

Feladatok az angol nyelvi tudatosság fejlesztésére

Dr. Csillag Andrea

Feladatok az angol nyelvi tudatosság fejlesztésére
(Írásbeli feladatok angol műveltségterületes főiskolai hallgatók,
nyelvvizsgázók és középhaladó nyelvtanulók számára)

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Bevezetés

Ebben a kötetben írásbeli feladatokat talál az olvasó, melyeknek segítségével elsősorban angol nyelvi tudatosságát fejlesztheti, de alkalma lesz a magyar és angol nyelv különbségeinek felfedezésére, valamint arra is, hogy szövegszerkesztési és szövegalkotási tapasztalatokat szerezzen.

Az első fejezetben rövid, nem autentikus magyar szövegek szerepelnek, melyeket szótár segítségével vagy anélkül fordíthatunk. A feladat végzése során nemcsak szókincsünket frissíthetjük föl, hanem megtapasztalhatjuk a különböző nyelvtani szerkezetek angolra történő fordítását is.

A második fejezetben hibajavítási és átfogalmazási feladatokat, valamint szóhasználati gyakorlatokat találunk, melyekkel ellenőrizhetjük, mennyire vagyunk járatosak a különböző típusú hibák felismerésében (nyelvtani, szóhasználati, helyesírási, szövegszerkesztési, stb.) és javításában.

A harmadik fejezet rövid magyar nyelvű történeteket tartalmaz, melyeknek angolra történő fordítása során megismerkedhetünk a folyó szövegek fordítási problémáival.

A negyedik fejezetben rövid autentikus angol szövegekből

és szövegrészletekből válogathatunk, melyeknek magyarra történő fordítása során megtapasztalhatjuk, hogy nemcsak a kétnyelvű, de az egynyelvű szótáraknak is nagy segítségét vehetjük.

Az ötödik fejezet hosszabb-rövidebb autentikus magyar nyelvű szövegeket kínál fordításra. A szövegek angolra történő fordításában az is segítségünkre lehet, ha meggyőződünk arról, hogy pontosan értjük-e az anyanyelvünkön írottakat, azaz esetenként szükségünk lehet a Magyar értelmező szótár használatára.

A hatodik fejezet különböző terjedelmű angol szövegeket tartalmaz, melyeknek fordítása általában nagy körültekintést igényel, és a munkához jól használhatunk az egy- és kétnyelvű szótárak mellett bizonyos szakkönyveket, enciklopédiákat és térképeket is.

A hetedik fejezetben vegyes feladatokat találunk, melyeknek megoldása során anyanyelvi és angol nyelvi tudatosságunkat és felkészültségünket tehetjük próbára.

A kötet összes feladatlapja tartalmaz egy hosszabb-rövidebb kérdéssort, melynek célja, hogy a nyelvtanuló figyelmét fölhívja a szöveg fordítása, javítása során fölmerülő esetleges problémákra. Ezért azt javasoljuk, hogy a nyelvtanuló

kövesse a feladatok sorrendjét. Az első fejezet kérdéseit a szövegek lefordítása után érdemes megválaszolni, mivel azok az alkalmazott nyelvtani szerkezetekre vonatkoznak. A további fejezetekben azonban a szövegek fordításához, illetve javításához csak a kérdések megválaszolása után kezdjünk!

Jó munkát és hasznos időtöltést kíván:

a kötet szerzője

Unit 1

Grammar points in translation 1

(A) Read and translate the following texts into English.

I.

1. A múlt héten elmentünk Brownékhoz, de csak a nagymamát találtuk otthon.
2. Behívott minket, leültetett, és azt mondta, hogy várjuk meg a fiát.
3. Megkérdezte, megkínálhat-e bennünket kávéval.
4. A feleségem ivott egy csészével, de én nem kértem.
5. Aznap már négy csészével ittam, ez lett volna az ötödik.
6. A néni süteményt is hozott.
7. Ezt már én sem utasíthattam vissza, vettem egy darabot.
8. Nem kellett sokáig várnunk, hamarosan csöngettek.
9. Ez biztosan Péter lesz – mondta a néni, és megkérte a kis unokáját, hogy nyissa ki az ajtót.

II.

1. Nem láttad a kabátom?
2. Biztosan itt hagytam tegnap este.
3. Emlékszem, hogy levetettem, és felakasztottam a fogasra.

4. Azután megkértek, hogy segítsek kivinni néhány bútordarabot a szobából.
5. Mire visszajöttem, már mindenki elment.
6. Én is siettem, melegem is volt, így elfelejtkeztem a kabátról.
7. Otthon nem tudtam, mit mondjak a családomnak.
8. A feleségem azt akarta, hogy azonnal jöjjek vissza érte, de engem jobban érdekelt a tv-műsor.
9. Sajnos, most hiába keresem, sehol sem találom.
10. Ki vihette el, hol lehet?

III.

1. Hallottad a legújabb hírt?
2. Tegnap leégett a szomszéd háza.
3. Az ember nem is csodálkozik rajta.
4. Mondtam én neki, hogy ne dohányozzék az ágyban, de sohasem hallgatott rám.
5. Az este is éppen az újságot olvasta pipával a szájában, és elaludt.
6. Bent is éghetett volna, de szerencsére idejében felébredt és kiugrott az ablakon.
7. A bútorait, ruháit, könyveit azonban nem lehetett megmenteni.

8. Most azt sem tudja, mit csináljon, hova menjen.
9. Az emberek nagyon gondatlanok.
10. Majdnem minden hónapban van egy tűzeset a faluban.

(The above sentences are taken from Bárdos, Sarbu (1990) pp. 117-118.)

- (B) Find 3 grammar points concerning verbs that you should be familiar with when translating the above texts.**
- (C) Collect examples for the use of countable and uncountable nouns.**
- (D) Find examples for different types of adverbs and adverbial phrases.**
- (E) If you have had any difficulty with any of the above tasks, consult your grammar books, your colleagues and/or your teacher.**

Notes

Grammar points in translation 2

(A) Translate the following into English.

I.

1. Volt már itt az orvos?

2. Még nem.

3. Lehet, hogy ma este már nem is jön.

4. Tomi vett egy biciklit.

5. Miért?

6. Hogy ne kelljen gyalog mennie a munkahelyére.

7. Miért nem javíttatod meg a kocsidat?

8. Nincs annyi időm, hogy elvigyem a szervizbe.

9. Szoktál teát inni?

10. Néha, de jobban szeretem a kávéét.

11. Elsőnek jött, és utolsónak távozott.

12. Ha tudtam volna, hogy ilyen sokba kerül az autó fenntartása, nem vettem volna.

13. Még ne kapcsoljuk ki a televíziót, a hírek után lesz egy francia krimi.

II.

1. Mire megérkeztem, az igazgató már nem volt az irodájában.

2. A titkárnője azonban azt mondta, hogy hamarosan visszajön.

3. Leültetett és megkérdezte, nem akarok-e addig újságot olvasni.

4. Fogja meg a kabátomat egy percre, mert elejtettem a jegyemet, és szeretném felvenni.

5. Hol lehet?

6. Nem látta véletlenül?

7. Kértem tőle a címét, de nem mondta meg.

8. Még beszélni sem akart velem.

9. Már negyed órája arra várok, hogy felöltözz.

10. Mi tart ilyen sokáig?

11. Öt a moziban kellett volna lennünk.

