Paul Beinssen | Getty Images

Also in the top 10 best countries for: best countries to headquarter a corporation, transparency.

9. Australia



Also in the top 10 best countries for: cultural influence, most modern, quality of life, most-forward looking, best countries to headquarter a corporation, retiring comfortably, traveling alone, green living, investing in, education, women, best countries overall.

8. New Zealand



Doug Pearson | Getty Images

Also in the top 10 best countries for: traveling alone, adventure, retiring comfortably, most modern, quality of life.

7. Switzerland



Carl Larson Getty Images

Also in the top 10 best countries for: most business-friendly, cultural influence, most modern, entrepreneurship, quality of life, starting a business, most forward-looking countries, headquartering a corporation, entrepreneurs, transparency, green living, education, retiring comfortably, women, best countries overall.

6. Netherlands



Also in the top 10 best countries for: most business-friendly, entrepreneurs, most modern, quality of life, best countries to headquarter a corporation, traveling alone, most transparent countries, green living, women, best countries overall.

5..Canada



David Chapman | Getty Images

Also in the top 10 best countries for: most business-friendly, entrepreneurs, most modern, entrepreneurship, quality of life, retiring comfortably, starting a business, most forward-looking countries, headquartering a corporation, transparency, green living, education, women, best countries overall.

4. Finland



Chad Ehlers | Stone | Getty Images

Also in the top 10 best countries for: most business-friendly, green living, women, transparency, most modern, quality of life.

3. Norway



KDG | Getty Images

Also in the top 10 best countries for: most business-friendly, quality of life, green living, transparency, entrepreneurs, women, most modern.

2. Sweden



Also in the top 10 best countries for: most business-friendly, cultural influence, most modern, entrepreneurship, quality of life, retiring comfortably, best countries to headquarter a corporation, entrepreneurs, transparency, green living, education, women, best countries overall.

1. Denmark



Merten Snijders | Getty Images

Also in the top 10 best countries for: education, quality of life, women, most modern, most business-friendly, headquartering a corporation, transparency, green living.

Answer the questions :

1. Why does Denmark become the first top 10 best countries to raise children as detailed in the 2018 U.S. News & WorldReport?
2. Does education support the another quality of life?
3. The article also talks about the green living. What are they?
4. Describe the present life between Canada and Switzerland?
5. Give three facts about the top 10 best countries for its education system.
6. What are the different thing of the countries above?

Writing:

Comparative writing

What Exactly Is a Compare and Contrast Essay?

Simply put, it is an essay evaluating the similarities and differences between two subjects. These subjects will be in the same category, but different. You might compare and contrast two different kinds of pets, or two novels from the same historical time period.

Maybe you're thinking that writing an essay about just one subject is hard enough!

Where do you even begin with a coherent essay about two topics?

No worries. Here is a step-by-step guide to writing a great compare and contrast essay.

1. Choose Your Subject

Remember that your two subjects must be different, but still in the same ballpark, to create a meaningful compare-and-contrast essay. For example, if you want to write about two different historical figures, it makes sense to choose two great artists rather than an artist and a politician.

Examples:

- Vegetarians and meat eaters
- Humanities-minded and Mathematically-minded
- Extroverts and Introverts
- Developed education and underdeveloped education
- Orthodox and Catholicism
- Democracy and Totalities
- Generation Y and Generation Z

2. Brainstorm Similarities and Differences

Make two lists: one list of similarities, and another of differences. If you are a visual person, a Venn diagram can facilitate this process. Simply create two overlapping circles, one for each of the topics that you are comparing. Traits that differ are noted separately, within those that they share are written in the overlapping space. This is a helpful visual aid, because it organizes similarities and differences clearly. All you have to do is glance at your Venn diagram to get a sense of the things that you could write about. If you prefer to focus on one subject at a time, jot your lists down on a blank sheet of paper and flip it over to the other side for the other subject. Remember to keep characteristics of the different subjects somewhat parallel. This will make it easier to structure a good argument.

3. Hone in on Your Main Argument

A good compare-and-contrast essay goes beyond a simple listing of similarities and differences to make a meaningful statement about a larger topic. When you look at the lists you've made, what strikes you as significant? What do these similarities and differences say about the topic? That will be your main argument.

4. Decide on Your Organizational Structure

There are many possibilities for structuring a compare-and-contrast essay. You could write about one subject in detail, and then switch to the other.

Let's say you are comparing and contrasting women and men. You could write two paragraphs about qualities that are common to women (they tend to be more compassionate, they are good multitaskers) along with some that they share with men (they are capable of sacrificing self for the good of others.) Then you would focus on men in the next section. (Men usually have superior physical strength and technical skills).

You can also go point by point throughout the essay. In this case, your first body paragraph might state: "While men may not always show compassion for the problems of others, they are usually more likely to actually do something to fix these problems." You could also on similarities first, and then differences. In this case, your first body paragraph(s) might read: "The male and female brain are alike and both men and women perform better when they feel appreciated and valued." Choose a structure that makes sense for your argument.

5. Write an Outline

Craft an outline that fits the structure you have chosen. Traditionally, an essay consists of an introductory paragraph, three body paragraphs, and a conclusion. Consider including four body paragraphs instead to give balance to your two subjects.

6. Fill in Supporting Evidence

As you begin to write your essay, back up your assertions with evidence from research, reading, or personal experience. If you are comparing and contrasting cats and dogs, use personal anecdotes about friends and their pets to bolster your arguments. ("My roommate's dog always greets him when he comes home each day, but my cat never does.") If you are writing about similarities and differences between the poetry of Shakespeare and Keats, include plenty of quotes from their poems to support your statements. With any information that you include, be sure to explain why it matters in the context of your larger argument.

7. Craft Your Essay with Strong Transitional Words

Transitional words give your essay a nice flow from one statement to the next. When comparing, use words like "both," "likewise" and "similarly." Words such as "nonetheless," "on the other hand," and "whereas" are ideal for forming a contrast.

8. Proofread and Revise Carefully

Once you have finished, read your essay several times to check spelling, grammar, and punctuation. Make use of spell check and grammar check tools in your word processing program. If possible, get a friend to cast a fresh pair of eyes on it to find mistakes you might have missed. We often have difficulty reading our own work objectively and can miss silly mistakes.

Follow these steps, and you will be well on your way to writing a compare-and-contrast essay that cannot fail to impress your reading audience.

Exercise :

- Write an essay about education in Indonesia and other countries. Make a contrast writing!

Listening:

<https://www.youtube.com/watch?v=kXnugJecVE8>

- Find the link youtube above. Then comprehend the best education method as you have listened it.

Speaking: Role play

- Make a group. A group involve of 3 students. Then choose a leader of the group who will be a president in a country (Each group is free to choose the country).
- Each group must present the conditions of education in their country.
- The presenter group will be given 5 minutes to present then the other group will be the audiences.
- Make a short discussion among the groups.

CHAPTER III SCIENCE

CULTIVATION AND FOOD PROCESSING

In this unit, the students learn about;

- Cultivation and food processing
- Writing about how to plant and how to process
- Zero waste
- Students learn how to present well

Learning Goals:







- Students know and understand how to cultivation and food processing
- Students are able to write essay about how to plant and how to process
- Students are able and understand listening audio about zero waste
- Students are able to present well

Do you like eating any food? What kind of food do you like? You will find some food and how to cultivate and process them in this unit. Read the text to give you pleasure and teach you some lessons. Can you write such texts effectively? Learn those and more in this unit through interesting tasks.

Look at the photos and read the caption. Then discuss the questions.

