

**OKTATÁSI SEGÉDANYAG A MEZŐGAZDASÁG ÉS ERDÉSZET  
ÁGAZATHOZ**

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**AZ ÁLLATTENYÉSZTÉS ÉS  
NÖVÉNYTERMESZTÉS ANGOL  
SZAKMAI NYELVI ALAPJAI  
(Oktatói segédanyag)**

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# INTRODUCTION

The book is written and designed for students who study at the final year of agricultural secondary schools, or agricultural vocational schools. During their studies they have already studied the material presented in the book in their mother tongue. There is probably no new professional information for them. The students when they study this book must be between the pre-intermediate and intermediate level. It is a milestone for students: at this level a lot of them can start communicating with an excellent fluency. Some of them, however, can experience something really different, they might feel as if they have no longer progress at the speed they did before. Students at this level need a new challenge to make them realize how much they know and to make their passive knowledge into active.

The skills are practised almost comprehensively in the book, but the main emphasis is drawn to the target vocabulary, which is presented in the reading and speaking tasks.

The reading materials get more and more difficult and extended as students proceed through the book. There are units which contain less unknown words and expressions, but there are some with a lot of new vocabulary. The vocabulary section is always right after the readings providing the students the help they need. The key words are highlighted in the readings as well giving the students the opportunity to focus on them easily.

There are authentic reading tasks adapted from internet sources which can be motivating for the students.

The speaking part is designed to give further practice for the vocabulary through a variety of work forms, from pair work to group or whole class work. The ultimate aim of most students is to be able to speak English well. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. There are a variety of real-life tasks (role-plays, guessing games, surveys, information gap activities, etc.). By doing the speaking tasks, the amount of time when students can speak is increased significantly and cooperation among students is also encouraged. In addition, pair and group work can help to lessen students' communicative stress. During the speaking activity, the teacher should go around the classroom, listen to the discussions taking place and make sure that the students speak only English. Whenever necessary, help and support should be provided. The teachers should not interrupt the students in order to correct students' errors. It is more practical to take notes on the common mistakes, and comment on them after the task is done. Doing this way, the communicative stress can also be decreased.

Every unit provides some writing practice for students, but the most writing is done in the last unit of the book, when students learn to write their own CV and cover letter. It was an important aim of the authors to provide knowledge which can be used in real life too. Writing a CV and a cover letter might help students either to apply for a scholarship or a job abroad.

Grammar is mainly a revision for students, and the aim is to present grammatical structures gradually, starting with the less difficult, already learnt and practiced ones to the more difficult items. Every unit contains a grammar section, where

the given structure is explained through example sentences and practised with different exercises. With the exercises the teachers can check how much their students have acquired from the grammar, and where they need further practice.

The only skill which is not dealt with the required emphases is the listening. At least the reading tasks should be listening and reading tasks at the same time, when students could hear the pronunciation of the unknown words. Only one reading is designed as a gap filling exercise, when if there will be no listening material for the book, the teacher should/need to read up the reading.

The teacher's book is supplied with some instruction and help for the teachers, which can be found in every unit.

The instructions are written there to make teachers' work easier when they teach the book. The student's book is embedded in the teacher's book and the solutions of the exercise can be found as well.

Pulai Erzsébet  
author

# UNIT 1

## Shall I introduce myself?

Present tenses: present simple, present continuous

*Draw Ss attention to the title of the unit, and ask them about themselves, their family, hobbies, likes and dislikes. It provides you a great opportunity to get to know your Ss better, or if you have a new class, or group you can ask them to introduce themselves to you and the other classmates. It can also be an ice-breaker activity at the beginning of the academic year. You can encourage Ss to ask questions from each other and you as well. When the atmosphere of the class is calmer you can work with your Ss better.*

*Before you read and listen to the article you can ask the Ss to tell you, what they think of/what expectations they have about the family whose story runs through the book.*

### READING – Me and my family

Read and listen to the article about a boy and his family. While you are reading it, underline the unknown words and expressions in the text.

My name is Peter. I live in a small village with my parents and my brother Adam. During the summer I turned 18 and started my final year at an **agricultural vocational school**. I imagine my future working in our **family farm**.

My father is called László, who is an **agricultural engineer**. He has been engaged in crop **production** for 30 years. He started building our family farm 17 years ago. Besides **crop** production we also deal with **livestock farming**.

My mother is Edit and she is also an agricultural engineer. She is more knowledgeable in **breeding** and **animal husbandry** so she leads the dairy farming and the **pig fattening**. Adam is 24 and graduated from college this spring. He has a degree as a **plant protection engineer** and he is in charge of plant protection matters on the farm.

My aunt Mónika lives next door with her family. She deals with **rural tourism** and **local products**, with the help of her daughter Jasmine. They produce their products by **organic production** and sell them in the nearby markets. Monika's son Martin runs **horse rides** and **equestrian therapies** at their farm. Her husband, Peter, is a **forestry engineer**, who manages **logging** and the production of **fodder crops** to feed the wild animals in a nearby forestry and **wild management area**. As you can see, every member of our family **is committed to** agriculture, so there is no question that I want to deal with it too.

### Vocabulary

agricultural engineer	mezőgazdasági mérnök
agricultural vocational school	mezőgazdasági középiskola
agriculture	mezőgazdaság
animal husbandry	állattenyésztés
livestock farming	állattenyésztés
crop production	növénytermesztés
dairy farming	tehenészet
groom	lovász
equestrian therapy	lovasterápia
family farm	családi gazdaság
fodder crops	takarmány növények



forestry engineer	erdőmérnök
forestry	erdőgazdaság
husbandry	állattenyésztés
local products	helyi termékek
logging	fakitermelés
organic products	bio termékek
pig fattening	sertés hizlalás
plant protection expert/engineer	növényorvos
plant protection	növényvédelem
rural tourism	falusi turizmus
sustainable	fenntartható
weed	gyom, gyomlál
wildlife management	vadgazdálkodás

**TASK 1** Read the statements about Peter and his family. Decide if they are true, false or the text does not say. Write **T** for true, **F** for false, and **DS** if the text does not give the information.

- a) Peter goes to a secondary school. **T**
- b) His family has a farm, which was started by his grandfather. **F**
- c) His parents are engineers. **T**
- d) He has more than one sibling. **DS**
- e) Everybody in his family works on the family farm. **T**
- f) His aunt is his neighbour as well. **T**
- g) Peter's uncle works in agriculture too. **T**
- h) Peter wants to study at a university after high school. **DS**

**TASK 2** In this exercise you can read descriptions of words and expressions from the text. Find the words and write them after the description.

*This exercise is designed to help Ss to elicit the meaning of unknown words from the given content. Let Ss work independently or you can do this task as a pair work.*

- a) A special treatment for people, with a horse. equestrian therapy
- b) A process when from a young domestic animal, which is bred for meat, you get a bigger one, which can be slaughtered. pig fattening
- c) They are special plants with which you can feed animals. fodder crops
- d) Cutting down trees for building houses, heating etc. logging
- e) If you have cows to provide you a lot of milk. dairy farming

MY NOTES

**TASK 3** In this exercise you can see pictures of people working in agriculture. You can read the description of the jobs, and the names of the professions. Your task is to match the professions, pictures and job descriptions.

*This exercise can give Ss some time to think over the vocabulary in the first unit. While they are working with the short readings, they can recognise the different jobs in agriculture and they need to find the correct picture which depicts a job. After matching the pictures, jobs, and definitions it is worth doing a speaking practice, either with the pictures, for example a picture description or Ss can talk about other jobs and professions in agriculture. As homework Ss can look for pictures in papers or on the internet and they can write a picture description.*

*The teacher can bring different pictures related to agricultural jobs to the class and play different games with them, for example first the Ss need to tell the name of the profession, then they can give a short description of the job on the photo.*

*Table 1 Jobs and descriptions*

The name of the profession	Picture	Description
Farmer	1	D
Wine maker / viticulturist	2	G
Forester	6	E
Equine expert	5	H
Hunter	7	A
Gardener	3	C
Agricultural engineer	4	B
Fisherman	8	F

### Job descriptions:

- a) (A professional hunter) This person organises hunting either for individuals or companies, accompanies hunters, and looks after wild animals in wild protection areas.
- b) (An agricultural engineer) This person can participate in researches, breeding, knows a lot about farming and gives advice to farmers. He or she can be the professional manager of an agricultural company.
- c) (A gardener) This person grows plants, flowers, fruit trees etc. and looks after them. This person is responsible for providing seedlings, weeding the vegetable and flower beds, and harvesting.
- d) (A farmer) This person has fields where crops, vegetables, trees can be grown. This person can have livestock and looks after them.
- e) (A forester) This person is responsible for looking after woods and the wild animals which live there. He is also responsible for sustainable forestry and wildlife management.
- f) (A fisherman) This person breeds and raises fish, crab, and mussels.
- g) (A wine maker/ viticulturist) This person usually works in a winery, where he/she is responsible for and looks after grape. After the harvest, making blending wine is this person's job. He/she can also take part in selling and marketing wine.
- h) (An equine expert) This person gives advice and provides trainings for amateurs either in keeping or riding horses. He or she is the person who trains the horses.



*For sources of photos see the Photo credits section*

## SPEAKING

**TASK 1** Work in pairs or in group of threes, ask and answer the questions about yourself, your family, profession, and future plans. Use the prompts below.

*In the speaking part of the unit Ss can practice the vocabulary taught in the unit and they can talk about themselves and their own family. Since the speaking deals with the grammar structures which are taught in the unit, before starting this task you can revise the grammar even though it is not new to the Ss. But with some practice they can be more confident in speaking. It is important to provide a stress-free atmosphere for Ss.*

What /name?

How old /you?

Where /you /live?

Where / you / study?

Enjoy / study? Why / Why not?

What / future plans?

What /father/do?

What / mother/do?

How old / they?

Family / have a farm?

What / you/ work there?

**TASK 2** In the vocabulary section you can find two words with almost the same Hungarian meaning. With the help of a monolingual dictionary try to explain the difference between them.

*With this task Ss can distinguish between two words with a very similar Hungarian meaning. Also it provides them the opportunity to use a monolingual dictionary. You can use the online advanced dictionary:*

<https://www.oxfordlearnersdictionaries.com/>

*breeding: to produce new plants and animals from existing ones, especially in order to produce plants or animals with particular qualities*

*husbandry: the activity of farming and caring for animals, especially in order to make them suitable for using their product (milk, meat, egg, etc.)*

**Optional homework:** write a description about you partner, using the information you got.

*This part of the unit is designed to give the opportunity to Ss to practice the vocabulary and the grammar which are dealt with. The optional homework uses the present simple tense with the special focus on the third person singular, which is usually a mistake either in speaking or in writing.*

## GRAMMAR: Present Simple and Present Continuous

*The unit deals with the present simple and the present continuous tense. Go through the explanation of the tenses with Ss and ask them whether they have any questions about the grammar. Draw their attention to the spelling rules, the third person singular in present simple and the difference between the tenses.*

### Present Simple

Use the present simple for things, activities you do as part of your daily routine, which happen every day, week, year – etc., or which are always true, like the laws of nature.

work	→	works	add -'s'
study	→	studies	consonant +y: omit 'y' add -ies
finish	→	finishes	sh, s, ch, x add -es

don't forget  
the spelling  
of the third  
person  
singular -s

- ✓ use the auxiliary verb DO/DOES in questions and negative sentences
- ✓ we use adverbs of frequency with present **simple, always, usually, often, sometimes, never**, etc.
- ✓ be careful, adverbs of frequency go before the main verb, but after the verb to be
- ✓ other time expressions, like **every week, at weekends, once a year** usually go at the end of the sentence



**TASK 1** Complete the sentences with a verb in the present simple. Use the verbs from the box below.

have, be in charge of, not know, run, study, look after

- a) Peter **studies** in an agricultural vocational school.
- b) **Do** his father and mother **have** a family farm?
- c) His mother **looks after** the domestic animals.
- d) His father **doesn't know** as much about domestic animals as his mother.
- e) His brother **is in charge of** plant protection in the farm.
- f) Martin **runs** horse rides and equestrian therapies at their farm.

### Present continuous: be + verb + ing

- ✓ use the present continuous for things happening now, at the time of speaking
- ✓ use the present continuous for things you have already arranged to do in the near future
- ✓ be careful, some verbs like **love, like, want, know, see, hear, have = possess, need** are not normally used in present continuous.

*I know a lot about domestic animals.* NOT: *\*I am knowing a lot about domestic animals.*

cook → cooking	live → living
study → studying	run → running

don't forget  
the spelling  
rules for  
-ing form!

**TASK 2** Look at the time expressions in the chart, and write them into the correct column.

*Table 2 Time expressions*

now, every day, in the evenings, at the moment, this evening, never, sometimes, right now, next week, usually, every third week, this week, often, not very often, in the near future	
Present Simple	Present Continuous
every day, in the evenings, never, sometimes, usually, every third week, often, not very often	now, at the moment, this evening, right now, next week, this week, in the near future

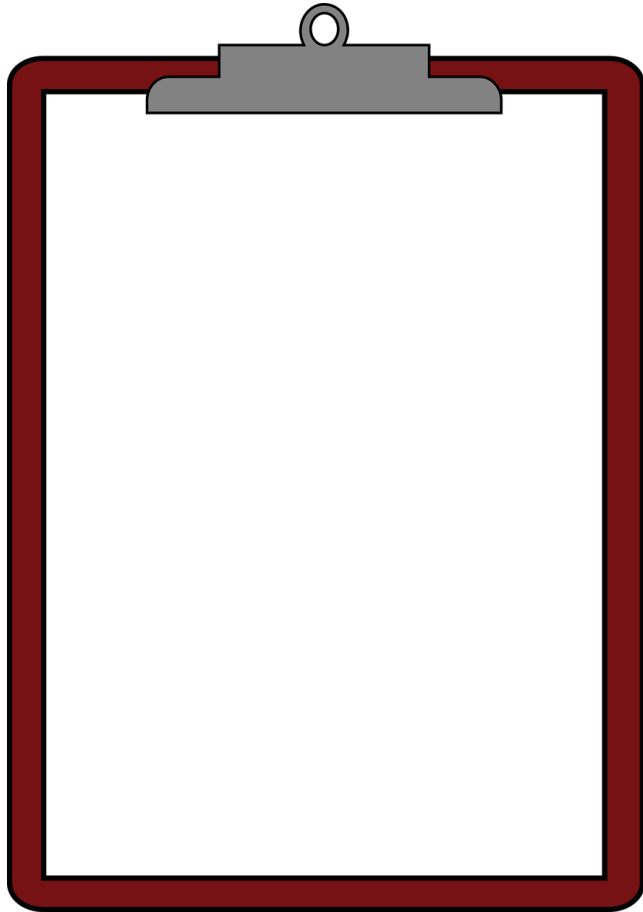
**TASK 3** Read through the text about Peter’s family. Use the verbs in brackets either in their present simple or present continuous form.

*This exercise provides a reading and a grammar task for Ss. When the new grammar is used in context it can be the hardest/or easiest part of studying it. The context always gives clues which make the use of the tenses easier, but Ss need to understand the text well.*

Peter and his family **have** (have) a family farm where they **live from** (live from) animal husbandry and growing different fodder crops. From spring to autumn they **work** (work) a lot, not only on weekdays but on weekends too. People who work in agriculture usually **don’t have** (not have) so much time during that time. They **feed** (feed) the animals two times a day **clean** (clean) the stables and they **weed** (weed) the vegetable beds in the garden as well. Now it is winter and they can relax a bit. They **aren’t getting up** (not get up) early but in summer time they

**get up** (get up) before 5 in the morning. They **have** (have) time to eat breakfast, and the family **is having** (have) breakfast now. Peter **loves** (love) riding a horse, and now he can go to his cousin's farm and at the moment he **is riding** (ride) his favourite horse there.

**Optional homework:** Write sentences about yourself and your family, use the present simple and the present continuous. (**Open answers**)



*Photo: <https://pixabay.com>*

## UNIT 2

### My and my family's daily routine

Past Tenses: Simple Past, Past Continuous, and Past perfect

#### SPEAKING

*The speaking exercise can provide the Ss a warming up activity and they can start the lesson with some semi-free speaking. There are prompts given to the questions which can be used to revise the grammar from the previous unit. The exercise can also make Ss get to know each other more. Usually Ss are shy to speak in front of their classmates, this exercise provides them with a more intimate atmosphere, where they can make mistakes and if the pairing is done beforehand, this exercise can encourage Ss to help each other and learn from each other's mistake.*

- What time do you get up?
- What do you do first?
- Do you have breakfast?
- What do you have for breakfast?
- How do you go to school?
- How many lessons do you have?
- What time do you finish school?
- What do you do in the afternoon?
- What do you help at home?
- What do you do in the evenings?
- What time do you go to bed?
- How much sleep do you need?

**TASK 1** Before you start reading about Peter and his family, you need to practice the vocabulary about daily routine. Look at the chart, and fill in the ME column. Then ask the questions from your partner and take notes in the MY PARTNER column.

*Table 3 Daily routine*

Questions	Me	My partner
What time/get up?		
What/do first?		
Have/breakfast?		
What/have/for breakfast?		
How / go to school?		
How many lessons/have?		
What time/finish school?		
What/do/in the afternoon?		
What/help at home?		
What/do in the evenings?		
What time/go to bed?		
How much sleep/need?		

**Optional activity** *If you collect the notes from the students and read up something interesting, or just something relevant about the students, they can find out who you are talking about.*

## **READING - Our family's daily routine**

*After reading the text and filling the chart with the appropriate information about Peter you need to give Ss some grammar practice. In the follow up exercise of this unit Ss need to use the expressions: both of us, neither of us, all of us, none of us, only me, only my partner, which are not new to them, but before they start writing the sentences using the expressions, it should be revised a bit. With the revision Ss can avoid making mistakes.*

*The reading exercise practises the vocabulary with the new expressions and words, and gives a further speaking opportunity to Ss.*

Read and listen to the text about Peter and his family.

In our farm the days start early every morning. The whole family gets up at 6 in the morning. After washing, or taking a quick shower I brush my teeth in the bathroom, I get dressed and go to the stable to the **dairy cows**. **After milking**, I have breakfast at 6.45 a.m.

I can only help in the farm in the mornings, because my school bus leaves for school at 7 o'clock. I have classes from 8 a.m. to 1.30 p.m. After the lessons I have lunch in the school canteen and then I leave for home at 2.30 in the afternoon. I play soccer with my classmates on Tuesdays until 4 p.m., and take English classes on Thursdays from 2.30 to 4 p.m.