12. Ha öt perc múlva nem leszél kész, akár itthon is maradhatunk.

III.

1. Voltál már Budapest legújabb éttermében?
2. A házukban lakó idős nénit két napja elütötte egy autó.
3. Az orvos azt tanácsolta a férjemnek, hogy utazzon a tengerpartra.
4. Sem a családja, sem a barátai nem hitték el, amit mondott.
5. Ha korábban felkeltél volna, most lenne időd arra, hogy megidd a kávéd.
6. Megvegyem neked Graham Greene legújabb könyvét?
7. Mire az iskolaév, elkezdődik, készen lesz az új iskola.
8. Péter nem szereti, ha sokat kell várnia az ételre. Én sem.
9. Ez a kalap nagyon jól áll neked, vedd föl!
10. Ki mondta neked, hogy jártam Amerikában?

(The above sentences are taken from Bárdos, Sarbu (1990) pp. 115-116.)

(B) Consider the following grammar points:

- **sequence of tenses,**
- **reported speech,**
- **expression of time.**

Notes

Grammar points in translation 3

(A) Translate the following into English.

I.

1. Megvetted már azt a szoknyát, amit tegnapelőtt láttunk a kirakatban?
2. Megvettem volna, de elfelejtettem pénzt vinni magammal.
3. Mit gondolsz, hány éves az unokatestvérem?
4. Nem lehet több húsz évesnél.
5. Tévedsz; ugyanolyan idős, mint én.
6. Azt mondták a repülőtéren, hogy a londoni jegyeket legalább egy hónappal előre kell megvenni.
7. A legjobb tanács, amit adhatok, az, hogy ne igyál túl sok teát.
8. Minél több teát iszol, annál nehezebben alszol el.
9. Sajnálom, hogy nem tudtam elmenni a megbeszélésre.
10. Egy külföldi megállított, és megkérdezte, hogyan juthat el a legközelebbi metróállomáshoz.

II.

1. Tíz éve lakunk ebben a házban, de még mindig nem ismerjük az összes lakót.
2. Mit gondolsz, miért van ez így?
3. Talán azért, mert sok a munkátok, és nincs időtök az ismerkedésre.
4. De az is lehet, hogy túl sok ember él itt.
5. Jobb volna, ha a lakótelepi házak kisebbek lennének.
6. János nagyon büszke volt arra, hogy meg tudta javítani a lemezjátszót.
7. Igaz, több órába telt, amíg elkészült vele.
8. Mire megérkeztek a vendégei, már lehetett használni a készüléket.
9. Egész este zenét hallgattak, és remekül érezték magukat.

III.

1. Úgy látszik, Kovácséknál vendégség van.
2. A közértben találkoztam Annával, tele volt a kosara italokkal, süteményekkel.
3. Az eladó kérdezte is tőle, miért nem a férjét küldi vásárolni.
4. De tudod, milyen a férje, minden nap kora reggeltől késő estig dolgozik, soha nem ér rá.

5. Már órák óta zongorázik valaki.
6. Kíváncsi vagyok, ha mi csinálnánk ilyen zajt, ők tudnának-e aludni.
7. Hívd fel őket telefonon!
8. Nem érdemes, csak kinevetnének.
9. Meg, tudod mondani, hány óra van?
10. Pontosán nem tudom, de öt óra lehet, mert már világosodik.

(The above sentences are taken from Bárdos, Sarbu (1990) pp. 116-117.)

(B) Consider the following grammar points:

- use of *forget, remember, regret,*
- ways of asking for and giving opinions,
- conditionals.

Notes

Grammar points in translation 4

(A) Translate the following into English.

I.

1. A barátnőm megkérdezte, hogy szeretek-e utazni.
2. Szeretnék külföldre menni – feleltem, de még sohasem voltam.
3. Óh, én már sok országban jártam – kezdte mesélni –, utaztam repülőn, vonaton, hajón.
4. Tavaly az Egyesült Államokban töltöttem két hónapot.
5. Egy barátom él ott, akit már nagyon szerettem volna látni.
6. Remekül éreztem magam.
7. Minden látnivalót megnéztem, amiről előzőleg olvastam.
8. Azt mondják, New York félelmetes, de nekem nagyon tetszett.
9. Ha több időm lett volna, színházba is elmentem volna.
10. Bár én is láthatnék ennyi mindent! – mondtam.

II.

1. A múlt héten tapétáztattam a lakásomat.
2. Először nem tudtam, hogy kihez forduljak.
3. Végül azt a festőt hívtam, aki két évvel ezelőtt az egyik barátomnál dolgozott.

4. Megkérdeztem tőle, hogy hány napig fog tartani a munka.
5. Azt ígérte, öt nap alatt készen lesz.
6. Sajnos, még a hatodik napon is dolgozott.
7. Segítségem nem volt, így egyedül kellett takarítanom.
8. A hét végére olyan fáradt lettem, hogy mozdulni is alig tudtam.
9. Ha több pénzem lett volna, új bútort is vettem volna.
10. Eljössz hozzánk, hogy megnézd a lakást?

III.

1. Sajnos, nem engedhetem még magamnak, hogy minden évben nyaralni menjek.
2. Azt mondják, az igazi nagy emberek szerények.
3. Minél többet tanul az ember, annál inkább érzi, hogy milyen keveset tud.
4. Kölcsönadjam az esernyőmet?
5. Nagyon felhős az ég, mindjárt esik az eső.
6. Amikor fél éve utoljára láttalak, sokkal soványabb voltál, mint most.
7. Nem félsz attól, hogy elhízol?

8. Te még sohasem jártál Bécsben, ugye?
9. Én két hetet ott töltök majd a tavasszal.
10. Gyere, menjünk együtt!

11. Mit gondolsz, mennyi idő alatt tudod megtanulni ezt a verset?

(The above sentences are taken from Bárdos, Sarbu (1990) pp. 121, 123.)

(B) Consider the following points:

- **ways of expressing wishes,**
- **causative constructions,**
- **ways of comparing things (the use of positive, comparative and superlative forms of adjectives).**

Notes

Grammar points in translation 5

(A) Translate the following into English.

I.

1. Mi lesz a munkám?
2. Mit kell tennem?
3. Ne izgulj, mindent meg fogsz tudni időben.
4. Ebben a borítékban van az összes utasítás és információ, amire szükséged lehet.
5. Addig ne bontsd fel, amíg a többiek meg nem érkeznek.
6. Mikorra várhatom őket?
7. Hát, dél előtt semmi esetre sem jönnek.

8. Majd mához egy hétre odaadom a könyvet, jó?
9. Úgyis megyek a fogorvosomhoz, aki a szomszédotokban lakik.

10. Az üzletvezetővel kellett volna először beszélnie, uram.
11. Ő biztosan kicserélte volna a hibás készüléket, és most minden rendben volna.

II.

1. Ma reggel a férjem uszodába vitte a gyerekeket, hogy gyakorolják az úszást.
2. Minden héten elmennek egyszer.
3. Kislányom, aki már jól úszik, nagyon élvezi, de a fiam szívesebben játszik a vízben.
4. Azt mondták, hogy délre hazajönnek.
5. Már régen itthon kellene lenniük, de még mindig nem érkeztek meg.
6. Most két óra múlt, és én egyre türelmetlenebbül várom őket.
7. Mi történhetett velük?
8. Csak nem ütötte el őket egy autó?
9. Néhány hete igen sok baleset van a városnak ezen a részén.
10. Végre hallom a csengőt, remélem, ők azok.