1. What food do you see in the photos?
2. Which of these foods do you like? Dislike? Explain.
3. Where are papayas from?
4. What are some foods that people typically eat every day in your country?

Foods from around the World

| | | |
|--|---|--|
|  |  |  |
| Cheese and other dairy products are popular in Europe . | African yams are a starchy vegetable. | Rice is part of many meals in Asia . |
|  |  |  |
| Many animals are raised for meat in North America . For example, cattle are raised for beef . | Papayas are a kind of fruit. They grow in Central and South America . | Australia and New Zealand are surrounded by water, so many people in these countries eat seafood such as prawns . |

Bananas grow in the floodplains of the Nyabarongo River, Kigali, Rwanda.

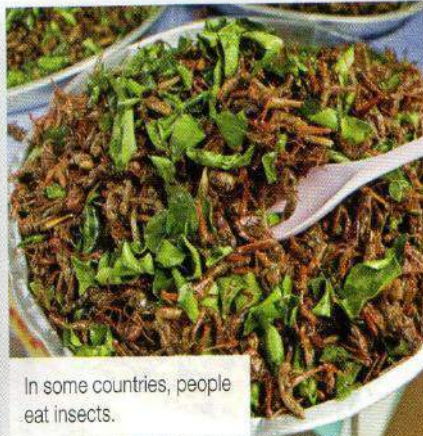
Picture taken by: Pathways listening and speaking, reading and writing 2016

Building Vocabulary



Task 1

Meaning from the context. Look at the photos and read the captions. Then read to the sentences below. Notice the words in bold. These are words you will hear and use.



1. The puffer is a poisonous fish, but the Japanese government will **allow** certain chefs to prepare it. They know how to make the fish safe to eat.
2. India is not the **only** country where people like hot foods. There are many other countries, too.
3. Insect are small but very **nutritious**. They are full of things that your body needs.

4. Many people can't **imagine** eating insects for dinner. It is strange to think about.
5. I visited a rain forest in Colombia where the **local** people eat insects called termites.
6. Some people eat only **raw** foods. They think cooking food makes it less nutritious.
7. Many people eat honey. They like the sweet **taste** in their mouths.
8. Lingonberries are an **unusual** fruit. You find them in Sweden and just a few other palces.
9. You can hurt yourself if you **touch** a durian fruit. You need to wear gloves to open it.
10. People in some parts of Asia think large water insects are **delicious**, so they eat a lot.

Task 2

Write each word in bold from task 1 next to it's definition.

1. (v) to let someone do something
2. (adj) uncooked
3. (v) to feel with your fingers
4. (adj) not found very often, or intersting because it is different
5. (adj) shows that no others exist or no others are parents
6. (adj) tasting very good
7. (adj) belonging to the area where you live, or to the place you are talking.
8. (v) to see something in your mind, not with your ayes
9. (adj) describe food that is good for your health
10. (n) the flavor or something, e.g, sweet or salty

Reading Comprehension



Task 3

Anticipation

1. How many new products become successful at the market?
2. What is important to develop a new successful product?

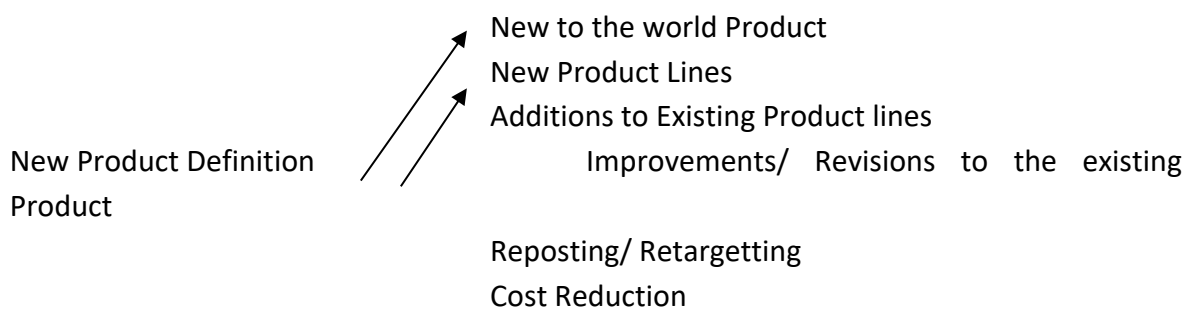
NEW FOOD PRODUCT DEVELOPMENT

Food manufacturers have been generating new products at an amazing pace in an effort to retain shelf space and a share of the consumer's food dollar. Several factors have been identified as driving forces behind this pace of new introductions. On the demand side, the demand for greater convenience, healthier and safer products, special dietary considerations, product variety, and other product features have been buoyed by greater disposable incomes. On the supply side, retailers have grown their capacity to handle more

products, manage categories, and generally become more responsive to even slight changes in consumer preferences through innovations such as customer loyalty programmes.

Consumers have a tremendous range of alternatives in their shopping experience, almost to the point of being overwhelmed. Couponing, merchandising and advertising of new food products have kept pace with the number of new introductions. The introduction of new food products has become a strategic tool employed by manufacturers to gain or retain prime shelf space. Product life cycles for these new products are remarkably short, with industry sources estimating 96% of these new products are no longer on the shelf after one year of their release. Intensified competition between food manufacturers and shorter product life cycles, have raised the importance of focus on new product development (NPD) efficiency.

Increasing or changing development costs associated with a variety of regulatory and internal research activities have similarly heightened interest in NPD. It is important at this point to clarify some of the terms and concepts inherent to most discussions relating to new products since they range from truly innovative and different products to only slight reformulations. There are degrees of newness. New products can fall in any one of three general categories: a product not previously produced by the company but exists in the market, a product presented to a new market, or a totally new product to the marketplace. These basic definitions have been modified or expanded by several authors in an attempt to bring some conceptual clarity to the research and practice of new product development. Robert Cooper, for example, categorizes new products as follows:



New to the world - types of products are produced by the company for the first time with no existing satisfactory substitutes produced by competitors. With *new product lines*, a company enters an established market with a product that is new to the company but not to the marketplace. By making *additions to existing product lines*, a firm can produce a product which is fairly new to the marketplace. *Revisions of existing products* are aimed at improving the existing product. *Repositioning or retargetting* occurs when firms enter a new market segment with the old product. *Cost reduction products* allow a firm to reduce the cost of the product but still provide the same benefits that the old, existing product has provided to the customer.

Food product innovations can come in two forms:

a) Food Packaging Innovations include:

- new packaging materials that improve shelf- life, freshness and quality;

- new packaging that presents the food in new and different ways (new shape or new design);
- new packaging that increases product versatility (i.e. packaging that can be used in the microwave and oven);
- new packaging that increases ease of use (milk carton designs that are easily opened).

b) Food Product Innovations include: organic foods and health foods, prepared meals, fortification (addition of vitamins, minerals), new manufacturing techniques that improve sensory qualities such as minimal processing, heat treatments etc. A good example of product innovation is exhibited in yoghurt product innovation. The food packaging has been segmented, namely the fruit puree has been taken out. In other words, the manufacturer has presented the product to the consumer in a way that offers a choice regarding the way how the product can be consumed – either mix at the start, mix at each spoonful or eat separately. This type of innovation could be quickly developed to further product differentiation. For example, the degree of segmentation could be increased or a third type of product could be added (topping).