We **check the health condition of** the livestock every day. The dairy cows are milked, and fed twice a day. Then we select the **animals in estrus** out of them. Before feeding the calves we do the bedding for them.

We **spread fresh straw** on the **deep-bedding** for the **beef cattle**, then we give them **coarse fodder** and **feed grain**.

**Pigs are** also **fed** twice a day. Before feeding we start the floor wash and we brush the **faeces** from the barn. We also have to **check the operation** of the **automatic feeders** and **waterers**. We select the sows in estrus, and we lead them to the boar. We need to check the health of the **piglets** and the temperature of the barn.

At the farm **feed silos are filled** and **the fodder is ground** twice a week.

In the afternoon, when I get home from school, I do my homework quickly and then I go out to my dad to the **machine stock**. In winter I **help him with maintenance** and in the autumn, and in spring I do jobs which need to be done that time. I love riding tractors, and since our employees finish work at 4 p.m., I have the chance to sit in one of the tractors and drive it.

In the evening we have dinner together. After dinner I usually chat with my friends, watch one or two videos and prepare for the next school day. Around 10 o'clock I have a shower and I go to bed after it. I need at least 8 hours' sleep every night.

### Vocabulary

animals/cows in estrus

ivarzó egyedek

automatic feeder

önetető

automatic waterer

ítató rendszer

beef cattle

húshasznú szarvasmarha

boar

kan (hím sertés)

check the health condition of sg.	ellenőrzi vmi egészségi állapotát
check the operation of sg.	ellenőrizni vmi működését
coarse fodder/roughage	szálastakarmány
dairy cow	fejőstehén
deep-bedding	mély alom
faeces	ürülék
feed grain	abrak (=szemes takarmány)
feed silo	takarmány siló
help sb with maintenance	segíteni a karbantartásban
machine stock	géppark
milk the cows	megfejni a teheneket
sow	koca (nőstény sertés)
spread fresh straw	friss szalmát teríteni
the fodder/feed be grounded	takarmány darálás

**TASK 1** After reading the text fill the table with information about Peter, you and your partner. Then write sentences with both of us, neither of us, all of us, none of us, only me, only my partner.

*Table 4 Daily routine with quantifiers*

Peter	Me	My partner
gets up at 6.00		
goes to school by bus		
has classes from 8 to 1 p.m.		



has lunch in the school canteen		
plays soccer on Tuesday		
has English lessons on Thursday		
feeds the animals in the afternoon		
loves driving tractors		
has dinner with his family		
has a shower and goes to bed around 10 p.m.		

### **Both, neither, all, none, one, nobody, no-one**

- **both** refers to two people and has a positive meaning
- **neither** refers to two people but it has a negative meaning
- **all** refers to more than two (at least three) people and has a positive meaning
- **none** refers to more than two (at least three) people but has a negative meaning
- one** refers to only one person, and it has positive meaning

Peter and his father like horses. = Both of them like horses.

Peter doesn't like getting up early, and his father doesn't like getting up early.  
= Neither of them likes getting up early.

Peter, his father, his mother and his brother live in a farmhouse. = All of them live in a farm house.

Peter, his father, his mother and his brother don't go to the city very often. = None of them go to the city very often.

**TASK 2** Look at the pictures, which show Peter's daily routine. Write sentences using present simple tense.



*For sources of photos see the Photo credit section*

**Optional activity 1** *Students compare their and Peter’s daily routine. They write down the advantages and the disadvantages.*

**Optional activity 2** *Students work in small groups. Give them some cards with the name of agricultural professions, like gardener, hunter, florist....., the students have to tell information only about the daily routine of the person, and the others have to find out which profession the student is talking about.*

**TASK 3** *Just for fun: mother, father and their babies. Look at the chart, and write the name of the ‘family member’.*

*In this funny way of learning new vocabulary related to animals, Ss should already know some words but some can be unfamiliar to them. If they can use the internet while they are doing this task, they can learn even more words. Alternative option: let Ss work together in pairs or small groups and the pair or group which can find the most words can be the winner of the vocabulary race.*

*Table 5 Animal families*

<b>Mother</b>	<b>Father</b>	<b>Offspring</b>
sheep/ewe	ram	<b>lamb</b>
bitch	<b>dog</b>	puppy
<b>sow</b>	boar	piglet
duck	<b>drake</b>	<b>duckling</b>
<b>vixen</b>	dog	foxcub
<b>cow</b>	bull	<b>calf</b>
hen	cock	<b>chick</b>
hind	<b>stag</b>	fawn/Bambi ☺

**TASK 4** There are a lot of expressions, proverbs, similes using the names of animals. Try to match the expressions and their meanings.

*This exercise can give Ss a little insight into English proverbs, expressions, and similes. First give Ss an example which has a similar meaning in Hungarian. You can talk about the importance of them in the language, and style. After the warming up, Ss can do the exercise and hopefully it will be fun for them. Try to encourage them to look up other expressions on the internet, or in books designed for learning the English idioms.*

- |                               |   |
|-------------------------------|---|
| a) a stag night               | 1. saying something is completely impossible                  |
| b) as cunning as a fox        | 2. be nervous about something                                 |
| c) be the cat's whiskers      | 3. waste time doing something you know is not going to happen |
| d) a hen party                | 4. a party before the wedding for the bride                   |
| e) butterflies in the stomach | 5. to make somebody do what you want                          |
| f) pigs might fly             | 6. a party before the wedding for the groom                   |
| g) beat/flog a dead horse     | 7. to be better than anyone else                              |

1 f	2 e	3 g	4 d	5 b	6 a	7 c
-----	-----	-----	-----	-----	-----	-----

## **GRAMMAR: Past Simple, Past Continuous and Past Perfect**

*In the grammar section of this unit the focus is on the past tenses (except the past perfect continuous tense). This grammar is not new to Ss but they need to revise them and try to master it.*

*The explanation tries to draw the Ss attention to the difference between the tenses, and also the spelling rules. It is worth referring to the present continuous tense while we teach the past continuous and mention that the state verbs which cannot be used in the present continuous tense cannot be used in the past continuous either.*

### **Simple past tense**

- ✓ use the simple past tense when you talk about finished actions in the past
- ✓ the verb in simple past is the same for all persons
- ✓ in negative sentences and questions use the auxiliary verb DID, don't forget, the verb is in its infinitive form after did/did not
- ✓ the past form of to be is was for I, he, she, it and were for you, we, they
- ✓ the past form of can is could
- ✓ to make the past simple of regular verbs add *-ed*
- ✓ many common verbs are irregular in simple past, e.g.: have ➡ had

Table 6 Spelling rules of Simple Past tense

Infinitive	Past
earn	<b>earned</b>
like	<b>liked</b>
play	<b>played</b>
study	<b>studied</b> when the last letter of the verb is 'y' and there is a consonant before it the 'y' changes
stop	<b>stopped</b> when the verb has only one syllable and the pattern is consonant + vowel + consonant you have to double the last consonant

**TASK 1** Put the verbs in brackets in past tense.

Yesterday Peter **went** (go) to school by bus. Unfortunately, he **didn't have** (not, have) time to eat breakfast, so he **bought** (buy) some food in the corner shop near the school. Because he **left** (leave) his money at home, he **had** (have) to borrow some money from a friend of him. He **was** (be) late for school and he **couldn't go** (not, can go) into the classroom. He **didn't know** (not, know) what to do. After the first lesson he **asked** (ask) his friends to tell him the homework. When he **arrived** (arrive) home, he **did** (do) his homework, **helped** (help) his father in the barn, he **fed** (feed) the fattening cattle **gave** (give) water to the piglets. In the evening he **wasn't** (not, be) tired, so he **watched** (watch) a film on TV and **didn't go** (not, go) to bed early.

**TASK 2** Re-order the words to make questions.

- a) time/did/feed/the/time/you/cattle?  
What time did you feed the cattle?
- b) were/there/piglets/barn/how/in/the/many?  
How many piglets were in the barn?
- c) week/often/the/rough/minced/chopped/was/fodder/how/last?  
How often was the rough fodder chopped last week?
- d) did/the/what/finish/afternoon/yesterday/time/workers?  
What time did the workers finish yesterday afternoon?
- e) dairy/cleaned/the/gave/for/who/deep/the/barn/bedding/and/cows?  
Who cleaned the barn and gave deep-bedding for the dairy cows?

**Past Continuous Tense: was/were + verb + ing form**

- ✓ use the past continuous to describe an action in progress at a specific moment in the past; we do not mention when the action started or finished  
*At six o'clock last night I was driving home. / On April 1st I was staying with some friends in the country.*
- ✓ use the past continuous tense for an action which was in progress when another action interrupted it; use the past continuous tense for the longer action and the simple past for the action which interrupted it (shorter action)  
*My friend was driving at 90 mph last night when the police stopped him. / She ran into an old friend while she was walking in the street.*
- ✓ use the past continuous tense for two or more simultaneous past actions  
*While she was driving along the road, she was talking on her mobile phone.*

**TASK 3** Complete with a verb in the past continuous.

- a) He met his wife when he **was working** in Japan. (work)
- b) They **were waiting** for us when we arrived. (wait)
- c) **Was** she **wearing** a coat when she went out? (wear)
- d) What **were** you **doing** at 7.30 last night? (do)
- e) I **wasn't listening** when you gave the instructions. (not listen)
- f) I **was driving** when you phoned me. (drive)
- g) It **wasn't raining** when I woke up this morning. (not rain)

### Simple past or past continuous

*Table 7 Simple Past or Past Continuous?*

Simple past	Past Continuous
Use the past simple for a completed action in the past. <i>I took the photo./ I saw the news.</i>	Use the past continuous for an action in progress. <i>They were writing a song./ I was sitting at home.</i>
The past simple is used for actions which happened immediately one after in the past. <i>I went home, took off my coat and made a cup of tea for myself.</i>	The past continuous is used for two or more simultaneous actions in the past. <i>While they were having dinner, they were watching the news on TV.</i>

**TASK 4** Put the verbs into the past simple or past continuous.

E.g.: She *arrived* when we *were having* dinner. (arrive, have)

- a) I **broke** my arm when I **was playing** football. (break, play)
- b) **Were** you **driving** fast when the police **stopped** you? (drive, stop)



- c) It **was snowing** when we **left** the pub. (snow, leave)
- d) I **didn't watch** the match because I **was working**. (not watch, work)
- e) When you **called** me, I **was talking** to my boss. (call, talk)

### Past Perfect tense: had + past participle

- ✓ use the past perfect for an action which happened before another past action of before a stated time in the past
- ✓ use the past perfect when you are already talking about the past, and want to talk about an earlier past action

*When I woke up the garden was all white. It had snowed in the night.*

*I arrived at the coffee bar twenty minutes late and my friends had already left.*

**TASK 5** Complete the sentences. Put the verbs in the past simple or past perfect.

E.g.: We *didn't get* table in the restaurant because we *hadn't booked*. (not get, not book)

- a) I **didn't recognise** Maria because she **had cut** her hair. (not recognize, cut)
- b) My friend **phoned** to tell me I **had left** my jacket in the car. (phone, leave)
- c) When I **turned on** the TV, the match **had already finished**. (turn on, finish)
- d) He **failed** all his exams because he **hadn't studied** at all. (fail, not study)
- e) When we **got** home we saw that somebody **had broken** the kitchen window. (get, break)

## **UNIT 3**

### **Time management – A year in a large scale farm**

Present Perfect, Present Perfect/Simple Past

*Draw Ss attention to the title of the article, you can ask them what time management is, why it is important in our everyday life, or what can be the difference between time management for an individual or a company.*

*You can also ask Ss if they make plans for the near future, for a week, month or even a year. If some of your Ss' family have their own business in agriculture they tell the class, why time management and planning the work thoughtfully for the whole year is essential. The reading part is divided into two parts and they show the work in a farm during the year. Before reading you can also go through the pictures which depict machines used in agriculture. You can ask Ss if they have already worked with them either at home or during their practice at school. They can talk about their experience in connection with the machines.*

## **READING - Summer and autumn crop production**

### **Winter cereals**

Listen and read the text. Underline the unknown words.

During the summer we **harvested** the cereals. The crop was transported to a local drier, where the seeds were cleaned from **broken grains**, **weed seeds** and various parts of plants and they were dried to a **water content of 13%**. This is really important, because only this way can we store good quality cereals in our crop storage.



*Picture 1 Cereal harvest  
(Photo: Edit Assenbrenner)*

The **cereal stubble** was cultivated with **discs**. On the weedy areas we applied **chemical treatment** for total **weed control**. In less weedy areas we let the seeds which were scattered during the harvest **sprout**.

The volunteer plants and the weeds were both mixed into the soil with disking. This way we performed **mechanical weed control**.



*Picture 2 Disking the stubble  
(Photo: Edit Assenbrenner)*

At the end of August, the **rapeseed** was sown with **direct seeding technology** with no **tillage**. We do not **plough** in the summer because we do not want the topsoil to dry out. In this case we can loosen the soil, **prepare the seedbeds**, sow and compact the soil in a single working process with a **combined machine connection**.

It is September, and it is time to prepare the seedbed for the autumn sown crops. After we harvested the cereals in summer, we applied **fertilizer** and **organic fertilizer** on the fields in early September.



*Picture 3 Spreading organic fertilizer  
(Photo: Edit Assenbrenner)*

We spread fertilizer several times a year, but we **apply organic farmyard manure** on one area only every fourth year. Fertilizers do not need to be ploughed into the soil, but farmyard manure is worked into the soil with the **reversible plough** during the **autumn deep ploughing**.



*Picture 4 Harvesting corn  
(Photo: Edit Assenbrenner)*

We still have to harvest the **sunflower** and corn this month. Before harvesting, we have to treat the sunflower with a **special drying agent** which is called **desiccation**. After harvesting, the seeds are transported to the dryer, and after cleaning and drying they are placed in **storage silos** and **crop warehouses** with 14-% water content. Now it is time to sow **winter barley**. At the beginning of October, we are going to sow the **winter wheat**, and a week later the **triticale** and **rye**. Sowing of these plants is done by a **grain drill**. After each sowing, we roll the soil to prevent the top layer from drying out so quickly. In October we also have to pick up the **sugar beet**. The sugar factory always sends a special sugar beet harvester, and until transporting the sugar beets **are stored in prism** on the edge of the field.

There is no other seasonal work in crop production during the winter. If there is a lot of snow, and the top layer of the snow freezes on our autumn sown cereals, we need to break the ice with a tractor because **green plants breathe** and they can be suffocated under the ice, and also **fungal diseases** would spread. The following jobs are due in late February or early March. It depends on the moisture content of the soil. During the winter our machines are maintained and repaired in the machine storage hangars so that we can start work in spring at full steam.



*Picture 5 Sowing cereals  
(Photo: Edit Assenbrenner)*

## Vocabulary

14 % water content	14%-os víztartalom
autumn deep ploughing	ősz mélyszántás
autumn sown	ősz vetésű
barley	árpa
beet	répatest
combined machine connection	kombinált gépkapcsolás
compact (the soil)	tömörítés

crop dryer	terményszárító
crop storage	terményraktár
desiccation	deszikkálás, állományszárítás
direct seeding	direktvetés
disc	tárcsa
discing the stubble	tárcsával tarlót ápolni
discing	letárcsázni
farmyard manure	szerves istállótrágya
fertilizer	műtrágya
fungal disease	gombabetegség
grain drill	sorbavetőgép
harvest/gather in (the crops)	betakarítani, learatni, aratni
harvest	aratás, betakarítás
harvested cereal	learatott gabona
heat (straw, hay)	befülled (szalma, széna)
heat is generated	hő keletkezik
and moisture is accumulated	és a nedvesség felhalmozódik
implements	munkagép
incorporate into the soil	beledolgozni a talajba
loosen the soil	talajlazítás
machine storage hangar	géptároló/hangár
maintenance	gépek karbantartása
mechanical weed control	mechanikus gyomirtás
organic fertilizer	szerves trágya (általánosan)
organic manure	szerves trágya (állati eredetű)
pile	halom (pl. cukorrépákra)

prism	prizma (speciális tárolási elrendezés)
rapeseed	repce
repairing	gépek javítása
reversible plough	váltvaforgató eke
rye	rozs
seasonal	idényszerű
seed drill	vetőgép
seedbed	magágy
soil cultivation with no tillage	talajforgatás nélküli művelés
soil moisture content	talaj nedvességtartalma
special drying agent	speciális leszáritó szer
spread manure	trágyát kiszórni
stack	gúla, rakás
storage silo	terménysiló, tárolósiló
store	elhelyezni, betárolni
stubble ploughing	tarló hántás
sugar beet harvester	cukorrépa betakarító gép
sugar beet	cukorrépa
sugar factory	cukorgyár
sunflower	napraforgó
the green plants breathe	a zöld növények lélegeznek
the topsoil layer	a talaj felső rétege
to apply chemicals	vegyszeres kezelést végezni
to break the ice	összetörni a jégréteget
to clean the grains	terménytisztítás
to clean	tisztítani (gabonát)



to drive a tractor on	traktossal megjáráni, (megtaposni)
to dry out	kiszárad
to dry	szárítani
to make the seedbeds	magágyat készíteni
to multiply/spread	felszaporodni (betegségek elterjednek)
to pick up the beet	répatestet felszedni
to plough	szántani
to roll	lehengerelni
to seed	elvetni
to sow	elvetni
to spray	lepermetezni
to sprout	csírázik, kikel (vetőmag)
to take to the land	termőföldre kijuttatni
total weed control	totális gyomirtás
tractor	erőgép
triticale	tritikálé
volunteer plants	árvakelés
weedy	gyomos
winter wheat	őszi búza
work into the soil	bedolgozzuk a talajba
working process	munkamenet

## Spring tasks, spring sown plants, plant care tasks

*Before the listening draw Ss attention to the task and tell them it is not only a simple listening, but they have to complete the article with the missing words. The missing words are some of the keywords which the article deals with. You can ask Ss if they can find out the words without listening from the content. If you think the listening exercise is too long for your Ss, you can divide it into more parts. While you are checking the listening, you can ask Ss to explain the meaning of the missing words.*

Listen and read the text. Listen carefully and write the missing words into the text. Underline the unknown words.

This year in March we can start the spring work. There was a lot of snow during the winter, which has already melted, and seeped into the ground. There was (waterlogging) for two weeks on some (low-lying areas), but fortunately, due to the **subsoil loosening** it could seep into the deeper layers relatively quickly.

On the (heavy clay soil), the lower soil layer is regularly loosened. On the sandy loose soil, it is not needed to be done every year. In order to maintain good (humus content) and **fertility of the soil**, we regularly **apply organic fertilizer**.