III.

1. Nem gondoltam, hogy ezen a télen ilyen hideg lesz.
2. Már eddig is sok hó esett, és február második felére újabb havazást jósolnak.

3. Két-három évvel ezelőtt alig-volt hó.
4. Akkor a lakásokat sem kellett nagyon fűteni.
5. Idén pedig egész nap fűthetünk, ha nem akarjuk, hogy a családunk fázzon.
6. Persze azok, akik szeretik a téli sportokat, most örülnek.
7. Sokan közülük elutaznak a hegyekbe, hogy síeljenek.

8. Azt mondják, Molnár Péter nagyon jó orvos.
9. Ha ő kezelt volna, talán hamarabb meggyógyulok.
10. Mit gondolsz, menjek el hozzá most?

(The above sentences are taken from Bárdos, Sarbu (1990) pp. 117, 119.)

(B) Consider the following grammar points:

- **expression of obligation,**
- **expression of possibility.**

(C) Brainstorm words and expressions of sports and free time activities.

Notes

Unit 2

Words with similar meaning

1. Words with similar meaning are sometimes interchangeable and sometimes not.

Example: *to hire/to rent a car*

BUT *to rent a room / a flat / a television*

to hire a boat / a suit

To *rent* is for a longer period of time.

We usually *hire* something for a relatively short period of time.

2. Which words on the left-hand side can combine with words on the right-hand side?

- | | |
|----------|----------|
| (a) tall | person |
| high | tree |
| | mountain |
| | wall |
| | building |
| | price |

- | | | |
|-----|-------------------------|---|
| (b) | heavy
strong
loud | noise
traffic
smoker
drink
wind
music
rain |
| (c) | to lose
to miss | your temper
a bus
a football match
weight
an opportunity
a TV programme
your parents |
| (d) | to do
to make | an appointment
sure
a lot of damage
up your mind
your homework
a mess
your best
an excuse
sense |
| (e) | Happy
Merry | New Year!
Birthday!
Christmas!
Anniversary! |

3. Which words on the left-hand side can combine with a word on the right-hand side?

- | | | |
|-----|----------|----------------|
| (a) | to waste | time |
| | to spend | food |
| | | money |
| | | energy |
| | | an opportunity |
| | | paper |
| (b) | strange | person |
| | odd | behaviour |
| | | country |
| | | number |
| | | socks |
| | | man out |
| (c) | common | face |
| | plain | cold |
| | | sense |
| | | knowledge |
| | | clothes |
| | | paper |
| | | food |
| (d) | big | nose |
| | great | mistake |
| | | decision |
| | | man |
| | | writer |
| | | building |
| | | friend |

- (e) fast car
quick meal
worker
temper
lane of a motorway
food restaurant

4. Choose two phrases that you like most from each part (a-e) in exercise 3. Write a short composition in which you use all the ten phrases. (Do not hesitate to write about an unreal situation. Your composition is not supposed to be realistic.)

(The above tasks are adapted from John and Liz Soars (1987) Student's Book, p. 87 and Workbook, p. 63)

Correcting mistakes

1. Correct the mistakes in these sentences, and use the signs and abbreviations below to identify the mistakes.

/ This word is not necessary

^ Add (a) word(s)

P Punctuation

Sp Spelling

Gr Grammar

T Tense

Ww Wrong word

Wo Word order

Example

Gr She live in Rome. → *She lives in Rome.*

Wo I like very much skiing. → *I like skiing very much.*

.... (a) My friend she came to see me last night.

.... (b) I am going to the village where live my parents.

.... (c) He told to me a story, wich was very funny.

.... (d) When I arrived to home, I had the dinner.

.... (e) She speak english, french and russian.

- (f) The dog broke it's leg.
- (g) He gave to me a pen for my bithday.
- (h) She's doctor.
- (i) She's a doctor for five years.
- (j) I explained the teacher why was I late.
- (k) The American people is very generous.
- (l) I made my homework very carefully.

2. Correct this composition in the same way. There are twenty mistakes.

My name is Luis Gonzalez, and I come from Mexico. I born in 1951 in one small village outside Mexico City. When I was six years I went to the nursery school, and I enjoyed it very much. When I was eleven I've moved to Brazil, because my father is diplomat, so my all life I live in differents countries. After school, I was for four years in a business college, and I got a degree in business administration. I working for a company that products small calculator. It's a good work, and I'm very interesting for computers. I went to learn english because my father and I will start our own business in America soon.

3. Write a similar composition about yourself.

Include information about

- your background
- your education
- your work experience
- countries you have been to
- what you hope to do in the future

4. Practise checking your own and your colleagues' written work for mistakes.

(The above tasks are adapted from John and Liz Soars (1987) Student's Book, p. 7.)

Notes

Dear Mike

1. A secondary schoolboy has been given the task to write a letter to a friend about their new home. He wrote the following:

Dear Mike,

I got your last letter, which I was looking forward to. I congratulate you on getting a new job.

Our lives have changed too. We moved to a house. The moving was very difficult. We had to carry a lot of furniture.

The house in itself is very big and beautiful. I've never seen nicer.

There is a very large garden next to the house. They are all far away from town. My family are delighted.

First of all the advantage of the house is that the air is cleaner and fresher. Gardening is very healthy, and I would have always liked to have a dog. The sitting-room is the nicest. I feel the best there. There are big windows, comfortable furniture and a lot of indoor plants.

We traded part of old furniture for new ones. We bought a very nice piece of furniture in the sitting-room.

Gas-heating is installed in the house. It's very clear and comfortable. I hope to see your family soon in us new house.

Love, Jack

2. Check the text again and see if you can find any mistakes of grammar, punctuation, vocabulary, word order, spelling, arrangement of information into paragraphs.

3. Brainstorm useful vocabulary for describing houses/flats/buildings.

Can you find grammatical structures that are likely to be used in descriptions?

4. What is the form of a personal letter in English?

Brainstorm phrases for starting and ending a letter.

5. Rewrite the letter above correcting all the mistakes you have noticed.

Dear Mitsuko

Each line of the letter below contains ONE or TWO mistakes. Circle each mistake. Rewrite the letter, correcting each mistake.

12 Winston Avenue

London.

8th June

Dear Mitsuko,

I thank you very much for your interested letter which it arrived this morning. I enjoyed to read it very much and was delightful to learn that you are thinking to visit England the next month. Do you already have a place where to stay? It should be wonderful if you could spend some time here at London.

As a whole, I still enjoy my stay here, but there is one big problem. The people I work for as an au pair they make me to work very hardly all the time. Every morning I have to

get up from my bed at six o'clock and prepare a breakfast for everyone. Then I have to lead the children to the school. By the time I get back to the house, I am tired already. Despite of this, I spend the rest of the morning to clean the house. The afternoon I go for shopping.

We all take dinner at six o'clock - or as soon as I have finished to cook it. Most evenings I have to stay indoor and take care after the children. What a life!

The good thing is that I haven't to work on Saturdays or Sundays, so if you will come to London, we can see each others every weekend. I'm afraid I can not write some more now - it's been another long hard day and I am almost sleeping.