Woods, Timothy, & Demiralay, Aslihan, 1998, An Examination of New Food Product Development Process

[Http:// www.uky.edu/Ag/AgEcon](http://www.uky.edu/Ag/AgEcon) (2009-10- 10)

Comprehension questions

1. Why do manufacturers produce new products?
2. What is the usual life cycle of a new product?
3. What defines a new product?
4. When is food packaging defined as innovative?
5. What type of food is included in food innovation?
6. Give examples of product innovations.



Task 4

Vocabulary

Translate the following expressions and use them in your own sentences:

- a. product versatility
- b. food fortification
- c. retargeting
- d. disposable income



Task 5

Pre-reading exercise

1. What is the role of packaging in food industry?
2. How can packaging be smart?
3. Write a list of things that a customer might like a food package could do.

SMARTNESS IN PACKAGING

Imagine the three scenarios. The tin of baked beans that urges you to buy it as you pass along the supermarket aisles (assuming you still shop for goods and they are not delivered to you via internet), the smart microwave that has your steaming plate of lasagna ready the moment you arrive, following a mobile call to your smart home on the way home (assuming you still go out to work), and the pill bottle that alerts the health centre if an elderly relative forgets the medication. They are all visions of a future in which the package does more than just contain and protect its contents – it plays an active and sometimes intelligent role in adding functionality to the product itself, or to aspects of product consumption, convenience or security.



Taken by: unipack.ru/user_files/file2249.jpg (2010-04-08)

Smartness in packaging is a broad term that covers a number of functionalities, depending on the product being packaged, including food, beverages, pharmaceutical, household products etc. Examples of smartness would be in packages that:

- retain integrity and actively prevent food spoilage (shelf-life);
- enhance product attributes (e.g. look, taste, flavour, aroma etc);
- respond actively to changes in product or package environment;
- communicate product information, product history or condition to user;
- assist with opening and indicate seal integrity;
- confirm product authenticity and act to counter theft.

There is an important distinction between package functions that are smart/intelligent, and those that become active in response to a triggering event, for example, filling, exposure to UV, release of pressure etc and then continue until the process is exhausted. Some smart packaging already exists commercially and many other active and intelligent concepts are under development. A good example of active packaging is the highly successful

foamproducing “widget” in a metal can of beer. Another is the oxygen scavenging MAR technology. Other examples of smart packaging include:

Active Intelligent

- ☒☒oxygen scavenging;
- ☒☒anti-microbial
- ☒☒ethylene scavenging;
- ☒☒heating/cooling;
- ☒☒odour and flavour absorbing/releasing;
- ☒☒moisture absorbing

Intelligent

- * time-temperature history;
- * microbial growth indicators;
- * light protection;
- * physical shock indicators,
- * leakage, microbial spoilage indicators.

Active food packaging systems using oxygen scavenging and anti-microbial technologies have the potential to extend the shelf-life of perishable foods while at the same time improving their quality by reducing the need for additives and preservatives. In intelligent packaging, the package function switches on and off in response to changing external/internal conditions, and can include a communication to the customer or end user as to the status of the product. A simple definition of intelligent packaging is “ a packaging which senses and informs”. Intelligent labelling and printing, for example, will be capable of communicating directly to the customer via thin film devices providing sound and visual information, either inresponse to touch, motion or some other means of scanning or activation. Voice–activated safety and disposal instructions contained on products will be used to tell the consumer how they should be disposed of after consumption – information that can be also used in recycling industry to help sort packaging materials.

Improved convenience is a value-added function that customers are likely to pay extra. Self-heating packages, for soup or coffee, and self –cooling containers for beer and soft drinks have been under active development. The new technology uses the latent heat of evaporating water to produce the cooling effect. The water is bound in a gel layer coating a separate container within the beverage can and is in close thermal contact with the beverage. The consumer twists the base of the can to open a valve, exposing the water to the desiccant held in a separate, evacuated external chamber. This initiates evaporation of the water at room temperature. The unit has been designed to meet a target specification set by major beverage customers cooling 300ml of beverage in a 355ml can by 16.7 OC in three minutes. On the other hand, thermo-chromic labelling is used for self-heating or self-cooling containers. The most common use is a thermo-chromic ink dot, which indicates the product is at the correct serving temperature following refrigeration or microwave heating. Plastic containers of pouring syrup for pancakes can be purchased in the USA that are labelled with a thermochromic ink dot to indicate that the syrup is at the right temperature following microwave heating. Rising food industry interest in time-temperature indicators, due to ever stringent requirements to monitor the environments products are subjected to throughout the supply chain, will drive the intelligent packaging market.

Adapted from various sources

Comprehension questions

1. What is a vision of packaging in food industry?
2. What is the purpose of smart packaging?
3. How do active and intelligent packaging systems differ?
4. How does voice-activated safety system function?
5. How are the time-temperature indicators used?
6. Where do you see the advantages or disadvantages of smart packaging?



Task 6

Group work

Here are some comments that people have made about active packaging. Discuss these comments in groups.

“I don’ want any chemicals anywhere near my food.”

“I think it is a good thing. If oxygen is removed from food packs, the food will have more vitamins”.

“I am a bit concerned about disposal of all this plastic. Will you be



Task 7

Vocabulary

Translate the following expressions and use them in your own sentences:

- a. oxygen scavenging
- b. enhancement of product attribute
- c. foam- producing widget
- d. perishable food
- e. stringent requirement

Task 7

Vocabulary -Word family

Complete the following table.

| Noun | Verb | Adjective |
|------|-----------|------------|
| | to retain | |
| | | commercial |
| | | perishable |

| | | |
|--|------------|--|
| | to exhaust | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Task 8

Read the following article and find the meanings of the word below based on the context. Then, read the article again and state whether the statements are TRUE (T) or FALSE (F)

| | | |
|-------------|---|-------|
| business | : | |
| shoppers | : | |
| dilute | : | |
| manufacture | : | |
| flavor | : | |
| stripping | : | |
| wholegrain | : | |
| reasonable | : | |
| creamy | : | |

How Manufactures Make Junk Food As Moreish As Possible

Plonk a bowl of Doritos or M&Ms in front of you, and even if you start with the best intentions to just have one handful, you can bet that the salty, crunchy texture of the chips and the crispy coating and creamy insides of the chocolates will soon have you reaching for more.

It's no accident that junk foods taste amazing, and are often so much more irresistible than what's on offer in the fruit and veggie crisper. They've been carefully developed through years of careful scientific research to create the perfect "bliss point" for consumers, with maximum profits for the company.

"The biggest hits — be they Coca-Cola or Doritos — owe their success to complex formulas that pique the taste buds enough to be alluring but don't have a distinct, overriding single flavour that tells the brain to stop eating," Michael Moss, author of *Salt Sugar Fat: How the Food Giants Hooked Us Up*, wrote in the *New York Times*.

Moss says that when Dr Pepper wanted to create a new Cherry Vanilla flavour of the soft drink in the US in 2004, they came up with 61 subtly different formulations and had almost 4000 tastings in three cities to get detailed feedback on what consumers liked in terms of

taste, colour, mouth feel and desire to keep drinking. The final recipe reportedly sold off the charts.

"What I found, over four years of research and reporting, was a conscious effort — taking place in labs and marketing meetings and grocery-store aisles — to get people hooked on foods that are convenient and inexpensive," Moss says.

"In the process of product optimisation, food engineers alter a litany of variables with the sole intent of finding the most perfect version (or versions) of a product."

Australia has tighter regulations than the US on ingredients, such as caffeine, which can make products more energy-spiking and addictive. But there are still plenty of techniques food manufacturers use to have us coming back for more.

Dr Ingrid Appelqvist, CSIRO Food Research and Development Policy Leader, told Coach that the three key ingredients food manufacturers focus on are a careful balance of salt, sugar and fat.

"These are things we are hardwired to like," she explains.

"We almost can't help ourselves because when we were hunters and gatherers and food was difficult to come by, we needed to find food that had as high calories as possible because we were doing a lot of exercise."

That biological trait was all well and good when sweet, salty and fatty foods were hard to come by — but with the average supermarket now stocking 30,000 items, it can be difficult to resist these kinds of foods today.

Food manufacturers also use all sorts of cheap "fillers" to bulk out their products and improve the "mouth feel".

"Sugar, added starches, saturated fat and salt are cheap so the more you can add, the more budget left for the task of persuading customers, including children, to choose your product," nutritionist Dr Rosemary Stanton writes on *The Conversation*.

"Many people eat badly because far too much of their energy is provided by nutritionally worthless junk foods and drinks. Part of the problem is the push by the food industry to get us to buy food that may be bad for us but good for its business."

Shoppers need to read nutrition labels carefully because often sugar, refined starches and fats are used to dilute nutritious ingredients.

"Many fruit drinks, for instance, contain just 25 percent fruit juice with added sugar and water to replace the fruit juice," Dr Stanton explains.

"This kind of fruit drink is cheaper to buy than 100 percent juice but not as cheap as you might expect from a product that's only one quarter juice. The juice drink is therefore much more profitable for the manufacturer."

Dr Stanton also uses the example of fish fingers, which she says only contain about 51 percent fish and a "cheap coating" and meat pies that contain more gravy than meat.

Dr Appelqvist says food manufacturers also tap into our enjoyment of surprising textures.

"Our brain attends to differentiation in textures where there is constant change, such as biscuits with a crunchy outside and a soft centre," she says.

"Often products that create that sense of change or mystery is something consumers like and tend to try and look out for."

But this is not to say that food manufacturers are all evil and out for profits above all else. Professor Russell Keast from Deakin University's Centre for Advanced Sensory Science, told Coach that food manufacturers are mostly appealing to consumer demand.

"You can't produce something that consumers don't want, otherwise you'll go out of business," he says.

"They're absolutely looking for the flavours that the majority of the population say, 'Yep that's really good – we want to eat it again and again and again'. I think sometimes the focus on the food industry is unfair when really the demand is there."

Dr Appelqvist says there is a strong push within the food manufacturing industry to create healthier processed foods.

"The food industry is trying to get the core foods to be as healthy as possible, [by] stripping out as much salt and sugar and fat as they can but still leaving enough for the functionality and the taste that people will continue to buy and enjoy eating," she says.

While some academic groups are calling for a tax on high sugar, salt and fat foods and the government is partnering with food industry to encourage more wholegrain and vegetable content in packaged foods, for now, Professor Keast says the onus ultimately falls on individuals to get educated about the foods they are eating and only have "treat" foods in moderation.

"I've got no problems with the food industry doing the testing that they do to produce the food that they do. The problem comes with the availability [to] the people who potentially don't have the cognitive control to be able to stop eating those foods," he says.

"It does come down to consumers making reasonable choices for themselves, given the fact that we're in the environment we're in."

Taken by: <https://coach.nine.com.au/2017/02/23/13/19/why-junk-food-is-created-to-be-as-addictive-as-possible>

State whether the statements are TRUE (T) or FALSE (F) below:

| No | Statement | T | F |
|----|--|---|---|
| 1 | When Dr Pepper wanted to create a new Cherry Vanilla flavour of the soft drink in the US in 2004, they came up with 80 subtly different formulations and had almost 6000 tastings in three cities to get detailed feedback on what consumers liked in terms of taste, colour, mouth feel and desire to keep drinking. The final recipe reportedly sold off the charts. | | |
| 2 | Moss found over ten years of research and reporting, was a conscious effort — taking place in labs and marketing meetings and grocery-store aisles — to get people hooked on foods that are convenient and inexpensive | | |

| | | | |
|---|---|--|--|
| 3 | Many people eat badly because far too much of their energy is provided by nutritionally worthless junk foods and drinks | | |
| 4 | Dr Stanton also uses the example of fish fingers, which she says only contain about 51 percent fish and a "cheap coating" and meat pies that contain more gravy than meat. | | |
| 5 | Professor Keast says food manufacturers also tap into our enjoyment of surprising textures. "Our brain attends to differentiation in textures where there is constant change, such as biscuits with a crunchy outside and a soft centre, | | |



Task 9

Let's Act and Speak

In small groups, discuss and present the possibilities over the following topics.

1. What is junk food anyway, and how does it differ from healthy food?
2. Do junk food ads on TV influence you in any way?
3. Do you think that junk food as should be banned on TV when children are likely to be watching?
4. What challenges do parents face when trying to get their children to eat healthy food instead of junk food?



Task 10

In pairs, study the dialogue below. Then, practice the dialogue with your partner.

Mariana : you should really try tacos. They're delicious!

Jen : what are they like?

Mariana : Well, they're made from fresh, warm tortillas-those are like little corn pancakes, but they're not sweet.

Jen : Ok, Fresh tortillas sound good.

Mariana : they're then we put a little meat and raw onions and other vegetables on top.

Jen : well, I'll try tacos if you'll try *kim chee*.

Mariana : hemm What's *kim chee*?

Jen : it's made from raw vegetables with salt, red chill, and fish sauce. Then, we wait several days before we eat it.

Mariana : Really? It doesn't very good to me.

Jen : oh, it's great! You only eat a little, and you have it with other food such as rice or soup.

Mariana : I could try it, I guess.

Jen : yes, try it! And I'll try tacos.

Grammar

Conditional Sentences

In expressing hopes/expectations, sometimes we use conditional sentences. A conditional sentence consists of two parts: "Main Clause" and "If Clause".

There are three main types of conditional sentences.

1. Type 1 (Future Possibilities)

It is also called "Probable Condition", meaning something is possible to occur now or in the future if the condition is fulfilled.

If + S + Simple Present (V1/V-s/-es/is,am,are), S + will/can + infinitive

S + will/can + infinitive + if + S + Simple Present (V1/V-s/-es/is,am,are)

Example: If I have enough money, I will buy the book. (There is a real possibility for you to buy the book.)

2. Type 2 (Present Impossibilities)

It is called "Improbable Condition", meaning you are just imagining something, and it is contrary to the fact in the present time.

If + S + Simple Past (V2), S + would/could/might + infinitive

S + would/could/might + infinitive + if + S + Simple Past (V2)

Example: If I had enough money, I would buy that expensive book. (You are imagining the situation; the fact is you do not have enough money).

Note: The past form of be "were" is used for both singular and plural subjects in conditional sentence type 2, instead of "was".

Example: If I were rich, I would buy a car.

3. Type 3 (Past Impossibilities)

It is an "Impossible Condition", meaning it is contrary to the fact in the past, and there is no hope for the situation to occur because you were imagining something in the past.

If + S + Past Perfect (had + V3), S + would/could/might + have + V3

S + would/could/might + have + V3 + if + S + Past Perfect (had + V3)

Example: If I had had enough money, I would have bought the first book. (The fact is you did not have enough money)



Task 11

Example: If I knew the story, I (tell) you.

If I knew the story, I would tell you.

1. If Denias had read the novel, he (know) the story.

2. If I (have) the money, I'll buy the new released novel.

3. If you save your money, you (be able to) buy the new released novel.

4. If I (know) that you were sick, I would have gone to see you.

5. If I (be) a president, I would not do any corruption.

6. If I knew his number, I (call) him.



Task 12

Write a sentence using If-clause based on the given situations.