Picture 6 Applying organic fertilizer  
(Photo: <http://www.valkon.hu>)

During the winter, the (**lumps**) that remained after **ploughing freeze** and were **crumbled** by frost. We work them with a **combi cultivator** and make (**friable**) and **smooth seedbeds**.

At the beginning of March, we sow the (**peas and oats**), then it is time to sow **spring barley**. These seeds are always sown into the soil after seed treatment. They are sown with a **grain drill**. The larger the seed size, the deeper we need to sow, and the smaller the mature plant, the more seed we need to (**apply**) per hectare.

It is always my father who decides the size of the **planting space** (the size of the area for a single plant), because he knows the features of the areas, and what (**cultivation**) parameters are recommended by the seed companies for each plant variety or hybrid. At the beginning of April, the (**potato tubers**) are planted by a **potato planter**. In one process/ in one go with the planting, we make a **ridge**, so loose and warm soil surrounds the root of the plant for the development of the **tubers**. Soy, sunflower and corn are sown at the end of April and at the beginning of May. These seeds are sown with a (**single grain**) seed drill. My brother walks through the fields at least once a week, when he checks if there is any (**abnormal growth**) or **pathogen** (**fungal disease**, bacterial or **viral infections**) or (**pests**) (**rodent**, insects or wild animals) in the crop stand.



*Picture 7 Soy spraying with high clearance sprayer  
(Photo: Edit Assenbrenner)*

We cannot always plan the plant care tasks precisely, because they highly depend on the state of the plant development, the weather, as well as the appearance of diseases and weeds. We control weed in two ways: (**chemical weed control**) is done when the plant is still young (3-5 leaves) and we apply **mechanical weed control** with an (**inter row**) cultivator. We prefer mechanical weed control, because it is an **environmentally friendly, chemical free process**.



*Picture 8 Using inter row cultivator  
(Photo: Edit Assenbrenner)*

With this process we can also spread fertilizer into the rows, which helps the plants to grow. We also apply (**preventive**) control against pest insects, and fungal diseases by spraying **systemic fungicides** and **insecticides**. When a special disease or pest occurs, we protect the plants usually with **contact chemicals**, which can solve that specific problem.

When we apply pesticides, we always **pay attention to** use (bee-friendly technology). After dusk, when the bees are already in the hive, we can start spraying. The appropriate dosage is always carefully considered.



*Picture 9 Applying chemical weed control  
(Photo: Edit Assenbrenner)*

Plants not only need nutrients already present in the soil, therefore they are repeatedly given extra nutrients during their growth. We top-dress when the plants have only a few leaves/ the plants are **in a few-leaf stage**. The applied (solid fertilizer) is washed into the soil by the rainfall and the plants are able to (absorb) it through their roots. Later when the **foliage** is larger, we apply foliar fertilization so the various nutrients can **be absorbed** in liquid form on the green leaf surface.

We only (irrigate) our soy because it is a **water-intensive plant**. For **irrigation**, we use a mobile hose reel irrigation machine, which is operated by a tractor. The water is pumped out of the ditch near the fields. The rest of our plants are more (drought tolerant) than soy. We use **slurry spreader** to supply water, because the **mixture of faeces and technological water** from our pig farm is suitable for nutrient and water supply.

**From an environmental point of view**, we pay a great attention to ensure that the applied (**slurry**) is **free of chemicals** and **drug residues**.

Most of the crops we produce is used for feeding the animals on our own farm, so it is really important to harvest high yield and high quality fodder.

### Vocabulary

abnormal growth	rendellenes növekedés
be absorbed through the leaf	felszívódik a levélen
bee-friendly technology	méheket kímélő technológia
bees are in the hive	méhek elülnek a kaptárba
blocky soil	rögös talaj
chemical free process	vegyszermentes eljárás
chemical weed control	vegyszeres gyomirtás
clod	rög
combi cultivator	speciális talajművelő gépek összekapcsolása
contact chemicals	kontakt hatású vegyszerek
crop stand	növényállomány
crop	kultúrnövény
crumble	felaprózódik (talaj rögök)
cultivation parameters	termesztési paraméterek
ditch	vizesárok
dosage	dózis (egy hektárra kijuttatandó vegyszer mennyisége)
drought resistant	szárazságtűrő
dusk	alkonyat (napnyugta)

environmental view-points	környezetvédelmi szempontok
environmentally friendly	környezetbarát
faeces mixed	hígtrágya (ürülék és a
with technological water	technológiai víz keveréke)
fertility	termőképesség
few-leaf stage	néhány leveles állapot
foliage	lombozat
free of chemicals	vegyszer- és gyógyszer-
and drug residues	maradványoktól mentes
friable soil	porhanyós, morzsás talaj
fungal disease	gombabetegség
grain drill	sorbavetőgép
green leaf surface	zöld levélfelület
heavy clay soil	kötöttebb agyagos termőtalaj
hectare	hektár
high quality	jó minőségű
high yield	nagy termésátlagú
humus content	humusztartalom
hybrid	hibrid
in a row	egymás után (nem egyszerre)
in one go	egy menetben
in one process	egy folyamatban
insecticide	rovarölő vegyszer
inter row cultivator	sorközművelő
leaf fertilization	levéltrágyázás
leaf stage	levél állapot

liquid	folyékony
loose, warm soil	laza, meleg talaj
mechanical weed control	mechanikus gyomirtás (kultivátorral)
mobile hose reel irrigation system	mobil csörlős öntözőberendezés
nutrient supply /replacement	tápanyagutánpótlás
nutrients	tápanyagok
nutrients/ minerals	tápelemek
oat	zab
organic manure	szervestrágya
pathogen (fungal diseases, bacterial or viral infections)	kórokozó (gombabetegségek baktériumos vagy vírusos fertőzések)
pea	borsó
pest (insects) (rodent, insect or wild animal)	kártevő rovarok (rágcsáló, rovar vagy vadállat)
plant care	növényápolás
plant diseases	növényi betegségek
plant	elültetni
planting machine	ültető gép
planting space (the size of the area for a single plant)	tenyészterület (egy növényre eső terület nagysága)
potato tuber	burgonyagumó
potato	burgonya
preventive control /protection	megelőző védekezés
pump	szivattyúzni
ridge	bakhát



roots	gyökérzet
sandy loose soil	homokosabb, lazább termőtalaj
seed company	vetőmag előállító cég
seed grain/seeds	vetőmag
seed treatment agent	csávázószer
seed treatment	csávázás
seed-bed	magágy
single-grain seed drill	szemenkénti vetőgép
slurry spreader	hígtrágyaszóró
solid	szilárd
soy	szója
species	faj
spring barley	árpa
subsoil loosening	altalajlazítás
sunflower	napraforgó
systemic pesticide	felszívódó növényvédőszer
the features of the area	terület adottságai (termőterület tulajdonságai)
the state of the plant development	növény fejlődési állapota
to absorb through their roots	gyökerükön keresztül felvenni
to irrigate	öntözni
to solve a given problem	adott problémára megoldást nyújtani
to spray	permetezni
top dressing	fejtrágyázás
top-dress	fejtrágyáz
treated seed	csávázott vetőmag

tuber	gumó
variety	fajta
washed into the soil	bemosódik a talajba
by the rainfall	a csapadékkal
water intensive	vízigényes
water supply /replacement	vízutánpótlás
waterlogging	belvíz
weather	időjárás
weeds	gyomnövények, gyomok
yield	termésátlag

**TASK 1** Find the following words in the first text about summer and autumn crop protection. Write a short definition about the word in the space provided.

*With this exercise Ss can practice vocabulary and the use of a monolingual dictionary. You can explain what important information they can find if they look up a dictionary entry, apart from the meaning of the word.*

- to sow = to plant or spread seeds in or on the ground
- to apply fertilizer = to mix / incorporate into the soil some substance which makes plants grow more successfully
- to sprout = (plants, vegetables) etc. to produce new leaves or buds
- harvest = the time of the year when the crops are gathered in on a farm
- volunteer plants = during the harvest seeds get into the soil and start to sprout, when and where they are not expected
- fungal disease = a covering of mould or a similar structure which can affect the plant to die

- g) seedbed = an area of soil which has been specially prepared for planting seeds in
- h) to plough = to turn over growing crops, grass, fertilizer etc. with a plough and mix them into the soil to improve its quality

For help you can use:

<https://www.oxfordlearnersdictionaries.com/>

**TASK 2** Find the odd word out. Explain why you think it is odd.

*The second exercise provides further thinking, since it is not enough for Ss to find the odd word out, but they need to explain why they think that. Ask your students to write down their answers or you can give them this exercise as homework.*



- |                   |                        |                  |
|-------------------|------------------------|------------------|
| a) <del>sow</del> | disk                   | plough           |
| b) irrigate       | water                  | <del>spray</del> |
| c) rodent         | pest                   | <del>bee</del>   |
| d) to plant       | <del>to sprout</del>   | to seed          |
| e) <del>oat</del> | barley                 | wheat            |
| f) friable soil   | <del>blocky soil</del> | loose soil       |

- a) because the others are methods to prepare the soil
- b) because you use chemicals if you spray something
- c) the others are harmful
- d) to plant and to seed is made by a person
- e) the others can be sown either in spring or in autumn
- f) the others provide good conditions for seeds and plants
- g) it is the most water intensive among them

## **GRAMMAR: Present Perfect and Past Simple**

### **Present Perfect: have /has + past participle form of the verb**

*The grammar section of this unit deals with a relatively difficult issue, the present perfect and the difference between present perfect and simple past tense. Go through the grammar explanation with your Ss. If they need, give them further help and practice.*

*Draw Ss attention to the difference between the tenses.*

- ✓ use the present perfect to talk about past experience/action when you don't say exactly when they happened

*I have been to London. but: I was in London last summer.*

- ✓ for an action which started in the past and continues up to the present *We have had our family farm for some years.* (Often with *for* or *since*.)

- ✓ for an action which has recently finished and has a result in the present  
*They have just harvested the corn.*

- ✓ when we want to ask if something has happened without asking about the exact time

*Have you ever driven a tractor before?*

- ✓ for regular verbs the past participle is the same as past simple (verb+ed); for irregular verbs see the appendix

- ✓ the present perfect is used with the following time expressions: *for, since, already, yet, always, just, ever, never, so far, today, this month/week, how long, lately, recently, still* (in negative sentences)

**TASK 1** Write sentences or questions with the present perfect.

*E.g.: he / ever / be there? Has he ever been there?*

a) you / ever buy / clothes from that shop?

*Have you ever bought clothes from that shop?*

b) I / not read / the newspaper today.

*I haven't read the newspaper today.*

c) We / never be / to the new shopping centre.

*We have never been to the new shopping centre.*

d) your brother / live abroad / all his life?

*Has your brother lived abroad all his life?*

e) They / go / to live in South America.

*They have gone to live in South America.*

f) She / never fly / before.

*She has never flown before.*

## Present Perfect vs. Simple Past

Table 8 Present Perfect or Simple Past?

Simple Past	Present Perfect
~ is used for actions which happened in the past	
and are <b>not related</b> to the present: <i>My aunty opened her restaurant some years ago.</i>	and are <b>related</b> to the present: <i>My aunty has baked some cakes for the wedding.</i>
~ is used for an action which started in the past	
and <b>finished</b> in the past: <i>Yesterday morning I went to my auntie's restaurant.</i>	and <b>continues</b> up to the present: <i>My aunty has had her restaurant for years.</i>
~ is used for an action which happened in the past	
and <b>cannot</b> be repeated: <i>Shakespeare wrote some plays.</i>	<b>may be</b> repeated: <i>J.K. Rowling has written some books.</i>
~ is used for an action which happened within a specific time period which	
is <b>over</b> at the time of speaking: <i>Last summer we harvested high quality crops.</i>	is <b>not over</b> at the time of speaking: <i>This summer we have harvested high quality crops.</i>

**TASK 2** Right (✓) or wrong (✗)? Correct the wrong sentences.

E.g.: *He's got up late this morning.* ✗ *He got up late this morning.*

- a) We've ~~been to~~ **were in** Ireland last year. ✗
- b) Have you ever gone to Paris? ✓
- c) Jane's gone to the bank. She'll be back soon. ✓
- d) I like your shoes. Where did you buy them? ✓
- e) I've ~~seen~~ **saw** that film last week. ✗

## UNIT 4

### Rural tourism in my aunt's farm

Future tenses

*Before you start working with this unit you can talk about going on holiday and the different types of holidays with your Ss. It can be a warming up exercise. You can ask Ss to think of the different types of holidays and tell you and their classmates what they like or dislike about them. If you have a relatively large class, you can do it as a group work. After the group discussion the groups can tell about their preferences to the class.*

*You can also ask your Ss what they know about rural tourism. If you go through the pictures before you start reading and listening you can talk about the service, accommodation, catering, and the programmes which rural tourism can offer. You can also ask them whether they have had a holiday at a guesthouse, what they enjoyed during the holiday.*

### READING – Rural tourism, homemade products

Listen and read the text about the family's rural tourism business. Underline the unknown words in the text while you are reading it.

Aunt Mónica decided to turn their **cottage**, which she had **inherited** from our grandparents, into an apartment 15 years ago. She has always loved people, and now finally she can use her **catering experience** for her own advantage. She and my father grew up in the village. Their granny taught them, especially aunty Mónica, how to make jam, **pickle vegetables**, and make **dairy products**. Later, on a **special training** she learnt how to make **preservation** professionally

**without preservatives**, only using **heat treatments**. Mónika and her daughter Jasmine always do experiments to prepare some new product. Jasmine is trying to make **homemade** chocolate products nowadays, and her handmade bonbons are very popular with her guests.

There are 4 **double- and twin rooms**, and a **family suite** for four people in the apartment. An extra bed can be accommodated in each room. Each room has a private bathroom. In the **summer chalet** there are 2 separate apartments, one for boys and one for girls. In the old house there is a restaurant, with a kitchen and a pantry.



*Picture 1 Guesthouse*  
(Photo: <http://www.hevesfalutur.hu>)

The following services are provided for the guests:

Breakfast:

- homemade jam (apple, plum, apricot, and rose hips),
- home baked sweet and salty pastries,
- **leavened**, seedy whole wheat bread,
- homemade salami, sausage, **brawn /headcheese**, pudding, white pudding, ham, bacon,



- homemade dairy products: cottage cheese, cheese with herbs, yoghurt, a variety of fruit yoghurts.

They offer **buffet style breakfast**. The products offered for breakfast can be purchased separately packaged.



*Picture 2 Buffet style breakfast  
(Photo: <https://turizmus.com/szallashely-vendeglatas>)*

Lunch:

Two types of soup are served daily. One is **broth** or meat soup, and the other is some seasonal fruit or cream vegetable soup.

There are always three main dishes to choose from:

- a meaty meal, some stew or **goulash**,
- some pasta, which kids love so much,
- some vegetable dish, cooked from fresh seasonal vegetables.

For dessert there is freshly made **strudel** or pancake.

Dinner:

For dinner cold buffets, roasts and a selection of breakfast food are served. The ingredients of the dishes are homemade, home- or **locally grown products**.



*Picture 3 Local and home-made products  
(Photo: <http://alfoldiregiomagazin.hu>)*



*Picture 4 Food from the oven  
(Photo: <https://hu.pinterest.com>)*

The milk used for the dairy products is from our own dairy farm. The raw meat comes from our own fattening pigs and beef cattle

**Upon request**, they can cater for large groups as well. In this case, local one-course dishes, such as goulash, stew, fish-soup, roasted vegetables, steaks and homemade strudel are prepared. They have an **outside oven** where delicious pasta and meat dishes are made.

When their offer is made, special care is taken to ensure that **gluten and lactose sensitive** guests can find the right food in their selection.

They offer various programs for their visitors, and they provide colourful fun activities for all ages.

## Horse riding tours

Martin offers horse rides for children throughout the year, **with prior booking**. He can train a wide range of ages, from young beginners to older, more advanced riders. Currently he has 8 horses, 5 of which are **indigenous Hungarian Hucul horses**, especially for **equestrian therapies**, 4 mares and 1 stallion.



*Picture 5 Horse riding tour  
(Photo: <http://www.lovasok.hu>)*

He also has 2 **Kisbér mares**, which are really well-mannered, but are really suitable for experienced riders, and he has one **English thoroughbred gelding**, which is only ridden by him. Three Hucul mares will give birth to **foals** in two months. The little foals will stay on the farm. Martin organises **equestrian camps** every summer where kids love to come.

## Animal petting

Not only does the animal petting, in the village yard, provide enjoyable programs for the children, but also for the adults coming from the city. There are various animals on the farm: there are 4 **dam sheep**, 3 lambs, and 1 **ram**, which are **small bodied Cikta breeds**. There are 2 **she-goats/nanny-goats**, a kid, and a **billy-goat** from the Alpine goat breed.



*Picture 6 Goats and sheep  
(Photo: <https://www.zichypark-hotel.hu>)*

There are **Lionhead small bodied rabbits** and **Hungarian giant rabbits** as well. The **poultry yard** is pretty colourful, there are **hens**, **barnyard fowls**, **speckled hens**, **roosters**, geese, ducks, turkeys, **guinea fowl / hens**, and pigeons. The eggs are not only used for cooking but every year little chickens **are hatched** from them.

## Domestic pig slaughtering

During the past years the number of **domestic pig slaughtering** has dramatically decreased. The atmosphere of a traditional pig slaughtering attracts a lot of people from the surrounding towns and cities. Groups arrive and they are accommodated in the guesthouse. Work starts early in the morning, **at the crack of dawn**, when the pig is first **stunned** then **stabbed in accordance with the animal welfare regulations**. Ham, bacon, sausage, salami, pudding, white pudding and black pudding is made that day. For lunch or dinner rich broth, stuffed cabbage, roast meat, **black pudding** and sausage is served. People drink **fruit brandy** and hot **mulled wine in line with** the Hungarian traditions.



*Picture 7 Domestic pig slaughtering  
(Photo: <http://www.hotelberemendrose.hu>)*

## **Handicrafts** for children and playful adults

Aunt Mónica and Jasmine have added a new colourful program. They would like to entertain children and playful adults. They want to teach them kitchen tricks, which they also use in their everyday life making their homemade products. Visitors can make jam, pickle various vegetables, can seasonal fruit, and make paprika and garlic cream. Jasmin also teaches those who are interested to make smaller bonbons. This program can be done at any time of the year. Before Christmas they make handmade **Christmas fondant** too. School and nursery school groups come on weekdays and children really love taking part in handicraft programmes.