Yours sincerely,

Rosa

(The above task is taken from J. B. Heaton, N. D. Turton (1988) p. 29)

Dear P. Bradley

1. Read this letter of application for a job. There are no grammatical mistakes, but there are mistakes of other kinds:

- the punctuation is wrong
- the style is too informal
- some of the information is irrelevant
- conventions are broken, e.g. address, salutation, position of sender's name

James Henderson
Kings rd, 18
Birmingham

Trans Europe Tours
Bridge street
Cambridge

Dear P. Bradley

I was reading a magazine the other day - I think it was the February edition of sunshine holidays, and I saw your advertisement for travel couriers, and I thought I'd really like a job like that.

You see, I've got a degree in modern languages from bristol university, and I speak lots of languages - french

german spanish and just a little bit of greek too. I've been to all sorts of places in europe.

Last year me and my friend Paul went camping in France and in Italy, and we saw the museums and all the places like that. I think I'd be really good at showing people round these places, well I'd really like the chance to try anyway. I'm not doing anything at the moment, so I could come and see you anytime.

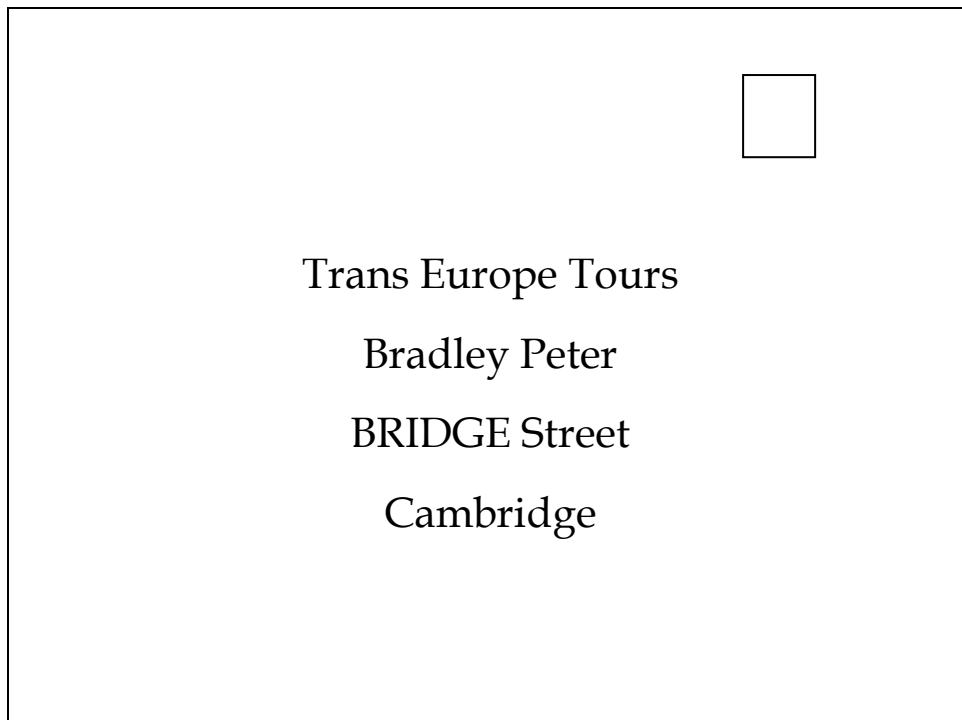
Just give me a ring - 381229.

I'm looking forward to meeting you.

Yours

2. Find the mistakes. Then rewrite the letter correctly.

3. There are similar mistakes on the envelope. Correct them.



4. Write a letter of application for a job. Include where you saw the advertisement, and say briefly why you are interested in the job and what your qualifications are. Conclude by asking for further details and/or and application form.

(The tasks above are taken from John and Liz Soars (1987) Student's Book, p. 26.)

Notes

Unit 3

Már napok óta

1. Read the following passage.

(1) Már napok óta nem tudom megjavíttatni a számítógépet. (2) Fogalmam sincs, mi baja lehet. (3) Teljesen rendesen működött, mikor a fordításon dolgoztam. (4) Bár ha jobban belegondolok, egy-két hete már csinált néhány furcsa dolgot, de akkor nem törődtem vele. (5) Biztos, én csináltam valamit rosszul, gondoltam. (6) Bárcsak időben szóltam volna a szerelőnek! (7) Ha holnapra nem tudja működésbe hozni, nagy bajban leszek, mert megígértem a főnökömnek, hogy számíthat rám, kész leszek a munkával. (8) De hát ki gondolta volna, hogy ez fog történni? (9) Nem az én hibám, ugye?

2. Answer the following questions.

- (a) What is the difference in meaning between *megjavít* and *megjavíttat* in sentence (1)? What are their English equivalents? What do you call the corresponding grammatical structure in English and Hungarian?

- (b) Look at sentence (2). What is the English expression for *függőbeszéd*? Consider the rules in Hungarian and English? Are there any difficulties for Hungarian learners of English?
- (c) Consider what you actually do when you *belegondol valamibe* (cf. sentence 4) then find a way of saying the same in English.
- (d) What does *biztos* mean at the beginning of sentence (5)? Think of different ways of translating it into English.
- (e) In sentences (6), (7) and (8) there are some examples of conditional verb forms. Compare the English structures for translating sentences beginning with *bárcsak* and *ha*.

3. Translate the passage above into English.

Nem volt hajlandó

1. Read the following passage.

(1) Nem volt hajlandó belenyugodni abba, hogy ne tudjon megoldást találni a problémájára. (2) Viszont minél többet gondolt rá, annál reménytelenebbnek tűnt. (3) Gondolni sem mert rá, hogy segítséget kérjen. (4) Mikor legutóbb ezt tette, az csak tovább bonyolította a helyzetet. (5) Ha korábban megmondták volna neki, hogy mit várnak el tőle a munkahelyén, talán elkerülhette volna, hogy ilyen bajba kerüljön. (6) Valahányszor arra gondolt, hogy mit fog majd másnap mondani a főnökének, kényelmetlenül kezdte érezni magát. (7) A segítség, mint mindig, most is váratlanul jött.

2. Answer the following questions.

- (a) If you look up *hajlandó* (sentence 1) in a Hungarian-English dictionary, you will find the following: *ready, willing, disposed, inclined, only too pleased, prepared, content, liable, minded*. Look them up in an English-English dictionary to distinguish their meanings.

Consult a Hungarian-English dictionary and find ways of saying *nem hajlandó vmit megtenni*.

- (b) You probably know the phrasal verb *put up with* for *belenyugszik* in sentence (1). Find at least three more expressions to say the same and check their meanings in an English-English dictionary.
- (c) *Viszont* (sentence 2) is a linking word that expresses contrast in Hungarian. Find five linking words in English to express the same idea. Make sure you know the difference between them.
- (d) The English structure that expresses the idea of *minél ..., annál ...* (sentence 2) is called parallel decrease/increase. How does the structure work? Revise the rules.
- (e) What is the difference between *gondol vmire* (sentences 3 and 6) and *gondolkozik vmin* in Hungarian? How can you express the difference in English?
- (f) When translating sentence (5), use passive constructions in the first two clauses.
- (g) When translating *mint mindig* avoid using the word *always*.