Examples: a. I am not an author, so I don't write a novel.

If I were an author, I would write a novel.

b. She didn't know the story because she didn't read the book.

If she had read the book, she would have known the story.

1. I didn't go to the library, so I didn't borrow any book.

2. Denias doesn't like reading, so he missed lots of information.

3. Today isn't a holiday, so I will not be able to finish reading my new novel.

4. I didn't go to London, so I didn't meet J.K. Rowling.

5. I don't buy the novel because I don't have enough money.

6. Adib didn't go to the library, so he didn't meet Arnys.



Task 13

Listen to audio about zero waste before then complete the missing text. The listening script is in the Appendix.

Martina Sumbalova say:

Zero waste is 1..... in which we try to minimize waste as much as possible. The basic rules that we have are so-called "5 R's". It starts with refuse- to refuse one time things. Reduce to reduce our consumption. Reuse- to use something again. Recycle-means to recycle those things. And the last one is Rot- in the best case, the things will pass through the whole process and up in the compost.

They will transform into clay, soil, nature. It's 2 to realize that recycling is fine, but it requires a lot of resources and energy to transform waste into something meaningful. So the goal of zero waste preventing over recycling.

As for me, the term "zero waste" means rather zero squandering than the total absence of 3..... Even though we often say "waste-free household" which is actually the name of the book that led me to this lifestyle. I 4..... the couple of Lauren Singer's videos before. Including one , in which she showed how much waste she 5, this seemed totally unreal to me. But this book gave me a clearer perceptiveness on how to do that. This book inspired me a lot and I said myself that I'd like to change the way run our holes household and generate less waste. Microwave, I started a blog and decided to make one step towards zero waste 6....., because changing absolutely everything in one day could be very exhausting, impossible and quite demotivating. So making one step every day would allow the whole family to get used to it.

When I started to look for the ways how to buy things, because I knew I wanted to buy things without 7, but didn't know where, I said to myself that it would be great to have a map, where I could type in product I needed, and it would show me where I could buy them without packaging. So I created this map and put it on the web page [reduce, cz](#), where you can search by product range. Every *time* I found a new 8, where they would sell products without packaging if you asked them, I would add it to my map.

Listening audio taken by: <https://www.youtube.com/?hl=id&gl=ID>

CHAPTER IV AGRICULTURE

In this unit, the students learn about;

- Urban farming
- Description text/ essay
- Listening OBE organic Present nature's perfect farm.
- Speaking how to critics, comment, and argument

Learning Goals:

- Students are able to comprehend text about urban farming
- Students are able to write description text/ essay
- Students are able to listen and comprehend audio about OBE Organic Nature's Perfect farm
- Students are able to give critics, comment and argument well.



Task 1

Divide the students become two groups, group A and group B. ask them to discuss questions below

STUDENT A's QUESTIONS (Do not show these to Student B.)

- (1) How important is farming in your country?
- (2) Is farming in your country in a healthy condition?
- (3) What crops are farmed in your country?
- (4) What livestock is raised in your country?
- (5) Do you think farming offers a good quality of life?
- (6) How different is farming across the world?
- (7) What do you think of farming GM crops?
- (8) How can subsistence farming become more profitable?
- (9) What do you think of the intensive farming methods used in rich countries?
- (10) Do you think the farming of crops for biofuels is a good idea?

STUDENT B's QUESTIONS (Do not show these to Student A.)

- (1) What are the challenges the farming industry faces today?
- (2) Does farming help or add to global warming?
- (3) Would you like to be a farmer?
- (4) Do you think we could save the world if we all went back to farming?
- (5) Are you interested in farming news?

- (6) Would you prefer to work in dairy farming or arable farming?
- (7) What do you know about factory farming?
- (8) Does farming help preserve the countryside?
- (9) Do you think governments should encourage more organic farming?
- (10) What do you understand by the term 'urban farming'?

<https://esldiscussions.com/f/farming.html>



Task 2

Skim the first sentence of each paragraph to get the main ideas of the text.

Japan's Urban Agriculture: Cultivating Sustainability and Well-being



Taken by: <https://www.evoting-science.com/environment/vertical-farms-cities-are-future-urban-farming-00288>

Sometimes regarded as a sign of developmental failure, a nuisance or simply nonsense, the truth is that urban agriculture has experienced a renaissance in recent years. Momentum has built around agglomerating social movements concerned with providing community access to fresh, locally grown foods. Urban planners are seeking innovative solutions to the social and environmental challenges imposed by an urbanizing world, and scientists are looking to urban ecosystems as providers of vital ecosystems services — such as food, heat-island control and water management — that are able to boost local well-being and reduce the ecological footprints of cities.

Japan is quite a unique case when it comes to urban agriculture. Despite being a highly industrialized country, the presence of agricultural land use is a common feature on the

urban landscape of cities across the nation. It might come as a surprise that almost one-third of all agricultural output in the country is, in fact, generated by urban agriculture. Likewise, urban farmers account for 25% of farming households in Japan.

Furthermore, Japanese urban agriculture is more productive than its rural counterparts. According to 2010 data from the [Ministry of Agriculture, Forestry and Fisheries](#) (MAFF), urban fields are the most productive kind of agriculture in terms of economic value of production per area — 3% more productive than the national average. In terms of revenue per farmer, urban agriculture is two times more profitable than inter-mountainous agriculture and around 10% more so than agriculture in rural plain areas. Even in Tokyo, one of the largest and most congested cities in the world, among the intricate networks of railways, roads, buildings and power wires, local agriculture produces enough vegetables to potentially feed almost 700,000 city dwellers.

What is so special about Japanese urban agriculture, and why does it matter? Precisely because it happens in (and around) cities, urban agriculture has several distinctive features from its rural counterparts. In Japan, several social and environmental functions of urban agriculture have been recently recognized by Japanese policy makers. The MAFF identifies the following roles of urban agriculture:

1. Source of fresh and safe products, including organic and low-chemical crops, that are increasingly demanded by urban consumers. These can be locally produced and consumed based on relationships of trust between farmers and city dwellers.
2. Opportunity for urban residents' engagement in agricultural activities, both directly (e.g., allotment gardens) and through exchange between producers and consumers with the sales of agricultural products at local farm stands.
3. Open space for disaster management, including fire spread prevention, evacuation space for earthquakes and open space in case of other disasters.
4. Resource for recreation and well-being, including green space for personal leisure and spiritual comfort.
5. Education and awareness-raising for improving urban residents' understanding of agriculture and food issues.

In addition to these roles, urban agriculture can further contribute to sustainability and well-being in cities. For instance, by increasing the area of permeable surface for storm water management, or reducing the heat-island effect (and, thus, potentially energy needs) by cooling the air. Urban agriculture also can contribute to biodiversity and ecosystem services by providing habitats and managing species (e.g. boosting pollination and growing local varieties). Furthermore, it can reduce food miles (the distance that food must be transported) and even provide bio-energy resources (e.g., from managed forests).

Yet, despite all its actual and potential benefits, agriculture in Japanese cities is under threat. In just the past decade, agricultural land use has diminished by over 40% because of urbanization-related impacts, even though the population of the country has remained stable. The number of people practising agriculture in urban areas also has decreased

dramatically. In Tokyo, for instance, the number of families involved in agricultural activities has decreased by more than 60% since 1975.

The challenges

The first difficulty in dealing with urban agriculture lies in its definition and, hence, its regulation. In Japan, urban agriculture falls under the MAFF, which is in charge of policies concerning agriculture, and the Ministry of Land, Infrastructure, Transportation and Tourism (MLITT), which deals with urban planning. Since the two ministries use different zoning classification systems to distinguish between areas in which urbanization is a priority and areas in which farming is, there are conflicting definitions of what in fact constitutes urban agriculture. This, in turn, results in policy challenges at the ground level, often aggravated by regional and local regulation.

The other major factors posing a challenge to urban farming are:

Aging of farmers — Important challenges for urban agriculture also arise from the national demographics. The average age of most people practicing agriculture in Japanese cities, as is also the case in rural areas, is rapidly rising. Consequently, great uncertainty exists regarding the extent to which agricultural areas will remain functional in the coming decades, which production methods will be employed, or what kind of land uses agricultural fields will transition towards. This could jeopardize some of the current environmental and socio-economic functions of urban agriculture.

Tax barriers — For the most part, maintaining productive farmland in the urban areas of Japan poses an economic burden for landowners, who face significantly high taxes such as the so-called inheritance tax. Special provisions exist under national legislation to grant tax exemptions to active urban farmers, further complemented with incentives by cities. Yet high urban real estate prices and tough compliance requirements of some tax exemption programmes (such as a lengthy commitment to active farming of 30 or more years in some cases) drive farmers away from production or into transforming land for development.

Commercialization — For urban agriculture to thrive in Japanese cities, bringing consumption of local, eco-friendly products from its current niche market into a mainstream one remains a challenge. Although direct sales at farm stands or farmers' markets are not uncommon, often urban products are commercialized in regional, national or even international markets, thus missing the opportunity of urban agriculture to contribute to sustainability by reducing food miles and packing and processing needs while strengthening the local economy with high-value-added products.

Productivity shift — Proximity to densely inhabited areas makes urban farmers especially prone to reducing chemical use. According to the 2005 Agricultural Census, the number of farmers practicing low or chemical free agriculture in Tokyo, Osaka and Kanagawa was significantly higher than the national average. Yet truly ecologically sound practices are not the rule in Japanese cities. Soil conservation, organic fertilization, ecological pest control, enhancement of seed diversity, and a systemic approach integrating other urban ecosystems such as forests or aquatic systems are elements missing at the planning and management level. For urban farming to make a significant contribution to sustainability

and local well-being, it needs to transition to a fully systemic, ecological approach so as to sustain production over time without compromising urban biodiversity and other local ecosystem services.

The opportunities

Despite the hurdles, opportunities do exist for strengthening the roles of Japanese urban agriculture for sustainability and local well-being, including governance, economic, environmental and social aspects.

New conceptual approaches — Recently, the idea of cities managing their local ecosystems for agricultural production has been gaining momentum. For example, the [continuously productive urban landscapes](#) (CPULs) concept is a planning framework for increasing local sustainability while reducing urban impact. By designing compact cities with surrounding areas that can be used for agriculture, the need for industrialized production, extensive packaging and lengthy distribution can be significantly reduced. Especially relevant for Japan are the concepts of *satoyama* (and *satoumi*), [which refer to](#) “dynamic mosaics of managed socio-ecological systems that produce a bundle of ecosystem services for human well-being”. Although originating in the rural context, both concepts offer valuable lessons for cities. For instance, *satoyama* landscapes in peri-urban areas can become important hotspots for agro-ecological production that can fulfil urban demands for foods, energy and cultural services while revitalizing the local economy, especially in areas with declining populations.

Increased interest of urban residents in agriculture — In recent years, interest in agriculture has grown significantly among Japanese urban dwellers; according to a recent study by MAFF, over 85% of Tokyo residents would like their city to have farmland in order to secure access to fresh foods and green space. The systems *Taiken Nouen*, by which people participate in different activities with actual farmers, and *Shimin Nouen*, or allotment gardens, are the two most popular systems of citizens’ involvement in urban agriculture in Japan. While the number of allotment gardens in rural areas remained constant over the last decade, in urban areas it increased by 67%. According to 2010 MAFF data, applications were 30% higher than the number of existing gardens nationwide. In some highly industrialized cities, such as Kawasaki and Nagoya, demand for gardens surpassed supply by over 300%.

Green economy: urban agriculture for sustainable consumption–production networks — In an urbanizing world, cities are fundamental for achieving a green economy, a concept now at the forefront of the international sustainable development agenda. Because of its proximity to consumers, urban agriculture can more easily target urban demand, as opposed to rural production which is more exposed to the influences of agricultural commodities’ markets. Throughout Japan, the production of conventional rice and stockbreeding in urban areas has decreased drastically, shifting towards high-value-added products such as vegetables and fruits. As Japanese consumers of urban agricultural crops are largely interested in eco-friendly products, the establishment of local production–consumption networks in cities can contribute to sustainability while generating economic

opportunities. Local brands for urban products, such as the Yokohama brand or the Kaga brand in Kanazawa, as well as direct sales to consumers, are mechanisms already in place, although yet to be mainstreamed across the country.

Innovative finance mechanisms: payment for urban ecosystem services and biodiversity — [Economic compensation](#) for the provisioning of environmental goods and services not captured by the market is an innovative mechanism for enabling a green economy. While not specifically designed for cities or agriculture, such payment schemes could be used to strengthen the roles of urban farming as provider of local biodiversity and ecosystem services, incentivizing a shift towards clean, biodiversity-friendly production practices. Given the importance of urban agriculture in Japan in extent and production, and given the demographic threats it is currently facing, improving biodiversity and ecosystem services while generating economic opportunities can be a win–win solution. New governance instruments, such as the ones emerging from the [Plan of Action](#) on Subnational Governments, Cities and Other Local Authorities for Biodiversity recently adopted at the 10th Conference of the parties of the Convention of Biological Diversity in Nagoya in 2010, could enable this transition.

Urban regeneration and political momentum for urban agriculture — Many Japanese cities, rapidly developed in the post-war period under weak zoning mechanisms, present a scattered mosaic of green patches among buildings and concrete infrastructure. Cities across the country are developing urban regeneration policies aimed at restoring the urban landscape for improved local environment and well-being. Within this context, urban agriculture provides a much needed source of greenery, especially in highly industrialized, urbanized areas of big cities and city centres. At the national level, the importance of urban agriculture within Japan’s national environmental strategy has been recently recognized.

Green innovation — In a technology-savvy country like Japan, urban agriculture offers a fertile ground for green innovation. From rooftop gardens for urban residents to engage in agriculture, to green curtains using edible species for insulation of public buildings, to computer-based indoor plant growing, new forms of urban farming are emerging. By linking its technological potential to the principles of sustainable agriculture rooted on the traditional farming and food cultures, Japan could play a leading role in urban agricultural innovation, inspiring other countries to follow suit.

In Japan, urban farming is both a significant component of the national agricultural sector and an essential ingredient of city space. By creating an integrative policy environment that enables cities to maximize multiple ecological and socio-economic benefits, urban agriculture will make a significant contribution to sustainability and to the well-being of city dwellers — from enhancing local ecosystem services and biodiversity, to reducing urban footprints.

<https://unu.edu/publications/articles/japan-s-urban-agriculture-what-does-the-future-hold.html>



Task 3

Read the article and find the meaning of the words below based on the context. Use your dictionary if necessary.

| | |
|---------------------|---------|
| Developmental | : |
| imposed | : |
| Counterparts | : |
| Rural | : |
| dwellers | : |
| prevention | : |
| earthquakes | : |
| Raising | : |
| Urbanization | : |
| Aging | : |
| Jeopardize | : |
| Farmland | : |
| Exemption | : |
| Thrive | : |
| Proximity | : |
| Densely | : |
| Mosaics | : |
| Hotspots | : |
| Resident | : |



Task 4

Comprehension questions:

1. What is so special about Japanese urban agriculture, and why does it matter?
2. Why is agriculture in the city of Tokyo the income from agriculture is greater than in the countryside?
3. What are the agricultural threats in Japan?
4. What are the agriculture challenges in Japan?



Task 5

Use the information from the text to complete the following sentences:

1.), urban fields are the most productive kind of agriculture in terms of economic value of production per area — 3% more

_____.

2. Source of fresh and safe products, including organic and low-chemical crops, that are

_____.

3. Opportunity for urban residents' engagement in agricultural activities, both directly (e.g., allotment gardens) and through exchange between

_____.

4. The other major factors posing a challenge to urban farming are

_____.

Listening



Task 6

Listen OBE organic Present nature's perfect farm. Then, decide which statements are TRUE based on his advice. The listening script is in the

| No | Statement | T | F |
|----|---|---|---|
| 1. | OBE organic farms are based in the Australian outback's green oasis, the Channel Country. | | |
| 2. | As the floodwaters recede, this nutrient-rich organic soil sprouts over 500 varieties of native plants, thus providing our cattle with a nutrients dense grass diet | | |
| 3. | every single plant plays a part in the growing of the vegetable. | | |
| 4. | They has never been any intensive agriculture here, there's chemicals, there's pesticides | | |
| 5. | the animals here graze freely, it's free-range enterprise all over the Channel Country. | | |

.Isitening audio taken by: <https://www.youtube.com/watch?v=w0xl2vl2UC4>



Task 7

Listen the audio about OBE organic Present, then complete the missing text below:

Imagine a farm with no fences; no tractors where cows forage year-round on organic native pastures and where calves grow and thrive under the natural care of their mothers. Imagine a farm where pesticide use has never taken root; where annual 1 the land with nourishing water and fertilize the soil with fresh nutrients.

Imagine nature's perfect farm, an OBE Organic farm. OBE organic farms are based in the Australian outback's green oasis, the Channel Country. Unlike all other continents, where rivers flow out the sea, Australia's watersheds drain uniquely inland. With nowhere to go, rivers annually overflow their banks and flood the central outback. "once they overflow the banks and flood down, flowing slowly, the nutrients tend to fall out of suspension onto 2..... ..".

"there's an important of nutrients every year, every time there is a flood and hence we get the great result with pasture". As the floodwaters recede, this nutrient-rich organic soil sprouts over 250 varieties of native plants, thus providing our cattle with a nutrients dense grass diet.

"Everything you see here is just so high in value, so high in nutrition that the farming ability of any type of (cattle)" " is just 3.....". "every single plant plays a part in the growing of the beef. It's not one single, it's sorghum, it's not saltgrass f bush, it's not blue bush," " it' the combination of them all that produces the beef," this lush variety of native pastures gives OBE Organic Beef a unique taste and excellent nutritional value.

Our 100% grass fed beef is likely to complete your family's recommended daily allowness for protein, iron, zinc and vitamin B and is a great source for omega 3 and omega 6, the essential fats that have been proven to reduce the risk of hear disease. Plus OBE family farm have been farming of 4....., allowing consumers peace of mind that OBE Organic product are truly free of chemicals, antibiotics and sythetic hormones.

"They has never been any intensive agriculture here, there's no chemicals, there's no pesticides." " we don't have a problem with weeds." "the country is inherently organic to start with." " it's not man made or anything like that, it's just made off the natural pasture it's." " 5 here graze freely, it's free-range enterprise all over the Channel Country."

This pristine ecosystem ensures the purity of OBE Organic meats and enable our producers to farm humanity with nature". Our cows fatten year round on native organic prairies, eliminating the need for mechanically tilled feed crops to be grown or 6 in. arid surrounding allow for fenceless free-range grazing. Which provides our cattle natural fulfilling low stress lives.

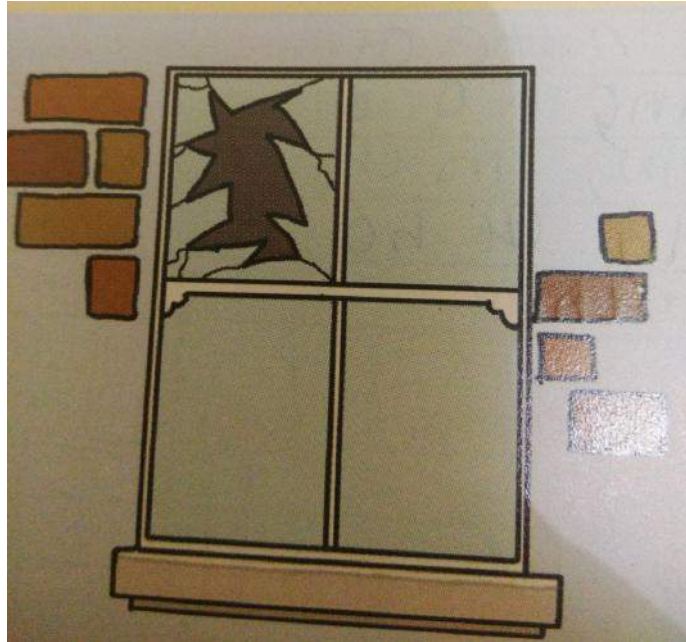
Human animal husbandry and Organic standards are of the utmost importance to OBE Organic producers. "above all I think we want to bring the integrity of a certified organic product.". " we have a whole chain management system right from the production through the transport phase". " through the packing phase, the distribution phase." "we're prepared to support it with visits from our producers, our customers," "to actually show the 7 has the integrity that we claim it has,".

Integrity is what drives OBE family farmers to keep the Channel Country and it's extraordinary ecosystem under sustainable organic agricultural practice. Reward for such stewarding comes in the form of nature's perfect meat healthy, safe and with the incredible of the 8 outback! " it's just a combination of such as rich prolific grassed of hundreds of different varieties" "which cattle can graze, drink water beside it, without even

mowing... just lie around...” and that’s what makes it unique and very distinct taste and tenderness.” “there nothing better than (any beef) reared in this country.”

Grammar

Somebody/ anything/nowhere.



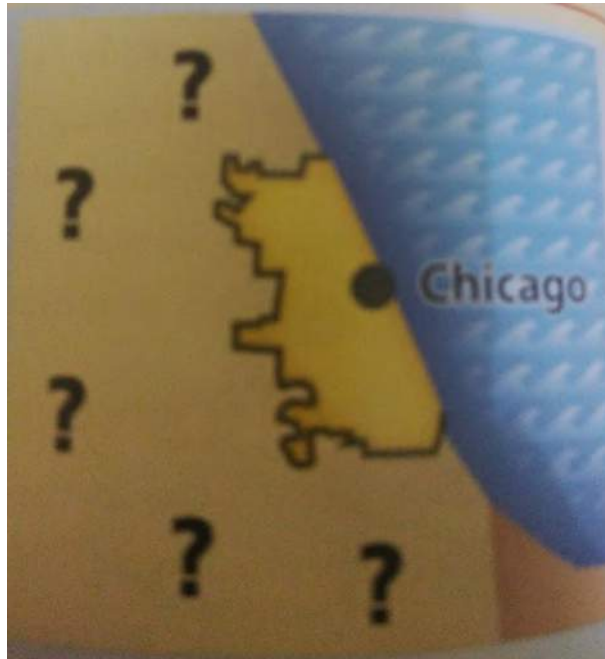
Somebody (or **someone**) has broken the window:

Somebody/ someone = a person, but we don't know who



She has got **something** in her mouth.

Something = a thing, but we don't know what



Tom lives **somewhere** near Chicago.

Somewhere = don't in/ to a place, but we don't know where

B. People (**body** or **one**)

Somebody or **someone**
Anybody or **anyone**
Nobody or **no one**

- There is **somebody** (or **someone**) at the door
- Is there **anybody** (or **anyone**) at the door?
- There isn't **anybody** (or **anyone**) at the door.
- There is **nobody** (or **no one**) at the door.

Body and **one** are the same : **somebody** = **someone**, **no body** = **no one** etc.

Things (-thing)

Something
Anything
nothing

- Lucy said **something**, but I didn't understand what she Said.

- Are you doing **anything** this weekend?
- I was angry, but I didn't say **anything**.
- "what did you say?" "**nothing**"

Places (-where)

Something
Anything
nothing

- Ruth's parents live **somewhere** in Southern California.
- Did you go **anywhere** interesting on vacation?
- I'm staying here. I'm not going **anywhere** .
- I don't like this town. There is **nowhere** to go.

Something/ anybody, etc. + adjective (big, cheap, interesting, etc.)

- Did you meet **anybody interesting** in the party?
- We always go to the same place. Let's go **somewhere different**.
- "what's in the letter?" " " it's **nothing important**."

Something/ anybody, et c. + to

- I'm hungry. I want **something to eat**. (= something that I can eat)
- Tony doesn't have **anybody to talk** to. (= something that he can talk to)
- There is **nowhere to go** in this town. (= nowhere where the people can go)



Task 8

a. Write **somebody (or someone) / something/ somewhere**.

1. Lucy said **something**. What did she say?
2. I lost What did you lose?
3. Sue and Tom went Where did they go?
4. I'm going to call who are you going to call?

b. Write **nobody (or no one)/ nothing/ now where**.

1. What did you say ? **nothing**
2. Where are you going?
3. What do you want?
4. Who are you looking for?

Now answer the same questions with full sentences. Use not + anybody/ anything/ anywhere.

1. I didn't say anything
 2. I'm not
 3.
 4.
- c. Write **somebody/ anything/ nowhere, etc**.

1. It's dark. I can't see **anything** .
2. Tom lives **somewhere** near San Fransisico.
3. Do you know About computers?
4. "listen" " what? I can't hear"
5. "what are you doing here?" I'm waiting for"
6. We need to talk. There's I want to tell you.
7. " did see the accident? " No,,,"
8. We weren't hungry, so we didn't eat.....
9. "what's in that suitcase? " It's empty.
10. "do you know in Tokyo? Yes, a few people."
11. "what's going to happen? " I don't know knows.
12. I'm looking for my glasses. I can't find them
13. I don't like cold weather. I want to live Warm
14. Is there Interesting on TV tonight?
15. Have you ever meet famous?

d. Complete the sentence. Choose from the boxes.

Something anywhere
 Somewhere nothing
 Anything nowhere

Do read go
 Park eat stay
 Drink sit

1. We don't go out very much because there's nowhere to go.
2. There isn't any food in the house. We don't have
3. I'm bored. I have
4. "why are you going standing? " because there isn't
5. "would you like ? yes, please – a glass – a glass of water.
6. if you're going downtown, take the bus. Don't drive because there's
7. I want I'm going to buy a magazine.
8. I need in Seoul. Can you recommended a hotel?

Speaking



Task 9

Make mini group then read this article entitled “**7 of the biggest farms in the world** .” and give your argument, comments and critics.

7 of the biggest farms in the world

The UK certainly has some world-class farms operating on its shores, but when it comes to size, how do we measure up?

The average size of a UK holding is 81ha, which is significantly higher than much of the rest of Europe, including countries such as France and Germany, according to statistics gathered by the EU. Defra statistics also show if you take holdings with less than 20ha out of the equation, the average holding size in the UK rises to 142ha.

But the news that [China has begun work on the construction of a 100,000-cow dairy unit](#) to supply the Russian market with milk and cheese has highlighted that in global terms our farms are still relatively small.

But how does a farm like that – which to UK minds is mindboggling – compare with businesses elsewhere in the world?

1. John Malone, United States

John Malone is a media mogul and billionaire who is regarded as being the biggest landowner in the US, with a total estate of more than 930,000ha.

Half of this ground is forestry and woodland, located in the Maine and New Hampshire areas, but he also has farms and ranches across the country – the largest of which is based in New Mexico.

2. El Tejar, Brazil

In 2011, El Tejar was widely billed as the world’s largest arable farming company, with about 1.1m hectares of soya beans, corn and cotton, mainly in Argentina, Brazil and Uruguay, although much of the ground was rented.

Since 2012, the company has moved operations away from Argentina, set up a new headquarters in Brazil and dramatically cut the area it cultivates in a bid to become more efficient.

The company also farms 30,000ha in Bolivia.

3. Mudanjiang City dairy development, China

The farm in north-east China may be still under construction, but it is set to become the world’s largest dairy. It is a 1bn yuan (£103m) collaboration between China’s Zhongding Dairy Farming and Russia’s Severny Bur.

The idea is that the feed and forage stocks needed to supply the year-round housed animals will be grown on 100,000ha of land most of which is in Russia.

A further 200,000ha of farmland has been earmarked to supply feed once the project is on stream.

4. Anna Creek Station, Australia

If anyone has a few spare million in their back pocket then Anna Creek Station in southern Australia might be just the thing.

The property, along with a series of others owned by the same family, was put on the market last summer for a total of about £175m.

Anna Creek Station is reported to be the world's largest standalone cattle property and, according to Wikipedia, extends over 2.4m hectares. Add in all the other properties owned by the company, and the business extends to more than 11m hectares and also includes 170,000 head of cattle.

5. Prodimex, Russia

Operating across an eye-watering 570,000ha, Prodimex is believed to be the largest agribusiness operating in Russia.

It is a privately owned company with a heavy emphasis on sugar production. The company runs its own processing plants, which handle the sugar beet it grows across its arable ground. Overall, the business produces more than 20% of the total sugar produced in Russia

6. Al Safi Dairy, Saudi Arabia

In 1998, the Al Safi Dairy entered the Guinness World Records as the largest integrated dairy farm in the world. The business was established in 1979 by Royal Prince Mohammed Bin Abdullah Al Faisal and is home to more than 37,000 Holstein Friesian cattle, produces 700,000 litres of milk a day and a 1,400-strong workforce operates seven fully automated milking parlours.

In 2001, Al Safi entered a joint venture with French food group Danone. Together, this partnership has secured a 36% share of the Saudi dairy market. The business is fully integrated in that it does everything from growing its own forage to processing and distributing the end product.

7. Ivolga, Russia and Kazakhstan

Ivolga is a farming conglomerate that was put on the market in 2011 and was described at the time as the largest farm in the world.

It's not clear exactly what has happened since, but the company is known to still be farming at least 500,000ha in Russia, making it the country's second-largest land holding behind Prodimex (above).

At the time it was put on the market it was said to be in control of 1.5m hectares across Russia and Kazakhstan.

<https://www.fwi.co.uk/international-agriculture/7-biggest-farms-world>

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<https://www.youtube.com/watch?v=yMUJKH1fFF0> (**This is Britain – School**)

<https://www.youtube.com/watch?v=ytUkW10PM1o> (Indonesian High School Life)

www.teachingenglish.org.uk