*Picture 8 Making home-made sweets, and bonbons  
(Photo: <https://secretldn.com>)*

## Vocabulary

'Cikta' sheep	Cikta juh
'Hucul' horse	Hucul ló
'Kisbér' horse	Kisbéri ló
additional bed	pótágy
Alpine goat	Alpesi kecskefajta
animal petting	állatsimogató
en-suite apartment	lakosztály
apartment	lakrész
bacon	szalonna
barnyard fowl	Parlagi tyúk
brawn/headcheese	disznósajt
camping	táborozás
cheese with herbs	zöldfűszeres sajt
chicken	kicsibék
cock/rooster	kakas
conserve/can	tartósítani
cottage cheese	túró
dam	anya
duck	kacsa
egg	tojás
English thoroughbred	Angol telivér
farm house	tanya
foal/colt	csikó
gelded horse	herélt
goose (geese)	liba (libák)

guinea fowl/hen	gyöngytyúk
ham	sonka
handmade sweet	kézműves bonbon
heat treatment technology	hőkezelési eljárás
he-goat/billy-goat	bak kecske
hen/barn-yard, hennery	baromfi udvar
home baked sweet and salty pastries	helyben sült édes és sós péksütemények
home-made dairy products	házi készítésű tejtermékek
home-made jam	saját készítésű lekvár
hospitality	vendéglátás
Hungarian giant rabbit	Magyar óriás nyúl
indigenous Hungarian horse	őshonos magyar lófajta
kid	gida
kitchen / cuisine	konyha
lamb	bárány
leavened seedy bread	kovászos- és magvas kenyerek
Lionhead rabbit	Oroszlánfejű törpe nyúl
mare	kanca
outside oven	kemence
pickle vegetables	zöldségeket savanyítani
pig slaughtering	disznóvágás
pigeon	galamb
pudding	húsoshurka
ram	kos
ride a horse	lovagolni



riding tour	lovastúra
rural tourism	falusi turizmus
salami	szalámi
sausage	kolbász
sheep	juh
she-goat/nanny-goat	anyakecske
speckled hen	kendermagos tyúk
stallion	csődör
storage	raktár
summer chalet	faház
to make dairy products	tejtermékeket készíteni
to make jam	lekvárt főzni
turkey	pulyka
white pudding	májashurka
whole wheat bread	teljes kiőrlésű lisztből készült kenyér
yard in a village	falusi udvar
yoghurt	joghurt

*With the following exercises Ss can practice the vocabulary of the unit with different approaches. The first exercise is a reading and finding the words if only their definition is given. This task is good to provide the Ss with reading for the gist in a given context. You can decide if you want Ss to work alone or work with a partner or if you want to give Ss some semi-free speaking activity they can do this in pairs.*

*In the second task you can ask Ss to underline the sentence where they have found the relevant information. It is good to get used to this practice, because it can help Ss with taking exams as well.*

**TASK 1** Find the words, expressions in the text with the same meaning.

- a) Get some possession after your relative has died: **inherit**
- b) To preserve something without chemicals: **with heat treatment**
- c) Things which are not made in a factory: **home-made**
- d) Things you grow in your own garden: **home grown**
- e) A place where you can store ingredients: **pantry**
- f) Jam, made from only orange: **marmalade**
- g) A thick meaty dish seasoned with a lot of paprika: **stew**
- h) Originally born, native somewhere: **indigenous**
- i) As the traditions say: **in line with**
- j) As the regulations say: **in accordance with**

**TASK 2** Read the article and decide if the statement is true, false or the text does not say. Write **T** for true, **F** for false and **DS** if the text does not say.

E.g.: Aunt Mónica inherited the farm from her grandparents.

**T**

- a) Mónica did a special training in the nearby town. **DS**
- b) Mónica is in charge of the whole business. **DS**
- c) 12 people can be accommodated at the same time in the apartments. **T**
- d) The guests are all satisfied with the catering offered by the family. **DS**
- e) Lactose-, and gluten free food is always provided. **F**

- f) Martin has more types of horses. T
- g) There are no horse riding courses for young beginners. F
- h) The eggs from the farm are all used in the kitchen. F
- i) Guests have already protested against pig slaughtering. F



*Picture 9 Hen yard*  
(Photo: <https://hu.pinterest.com>)

MY NOTES

## SPEAKING

**TASK 1** Work with your partner, and decide which activities, offered by the farm, you would like to take part in. Tell your partner, why you like that activity, then listen to your partner.

**TASK 2** Work with a partner: imagine that you have recently won a windfall (a big amount of money) and you want to start a business in rural tourism. Make a mind map, try to include every necessary information. To get started use the website: <https://www.mindmeister.com/>



**TASK 3** Look at the words in the word cloud, choose 10 and tell the meaning of them to your partner.



Picture 10 Wordcloud  
(Photo: <https://www.wordclouds.com/>)

**Optional homework:** write the definition of 10 words.

## GRAMMAR: future tenses

*This unit deals with the different future tenses, and tries to explain the use of simple present and present continuous with future aspects. There is only the future perfect tense which Ss are not familiar with, the other aspects have been learnt previously. Go through the explanations with your Ss and draw their attention to the differences between the tenses.*

### Be going to future

- ✓ use (be) going to future + infinitive to talk about future plans, which have been made before speaking, and predictions, when there is evidence that something will happen in the near future

*We are not /aren't going to stay for a long time.*

- ✓ for actions which you have already decided to do in the near future

*I am /I'm going to work in the family farm.*

### Present continuous for arrangements

- ✓ you can also use the present continuous for future arrangements which we have planned for a fixed time or place

*I am /I'm seeing some friends tonight.*

- ✓ the present continuous is especially common with the expressions: *tonight, tomorrow, this weekend etc.* and with these verbs: *go, come, meet, see (visit) leave, and arrive*

- ✓ use the Present Simple not the Future Simple or Present Continuous when you refer to programs, timetables

*The bus **arrives** at 8 pm.*

*What time **does** the horse riding tour usually **begin**?*

## Simple Future

- ✓ use will / won't (will + not) + infinitive for future predictions, for on-the-spot decisions, decisions you make at the time of speaking
- ✓ use will / won't + infinitive for making promises, offers, warnings, hopes
- ✓ the future of *can* is *will be able to*
  - ✓ *Our guest will be able to ride the horse in a week time*
  - ✓ we often use *I think / I don't think... + will*
  - ✓ *I think our guests will enjoy the pig-slaughtering.*
  - ✓ *I don't think they will help us so much in it.*
- ✓ use *Shall I....?* or *Shall we...?* when an offer is a question

## Future Perfect will +have + past participle

- ✓ use the future perfect for actions which will be finished before a stated time in the future
- ✓ the future perfect is used with the following time expressions: *before, by, by then, by the time*
- ✓ in negative sentences use *till/until* instead of *by*
  - The pig slaughtering won't have been ready until 5 in the afternoon.*
  - The pig slaughtering will have been ready by 5 in the afternoon.*



Picture 11 Future (Photo: <https://pixabay.com>)

**TASK 1** Fill in the *Future simple* or *be going to future*.

- a) - Have you finished cooking yet?  
- No, but I think I **will finish** in time. (finish)
- b) - I have decided what to prepare for the guests when they arrive.  
- Really? What **are you going to prepare** for them? (prepare)
- c) - Why do you need hot soapy water?  
- Because I **am going to wash** the car. (wash)
- d) - Look at that dog!  
- Oh, no! It **is going to bite** our guest! (bite)
- e) - Have you posted the letters I gave you in the morning?  
- No, but I **will post** them in the afternoon. (post)

**TASK 2** Underline the correct verb form in the text.

Next Friday Martin **is flying/will fly** to London to take part in a business meeting. He has already booked his flight ticket. His flight **will leave/leaves** at 8 in the morning, and one of his business clients **will meet/is meeting** him at the airport when the plane lands. He doesn't know how long the meeting will last, but he **is returning/will have returned** from London by next week Tuesday. He thinks it **will have been/will be** a successful meeting.

## UNIT 5

### Plant growing machinery

Passive voice

#### READING – Our machines on the farm

Read and listen to the text and underline the unknown words.

Our **plant growing machinery** has all the tractors, which provide the **power** and **agricultural implements** and we can carry out the **cultivation** with them. We have three tractors with **different power levels**. Our **high-power** 280 hp (horsepower) tractor is used for **ploughing** and **tillage** with combined machines. Among the smaller ones, the 120 hp pulls the **trailer** and the **lighter implements**, while the **heavier implements**, such as the **seed drill/seed drill machine** and the **disc-ploughs**, are drawn by the 180 hp one.

Our implements are the following:

- ✓ **reversible plough**, a tool for deep ploughing in the autumn  
plough (UK), plow (US)
- ✓ **grain drill/seed drill** with which we can sow cereals
- ✓ **precision seed drill** for row crops, and large-grain seeds
- ✓ **sprayer/agricultural sprayer** used for plant protection
- ✓ **disc fertilizer spreader** and **organic fertilizer spreader** for **soil nutrient replenishment**  
fertilizer (US), fertiliser (UK)
- ✓ for **slurry application** we have a **slurry spreader**, that can be used to **spread liquid manure** between rows of plants



- ✓ we use our **heavy duty cultivator** for soil preparation, and our **inter row cultivator** for **mechanical weed control** in the crops
- ✓ we use a **grader leveler** to level the soil surface, and a **land roller** is used to close (compact) the upper layer of the soil

We also have two types of discs: the **heavy disc** is used to mix the top layer of soil instead of ploughing. We use a **light disc** for **stubble cultivation** and **crumbling** the blocky soils. We have a **combine/harvester**, and there are two types of **header adapters/headers** for harvesting the wide variety of plants. With one of them the cereals are harvested, and with the other one we harvest corn and sunflower.

### Vocabulary

combine	kombájn
disc fertilizer spreader	tárcsás műtrágyaszóró
disc plough	tárcsa
harvester	aratógép
heavy implements	nehéz munkagép
high power	magas teljesítményű
horse power	lóerő
light implements	könnyű munkagép
machinery park	géppark
reversible plough	váltvaforgató eke
seed drill	vetőgép
single grain seed drill	szemenkénti vetőgép
slurry spreader	hígtrágya szóró

sprayer  
subsoiler  
tractor

permetező gép  
altalajlazító  
traktor

**TASK 1 Speaking practice** Work in pairs: unscramble the words below. Choose 5 words from the list and with the help of passive voice explain what the machines are used for.

### Plant growing machinery

E.g.: ortcrat – tractor

- |                                |                             |
|--------------------------------|-----------------------------|
| a) beerilevrs lophgu           | reversible plough           |
| b) pnrsoceii sdee ldilr        | precision seed drill        |
| c) rpesayr                     | sprayer                     |
| d) icnrgao tifezerril dsrpaere | organic fertilizer spreader |
| e) rrlsuy epsrdaer             | slurry spreader             |
| f) avyhe cdis                  | heavy disc                  |
| g) teaerhvsr                   | harvester                   |
| h) becomin                     | combine                     |
| i) vlautrict                   | cultivator                  |
| j) ientr wro iuotrtalev        | inter row cultivator        |

from: <https://www.theteacherscorner.net>

**TASK 2** Look at the photos of machines used in agriculture. Write their names under the pictures.



1: Seed drill



2: Slurry spreader



3: Disc fertilizer spreader



4: Heavy duty cultivator



5: Tractor with a trailer



6: Inter row cultivator

*Photo credits go to Edit Assenbrenner*

## GRAMMAR: passive voice

*The grammar section in this unit deals with passive voice. As usual go through the explanation, tell Ss the importance of passive voice in English. The explanation and the exercises can revise the passive voice which Ss learnt during their studies. Focus on the rules and then try to show Ss the similarities between the simple present and simple past, the present continuous and past continuous tenses.*

- ✓ you can often say things in two ways: *in the active* or *in the passive*  
*J. K. Rowling wrote the Harry Potter books. (active)*  
*Harry Potter books were written by J. K. Rowling. (passive)*
- ✓ in the active sentence, focus is more on the person (e.g. J. K. Rowling).
- ✓ in the passive sentence the focus is more on the books (e.g. Harry Potter books)
- ✓ you can also use the passive when it's not known or not important who does or did the action  
*My car was stolen last week. (I don't know who stole it.)*
- ✓ make the present simple passive with **am / is / are + the past participle**  
*I'm invited to the birthday party.*
- ✓ make the past simple passive with **was / were + the past participle** *Was the stable cleaned yesterday?*
- ✓ make the present continuous passive with: **am/is/are + being + past participle**  
*The tables are being laid at the moment.*
- ✓ make the past continuous passive with **was/were + being + past participle**  
*The house was being painted last year by our friends.*

- ✓ make the present perfect passive with **have /has + been + past participle**  
*The soy **has just been sown**.*
- ✓ make the past perfect with **had +been + past participle**  
*The field **hadn't been ploughed** before the seeds were sown.*
- ✓ make the future simple with **will +be + past participle**  
*The slurry **will be spread** next week.*
- ✓ if you need to use modal verbs (can, might, should...): **modal verb + be + past participle**  
***Can** the piglets **be seen** by our visitors?*

**TASK 1** Make sentences in the passive in the given tense.

- a) English – speak – in this shop (PRESENT SIMPLE)  
*English is spoken in this shop.*
- b) The oldest house – build – in 1575 (PAST SIMPLE)  
*The oldest house was built in 1575.*
- c) The bridge – repair – at the moment (PRESENT CONTINUOUS)  
*The bridge is being repaired at the moment.*
- d) The picture – paint – tomorrow (FUTURE SIMPLE)  
*The picture will be painted tomorrow.*
- e) When I came in – the TV – fix (PAST CONTINUOUS)  
*When I came in, the TV was being fixed.*
- f) The cupboard – repair – recently (PRESENT PERFECT SIMPLE)  
*The cupboard has been repaired recently.*
- g) The dog – not call- Rover (FUTURE SIMPLE)  
*The dog won't be called Rover.*

- h) The banks – close – in two days (FUTURE SIMPLE)  
The banks will be closed in two days.
- i) The cap – may find – in the corner (PRESENT SIMPLE)  
The cap may be found in the corner.
- j) The robber – not find – by the police – yet (PRESENT PERFECT)  
The robber hasn't been found by the police yet.
- k) Different types of cameras – not use (PRESENT CONTINUOUS)  
Different types of cameras aren't being used.

Optional/ additional practice

*Not included in student's book. You can use these sentences as additional practice or testing Ss knowledge.*

- a) BMWs – make – in Germany (PRESENT SIMPLE)  
BMWs are made in Germany.
- b) The trees – cut down – last winter (PAST SIMPLE)  
The trees were cut down last winter.
- c) The car – find – in the garage (PAST SIMPLE)  
The car was found in the garage.
- d) Breakfast – not serve – between 7 and 8 (PRESENT SIMPLE)  
Breakfast isn't served between 7 and 8.
- e) The meeting – not hold – in my office (PAST CONTINUOUS)  
The meeting wasn't being held in my office.
- f) The street – close – because of snow (PRESENT PERFECT)  
The streets have been closed because of snow.

## UNIT 6

### Professional experience - Crop production

Modal verbs

*Draw your Ss attention to the title of the article. You can start the lesson with some talking. You can ask them whether they have a garden at home, or they farm some land. If they do, ask them what they grow there, and what kind of work they do there.*

*You can do this exercise as a listening task, ask your Ss to close their books and listen to the article. They can make notes about the plants which are mentioned in the listening.*

### READING - Cereals, row crops, plant production

Read and listen to the article. Underline the unknown words.

We **farm** a total of 420 hectares of **arable land**. Some of this area is our **property** and the other part is **rented**. Among the **arable crops** we grow winter and spring **cereals**, **row crops** as well as **root and tuber crops**. Winter cereals are **winter barley**, **wheat**, **triticale**, and **rye**. The **spring cereals** are **oats**, and **spring barley**. Among the row crops we have corn, sunflower, and **silage corn** for silage. There are root and tuber crops, for example potato and sugar beet. For fodder we also grow **soybean**, **rapeseed**, and **field peas**. Lucerne is replanted every fourth year to a new growing place, and hay and haylage is made from it.

## Vocabulary

arable land	termőföld/szántóföld
corn (US)/maize (UK)	kukorica
corn/maize silage	kukoricából készült szilázs
farm land/farmland	mezőgazdasági földterület
field peas	takarmányborsó
fodder	takarmány
crop production	növénytermesztés
hay	széna
haylage	szénázs
lucerne	lucerna
oat	zab
own property	saját tulajdon
potato	burgonya
rapeseed	repce
rented	bérelt
root crops	gyökérnövények
row crops	kapás növények
rye	rozs
silage corn/maize	silókukorica
silage	szilázs
soybean	szója
spring/winter barley	tavaszi/ őszi árpa
spring cereal /grain	tavaszi gabona
sugar beet	cukorrépa



to cultivate a land	földet művel
to farm land	termőföldön gazdálkodni
to grow plants	növényt termesztani
to plant	telepíteni, ültetni
to rent	bérelni
to sow	vetni
triticale	tritikálé
tuber crops	gumós növények
wheat	búza









*Instructions for TASK 1 and TASK 2*

*Both exercises can be done as a pair or group work activity. In this case Ss need to be given different task sheets with missing information and they can ask each other about the information. (Not included in the book.) Or it can be a simple group work activity when student with the help of the internet look for the missing information.*

*It can be an additional homework for the Ss to find information about other plants which are probably grown by their own family. They can design a similar chart and work with their partner with it during the next lesson.*

**TASK 1** In the table you can see information about winter crops. Fill in the table with the missing information.













*Table 9 Winter crops*

Name of the plant	Picture	Time of sowing	Row width (cm)	Depth of sowing (cm)	Time of harvest	Yield (t/ha)	Crop/seeds
Winter wheat/ grain		October	12	4-6	July	5-9	
Winter barley/ grain		second half of September	12	4-6	second half of June	5-8	
Rye / grain		September	12	3-5	end of June/ beginning of July	6-8	
Autumn rapeseed (industrial plant)		end of August	12-36	3-4	middle of June	3	

*For sources of photos see the Photo credits section*

**TASK 2** In the table you can see information about spring crops. Fill the table with the missing information.

*Table 10 Spring crops*

Name of the plant	Picture	Time of sowing	Row width (cm)	Depth of sowing (cm)	Time of harvest	Yield (t/ha)	Crop/seeds
Oat / grain		first half of March	12	3-5	second half of July	3-6	
Corn		10 March to 15 April	75 row crop	5-10	September October	8 -15	
Potato / tuber crop		middle of April	70-75 row crop	3-4	September	30 - 40	
Sugarbeet		end of March April	45 row crop	3-4	September October	60 - 70	
Sunflower		second half of April	70-75 row crop	5-7	end of August to middle of September	3-5	
Soybean		second half of April	24-50 row crop	3-5	September beginning of October	3-4	

*For sources of photos see the Photo credits section*

## GRAMMAR: modal verbs

### have to, don't have to, must, mustn't

*The grammar section focuses on the modal verbs. They must be familiar to your students, here they can only find some revision and the summary of the most common use of the modals. Read through the explanation with your students. Ask them if they have any questions with the modals if yes, further explanation can be given to them. Ask the Ss to do the exercises and check and give them feedback.*

- ✓ use **have to** + **infinitive** to talk about rules and obligations, or to say something is necessary  
*She has to get up at 7.00 every day*
- ✓ use **don't have to** + **infinitive** to say there is no obligation, or something is not necessary  
*He doesn't have to work on Saturdays.*
- ✓ use **do / does** to make questions and negatives. *Do I have to go?* NOT  
*\*Have I to go?*
- ✓ use **must** + **infinitive** to talk about rules and obligations  
*You must turn off your mobile phones before coming into class.*
- ✓ **must/mustn't** are the same for all persons. It is not often used in questions (have to is more common)
- ✓ use **mustn't** + **infinitive** to say something is prohibited  
*You mustn't smoke here.*
- ✓ you can use **mustn't** or **can't** to talk about rules  
*You mustn't park here. You can't park here.*

**Must** and **have to** are very similar, but there is a small difference. We normally use **have to** for a general obligation (*a rule at work or a law*) and **must** when the speaker imposes the obligation (*for example, a teacher to students or a parent to children*). But often you can use either.

**Mustn't** and **don't have to** have completely different meanings. Compare:

*You mustn't go.* = You can't go. It's prohibited.

*You don't have to go.* = You can go if you want, but it's not obligatory/necessary.

**TASK 1** Complete the sentences with *have to*, *don't have to* or *mustn't*.

E.g.: We *don't have to* work tomorrow. It's a holiday.

- a) You **mustn't** touch those animals. They're dangerous.
- b) We **have to** take the bus to school. It's too far to walk.
- c) The concert is free. You **don't have to** pay.
- d) It's late. I **have to** go now.
- e) You **mustn't** leave the door open – the cats will come in.
- f) You **don't have to** come if you don't want to. I can go on my own.
- g) In Britain you **have to** drive on the left.
- h) You **don't have to** be very tall to play football.

### **can, could, be able to (ability and possibility)**

- ✓ use **can** to say something is possible or that somebody has the ability to do something

*I can ride a horse really well.*

- ✓ **can** is a modal verb, it only has a present, past and conditional form

- ✓ **could** is the past tense of **can**

*She **could** cook excellent stew when she was a young girl.*

- ✓ you can use **be able to** in the present, past, future, perfect tenses, and as a gerund or infinitive

*I'll be able to practice English in London next year.*

- ✓ **be able to** in the present and past is more formal than **can/could**

**TASK 2** Complete the sentences with the correct form of *be able to*.

E.g.: *I have never been able to* learn to swim.

- a) – I **haven't been able to** send any emails since lunchtime.
- b) + She used to **be able to** speak English really well.
- c) - I **won't be able to** do the housework until tomorrow.
- d) + I'd really like to **be able to** drive our tractor.
- e) ? **Will you be able to** help me sow the barley next week?

### **should/shouldn't (advice)**

- ✓ use **should/shouldn't + infinitive** to give somebody advice or say what you think is the right thing to do

*You should cut your hair. = I think it would be a good idea.*

- ✓ **should / shouldn't + infinitive** is the same for all persons
- ✓ you can also use **ought to/ought not to** instead of should/shouldn't

*You ought to change your job.*

- ✓ use the structure **I think you should.../I don't think you should....**

**TASK 3** Complete the sentences with *should or shouldn't + a verb*.

buy, wear, clean, do, relax, leave

E.g.: We *should leave* early. There might be a lot of traffic later.

- a) You **should wear** a jacket. It's quite cold today.
- b) I **should clean** the rooms today. The guests are coming tomorrow.
- c) You **shouldn't do** the gardening alone, it's a hard work to do.
- d) Aunt Mónica **should relax** more. She's very stressed.
- e) People **should buy** more seasonal fruit and vegetables from local farmers.

**Optional/ additional practice**

*Not included in student's book. You might want to take a look at **may/might**.*

- ✓ use **might / may (not)** + infinitive to talk about a future possibility.  
*It might/may rain. = It's possible that it will rain.*
- ✓ **might/may (not)** is the same for all persons  
*We **might** have a picnic tomorrow, but it depends on the weather.*  
*I **might not** go to the party. I haven't decided yet.*

**Extra TASK 4** Complete the sentences with *may/might + a verb*.

be ill, be at work, ~~go to the cinema~~, not have time, not like it, win

- a) Martin wasn't in class today. He **might / may be ill**.
- b) He isn't answering his phone. He **might/may be at work**.
- c) It's an unusual film. You **might not / may not like it**.
- d) I don't know if I'll finish it. I **might not /may not have time**.
- e) It's a difficult match but we **might /may win**.

## UNIT 7

### Livestock farming

Conditionals (zero/first conditional), future time clauses

*Draw your Ss attention to the title of the article. Unit 7&8 deal with domestic animals and livestock farming. You can start the lesson with talking about what domestic animals Ss have at home. Also you can ask them to tell the difference between domestic animals and pets.*

*You can play games with them: for example you can give them card with the name or the picture of an animal and ask them to give detailed description of the animal to the others. If you do this activity as a group work activity your Ss will have more opportunity to talk.*

*You can do this task as a listening task. Ask your Ss to listen to the article and write down the different names used for the cattle. After the listening give feedback to your Ss.*

### READING – Animals in our farm

Read and listen to the article, and underline the unknown words in it.

We keep cattle and pigs in our farm. There are two **types of utilization** of cattle, **dairy-** and **beef types**. Pigs **are bred and fattened**.

My mother is in charge of all three, and she assigns the task to the staff. The number of our **dairy cows** is 22, and the number of **calves for fattening** varies from 15 to 20.



The milk is delivered every second day by a **tanker truck** to a nearby **dairy**. The **heifers** which are born at us are reared and if we have **culled cows**, the heifers replace them. The **bull calves** are fattened together with the fattening beef cattle.



*Picture 1 Cows in the byre  
(Photo: <https://www.youtube.com>)*

We don't have a **breeding stock** of beef cattle. For fattening we only buy beef cattle calves from a large-scale cattle farm.

The number of our **sows** varies between 7-9. One **breeding boar** is kept for breeding. **Progenies** of sows are fattened and sold. The number of **piglets** varies, but usually the number of progenies is around 250 a year. There aren't so many **fattening pigs** at one time, because we fatten the **weaned piglets** for around 160 days. On average there are 110 pigs in the feedlot at a time.

## Vocabulary

breeding boar	tenyészkan
breeding stock	tenyészállomány
breeding	szaporítás
bull calf	bikaborjú
calf	borjú
cattle farm	szarvasmarhatelep
cattle	szarvasmarha
culled	kiselejtezett
dairy cattle	tejhasznú szarvasmarha
dairy farming	tejtermelés
dairy	tejfeldolgozó üzem
fattening	hízalás
feeders/fattening cattle	hízómarha
feedlot	hízlalda
further breeding	tovább szaporítás
heifer	üszőborjú
keeping animals/	állattartás
livestock farming	nagyüzemi gazdálkodás
large-scale farming	
livestock farm	állattartó telep / gazdaság
pig farm, piggery	sertéstelep
porker	hízóalapanyag
progeny	utód
tanker truck	tartálykocsi

to cull	kiselejtezni
to milk a cow	tehenet fejni
to rear	felnevelni
to start fattening	hízóba állítani
to wean	anyától elválasztani
utilization type	hasznosítási típus

### Names by age, sex and use

#### Cattle:

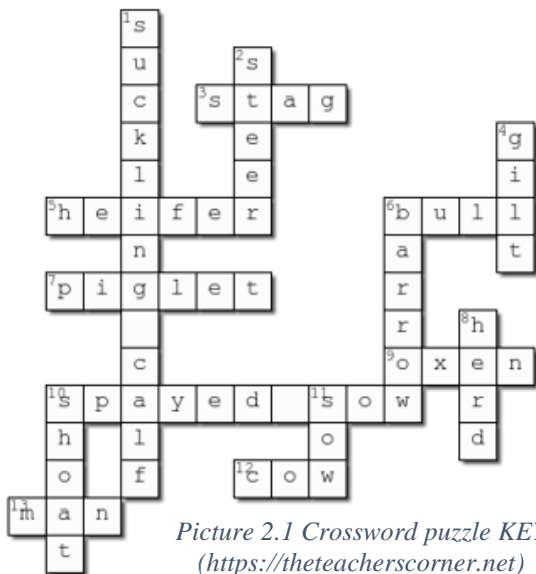
- suckling calf: from birth to the end of suckling (breast-feeding)
- weaned calf: from weaning to the age of half year
- heifer: female cattle, from the age of half year to gestation
- young heifer: heifer from the age of half year to gestation
- in-calf heifer: heifer from the gestation to calving
- cow: female cattle, from the first calving
- first calf cow: cow between the first and second calving
- sucker cow: cow which is not milked, it is kept for the weaned calf
- bull: male cattle
- young bull: male cattle from the age of half year to breeding or fattening
- breeding bull: bull from breeding time
- fattening bull: bull kept for its meat
- steer: castrated bull calf
- ox/oxen: castrated adult bull

**Pig:**

- boar: male pig
- barrow: a (male) pig, castrated when it is young
- stag: a (male) pig, castrated when it is old/older
- gilt: a young female pig
- sow: adult female pig
- brood sow: female pig after farrowing
- spayed sow: female pig, whose ovary is removed
- new-born piglet: piglet after its birth
- suckling pig: piglet until weaning
- young pig (shoat): from the age of 4 months to 1 year
- first farrowing sow: during the first pregnancy
- breeding pig (breeding sow, boar) female and male pigs for further breeding
- piglet for fattening: young pig before its fattening to a great weight starts
- fattening pig: pig for slaughtering
- herd: group of animals of the same type that live and feed together

**Crossword puzzle**

*Before you start the activity, tell your Ss that two words in the puzzle are written in two words (1<sup>st</sup> down and 10<sup>th</sup> across) so there is an empty square between the separate words.*

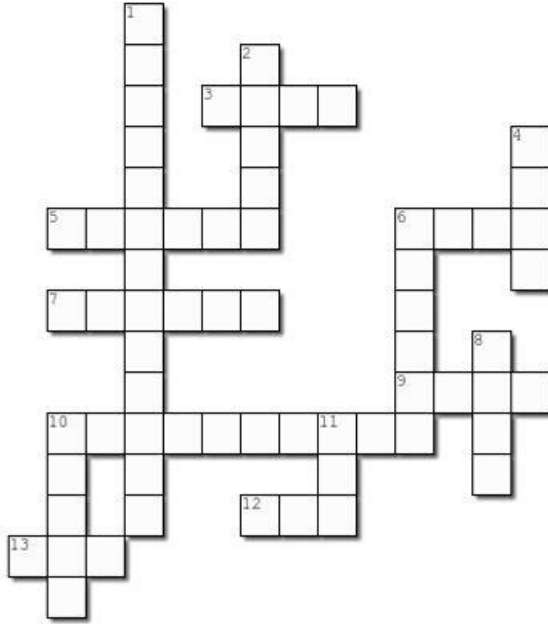


Picture 2.1 Crossword puzzle KEY  
(<https://theteacherscorner.net>)

**TASK 1** Fill the crossword puzzle with the correct names of the animals.

## Domestic animals: names by age and sex

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Picture 2.2 Crossword puzzle (<https://theteacherscorner.net>)

Across	Down
3. A male pig, neutered when it is old	1. From birth to the end of suckling
5. Female cattle, from the age of half year to gestation	2. Neutered bull calf
6. Male cattle	4. A young female pig
7. I'm young, but when I grow up I'll be a pig	6. A male pig, neutered when young
9. Often used by farmers with a plough	8. Group of animals of the same type, living and feeding together
10. Female pig, whose ovary is removed	10. Young suckling pig, 4-12 months
12. I produce what you need to make butter or cheese	11. Adult female pig
13. I'm the odd person out	<a href="https://www.theteacherscorner.net/">https://www.theteacherscorner.net/</a>

## READING - Keeping pigs

Read and listen to the article and underline the unknown words in it.

We keep both **breeding** and **fattening herd** on our **pig farm**. To keep a breeding herd is more **profitable (more economical)** in the case of pigs than cattle. There are two separate buildings for the pigs.



*Picture 3 Pigs in the feedlot  
(Photo: <http://www.stallprofi.hu>)*

**Farrowing sows, pregnant sows, gilts and breeding boars** are housed in separate pens in the same building. The **feedlot** is divided into two separate sections. In one part, there are the **farrowing crates/farrowing pens** and the **nursery units** for the **weaned piglets**, and in the other part, the **growers** and the **fattening pigs** are kept in group **pens**. The sorted group of pigs is called **herd**.

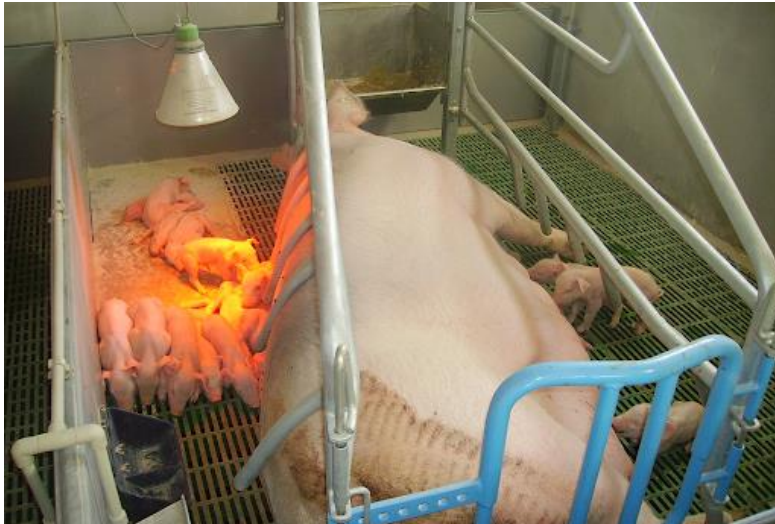
In both buildings the floor is cleaned with **water flushing method**. The flooring is **concrete** and the **slurry** is drained through **grated channels**. However, in the nursery units there is a grid flooring which is easier to keep clean and it is **non slippery**. The slurry is stored in a **storage tank** made of **PVC tarpaulin**.

It is a completely **sealed, odour-free, environmentally friendly technology**. After **fermentation** the slurry is applied to the arable land in compliance with **environmental regulations**.

Sows are naturally **fertilized** by our breeding boars. We only use **artificial insemination** here if we want to replace livestock due to the culling out of our breeding herd. This way we can avoid **inbreeding**.

On the 108<sup>th</sup> day of the **gestation period** the pregnant sows are **dewormed**, washed and taken to **disinfected** farrowing crates. Farrowing usually starts on the 115<sup>th</sup> day of the pregnancy period. We help the new-born piglets to come into the world, wipe them, cut the **umbilical cord** and **disinfect the umbilical stump**.

The **placenta** is collected in a sack. The piglets are placed on the **sow's teats** to suckle **colostrum**. Typically, there are 15-20 piglets per farrowing. Sows have 16 teats so they cannot always raise all the piglets.



*Picture 4 Piglets in the farrowing crates with the sow  
(Photo: <http://www.ifarm.hu>)*

Among older sows, on the other hand, there are good **milkers**, which we keep as nurse sows. If there are more than 16 piglets, some must be accustomed to another sow.

Piglets are given **iron injection** when they are 2 days old, and their **canines are clipped**. The **males are castrated** when they are 4-6 days old, and their name is **barrow** from that time on. The female piglets which are fattened are called **gilts**. The piglets **are weaned** from their sow when they are around 21 and 28 days old, and then they are placed in separate **nursery pens**. After 1-2 weeks we form groups based on their gender, their weight and if they are from the same sow.



*Picture 5 Weaned piglets in the nursery unit  
(Photo: <https://magyarmezogazdasag.hu>)*

They get into the feedlot and when they reach the final fattening weight of 120-140 kg, they are sent to the city **slaughterhouse**. Transportation is performed by a truck specially designed to transport live animals.



## Vocabulary

always raise	mindig felnevelni
barrow	ártány
be accustomed	hozzászoktatni
be born/come into the world	világra jönni
be naturally fertilized	természetes úton termékenyíteni
breeding herd	tenyészállomány
canines are clipped	lecsípni a szemfogakat
colostrum	főcstej
concrete flooring	betonozott padozat
deworming	féregtelenítés
disinfected	kifertőtlenített
easier to keep clean	könnyebben tisztán tartható
environmentally friendly	környezetbarát technológia
technology	
farrowing pen/crate	fiaztató kutyica
farrowing pen	fiaztató
farrowing sow	anyakoca
farrowing	fialás
fattening herd	hízóállomány
fattening pig	hízó
feedlot	hizlalda
fermentation	erjedés
final fattening weight	véghezlálási súly
gilt	emse
give/ transfer to the nursing sow	dajkásítás

good milker	jól tejelő
grated channel	rácsal fedett csatorna
grid flooring	rácspadozat
grower/grower pig	süldő
herd	falka
in compliance with	környezetvédelmi előírások
environmental regulations	betartásával
iron injection	vas injekció
more economical	gazdaságosabb
more profitable	kifizetődőbb
new-born piglet	újszülött malac
non slippery/non-slip	csúszásmentes
nurse sow	dajka koca
nursery unit/nursery pen	előnevelő
odour-free	szagterheléstől mentes
pen/pig pen	kutrica
place the piglet	ráhelyezzük a malacot
on the sow's teat	a koca csecsére
placenta	méhlepény
pregnancy/gestation period	vemhesség
pregnant sow	vemhes koca
replace the number of animals	állatlétszámot pótolni
slaughterhouse / abattoir	vágóhíd
storage tank made of PVC tarpaulin	ponyvából készült tároló tartály
sty/pigsty	ól/disznóól
teat	csecs

the number of piglets	malacszaporulat száma
per farrowing	fialásonként
the piglet sucks milk	malac tejet szopik
to castrate	kiherélni
to cut the umbilical cord	elvágni a köldökzsinórt
to deworm	féregtelenít
to disinfect	lefertőtleníteni
to wash	lemosni
umbilical stump	köldökcsomk
water flushing method	vízöblítéses módszer
water flushing system	vízöblítéses rendszer
wean from their mother	elválasztjuk anyjuktól
weaned piglets	választott malacok
weaner	elválasztott malac
wipe	letörölni

MY NOTES

**Task 2** Read the text about keeping pigs again, and answer the questions in some words.

a) Which is more profitable? Keeping a breeding herd of pigs or cattle?

Keeping pigs.

b) Why do you think so?

It is a shorter and cheaper process to produce piglets than calves.

c) What is the feedlot?                      The place where pigs are fattened.

d) What is the herd?                      The sorted group of pigs is called herd.

e) What is the floor like in the nursery unit?

Concrete with grated channels.

f) Where is the slurry stored?

In a storage tank made of PVC tarpaulin.

g) What can the slurry be used for?                      It is applied to the arable land.

h) When is artificial insemination used?

When we need to replace livestock due to the culling out of our breeding herd, and want to avoid inbreeding.

i) When are the farrowing sows taken to the farrowing crates?

On the 108<sup>th</sup> day of the gestation.

j) What 3 things have to be done when a piglet is born?

Wipe them, cut the umbilical cord and disinfect the umbilical stump.

k) How many piglets are there usually per farrowing?                      15-20.

l) Why is it a problem if there are more than 16 piglets per farrowing?

The sows have only 16 teats.

m) What happens to the piglets when they are 2 days old?

Their canines are clipped.

n) Which pig is called gilt?                      The female piglets which are fattened.

## **SPEAKING**

*The speaking activities can provide further practice on the vocabulary of the unit.*

**TASK 1** Work in pairs. Choose a picture and describe it to your partner. Tell not only what you can see in the picture, but the work which is done.

**TASK 2** Imagine that you have enough money to start a livestock farm. Talk to your partner and decide what animals you want to keep, what buildings and equipment you will need. Try to reach an agreement.

## **GRAMMAR: zero and first conditionals, time clauses**

*The grammar section in this and in the 8<sup>th</sup> unit focuses on the conditional clauses and time clauses. The zero and first conditional clauses and the present time clauses are familiar to your Ss. Go through the explanations and ask your Ss if they need any further explanation. If no, ask them to do the exercises and give them feedback.*

### **Conditional clauses**

Conditionals are clauses introduced with **IF**. The main type of conditionals are **Type 0, Type 1, Type 2, and Type 3**. Conditional clauses consist of two parts: the **if – clause** and the **main clause** (in which we **do not** use **if**).

When the **if-clause** comes before the **main clause**, we use a comma to separate the two clauses. When the main clause comes before the if clause, then no comma is necessary. Compare:

If the weather is good tomorrow, we will go horse riding.

**if – clause**                      **main clause**

We will go horse riding if the weather is good tomorrow.

**main clause**                      **if - clause**

**Type 0 conditional (general truth)**

- ✓ the Type 0 is used to express something which is always true
- ✓ we can use when (= whenever) instead of **if**

*If / When it rains, the roads become slippery and dangerous.*

*Table 11 Zero conditional*

<b>If - clause</b>	<b>Main clause</b>
If + present simple	present simple

**Type 1 conditional (real present, or future)**

- ✓ the Type 1 is used when we want to express real or very probable situations in the present or future

*Table 12 First conditional*

<b>If - clause</b>	<b>Main clause</b>
If/unless + present simple	will/won't + infinitive

- ✓ use the present simple tense (NOT the future) after if in first conditional sentences
- ✓ unless = if...not
- ✓ you can also use an imperative instead of the will clause  
e.g. *Come and see us next week if you have time.*

**TASK 1** Fill in the gaps with the type 1 conditional sentences.

- a) If I **study** (study) a lot, I **will pass** (pass) the year.
- b) If you **press** (press) that button, the machine **will stop** (stop) functioning.
- c) If you **don't apologise** (not/apologise), she **won't forgive** (not/forgive) you.
- d) If you **wash** (wash) the dishes today, I **will cook** (cook) dinner for us.
- e) What **will happen** (happen) if I **press** (press) this button?

**TASK 2** Fill in the blanks with either zero or first conditional.

- a) There **are** (be) difficulties in the traffic if it **snows** (snow).
- b) You **will see** (see) London Eye if you **visit** (visit) London.
- c) I **won't go** to the party if it **rains** (rain).
- d) If you **sit** (sit) in the sun, you **get** (get) burned.
- e) If I **am** (be) even 5 minutes late for work, my boss **shouts** (shout) at me.

**Optional speaking activity** Conditional chain. Start a Type 1 conditional sentence, the second speaker needs to change the main clause to an if-clause, and needs to add a new main clause as well.

*If the weather is good at the weekend, we will have a picnic.* →

*If we have a picnic, we will invite our friends too.* →

*If we invite our friends, we will have a great time....*

### Future time clauses

- ✓ use the present simple/present perfect (NOT the future) after **when, as soon as, until, before, after**, to talk about the future: **as soon as = at the moment when**

*As soon as the guests arrive, I will call you.*

*We will have dinner when your father gets home.*

*I won't go to bed until the film finishes.*

*After I finish university, I will become a vet.*

*You can have some cakes after you have eaten your lunch.*

*As soon as you have done your homework, you can go out.*

**TASK 3** Choose the correct ending of the time clauses.

- You will find a good job when you have finished university/will finish university.
- Eat your meal before it gets cold/it will get cold.
- Are they going to visit Rome while they are in Italy/they will be in Italy?
- I'll ring you after they repaired my phone/they have repaired my phone.
- I will do it as soon as I will finish my project/I have finished my project.



## UNIT 8

### Large-scale livestock farming, husbandry technology

Conditionals: Type 2, Type 3

*This is the second unit which deals with large-scale livestock farming, with a special focus on the two most important cattle breeds. The first part of the unit is about the Holstein Friesian and the second part is about the Limousin breed. During the unit the similarities and the differences between the two types are highlighted.*

*You can start the lesson with some speaking activities where you can ask your students how much they know about these animals. If they know they can tell facts about them. You can also ask them whether they know other types of cattle as well. Even you can find information on this topic on the internet. This page provides information about the 10 most popular breeds.*

<https://www.thevetexpert.com/top-10-world-class-most-popular-dairy-cattle-breeds/>

*If you browse the second page with your Ss, you can find further information on farming, different farm animals and the work you need to do on a farm.*

<https://iamcountryside.com/cattle/choosing-dairy-cow-breeds/>



[www.thevetexpert.com](http://www.thevetexpert.com)



[www.iamcountryside.com](http://www.iamcountryside.com)

## READING - Daily and seasonal work

Read and listen to the article. Try to take notes about the Holstein Friesian cattle.

The **Holstein Friesian** cattle is considered the best **dairy cattle** in the world. It is able to produce large quantity of milk. Provided with **good nutrition** and proper **feeding and keeping conditions** it can produce 40 litres of milk every day. The **lactation period** (milk production period after calving) is usually around 280 days.



*Picture 1 The Holstein Friesian cattle  
(Photo: <https://bolthely.hu>)*



*Picture 2 A new-born calf  
(Photo: <https://edition.cnn.com>)*

When a cow **brings a calf into the world**, it is always a joyful event in the life of our dairy farm. The **pregnancy** of the cows must **be constantly monitored**, and when time of calving comes, we never leave the animal alone. **Human assistance** should normally be given to the dam to help the calf's birth into the world be easier and safer. The calf's nose and mouth should be cleaned and the **umbilical stump** is cut and **disinfected**.

The dam should be stood up if she was lying down during calving. We must take care to prevent **calving paralysis** and the rapid **drop of blood sugar level**. We usually use **infusion** to help the dam to recover.



*Picture 3 A new-born calf suckling colostrum  
(Photo: <https://agrargazat.hu>)*

We help the calves to **suckle the colostrum** (beestings), produced by their mother and place them in calf cages in a closed, separated stable. When they are a few days old, we **dehorn** them with a special **acid treatment**. They are also given **vaccination**. When they are 6 months old, they **are weaned from** milk feeding and they are placed in **yearling groups** in a separate place of the **barn**. **Heifer calves** are reared and if we have **culled cows**, we replace them with the heifers. **Bull calves** then are fattened together with the **beef cattle** and when they reach 450 kilograms, they are sold to the **slaughterhouse**. After calving, the cow will produce milk until it is **dried off**. The milk of the cows is only used for drinking the calves for a few days after calving, and after that it is milked together with the milk of other dairy cows and stored in a milk cooler until it is transported. Milking has to be done twice a day. We have a **6-position herringbone milking parlour**.

We milk at 6 in the morning and at 4 in the afternoon every day. The cows line up in front of the milking parlour, then when we let them in, we wash their **udder** then milk the **first streams of milk**.



*Picture 4 Milking  
(Photo: <http://www.hekimel.com>)*

Then we can see from the milk if there is any **inflammatory disease**. If everything goes well, we **attach the milking cups to the teats**. When the machine senses that there is no more milk in the udder it pulls off the cups and stops automatically. Then we **hand milk** the last streams of milk out, and **disinfect the teats**. The milk of sick cows has to be milked separately and we need to apply a **medical treatment** with **udder infusion**. After they have healed, we have to look after them to avoid **re-infection**.

During the morning and evening milking, when the animals are not in their places, the manure must be cleaned out. We have **free stall technology** for dairy cows. The floor of the building is kept clean by using the **manure scraper** and it is helped by a **flushing system**. The **slurry** is taken to the **manure storage**, and after drying it can be applied to the **arable land**. In the stalls there is straw, which provides the animals with soft and dry bedding.

The barn is closed on three sides and the fourth side **can be winterized with a tarpaulin**. Next to the barn there is a **pen**, which gives the animals free space. The area is separated by an **electric shepherd**.

After milking it is time to feed the animals. We use a small feed trolley to carry the **chopped fodder** into the **concrete mangers**. There is lucerne- and grass hay, rye- and, lucerne haylage and silage corn silage in the mixture. **Ground grains** are also mixed in the fodder, which contains certain amount of soy, peas, corn, wheat, triticale and oats.

We add small amounts of **mineral supplement** to the mixed feed. There is always some **salt lick** in front of the animals, which they can **consume** as much as they need. Drinking water is provided for the cows with a **valved automatic waterer**.

Our farm's **veterinarian** checks the herd several times a month. Not only when a disease occurs, but there are **regular check-ups** and **blood sample** is usually taken then as well.



*Picture 5 Taking blood sample  
(Photo: <https://www.thermofisher.com>)*

A very important periodic work is **hoof care**, which we do twice a year in the herd. This work is usually done by a specialist, with **special treatment cages and tools**.



*Picture 6 Hoof care in a special treatment cage  
(Photo: <https://www.gravetti.hu>)*

Cows should be constantly monitored to see when they are in **estrus**. After calving at the second or third estrus an **artificial insemination** is carried out. That time an **inseminator** comes, and we buy the **semen** from him. When there are too many bull calves we buy sexed semen so that only heifer calves are born. The inseminator examines our cow through the **rectum** (rectal **examination**) and then injects the semen, which is in **artificial insemination straw**, using a **catheter**. Then we only have to **keep an eye on** the animal. If they do not return to estrus after 21 days, then the insemination was successful and the cow became pregnant. At the seventh month of pregnancy we stop milking the cow, and the animal dries off. This is called a **dry period**. After 9 months of **gestation** another calf is born.



*Picture 7 Artificial insemination  
(Photo: <https://www.fwi.co.uk/livestock>)*

## Vocabulary

40 litres of milk a day

napi 40 liter tej

a disease occurs

betegség jelenik meg

after calving the cow starts

a tehén ellés után tejet termel

giving milk

megindul a tejtermelés

bedding

alom

byre

tehénistálló

calf cage/cages for calves

borjúketrec

calving paralysis

ellési bénulás

calving

ellés

can be winterized with a tarpaulin

ponyvával téliesíthető

catheter

katéter

certain amount of

meghatározott arányban /

mennyiségben

check-up

szűrővizsgálat

chopped fodder

összeszecskaázott szalastakarmány

cleaning out the manure	trágya eltávolítása
colostrum (beestings)	kolosztrum (föcstej)
culled	kiselejtezett
dairy farm	tehenészet
dam	anyaállat
dehorning	szarvtalanítás
dried off cow	elapasztott tehén
drinking water	ivóvíz
dry period	szárazra állás
drying off a cow	szárazra állítás
electric shepherd	villanypásztor
feed trolley	etetőkocsi
feeding	etetés
flushing system	vízöblítéses lemosó rendszer
free stall technology	pihenőboxos tartástechnológia
free stall	pihenőbox
get infected	megfertőződik
ground grains	darált szemestermény
herringbone milking parlour	halszálkás kialakítású fejőház
hoof care	pataápolás
inflammatory diseases	gyulladásos megbetegedések
infusion	infúzió
inseminator	inszeminátor
lactation period	laktációs idő tejtermelési időszak
lucerne- and grass hay	lucerna- és fűszéna
manger	jászol



manure scaper	trágyalehúzó lapát
manure storage	trágyatároló
milk cooler	tejhűtő
mineral supplement	ásványianyag kiegészítő
pen	karám
periodic work	időszakos munka
pregnancy	vemhesség
pregnant	vemhes
quick drop of blood sugar level	vércukorszint gyors esése (ketózis)
rectal examination	végbélen keresztül megvizsgálni, rektális vizsgálat
resting place	pihenő hely
returns to estrus	visszaivarzik
rye- and lucerne haylage	rozs- és lucerna szenázs
semen	sperma
silage corn/ corn silage	silókukorica szilázs
slurry	hígtrágya
the calf sucks milk	a borjú szopik tejet
to apply medical (antibiotic) treatment with udder infusion	gyógyszeres (antibiotikumos) kezelést alkalmazni tőgyinfúzióval
to carry out artificial insemination	mesterséges termékenyítést végzni
to check the herd	ellenőrizni az állományt
to clean the mouth and the nose	száj- és orrnyílását kitisztítani
to constantly monitor	folyamatosan megfigyelni
to cull	kiselejtezni
to disinfect the stump	fertőtleníteni a köldökcsontot

to disinfect	lefertőtleníteni
to dry off	elapasztani
to give birth to a calf	tehén borjút hoz a világra
to give human assistance	emberi segítséget nyújtani
to inject semen in an artificial straw	bejuttatni a műszalmába helyezett spermát
to milk	kifejni a tejet
to put/ attach the milking cups on the teats	elhelyezni a fejőkelyheket a tőgybimbóra
to specialize in	specializálódni
to start fattening	hízóba fogni, hízóba állítani
to stop milking	leállítani a fejést
to take blood samples	vért venni
to wash the udder	lemosni a tőgyeket
tool	szerszám
treatment cage	kezelőketrec
udder inflammation	tőgygyulladás
udder teats	tőgybimbók
udder	tőgy
umbilical cord	köldökzsinór
umbilical stump	köldökcsonk
vaccination	védőoltás
valved automatic waterer	szelepes önitató berendezés
vet, veterinarian	állatorvos
weaned from milk feeding	leválasztjuk a tejtáplálásról
yearling	növendék

**TASK 1** Read the article again and decide if the statements are true, false, or the text does not say. Write **T** for true, **F** for false, and **DS** if the text does not say.

- a) The Holstein Friesian is one of the best dairy cows in the world. **T**
- b) The lactation period is less than 280 days. **F**
- c) The umbilical stump is always cut and disinfected by a vet. **DS**
- d) The dam is always given an infusion after calving. **F**
- e) When the calves are a few weeks old they are dehorned. **F**
- f) When the calves are 6 months old they are weaned. **T**
- g) The heifers are only reared to replace the culled cows. **F**
- h) The milk is stored in a separate place after milking. **T**
- i) Milking is done more than 2 times a day. **F**
- j) Milking is only done by a special milking machine. **F**
- k) We don't need a specialist to do hoof care. **F**
- l) Having the hoof care done is really expensive. **DS**
- m) The dry period is from the 7<sup>th</sup> month of pregnancy. **T**

MY NOTES

**TASK 2** Complete the text about the Holstein Friesian cattle with the words from the box. From <https://www.thatsfarming.com/news/friesian-cows>

### 10 things you should know about Holstein Friesian cattle

- a) The first **ancestors** of the Friesian or ‘Holstein Friesian’ breed **appeared** over 2000 years ago.
- b) Holstein cows **come** from a region in **northern** Germany, while Friesians **originally** came from the Netherlands.
- c) Friesian cattle are **horned** and originally came in **black-and white** or red-and-white.
- d) The average **weight** of a Friesian cow is around **580kg** at full maturity.
- e) Historical records show that some Friesian beef cattle actually **reached** over 1.3 tonnes in **finishing** weight!
- f) Northern European **countries** generally breed Friesians for **milk** whereas most southern European nations **focus** on Friesian **beef** production.
- g) The cattle have great **longevity** making them good for **farmers** who worry about the cost of **herd** replacements.
- h) Throughout the average Friesian **cow’s** lifetime, she will **produce** about **26.000** litres of milk.
- i) However, it may be **worth** nothing that the **butterfat** content of this milk is usually quite low.
- j) Calves are **born** at a weight of about **45kg** on average.

focus / milk /  
finishing /  
26.000 /  
farmers /  
ancestors /  
come/  
produce / worth/  
weight /  
longevity /  
45kg / beef  
black-and-  
white/  
cow’s /  
northern/  
appeared /  
countries /  
originally /  
580kg / butterfat  
born / reached /  
horned / herd

<https://www.theteacherscorner.net/>

## READING - Fattening cattle/keeping beef cattle

Read and listen to the text.

We keep **beef cattle** because it provides us with an additional **source of income**. Before we sold the bull calves born in the dairy herds, but now we are fattening them with **semi-intensive feeding** and then sell them.



*Picture 8 Limousin breed*  
(Photo: <https://www.marhalevel.hu>)



*Picture 9 Suckler cows on the grazing ground*  
(Photo: <https://marex.hu/>)

We also have beef cattle which we fatten with **intensive feeding**. This is a **French breed** called **Limousin** which has **tender meat**, and the fat **deposition starts** only when the animal is older.

At the age of four months we take the bull calves from the breeding farm. Until then, they are with their mothers on the **grazing-ground/pasture**. The **suckle cows** are extensively kept together with the **breeding bulls**. The suckler cows are only kept for **further breeding purposes**.

The calves are housed in a large **pen** with a roof over one part. The part where the animals rest at night **can be winterized**. We do not take the manure out from the resting place/resting area every day, because we have a so called **deep**

**bedding/deep litter technology.** We put fresh **straw** onto the **trampled, dirty litter/bedding.** This is good for a number of reasons, as you do not have to clean out the manure every day, you do not use large quantities of straw and the litter **generates heat during fermentation,** thus provides warmth in winter. After selling the fattened beef calves, we take out the deep litter, which can be spread and ploughed onto the fields immediately. It provides really valuable nutrients for crop production.



*Picture 10 Cleaning the deep bedding  
(Photo: <https://www.agroinform.hu>)*

The animals are fed with **roughage** and **feed grain.** The roughage is eaten from the **hay rack** and the feed grain has a separate **metal feeding trough.** Drinking water is provided by a **ball watering system/ball waterer,** which does not freeze in winter.

The fattened calves are sold when they are one-year-old, but they can be slaughtered for our own use one or two times, at the nearby **slaughterhouse.**

## Vocabulary

ballwaterer	golyós itatórendszer
ball-watering system	golyós itatórendszer
breeding bull	tenyészbika
breeding farm	tenyészet
can be winterized	téliesíthető
deep bedding/litter keeping	mélyalmos tartás
dirty litter	ürülékes alom
extensive keeping	extenzív tartás
fat deposition	faggyúsodás (bőr alatti)
fattened beef cattle	hízott húsmarha
feed grain	abrak, szemes takarmány
fodder	takarmány (általánosan)
generate heat during fermentation	erjedés során hőt termel
grazing	legeltetés
grazing-ground/pasture	legelő
hay rack	szénarács
intensive feeding	intenzív takarmányozás
Limousin breed	Limousin fajta
marbling	márványozottság (faggyúsodás az izomszövetben)
metal feeding trough	fém vályú
not freeze in winter	télen nem fagy be
provide valuable nutrients for crop production	értékes tápanyagot szolgáltat a növénytermesztéshez

resting place/area	pihenőtér
semi-intensive feeding	félintenzív takarmányozás
slaughterhouse	vágóhíd
suckler cow	anyatehén
tallow	faggyú
tender meat	porhanyós hús
to clean out the manure	kitrágyázni (kitakarítani a trágyát)
to fatten	hízlatni
to place in a pen	karámban elhelyezni
to sell	eladni
to take out the manure	trágyakiherdás
trampled	letaposott

**TASK 3** Read the words and match them with their definitions. Write the letter of the definition in front of the word on the line provided for you.

1.   j   pregnancy      a) a small piece of land surrounded by a fence
2.   i   vet              b) part of the foot of some animals (horses, cows)
3.   h   slurry            c) mother of animals, especially horses, cows
4.   e   sperm            d) first form of milk produced after giving birth
5.   a   pen              e) a cell produced by male sex organs that can combine with female egg
6.   f   manger          f) a long open box horses and cows eat from
7.   b   hoof            g) to give birth to a calf
8.   c   dam              h) thick liquid consisting of water and animal waste
9.   d   colostrum      i) a person trained in the science of animal medicine
10.   g   calving        j) the condition of being pregnant



**TASK 4** Read the short text about Limousin cattle and fill the gaps with the words from the box.

### 10 things you should know about Limousin cattle

- a) Limousin **cattle** are a French **breed** supposedly **originating** from the Marche and Limousin regions.
- b) They haven't remained **trapped** on French soil however, as over 70 different countries are now **home** to the breed.
- c) Some people **believed** that Limousins were amongst the **oldest** cattle breeds in existence!
- d) Ancient French **cave-paintings** depicted an animal **similar** to the Limousin.
- e) They are **golden** in colour, with **paler** sections of hair around their **eyes** and muzzle.
- f) Bulls **weigh** an average of **1100kg** while cows reach about **700kg**.
- g) French Limousins are almost always **horned** but there are records of some international **breeders** managing to produce **polled** cattle.
- h) Limousins **calve** very easily, without major **complications** as **birthing** weight is quite low.
- i) Perhaps the **strongest** quality of the Limousin breed is its high **immune** system.
- j) The **ratio** of good beef to **waste** products like **bone** and fat is excellent.

horned /  
oldest / paler  
believed  
originating  
birthing  
breeders  
immune  
calve / eyes  
cave-  
paintings  
weigh / cattle  
polled / 700kg  
ratio / similar  
waste / 70  
bone / home  
complications  
trapped  
golden  
strongest  
1100kg  
breed

## SPEAKING

*The first part of the speaking practice is based on the gap filling tasks about the two breeds. Now your Ss have a lot of information about these animals and they can exchange it with their partner.*

**TASK 1** Work with a partner. Read the text about Holstein Friesian cattle and your partner reads the text about Limousin breed. Try to remember as many details as you can from the article and tell it to your partner.

**TASK 2** Imagine you have a farm, where you want to keep dairy cows and fattening cows as well. Talk to your partner, and decide which breed you would prefer and why. Try to use the second conditional clauses.

For example: *If I had a farm, I would buy Holstein Friesian cattle because they are better milkers.*

**TASK 3** Choose a picture from the READING section and tell the things you can see in the picture to your partner.

### **Optional/additional practice**

*To give more practice of the vocabulary of this unit ask Ss to make a matching activity as an optional homework. They should find dictionary entries and definitions about the topic. On the next lesson you can use the definitions as a warming up activity, or as a pair work activity.*

*You might find this site helpful: <https://www.oxfordlearnersdictionaries.com/>*

## GRAMMAR: conditionals Type 2 and Type 3

The grammar in this unit deals with the 2<sup>nd</sup> and 3<sup>rd</sup> conditional sentences. Ss should be familiar with the 2<sup>nd</sup> type but the 3<sup>rd</sup> is probably a new piece of grammar for them.

Go through the explanation of the Type 2, ask Ss if they remember and can use it. However, you need to pay more attention to the Type 3.

### Second conditional sentences

- ✓ use the second conditional to talk about hypothetical/imaginary situations in the present or future and its consequence

if + past simple                      would/wouldn't, could/couldn't + infinitive

**if – clause**

**main clause**

*I don't have enough money, so I can't buy a bigger house.* (real situation)

*If I **had** enough money, I **would buy** a bigger house.* (hypothetical / imaginary situation) = I don't have enough money to buy a bigger house, but I wish.

- ✓ use the second conditionals beginning: *If I were you, I'd + infinitive* to give advice. Here you can't use ~~If I was you...~~

*If I **spoke** better English, I **could work** in England.*

*I **would get** a better salary if I **had** the right qualification for the job.*

*I **wouldn't do** overtime unless they **paid** me a really good salary.*

*If I **were** you, I **would start** my own business in agriculture.*

## Would/wouldn't + infinitive:

- ✓ you can also use **would/wouldn't + infinitive** (without an if clause) to talk about imaginary situations
- ✓ the contraction of *would* is 'd  
*My ideal holiday would be a week in Tuscany. I'd never have a job like yours.*

**Don't forget the difference between first and second conditional!**

If I **have** time, I'll **help** you. = a possible situation.

I may have time and help you.

If I **had** time, I'd **help** you. = an imaginary /hypothetical situation.

I don't/won't have time to help you.

**TASK 1** Fill in the gaps with the type 2 conditional sentences.

- If my children **liked** (like) raw fruit, I **wouldn't need** (not/need) to boil it.
- The road traffic **would flow** (flow) if there **were** (be) some policemen.
- Communication **wouldn't be** (not/be) so easy if there **wasn't** (not/be) for the Internet.
- If I **didn't have** (not/have) a computer, I **would borrow** (borrow) one.
- If I **didn't like** (not/like) chocolate so much, I **would give** (give) you this piece.

## Third conditional sentences

- ✓ use the third conditional sentences to talk about a hypothetical/imaginary situation in the past (which didn't happen) and its consequence

if + past perfect

would/wouldn't have, could/couldn't have  
+ past participle

**if – clause**

**main clause**

Compare:

*Yesterday I got up late and missed the train.* = real situation

*If I **hadn't got** up late yesterday, I **wouldn't have missed** the train.* = hypothetical/imaginary situation, because in reality I got up late thus I missed the train.

*If I **had learnt** more, I **d have passed** the English exam.*

*If I **hadn't had to** do overtime, I **could have come** to your party.*

*I **wouldn't have been** late if I **hadn't missed** the train.*

*I **could have answered** to your letter if I **hadn't lost** your email address.*

**TASK 2** Fill in the gaps so as to build correct type 3 conditional sentences.

- If you **had had** (have) some protection, you **wouldn't have damaged** (not/damage) your eyes.
- It **would have been** (be) impossible to enter the building if the porter **hadn't been** (not/be) there.

- c) If the flight hadn't been delayed, my boss **would have arrived** (arrive) on time to the meeting.
- d) If the driver **had stopped** (stop) at the red sign, I **wouldn't have had** (not/have) the accident.
- e) I **would have eaten** (eat) the soup if it **hadn't been** (not/be) so salty.

**TASK 3** Fill in the blanks with either second or third conditional.

- a) If you **enjoyed** (enjoy) modern art, we could visit the new exhibition.
- b) If you had eaten at lunch, you **wouldn't be** (not/be) so hungry now.
- c) I would apply for the job if I **knew** (know) how to write an application letter.
- d) If I **had gone** (go) to the job interview, I might have got the job.
- e) You would need to find another job if you **moved** (move) to a new town.

MY NOTES

## UNIT 9

### Animal protection, hygiene rules

Reported speech, reported questions

*This unit deals with regulations which must be obeyed and the feed for animals. It can be a hard or even the hardest unit for your Ss. They certainly know a lot about animal protection and hygiene rules. At the beginning of the lesson draw your Ss attention to the title of the article and ask them how much they know about the topic.*

*Read and listen to the article at the same time and ask Ss to focus on the unknown words and phrases. Explain them the meaning of the unknown words. You can ask them if they have already met these regulations during their studies or their professional practice. They also can tell what they have experienced. It can be a whole class talking practice, or you can divide the Ss into groups. The smaller the groups are, the more effective the talking can be. Also it is much stress free activity if Ss do not need to talk in front of the whole class.*

### READING – Animal welfare

Read and listen to the article. Focus on the unknown words and expressions.

#### Regulations

Every livestock building has to be designed **in accordance with** local **building regulations, manure storage regulations, and animal welfare legislations.**

Buildings can be designed and constructed according to these official regulations. **Environmental regulations** must be strictly observed and

environmentally friendly technologies must be applied. **Due to** the large number of animals, a **hygiene system** is established to prevent **infectious diseases**:

- there is a high **wire fence** around the farm, which prevents any wild animal or **unauthorized** person to enter; only **authorized personnel** can open the farm gate
- there are separated dressing rooms with black and white **dressing system**
- the use of hand and foot disinfectants is **obligatory**
- there's a wheel washer and **disinfection gate** for vehicles entering the farm
- the animals are loaded onto the transporting vehicle through a **loading ramp** with a **sliding gate system**
- live animals are always emptied and placed in the feedlot at the same time
- emptied buildings are disinfected every time
- we need to keep accurate records of movements of strangers and vehicles entering the establishment

We must avoid the occurrence of **epidemics** and diseases, and with these easy and accurate measurements we can prevent any **disease outbreak** in our farm. We need to be extremely careful when we handle the manure. The manure storage tank should be designed to prevent slurry to leak into natural waters. The medicine and chemical boxes should be taken to a **designated collection site**. **Environmental pollution** must be reduced as much as possible.



*The second part of the reading is about the feed for farm animals Ss have already got acquainted. At the beginning of the reading you can ask them to list some kinds of feed. This part provides them with a summary of the feed crops and how they are made, what kinds of processes are used in agriculture to provide farm animals with the suitable feed. Let your Ss read the article and you can ask them what the differences are between the types of feed. After reading focus on the pictures and match them with the parts of the article.*

## **Feed for farm animals**

Most of the feed for our animals is grown on our own fields. These are the following:

**Feed crops** (barley, wheat, peas, soy, rye, oats, triticale, corn, rapeseed, sunflower) are harvested, cleaned in the dryer and dried to a water content of 14%. Then they are placed in cereal storages. Each breed, age group, and type has its own specific fodder.

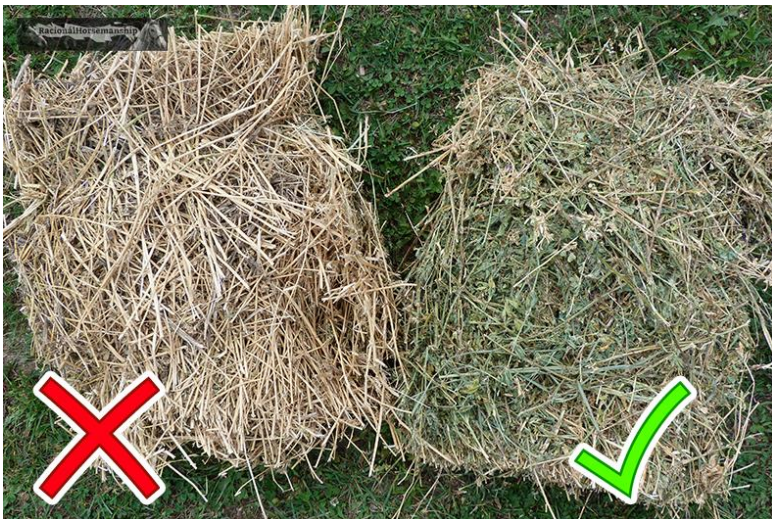
After **weighing** the cereals are ground in the mill, then the necessary feed supplements are added and mixed into the feed, then the mixture is **put into sacks**. This way it is easy to transport and store the mixed feed. The sacks are placed in the crop storage next to the livestock buildings. We do the grinding twice a week so that our animals can always be fed with fresh feed.

Preparing our bulk fodder requires a variety of processes and they can be really varied:

- **hay**: is made from grass, and lucerne; is cut in **green bud stage**. After the hay is dried in the sun, it is arranged with a **tedder** and then it is **baled**. It is important that the hay has plenty of leaves, its stems are not too old, and

it should not remain wet. If it is wet, it can become **mouldy** and our livestock can become sick.

- **haylage**: we make it from rye and lucerne. Lucerne is mown also in green bud stage and rye in the stage of **wax ripe stage**. The mown crops are left for a half day to **wither**, then it is baled. During baling a liquid containing **lactic acid bacteria** is sprayed on it, to help the **lactic acid fermentation** start. The generated lactic acid conserves the haylage. At the end of the process the bales are wrapped with foil.
- **silage**: is made from silage corn, and cut at the stage of **wax ripe stage**. Then it is taken to the **bunker silo**, where it is thoroughly packed by trampling it with a clean wheeled tractor. The silage is also fermented by lactic acid bacteria. When the process is ready, the silage is covered with a **tarpaulin**, and some straw bales. The silage is **feedable** after 6 weeks.



*Picture 1 Good and bad quality lucerne hay  
(Photo: <http://rationalhorsemanship.hu>)*



Picture 2 Lucerne is baled (Photo: <http://www.hortobagy.eu>)

### Vocabulary

a lot of leaves

sok levél

at the wax ripe stage

viaszérés állapotában

be packed

összetömöríteni

bulk fodder

tömegetakarmány

bunker silo

beton falközi siló

can be stored

betárolható

corn silage

silókukorica

dried to a 14 % water content

14 %-os víztartalomra leszárítva

feed grain

abraktakarmány

concentrates

abraktakarmány

feed supplement

takarmánykiegészítő

given to the animals fresh

frissen kerül az állatok elé

grain mill

terménydaráló

grass hay

fűszéna, rétiszéna

green bud stage	zöldbimbós állapotú
harvested at grain stage	szemesen betakarítva
lactic acid bacteria	tejsavbaktériumok
lactic acid comes into being	tejsav keletkezik
lactic acid fermentation starts	elindul a tejsavas erjedés
lactic acid	tejsav
liquid containing lactic acid bacteria	tejsavbaktériumokat tartalmazó folyadék
lucerne hay	lucernaszéna
mixed feed	keverék takarmány
mouldy	penészes
nutrient	tápanyag
formula	receptúra
rye haylage	rozs szenázs
silo	gabonatóróló
the fodder is fermented	erjed a takarmány
the stem is old	vén a szára
to be baled	bebálázni
to be wrapped with foil	fóliával becsomagolni
to be/get moulded	bepenészesedik
to chop	összeszezszeckázni
to clean	megtisztítani
to grind	ledarálni
to dry in the sun	napon száradi
to mix according to the formula	összeállítani a receptúra szerint
to mix	hozzákeverni

to mown	lekaszálni
to preserve	tartósítani
to put into a sack	bezsákolni
to wither	fonnyadni
wet	nedves
with a tarpaulin	ponyvával

## SPEAKING

*Before the speaking activities, you should ask Ss how much they know about animal rights. You can talk about keeping animals for different utilization (meat, milk, egg, leather...), using animals for researches either for cosmetic or pharmaceutical companies. Talk about the suffer the animals go through in these situations. You can also talk about animals which are kept in zoos.*

**TASK 1** Find the definition of animal rights and animal welfare on the Oxford Advanced Learner's Dictionary website: <https://www.oxfordlearnersdictionaries.com/>

Animal rights: the rights of animals to be treated well, for example by not being hunted or used for medical research

Animal welfare: Animal welfare theories accept that animals have interests but allow these interests to be traded away as long as there are some human benefits that are thought to justify that sacrifice.

From: <https://www.peta.org/about-peta/faq/what-is-the-difference-between-animal-rights-and-animal-welfare/>



**TASK 2** While surfing the net, you came across an article on the BBC website. Read the article and decide to what extent you agree with it.



### **Animal rights**

There is much disagreement as to whether non-human animals have rights, and what is meant by animal rights.

There is much less disagreement about the consequences of accepting that animals have rights.

### **The consequences of animal rights**

Animal rights teach us that certain things are wrong as a matter of principle, that there are some things that it is morally wrong to do to animals. Human beings must not do those things, no matter what the cost to humanity of not doing them. Human beings must not do those things, even if they do them in a humane way. For example: if animals have a right not to be bred and killed for food then animals must not be bred and killed for food. It makes no difference if the animals are given 5-star treatment throughout their lives and then killed humanely without any fear or pain - it's just plain wrong in principle, and nothing can make it right. Accepting the doctrine of animal rights means:

- No experiments on animals
- No breeding and killing animals for food or clothes or medicine
- No use of animals for hard labour
- No selective breeding for any reason other than the benefit of the animal
- No hunting
- No zoos or use of animals in entertainment

## GRAMMAR: Reported speech and questions

*The grammar section deals with the reported speech and reported question. It can be difficult for Ss to understand why this piece of grammar is so important. In our mother tongue we also use reported speech but only the pronouns and suffixes change that is the reason why Ss do not really understand the concept of back shifting the tenses.*

*They have already learnt this grammar so it provides them with some revision and deepening their knowledge.*

*Go through the explanation and ask Ss if they have any questions about the grammar. Do the exercises and give them feedback.*

### Reported speech

- ✓ we can report people's words by using direct speech (when we tell the exact words someone used) or reported speech
- ✓ reported speech is the exact meaning of what someone said, but not the exact words
- ✓ personal pronouns, possessive pronouns/adjectives change accordingly  
*'I'm tired.', my brother said. >>> My brother said (that) **he** was tired.*
- ✓ when the introductory verb is in past tense we have to change the tense  
*'I'm moving to my new house next week.'*  
*She **said** (that) she **was moving** to her new house **the following week**.*
- ✓ verb tenses and time expressions change in reported speech:
  - present simple >>> past simple  
*'I need to buy a new car', Peter said.*  
*Peter said (that) he **needed** to buy a new car.*

- present continuous >>> past continuous

‘He is sleeping’ he said.

*He said (that) he was sleeping.*

- present perfect >>> past perfect

‘I have already seen that film’, my sister said.

*My sister said (that) she had already seen that film.*

- past simple >>> past perfect

‘I got up late this morning,’ he said.


*He said (that) he had got up late that morning.*

- future will >>> would

‘I’ll call you tomorrow’, he said.

*He said (that) he would call me the following day.*

Some words and time expressions change according to the meaning of the sentence:

now		then, at that time,
today, tonight		that day, that night
yesterday		the day before, the previous day
tomorrow		the next day, the following day
this week		that week
last week		the week before, the previous week
next week		the week after, the following week
here		there
come		go



Certain modal verbs change as follows:

- will >>> would

He said 'One day I'll learn how to drive a tractor'.

*He said (that) one day he would learn how to drive a tractor.*

- can >>> could

She said 'We can meet tomorrow'.

*She said (that) we could meet the following day.*

- may >>> might

He said 'I may call you.'

*He said (that) he might call me.*

- must >>> had to / must

He said 'You must finish this'.

*He said (that) I had to/must finish it.*

- would, could, might, should, ought to, had better, used to and mustn't  
**do not** change

You can use *said* or *told* in reported speech but they are used differently:

You can't use **said** with an object

or pronoun.

*NOT He said her he loved her.*

You must use **told** with an object.

*He told her that he loved her. NOT he told that*

**TASK 1** Rewrite the following sentences into the Reported Speech.

- a) “I live in a small house near the sea”, she said to me.  
She said to me (that) she lived in a small house near the sea.
- b) “I will meet you outside the cinema”, Tom said to Mary.  
Tom said to Mary (that) he would meet her outside the cinema.
- c) “I have already done my homework,“ Sarah said.  
Sarah said (that) she had already done her homework.
- d) “I went to the zoo last week”, Zack said.  
Zack said (that) he had gone to the zoo the previous week.
- e) “We can’t find our bags”, they told us.  
They told us (that) they couldn’t find their bags.
- f) “I am doing the washing up now”, mum said.
- g) Mum said (that) she was doing the washing up at that time.

### Reported questions

- ✓ reported questions are usually introduced with the verbs *ask*, *inquire*, *wonder*, or the expression *want to know*
- ✓ the tenses change in exactly the same way as in sentences, e.g. present to past, etc.
- ✓ we don’t use do/did  
*‘What did you make for dinner yesterday?’ my friend asked me.*  
*My friend asked me what I had made for dinner the previous day.*
- ✓ when a direct question starts with a *question word* (who, where, when, why, etc.) the reported question is started with the same question word

- ✓ when the direct question begins with an **auxiliary** (is, do, did, have) or a **modal verb** (can, could, may etc.) then the reported question begins with **if** or **whether**.

**TASK 2** Turn the following into reported questions.

E.g.: ‘What is your name?’ he asked me.

*He asked me what my name was.*

- a) ‘Where are your parents?’ uncle Sam asked us.  
*Uncle Sam asked us where our parents were.*
- b) ‘Will you help me in the garden?’ Dad asked me.  
*Dad asked me if I would help him in the garden.*
- c) ‘Can you play the guitar?’ the girl asked the boy.  
*The girl asked the boy if he could play the guitar.*
- d) ‘Who was at the door?’ David asked his friend.  
*David asked his friend who had been at the door.*
- e) ‘Have you finished the reports?’ the boss asked me.  
*The boss asked me if I had finished the reports.*
- f) ‘What is your favourite film?’ my friends asked me.  
*My friends asked me what my favourite film was.*

## UNIT 10

### A job interview

Embedded questions

*The last unit of the book is about applying for a job, writing a CV, and a cover letter. The Ss can practice a great deal during this unit, and the information can be used when they try to find a job in a foreign country.*

*You can start the unit with some talk about their experiences in the world of work. They certainly have had professional practice either at home or abroad as exchange students, so they can have a lot of experience. You can ask them, what they would like to do in the future, how they can find a job, what they need to write into their CV.*

### READING – A job opportunity in our farm

In this unit you read about the family and their work on their farm. Read and listen to the short article about the family, then answer the questions.

Work is done by my mother, father, and my brother in our farm. During the school holidays and in the summer I can also help. Currently there are two **skilled workers** in **livestock farming**, with **temporary work contract**, and there is one employed on a **part time basis** in seasonal work. However, enlargement led to an increase in **labour demand**. My parents decided to hire two **full time employees** to do the **extra work**. I created the **job ad/job advertisement**, which was published on the Internet and in the local newspaper.

**TASK 1** Answer the questions based on the text.

a) How many skilled workers does the family have?

Two

b) Do they have seasonal workers?

Yes, they do.

c) Why do they need to employ more people?

Because of the enlargements.

d) Who wrote the job advertisement?

Péter

e) Where is it published?

On the internet, in the local newspaper.

f) What kind of education does the job require?

Secondary education in agriculture.

g) How long job experience does the successful candidate need?

At least two years.

## **Job opportunity**

We are seeking a full-time agricultural technician for crop production activities to our family farm.

Requirements for the successful **candidate**:

- **secondary education in agriculture**
- **agricultural tractor licence**
- at least two-year experience in **cultivation of plants/plant cultivation**/livestock farming
- **independent work**
- **accuracy, precision, reliability**
- **flexibility**

Advantage:

- **combine operator experience**
- **milking machine operator experience**
- **practical knowledge in using pesticides**
- **experience in veterinary matters**

What we offer:

- **competitive salary**
- **double pay** in the event of **overtime**
- **stable job**
- **high level of mechanization**
- **accurate, precise, pre-planned work management**

## Vocabulary

accuracy	pontos
accurate	pontos
agricultural tractor licence	mezőgazdasági vontató jogosítvány
apply for a job	munkára pályázni
candidate	pályázó (állásra)
combine operator experience	kombájn kezelői tapasztalat
competitive salary	versenyképes bérezés
employee	munkavállaló
employer	munkáltató
experience in veterinary matters	
extra work/additional work	többletmunka
flexibility	rugalmasság
full-time job	teljes munkaidős állás
high level of mechanisation	magas színvonalú gépesítettség
independent work	önálló munkavégzés
job advertisement	álláshirdetés
labour demand	munkaerőigény
milking machine operator experience	fejőgép kezelői tapasztalat
overtime	túlóra
part-time job	részmunkaidő
permanent job	határozatlan idejű munkaviszony
precise	precíz
precision	precizitás
pre-planned	előre megtervezett
professional experience	szakmai tapasztalat

reliability	megbízhatóság
salary	munkabér
seasonal work	idénymunka
secondary education in agriculture	középfokú mezőgazdasági végzettség
skilled worker	szakmunkás
temporary job	ideiglenes munkaviszony
use of pesticides	növényvédőszer használata
work experience	szakmai tapasztalat
work management	munkairányítás
workplace	munkahely

**TASK 2** Describe the following words and expressions with your own words.

- ✓ Part-time job: when somebody works less than 8 hours a day.
- ✓ Full-time job: when somebody works 8 hours a day.
- ✓ Overtime: when somebody works more than 8 hours a day, the employer pays for the extra hours.
- ✓ Seasonal work: a job not on a permanent basis. In agriculture you can have a seasonal job at the time of harvesting, sowing.



## WRITING YOUR OWN CV - Europass Curriculum Vitae



**For more information visit:**

<https://europass.cedefop.europa.eu/documents/curriculum-vitae>

### Personal details:

First name:

Surname:

Address:

Email address:

Phone number:

Nationality:

Date of birth:

Place of birth:

Gender:

### Job applied for:

### Work experience:

Job/position:

Task/duties:

Type of activity/sector:

### Education/qualification:

Major subjects/professional training:

National/international classification:

Mother tongue:

Other languages:

Other skills:



## Writing practice

*The writing practice is aimed to give Ss some help to write an application letter. Go through the formula of a formal letter, highlight the requirements and give explanation about the language which should be used there. Try to distinguish between the formal and informal letters. You can also ask your Ss to try to find the differences between them, it can be a group work.*

An application for a job, scholarship, grant, etc. is a type of formal letter in which you want to persuade the addressee that you are the right person for the job, scholarship, grant, etc. In this email/letter you need to give information about yourself, your education, experience, character, other skills (like driving licence) in an effort to make a good impression.

### **Greeting:**

Use a formal greeting, not first names:

- *Dear Sir/Madam,*
- *Dear Mr/Mrs/Ms/Miss + last name,*

### **Opening paragraph:**

Say where and when you saw the advertisement and use set phrases to state the position/scholarship/grant, etc. you are applying for.

- *I am writing with regard to / concerning your advertisement in....*
- *I noticed your advertisement for.....in....and I am writing to apply for the position of...*

- *I am interested in applying for the position/ scholarship/ grant....as advertised in...*
- *I am interested in working as...*

### **Main part:**

Describe your qualifications, skills and experience that are relevant to the job/scholarship/grant, etc. you are applying for. If you are applying for a job, provide a brief description of your previous/present job. Include only the relevant information, as the details are in your CV. Explain why you think you are suitable for the job/scholarship/grant, etc. advertised. Use phrases like:

- *I have a degree in.../ I will take my final exams at the end of the year...*
- *I have / hold a certificate in...*
- *I have considerable experience in....*
- *As you can see from my CV, I.....*
- *I worked full-time / part-time for/at...*
- *I am a responsible / hard-working person...*
- *I believe I am suitable for this job/ position because/since...*

### **Closing paragraph:**

Mention your availability and express your hope that your application will be taken into consideration. If relevant, state that you enclosed your CV. Use set phrases like:

- *You will also find my CV enclosed.*
- *I am available for an interview at your earliest convenience.*
- *I hope my application will be taken into consideration.*

- *If my qualifications meet your requirements, please note that I am available for an interview at your earliest convenience.*
- *I look forward to hearing from you in the near future.*

### **Signing off:**

Use formal signature ending and write your full name underneath it.

- *Yours faithfully,*
- *Yours sincerely,*

*During the writing practice we should go from the easiest exercise to the more difficult and more independent one. In the first cover letter Ss only need to recognise the mistakes, in style and in structure.*

*At the end of the letters the Hungarian name is written in the Hungarian form. The English books use the English form of writing names.*

*I would like to share my own experience with you in this case. While I was living and working in the UK, I applied for the NHS (National Health Service) and tax number to be able to pay tax and to receive medical care there. When I filled the application forms, I used the English form of using my name, so my first name was on the first place and my surname was on the second place, as I had learnt before I went to the UK. My application was rejected first, because the name signed in the form was not the same which was in my passport. The officer told me that I should have used my name as it was in my passport. At the end I had to start the procedure again, which cost me a relatively big amount of money.*

**TASK 1** Read the cover letter which was written in response to the following advertisement. It contains a lot of unnecessary information and it is not divided into paragraphs. Underline the sentences which should not appear in this type of letter and divide it into paragraph.

A part-time gardener is sought for seasonal work.

- must be responsible and hard-working
- must be at least 16 years old
- previous work experience is not required

Apply in writing to: Sunflower family farm,

34. Daisy street, Devon, CST 2TN, United Kingdom, Contact: Ms. Jones.

Dear Ms Jones!

I would like to apply for the position of part-time gardener advertised on the internet. I am nineteen years old and I have just passed my secondary school leaving exams, at an agricultural secondary school. During the years I attended the school, I made a lot of friends, but I did not really like studying. My teachers always told me, that I could have been more hardworking.

I possess the good command in English, and I have passed my English school leaving exam with very good results. I also took a B2 language exam in English. In addition, I have the opportunity to communicate in English, because I have a lot of friend who I play computer games with, mainly strategy games like Call of Duty. I have some experience working in agriculture since the secondary school I attended is an agricultural school, and my family has an own farm. I have been working there since my childhood, and I am mostly interested in gardening. In the future I would like to study at a university faculty of gardening, and I consider this job opportunity a good experience. I am a hard-working,

reliable person, and I can work in a team, unfortunately I am sometimes a bit quick-tempered. I also need the money, because I am saving for a car right now. If you feel, I am a suitable candidate for the job, please note that I am available for an interview at your earliest convenience. I look forward to hearing from you ASAP. Yours sincerely, Kiss Botond

Dear Ms Jones,

I would like to apply for the position of part-time gardener advertised on the internet. I am nineteen years old and I have just passed my secondary school leaving exams, at an agricultural secondary school.

During the years I attended the school, I made a lot of friends, but I did not really like studying. My teachers always told me, that I could have been more hardworking.

I possess the good command in English, and I have passed my English school leaving exam with very good results. I also took a B2 language exam in English. In addition, I have the opportunity to communicate in English, because I have a lot of friend who I play computer games with, mainly strategy games like Call of Duty.

I have some experience working in agriculture since the secondary school I attended is an agricultural school, and my family has an own farm. I have been working there since my childhood, and I am mostly interested in gardening. In the future I would like to study at a university faculty of gardening, and I consider this job opportunity a good experience.

I am a hard-working, reliable person, and I can work in a team, unfortunately I am sometimes a bit quick-tempered. I also need the money, because I am saving for a car right now.

If you feel, I am a suitable candidate for the job, please note that I am available for an interview at your earliest convenience.

I look forward to hearing from you ASAP.

Yours sincerely,

Kiss Botond

**TASK 2** You have read the following job advertisement on the internet, and you decided to apply for the job.

The Sunflower family farm is looking for a part-time gardener who can work in the greenhouses and if it is necessary can work in the fields as well. We offer only seasonal contract, especially for students in their summer holiday.

- must be responsible, reliable
- must be over 18
- must speak English
- previous work experience is not necessary

Apply in writing to: Sunflower family farm,

34. Daisy street, Devon, CST 2TN, United Kingdom, Contact: Ms. Jones.

Write the cover letter, in which you

- say why you are writing, and where you found the advertisement
- provide information about your qualifications and skills
- write why you think you would be suitable for the job

Begin your email like this:

Dear Ms Jones,

## GRAMMAR: Embedded questions

If you want your formal letters and your formal speech to sound more polite, you need to use indirect questions instead of direct questions.

You can start your questions like this:

- *Could you please tell me....?*
- *I would like to know....*
- *I would be interested in knowing....*
- *I would be grateful if you could....*
- *I would appreciate if you could.....*
- *Would you be so kind to inform me....?*

*Table 13 Embedded questions*

<b>Direct question</b>	<b>Indirect question</b>
How much is the salary?	Could you please tell me how much the salary is?
What qualifications do I need to have for the job?	I would like to know what qualifications I need to have to apply for the job.
Can you provide me with fringe benefit?	I need to know if/whether you can provide me with fringe benefit.
Do I have to work in a team?	I would appreciate if you could inform me, if/whether I need to work in a team.



- ✓ Be careful, the word order in the indirect question is not a question any more. You need to use the affirmative sentence word order.
- ✓ Omit the auxiliary words do/does/did from your sentences, but be careful, you need to indicate the third person singular and the past tense of the verbs.
- ✓ If the direct question starts with an auxiliary verb, add if/whether the main sentence.

**TASK 1** Make indirect questions. Listen and check your answers.

Does your family farm employ gardeners?

Could you tell me if your family farm employs gardeners?

How many seasonal workers are employed by the farm? I am interested in knowing how many seasonal workers are employed by the farm.

Did they harvest all the grapes last autumn?

I would like to know whether you harvested all the grapes last autumn.

What kind of qualifications are required for the job? I would be grateful if you could tell me, what kind of qualifications I need for the job.

## SPEAKING

**TASK 2** Role play. You are at your job interview and your future employee is asking questions from you. Answer his/her questions and ask him/her relevant questions which you are interested in.

You can find more information and questions here:

<https://www.themuse.com/advice/51-interview-questions-you-should-be-asking>



## Resources

### Unit 1

<https://www.oxfordlearnersdictionaries.com/>

### Unit 3

<https://www.oxfordlearnersdictionaries.com/>

### Unit 4

<https://www.mindmeister.com/>

<https://www.wordclouds.com/>

### Unit 5

<https://www.theteacherscorner.net/>

<https://www.english-grammar.at/>

### Unit 7

<https://www.theteacherscorner.net/>

<https://en.islcollective.com/english-esl-worksheets/grammar/conditionals/first-and-second-conditionals/10144>

### Unit 8

<https://www.thevetexpert.com/top-10-world-class-most-popular-dairy-cattle-breeds/>

<https://iamcountryside.com/cattle/choosing-dairy-cow-breeds/>

<https://www.thatsfarming.com/news/friesian-cows>

<https://www.thatsfarming.com/news/limousin-cattle>

<https://www.theteacherscorner.net/>

<https://www.oxfordlearnersdictionaries.com/>

<https://en.islcollective.com/english-esl-worksheets/grammar/second-conditional-2/second-and-third-conditionals/10146>

## Unit 9

[http://www.bbc.co.uk/ethics/animals/rights/rights\\_1.shtml](http://www.bbc.co.uk/ethics/animals/rights/rights_1.shtml)

<https://www.oxfordlearnersdictionaries.com/>

<https://www.peta.org/about-peta/faq/what-is-the-difference-between-animal-rights-and-animal-welfare/>

## Unit 10

<https://www.theteacherscorner.net/>

<https://www.thesaurus.com/>

<https://europass.cedefop.europa.eu/documents/curriculum-vitae>

<https://www.themuse.com/advice/51-interview-questions-you-should-be-asking>

# Photo credits

## Unit 1

1. Photo credit goes to Edit Assenbrenner
2. <https://www.sueddeutsche.de/muenchen/starnberg/weinbau-der-erste-winzer-vom-ammersee-1.4504332>
3. <https://www.unsere-bauern.de/landwirtschaft-verstehen/gaertner/>
4. <https://www.framtid.se/yrke/agronom>
5. <https://lh.hessen.de/bildung/ausbildung/pferdewirt/>
6. <https://parkerdo.hu/parkerdo/lezajlott-a-pilisi-parkerdo-zrt-eves-jeloloversenye/>
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All photo credits in Unit 5 go to the Hungarian author, Edit Assenbrenner.

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