3. Translate the passage above into English.

Nyáron elhatároztuk

1. Read the following passage.

(1) A nyáron elhatároztuk, hogy ki fogjuk festetni a lakásunkat. (2) Tudtuk, hogy sokba fog kerülni. (3) Előzőleg már egy évig gyűjtöttük a pénzt, mert külföldre akartunk utazni, de végül is úgy döntöttünk, hogy a lakásfestés most nagyon fontos. (4) Majd utazunk jövőre. (5) Telefonáltam több festőnek, de egyik sem tudott jönni augusztusban. (6) Bárcsak előbb döntöttünk volna! (7) Nyáron a festőknek nagyon sok dolguk szokott lenni. (8) Végül magunk festettünk ki egy szobát, de megfogadtuk, hogy többé nem tesszük. (9) Nagyon fárasztó munka volt, és nem is lett szép a fal. (10) Ha vártunk volna néhány hetet, valaki biztosan elvállalta volna a munkát.

2. Answer the following questions.

- (a) Find as many English words as you can for *lakást kifest, felújít* (sentence 1). For your translation choose the one that fits best in the passage.
- (b) What kinds of actions are *elhatároztuk* in sentence (1) and *gyűjtöttük* in sentence (3)? How do they relate to each other? Be careful to find a way to express the relation in sentence (3).

- (c) In the first three sentences you should apply the rules of reported speech. In sentence (4), will you apply them, that is, will you use the past equivalent of a future construction?
- (d) How many does *több* refer to in sentence (5)? Choose your quantitative expression according to your answer.
- (e) What does *szokott lenni* mean in sentence (7)? Does it refer to the present, past or future? Which tense can express the idea in English?
- (f) Use a different word for *végül* in sentence (8) from the one you are going to use for *végül is* in sentence (3).
- (g) What do you do when you *megfogad vmit* (sentence 8)? Which of the following can express the idea best: *engage/pledge (oneself) to do sg, (make/take a) vow, resolve to do sg, promise, swear*? Check them in an English-English dictionary before you make your choice.
- (h) In sentences (9) and (10) you have the word *munka*. What does it mean: *work, labour, task* or *job*? Look the four words up in an English-English dictionary to check their meanings and uses.

3. Translate the passage above into English.

Nemrégiben meghívtak vendégségbe

1. Read the following passage.

(1) Nemrégiben meghívtak vendégségbe. (2) Soha nem megyek vendégségbe anélkül, hogy ne vigyek valami ajándékot a házigazdának. (3) Ez alkalommal egy Nagy-Britannia térképet vettem, mert tudtam, hogy házigazdáim ott készülnek eltölteni egy kis időt. (4) Ha több pénzem lett volna, még virágot is vettem volna. (5) Amikor bevezettek a nappaliba, néhány vendég már beszélgetett ott. (6) Az egyikük nagyon ismerős volt nekem. (7) Biztos voltam benne, hogy már találkoztunk. (8) Később rájöttem, hogy egy régi osztálytársam, aki mindig velem csináltatta meg a házi feladatát. (9) Megmondtam neki a nevemet és megkérdeztem, hogy emlékszik-e rám. (10) Emlékezett. (11) „Úgy tűnik, nem sokat változtál” – mondtam neki. (12) „Te sem” – felelte.

2. Answer the following questions.

- (a) Which expression is good for *nemrégiben* in sentence (1): *recently*, *lately* or *not long ago*? Consult an English-English dictionary to find the reasons.

- (b) What do you do when you *meghív vkit vendégségbe* (sentence 1) or *vendégségbe megy* (sentence 2)? How can you express the idea in English? Remember there is no English equivalent of *vendégség*.
- (c) *Visz vmit vkinek is* (sentence 2) *bring sg for sy* or *bring sy sg*. Consider the word order in these expressions when the direct object and the indirect object are nouns and when they are pronouns. List as many other verbs as you can that take the preposition *for* and behave in the same way as *bring*.
- (d) How do the two actions denoted by *tudtam* and *készülnek eltölteni* (sentence 3) relate to each other in time? What verb forms should be used to express the relation? Consider the grammatical rules.
- (e) Which meaning of *még* is used in sentence (4)? What is its English equivalent and what do you know about its use?
- (f) If you look up *ismerős* (sentence 6) in an English-Hungarian dictionary, you find *known (to sy)* and *familiar (with)*. However, the two are not interchangeable. Consider their meanings in the following examples:
- (1) *He was a known drug dealer in the early 1990's.*
 - (2) *She became one of the best known actresses of her day.*

- (3) *Lead was one of the metals known to the ancient world.*
- (4) *Rugby is still little known in Hungary.*
- (5) *This plant has long been known for its medical qualities.*
- (6) *He is better known for his film and TV work.*
- (7) *The Prime minister has let it be known that he is against the war.*
- (8) *He let his preference be known to the press.*
- (9) *He talked of other cultures as if they were more familiar to him than his own.*
- (10) *They are already familiar faces on our TV screens.*
- (11) *Jack is quite familiar with Central Television. He has worked there for 20 years.*
- (12) *Most people are familiar with this figure from Wagner's opera.*

(g) Be careful when translating the last four sentences. Sentences (9) and (10) are in reported speech, while (11) and 12 are not.

(h) In sentence (10) avoid the repetition of the main verb.

(i) Translate sentence (11) in two ways. First start it with *It*, then with *You*.

(j) Be careful with the structure you use for agreement with a negative remark (sentence 12).

3. Translate the passage above into English.

Unit 4

Newspaper Headlines

1. Read the following headlines.

- (1) FOUR NURSES HURT IN HOSPITAL BLAZE
- (2) HUNDREDS OF CATTLE DIE IN FLOODS
- (3) TWINS FOR TV STAR
- (4) HEADMASTER TO RETIRE
- (5) OVERDUE SHIP FEARED LOST
- (6) BALCONY COLLAPSES: BABY INJURED
- (7) AIRPORT STRIKE: HOLIDAY PLANES
DELAYED
- (8) SHEEP KILLED: DOGS FEARED
- (9) NEW ROOF FOR CATHEDRAL AFTER 500
YEARS
- (10) FOUR SMUGGLERS ARRESTED ON BEACH

- (a) Say in a few words what you think the above headlines would be about.
- (b) Write out the headlines in full sentences.
- (c) Explore grammatical rules of making headlines in English.

2. Translate the following headlines into Hungarian.

- (1) PRIME MINISTER FOR HOME
- (2) PRIME MINISTER TO ARRIVE IN LONDON
- (3) MAN KILLED IN ROAD ACCIDENT
- (4) MODEL MURDER: JUDGE WITHDRAWS
- (5) BLAIR AND BUSH MEET IN WASHINGTON
- (6) UN SUMMET IN BRUSSELS
- (7) LORD'S WILL BE DONE
- (8) WOMEN MAN WINNING BOAT
- (9) SMOKING BILL THROWN OUT BY LORDS
- (10) MOTHER OF FOUR ARRESTED

3. Each newspaper headline contains ONE mistake and each paragraph contains TWO mistakes. Correct the mistakes in each headline and paragraph, then match each headline with the most appropriate paragraph.

- (1) FIFTY WOUNDED IN RAIL CRASH
- (2) STUDENTS PROHIBITED TO ATTEND
POLITICAL MEETINGS
- (3) RICE RARE IN MANY VILLAGES

- (4) BRITISH FILM RECEIVES TOP REWARD AT CANNES FESTIVAL
- (5) PRINCE AND PRINCESS DO SECOND VISIT TO EGYPT
- (6) MORE SPEND MONEY FOR LUXURIES

- (a) As a result of severe drought, there is an acute shortage of rice in the majority of the country. The whole region is in lack of the other natural resources, and there are fears that thousands of people may starve.
- (b) According to a statistic survey conducted in Singapore last month, an increasing number of people are buying televisions and luxury things.
- (c) The Vienna-Athens express crashed into a goods train yesterday. There was wreckage in everywhere along the track, making it difficult for rescuers to pull people from the carriages. They were further hindered by villagers who came to look at the scene from curiosity.
- (d) The Prince and princess of Dornoch left to Egypt again yesterday, their second visit this year. The purpose of the trip is to open the World Archaeology Conference and to watch the ancient pyramids at Giza.

- (e) A small British film company has succeeded to win first prize at this year's Cannes film festival. On the last time this happened, the British film industry received new support from a number of US investors.
- (f) The government is considering to introduce measures to keep students from attending political rallies. They are concerned about the increasing number of demonstrations which students have made recent months.

4. Write suitable short stories for the following headlines.

- (1) ONE DEAD THREE HURT IN AFTER-PARTY CRASH
- (2) FAMOUS STAR'S DEATH FALL
- (3) HONEYMOON ARREST: GROOM DENIES CHARGES, BRIDE IN TEARS
- (4) RAIL FARES TO BE CUT

(Task 1 is adapted from Land (1975) p. 62; task 3 is taken from Heaton, Turton (1988) p. 35, and task 4 is adapted from Land (1975) p. 43.)

Jade Stolen

1. Read the following passage. It is an extract from a newspaper article.

'£1m' Jade Stolen in Mayfair

(1) A Chinese jade figure of a rhinoceros, claimed to be worth about £1 million, has been stolen with other valuable antiques, from the Mayfair home of Mr David Edge, 65, a fine art collector, it was revealed yesterday.

(2) The robbery took place while Mr Edge was at his home in Tangier. (3) He also has homes in Marakesh and Egypt.

(4) Mr Edge, wearing a cream kaftan with gold edging, and yellow pointed slippers, told me last night: (5) "A writer friend, Raoul Balin, who visits my apartment when I am away phoned me in Tangier at Easter and told me there had been a robbery."

(6) Mr Edge returned from Tangier on June 1, but did not report the theft to police until Thursday "because I was too ill to lift a telephone."

(The passage is taken from Land (1975) p. 48.)

2. Answer the following questions.

- (a) Do you understand '*£1m*' in the title? If not, look at the article and find what it means then translate it.
- (b) Look up *jade* (sentence 1) in an English-Hungarian dictionary. You will find several Hungarian words for it. In your translation choose the one that sounds familiar to you. (If you have not heard any of the words given in your dictionary, consult someone who knows minerals, then make your choice.)
- (c) The phrase *claimed to be worth about £1 million* (sentence 1) is a post-modifier of the subject of the sentence. Turn the post-modifier into a relative clause then translate the whole sentence into Hungarian.
- (d) What do you learn about Mr David Edge in sentence (1)? Make a sentence describing Mr David Edge including the information given in sentence (1).
- (e) What does *it* refer to in *it was revealed yesterday* (sentence 1)? (Consider who revealed *it*? Where did they reveal *it*?)
- (f) What is a *kaftan* (sentence 4)? Can you visualize it *with gold edging*? What do *pointed slippers* (sentence 4) look like?

- (g) Consider the different tenses in sentence (5). Why are three tenses used there?
- (h) Consider the subjects, verbs and the time expressions in sentence (6). Why are all the verbs used in simple past?

3. Translate the passage above into English.

Notes

The Quick Brown Fox

1. Read the following passage. (It is an extract from a newspaper article.)

The Quick Brown Fox and the Lazy Dog

(1) Tag is plainly a fox. (2) Merlin is a foxhound. (3) They should be adversaries. (4) But instead they are the closest friends. (5) When Tag was a tiny cub he was found dying in the woods after the rest of his litter had been exterminated. (6) The people who rescued him put him with an old bitch who had just whelped, and he was raised with the pups. (7) Merlin, the smallest and the last of the litter, became his special friend and together they made a team to take on the rest of the kennels. (8) But the day came when Tag had to go back into the wild, and Merlin had to learn to hunt in the pack. (9) It was then that both animals had serious problems adjusting to what were supposed to be their natural roles.

(The passage is taken from Land (1975) p. 68)

2. Answer the following questions.

- (a) What are the two species of animals that the passage is about? What are their babies called?
- (b) Find the name of a female dog in the passage. What is a male dog called?
- (c) Do you know the names of male and female cats, sheep, pigs, horses, ducks, geese, chickens, cows, tigers and lions?
- (d) The word *litter* has several meanings. What are they? Which meaning is used in sentence (7)?
- (e) *Kennel* also has several meanings. Look up *kennel* and *kennels* in an English-English dictionary. Which meaning is used in sentence (7)? What word/expression would you use in your translation?
- (f) Note the phrases *go back into the wild* and *hunt in the pack* in sentence (9). What do *the wild* and *pack* mean in them? What are their Hungarian equivalents?
- (g) Before you translate sentence (5) consider the actions/events mentioned. What was their order?

- (h) Consider the verbs of the different clauses in sentence (6). What is the subject of each? Find one word in Hungarian to translate *the people who rescued him*.
- (i) Read sentence (9). What problems did Tag and Merlin have? What are the natural roles of a fox and foxhound?

3. Translate the passage above into Hungarian.

Notes

My mother

1. Read the passage below.

(1) My mother always smelled of expensive French perfumes, and she didn't cook much. (2) When I try to summarize the basic lessons she taught me about life, I come up with this:

(3) Above all, never be ordinary.

(4) 'I can't stand that hair-do' (she said when I went to the hairdresser with my friend and came back with a pageboy haircut straight out of *Seventeen* magazine), 'it's so terribly ordinary.' (5) Not ugly; not unsuitable. (6) But ordinary. (7) Ordinarity was something you had to do everything possible to avoid. (8) One way was to repaint and refurnish your house frequently. (9) Actually my mother thought that all the house designers and painters (as well as clothes designers) in America had organized themselves into a spy ring to discover her most recent ideas for houses or dressmaking and suddenly make them popular. (10) And it was true that she had a gift for sensing what would become fashionable (or did I only imagine this?). (11) She painted and furnished the house in antique gold just before antique gold became the most popular colour for

curtains and carpets. (12) Then she protested that everyone had 'stolen' her ideas.

2. Answer the following questions.

- (a) Note the meaning and the use of *smell of* in sentence (1). Be careful when you translate it (and avoid being pejorative). What is the difference between *smell of sg* and *smell like sg*? Can the verb *taste* be used in a similar way? And how about other verbs of sensation?
- (b) Consider the second clause of sentence (1). Is it about the quantity of food or the frequency of cooking?
- (c) What kinds of things do people usually learn about life from their parents? When you talk about those things in general in Hungarian what do you call them? Find five words for *lesson* (sentence 2) according to the context.
- (d) Find a synonym for *hair-do* (sentence 4) in the passage above. Do you know one more word in English? What is the plural of *hair-do*?
- (e) What does a *pageboy* (sentence 4) look like? What is his hair-do like? (Consult a picture dictionary if necessary or an elderly person.)

- (f) Consider the structure of the following phrases: *do everything possible to avoid sg* (sentence 7) and *organize a spy ring to discover sg* (sentence 9). What is expressed by the infinitive? Paraphrase the expressions in English.
- (g) Find another way of saying *have a gift for doing sg* (sentence 10). Do you know the expressions *a gift from the gods* and *look a gift horse in the mouth*? How are they used in English? What are their Hungarian equivalents?
- (h) Note the use of reported speech and direct speech in sentence (10). Can you explain why the two are used side by side?
- (i) What colour is *antique gold* (sentence 11)? What is it called in Hungarian?
- (j) Look up *protest* (sentence 12) in an English-English and an English-Hungarian dictionary. How, where and when do you think she protested? What did she actually do? Now translate the last sentence.

3. Translate the passage above into Hungarian.

Notes

She led the news

1. Read the following article.

(1) She led the news and *Le Monde*. (2) The president and the prime minister cabled their congratulations. (3) *Le Figaro*'s coverage included a book excerpt recounting Francois Mitterand's crush on her. (4) For all its snobbery about film being art, France is shamelessly celebrating Juliette Binoche's Academy Award for her role as the nurse in Miramax's "The English Patient." (5) Never mind that it was an English-speaking role in a Hollywood movie (Miramax is owned by Disney) or that the picture made oodles of money - a curse in French film industry, which believes that commercialism is soulless. (6) France's cherub-faced darling was considered by Hollywood to be one of this year's best, and the French are thrilled.

(7) The only other French actress to win an Oscar was Simone Signoret, for the 1958 film "Room at the Top." (8) But back then there was genuine respect between the American and French film industries. (9) Not now.

(Newsweek, April 7, 1997)

2. Answer the following questions.

- (a) What other words/expressions do you know to express the same as *cable* in sentence (2)?
- (b) Explain *coverage* (sentence 3) in English and find a good Hungarian word for it.
- (c) Find two other words to express the same as *excerpt* (sentence 3) in English. What is the Hungarian word for it?
- (d) Look up *crush on somebody* (sentence 3) in both a monolingual and a bilingual dictionary. Find out the exact meaning of the phrase. Also find an illustrative example of its use. Note the other meanings of *crush*.
- (e) If you do not understand sentence (4) look up *for all* in a dictionary. Either a monolingual dictionary or a bilingual one can help.
- (f) What is the *Academy Award* mentioned in sentence (4)? What do we usually call it in Hungarian?
- (g) Look up *oodle/oodles* (sentence 5) in both a monolingual and a bilingual dictionary. What information do you get from each? How will you translate it?
- (h) What does a *cherub-faced darling* (sentence 6) look like?

- (i) How do you think the French reacted to Juliette Binoche's Academy Award? How did they feel when they were *thrilled* (sentence 6)? (You can be *thrilled with excitement, joy/happiness* or *with fear/horror*.)

Additional question: Look up *thriller* and *be thrilled to bits* if you do not know them.

- (j) Will you translate the film title *Room at the Top* in sentence (7)? Why/Why not?

3. Translate the article above into Hungarian.

Notes

The Environment

1. Read the following passage.

The Environment

(1) The conservation movement - the protection of natural resources and wildlife - was first formulated and implemented as a political program in the United States. (2) That this happened relatively early, during Theodore Roosevelt's administration (1901-1909), meant that later generations of Americans could still enjoy their country's natural wonders.

(3) It was very difficult for many Americans to believe that their continent-sized nation with its enormous forests, thousands of lakes, rivers, and streams, and vast wilderness areas could have the problems which many smaller and more crowded nations faced. (4) True, Los Angeles obviously had a problem with air pollution, but there was still nothing anywhere like the "killer smog" which caused some 3,500-4,000 deaths in London in December 1952. (5) Similarly, the U.S. had such enormous resources, that it was hard to imagine they could ever be exhausted.

(6) Starting in the early 1960s, however, Americans finally realized that this was not true, that the U.S. was in danger of destroying many of her national treasures. (7) What was happening to Lake Erie, the shallowest of the Great Lakes, is a good example. (8) City and industrial wastes, chemicals, and fertilizers were endangering the once enormous stocks of fish. (9) Suddenly, it seemed, the lake was almost “dead,” and the millions who used its sandy beaches and fished its waters were shocked that this could have happened.

(extract from Stevenson, 1987, p. 62)

2. Answer the following questions.

- (a) The meaning of *conservation movement* (sentence 1) is given after the phrase. It helps you find a good Hungarian translation for it.
- (b) Sentence (2) is a complex sentence. Find the clauses that it is made of. Identify the subject and verb of each. Then translate it.
- (c) Do you know who Theodore Roosevelt was? What is meant by his *administration* (sentence 2)?

- (d) What do *wilderness areas* (sentence 3) look like? Do people live there? Find a translation equivalent accordingly.
- (e) *Obviously* (sentence 4) means *nyilvánvalóan* according to the dictionary. Can you find another word / some other words that would sound better in the translation?
- (f) Translate *it was hard to imagine* (sentence 5) in several ways.
- (g) Read sentence (6) very carefully. Decide what the Americans realized. (Did they realize one thing or more than one thing? Notice the comma in the sentence.)
- (h) Find a Hungarian word of Latin origin for *city* in the phrase *city and industrial waste* (sentence 8).

3. Translate the passage above into Hungarian.

Notes

Unit 5

Autópályán született

1. Read the following article.

Autópályán született egy francia kislány

Lille (MTI) - (1) Kedden az autópályán született egy egészséges kislány a franciaországi Lille közelében. (2) A 2,8 kilogrammos súllyal rendhagyó körülmények között világra jött kislány édesanyja, Muriel Beaumont éppen a lille-i kórházba tartott férjével a szokásos kontrollvizsgálatra, amikor gépkocsijuk a nagy köd és a csúszós út miatt egy tömeges karambol részese lett. (3) Az autópályán 59 gépkocsi ütközött egymásnak, és kilencen sérültek meg - számolt be az AP hírügynökség. (4) A kismamát ért sokkhatás miatt beindultak a szülési fájások. (5) Normális esetben még mintegy három hét lett volna hátra. (6) Szerencsére a közelben volt egy szintén balesetet szenvedett gerontológus szakorvos, aki az autópálya leállósávjában minden gond nélkül levezette a szülést. (7) A baleset esetleges gyermeksérültjeinek ellátására egy

inkubátorral felszerelt mentőautó is a helyszínre érkezett. (8)
Így a kis jövevény világra segítségével már a mentőautó személyzete is segédkezett.

(Hajdú-Bihari Napló)

2. Answer the following questions.

- (a) Look at some English newspaper articles and consider how titles/headlines are formed. Try to find out the rules. Consider the use of verbs in headlines.
- (b) How would you translate *tömeges karambol* into English? Look up *accident, collision, crash, smash (up)* in an English-English dictionary. What is the difference between the meanings of these words?
- (c) (1) Find different ways of saying *szülési fájások* in English.
 - (2) Is there a difference between *delivery, labour* and *childbirth* in English?
 - (3) What are *szülési segély, szülési szabadság, GYES/GYET/GYED* in English?

- (d) It is not easy to find *leállósáv* in a Hungarian-English dictionary. Try to find it in an English-English dictionary. (Quick tip: look up *lane* and find an illustration of a *motorway intersection*.)
- (e) How about *gyermeksérült* in English? Look up *casualty* and *injured* in a monolingual dictionary.

3. Translate the article above into English.

Notes

Miért ne szamaragolhatnának

1. Read the following passage.

(1) Miért ne szamaragolhatnának a közlekedési rend őrei.
(2) A sokakat megmosolyogtató ötlettel Luigi Gasperini Calcata olasz hegyi falu polgármestere állt elő a minap. (3) A mindössze 900 lakosú, kicsiny település meggyőződéses környezetbarát hírében álló első embere szerint a négy kerék leváltása négy lábra több szempontból is kimondottan előnyös lenne. (4) A szamarak kevésbé szennyezik a környezetet, a keskeny utcákban pedig igénybevételük különösen előnyös. (5) Mi több, a csacsi barátságosabb, mint a ló, s a rend marcona őreinek gyöngéd megjelenést kölcsönözne. (6) Gasperini valamennyi olasz polgármestertársát felszólította: vegyék fontolóra a rendőrautók lecserélését szamarhátra a forgalmi dugókkal teli, turistákkal zsúfolt városi körzetekben.

(Hajdú-Bihari Napló, 1996)

2. Answer the following questions.

(a) Can you coin a phrase for *szamaragol* (sentence 1) without looking it up in a dictionary?

(b) The phrase *sokakat megmosolyogtató ötlet* (sentence 2) is an adjectival construction in Hungarian. Transform it into a sentence keeping the same idea. Now translate it into English. Consider using a relative clause derived from the English version when translating the whole sentence.

Find at least three ways of saying *ötlettel előáll* (sentence 2) in English.

Now translate sentence (2) twice. First use an active construction then a passive. Be careful with your choice of verbs.

(c) Is *környezetbarát* (sentence 3) a noun or an adjective here? Find an English equivalent according to your answer.

What does *igénybevétel* mean in sentence (3). Find a Hungarian synonym for it. Then an English equivalent.

Many things can be *előnyös* (sentence 3) in different ways. Can you list different kinds of advantages of

different things? Look up *advantageous*, *favourable*, *profitable* and *beneficial* in an English-English dictionary. In what contexts can they be used?

Before translating sentence (3) consider cutting it into two sentences.

(d) Look up *marcona* (sentence 5) in a Hungarian-Hungarian dictionary. Then look it up in a Hungarian-English dictionary. Finally look up the English words in an English-English dictionary to decide which word to use in your translation.

What is the meaning of *kölcsönöz* in *megjelenést kölcsönöz* (sentence 5), direct or abstract? Find different ways of saying it in English. Choose the expression that fits your translation best.

(e) The phrase *forgalmi dugókkal teli, turistákkal zsúfolt városi körzetek* at the end of sentence (6) is very complex. Translate it in two ways, first using a relative clause, then using post modifiers.

3. Translate the above passage into English.

Notes

Házórző papagáj

1. Read the following newspaper article.

Házórző papagáj

(1) Betörőt kergetett el Hollandiában egy beszélő jákópapagáj – adta hírül a De Telegraaf című amszterdami napilap. (2) A beszámoló szerint a betörő a kora hajnali órákban hatolt be az Almerében élő család otthonába, amikor a sötétben egyszerre csak rekedtes hangot hallott. (3) Azt nem tudni, hogy mit mondhatott a jákó – avagy afrikai szürkepapagáj – a betörőnek, de annyi bizonyos: az annyira megijedt, hogy fejvesztve menekült és közben felborított egy márvány ebédlőasztalt, rajta egy teljes étkészlettel. (4) A zajra felébredtek a ház lakói. (5) Igaz, hogy a behatolónak sikerült kereket oldania, de a madár gazdái esküsznek rá: Rocco, az afrikai szürke többet ér minden házórző ebnél.

(Hajdú Bihari Napló, 1996. november 28.)

2. Answer the following questions.

- (a) Look up *házőrző eb* (sentence 5) / *házőrző kutya* in a Hungarian-English dictionary. Then coin the phrase *házőrző papagáj* for the title.
- (b) *Beszélő papagáj* (sentence 1) is not called *talking parrot* in English. Find the correct phrase in a dictionary.
- (c) How many different kinds of parrots can you name in Hungarian? Try to find their names in English. Think of *arapapagáj*, *kakadu* and similar species. If you cannot find the English equivalent of *jákópapagáj* (sentence 1), try to coin it.
- (d) Brainstorm words in connection with *robbery* / *burglary*. What do you call the criminal in English? What does he/she do? What do you call the person that is robbed? What does he/she do after the robbery? What does the police do? (Make sure that you clearly know the meanings and uses of your words.) Have you brainstormed words for *betörő*, *behatol* (sentence 2) and *behatoló* (sentence 5)? When doing the translation use the words you have brainstormed.

- (e) Explain in Hungarian how you escape when you *fejoesztve menekül* (sentence 3)? Try to express the same in English without using a dictionary. Finally, consult a dictionary to find the best phrase for your translation.
- (f) What is the difference between *elmenekül* and *kereket old* (sentence 5) in Hungarian? In which dictionary entry do you think you will find the phrase *kereket old*, under *kerék* or under *old*? Check it.
- (g) The verb *esküszik* can have different meanings in different sentences. What are they? Give examples.

What do the following mean in English? Notice the different prepositions.

- (a) *I swear by almighty God that I will tell the truth.*
- (b) *Many of my friends are using word processors but I still swear by my old typewriter.*
- (c) *I think I've met him before, but I wouldn't swear to that.*

Decide which structure do you need for your translation.

3. Translate the article above into English.

Notes

Szókincs

1. Read the following article.

Szókincs

(1) Az újabb nemzedékekért aggódva, többször és többen mondták már, hogy a fiatalok nem írnak, nem olvasnak, sőt még beszélni sem tudnak megfelelően. (2) Ebben persze van némi túlzás, de abban a legtöbben egyetértenek, hogy az ékesszólásnak manapság nincs éppen divatja.

(3) Azok a szakemberek, akik az elmúlt harminc évüket tanítással töltötték, meglepő dolgot állítanak. (4) Mégpedig azt, hogy ha a gyerekek az általános iskolából a gimnáziumba kerülve, megfelelően írni-olvasni-beszélni tudnának, akkor csodát lehetne velük művelni.

(5) Akik csodára várnak, holmi nosztalgiával emlegetik a régi időket, amikor az elemi iskola négy éve alatt egyetlen könyvből tanultak a kisdíákok. (6) Az a tananyag viszont korosztályoknak megfelelő és könnyen emészthető volt. (7) Akkor még rá lehetett kapni az olvasásra is. (8) Ma viszont a tesztlapok korát éljük. (9) Vannak, akik a 'bamba' gépi játékokat is hibáztatják, meg a pedagógusok túlterheltségét,

mert nekik túlzott mennyiségű tananyagot kell ledarálni.

(Népszabadság Magazin)

2. Answer the following questions.

- (a) Consider sentence (1) very carefully.

What does *újabb* mean in the phrase *újabb nemzedékek*? Do you need a comparative adjective in the English translation?

How many people are *többen*? Remember you cannot use *and* to link the English equivalents of *többen* and *többször* in English. Do you know why?

What does *megfelelően* mean at the end of the sentence? Does it mean *alkalmasan, az elvárt/ megkívánt módon, helyesen, értelemesen* or something else? Choose the best Hungarian synonym, then find a word/ phrase for it in English.

- (b) For *ékesszólás* look up the following words in an English-English dictionary: *eloquence, elocution, rhetoric* and *oratory*. Do they express what is meant in the context?

(c) What do teachers do when they *csodákat művel a gyerekekkel* (sentence 4)? Do they change the children in one way or another?

If you look up *csoda* in a Hungarian-English dictionary, you find *wonder*, *marvel* and *miracle*. Check their meanings and uses in an English-English dictionary. