

A Time expressions

English

2

(after, before, when, as soon as, while)

1. First the seed is provided with water, warmth and air, then it starts to germinate. (after, until, while)

2. After the seed is provided with water, warmth and air, it starts to germinate.

2. The young shoot appears above the surface of the ground. Then it begins the process of photosynthesis. (before, as soon as, while)

10. * As soon as the young shoot appears above the surface of the ground, it begins the process of photosynthesis.

3. The seed ~~begins~~ begins to manufacture food for itself. But first it uses up the food stored in the seed. (when, before, after)

5. Before the seed ~~begins~~ begins to manufacture food for itself, it uses up the food stored in it.

4. Dormant seeds are inactive. During this time they use very little air. (when, before, while)

10. While dormant seeds are inactive, they use very little air.

5. Once the shoot appears, the plant then grows both above and below the ground. (before, while, after)

1. After the shoot appears, the plant grows both above and below the ground.

عبارات تعبر عن درجات
حالة ونتيجة (state and consequence)

3

too to be suitable, ^{كثيرا جدا} too
too and as a result unsuitable, ^{كثيرا جدا}
not enough to be suitable, ^{لا يكفي}

1 The soil was dry. The seed cannot germinate.

The soil was too dry to be suitable for the seed to germinate.

The soil was too dry and as a result, it was unsuitable for the seed to germinate.

The soil was dry for the seed to germinate. (easy)

The soil was not wet enough to be suitable for the seed to germinate.

2 The exam was difficult. The students could not pass it.

The exam was too difficult to be suitable for the students to pass it.

The exam was too difficult and, as a result, it was unsuitable for the students to pass it.

The exam was difficult for the students to pass it, (easy)

The exam was not easy enough to be suitable for the students to pass it.

Answer the questions :
الاجابة عن الاسئلة

1. What are the farmers doing?

They are working in their farms.

2. How do you go to college?

I go to college by bus.

3. How many department does your college have?

My college has ten department.

4. How much water is there in the soil?

There is a little water in the soil.

5. How often do you go to the field?

I go to the field once a week.

6. Whom do you see at college?

I see my friends.

7. When does the sun shine?

It shines during the day.

المسئلة في الفقرة
Answer The Tail questions : اجاب على الاسئلة في الفقرة

1. The root is one of the parts of a plant, isn't it?

Yes, it is.

2. This department isn't yours, is it? No, it isn't.

3. I do my homework well, don't I? Yes, you do.

4. The root absorbs water from the soil, doesn't it?

Yes, it does.

5. The plants absorbed water from the soil, didn't

they? Yes, they did.

6. The farmer has to work harder in this farm, doesn't

he? Yes, he does.

7. The plants had to take water from the soil,

didn't they, Yes, they did.

The forms of definitions,

التعريفات
التي

A [is, are, may be defined as] + which.

1. The embryo is the part of a flower which will develop into another plant.

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

B. which [is, are, called], [is, are, known as]

1. The part of a flower which will develop into another plant is called ^{the} embryo.

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

1. root hairs - part of a plant - absorb water and minerals from the soil.

2. root - part of a plant - anchors the plant in the soil.

3. stem - part of a plant - supports the shoot system

Relationship between statements: consequence

العلاقة بين العبارات

1 Such damage is only temporary. The plant will continue to grow.

1 and so ^{لذا} ^{النبات} ^{ست} ^{تستمر} ^{في} ^{النمو}

* Such damage is only temporary and so the plant will continue to grow.

2 As since ^{بما} ^{أن}

* As since such damage is only temporary, the plant will continue to grow.

3 consequently ^{لذلك} therefore ^{لذا} thus

Such damage is only temporary; consequently, therefore, the plant will continue to grow.

النتيجة

The soil is dry, the seed will not germinate.

„Agricultural Extension“

The process of non-formal educational aims to teach rural people how to exploit their own efforts for the advancement of their standard of living through good use of the natural resources available to them and the use of better ways in agriculture and home management. Extension seeks to achieve its goals through contact with the rural people in several methods, including: The Individual Methods, such as the Field and home visit. The Group Methods, such as, Meeting, conference and Field Demonstration. The Mass Methods, such as Radio and Television programs, Publications, and Exhibits. The Agricultural Extension Agent must choose the appropriate method according to the objective of the message which aims can bring about behavioral changes among farmers which three types: Knowledge behavioral changes, Skills changes and Attitudes changes.

المبادئ

- 1-types كinds
- 2-objective هدف goal
- 3-appropriate مناسب suitable
- 4-management إدارة Administration
- 5-such as مثل Like
- 6-hold تثبيت anchor
- 7-observe مراقبة take in

Adoption Process

3

It is the mental process by which the individual passes since hearing about the new idea for the first time and even before adoption of the final. The new idea is all the way or method or the idea of farming used by farmers to improve agricultural production and may be technology is improved seeds or new machines and others are usually produced in research stations can not be. Any technology that contribute to the development of agricultural production, but if adopted by farmers and the adoption process going by farmers in five stages: the stage of knowledge the idea, stage of attention, and mental evaluation stage and the stage of experimentation and adoption stage. there are three factors that affect the individual adoption of modern technologies which factors related to the idea or new technology and the factors which related to the farmers themselves and environmental factors.

improve	development	المزادات تطوير
person	individual	الشخص
support	afford	يحمل

Evaluation of Extension Programs

The Evaluation of Extension programs is a basic process in any extension work accompanied it since the beginning of thinking about it and until after completion it, to determine its feasibility to the targets, and the safety of the operations planning and implementation of it, and revealed the weaknesses in them and treatment it. The Evaluation has four elements: Evaluation goals, which means that each process of evaluation has specific goals. The second is the Criteria, the basis for the rule, which is what should be the thing. The third is the data or evidence, which represent the data for the current reality of the thing. The fourth is the rule, which is a comparison of the data with the criteria to rule out positive or negative.

The Evaluation process include three areas: planning evaluation, implementation evaluation and the final product evaluation.

المعايير

integrity	أمانة	safety	أمان	} criteria	} norms		
expose	كشف	revealed	كشفت			} elements	} factors
causes	أسباب	reasons	أسباب				
feasibility	إمكانية	usefulness	فائدة				

Extension Planning

3

The extension Planning is defined as the process of identifying problem and setting goals and aims that the extension work on to achieved them through the efforts of educational extension, which is a continuous process cooperate in it the extension workers with the targets and the local leaders. The planning process includes four major steps: The first, put the general framework for the planning by setting the philosophy and the basic objectives and methods. The second is to clarify the need to planning for the extension workers and the targets. The third is the organization for planning which means organization the human and material resources needed for planning process. The fourth is the actual planning of the program containing seven steps: collecting data and information, analyze the facts, identify problems, set goals, put a plan implementation, writing program document, evaluation planning process.

Extension Training

It is defined as education and educational experiences designed to make the worker in agricultural extension appropriate for the extension service, and thus to be able to do the requirements of the extension work and as determined in accordance with the changing needs of the leadership of individuals.

Extension training has three types: The first type of training is the pre-service training which is provided by educational institutions over past academic courses by the students during their studies at the Agricultural colleges, which contain the basic sciences and agricultural and extension and other relevant.

The second type is the Induction Training, a training of officer, who is at the first designation in the job, and before exercising the effective responsibility, in order to train a new employee on the job description and the working atmosphere.

The third type of training is in-service training, a training undergone by extension workers while they serve in order to develop their understanding of the work and to inform them on the results of recent research.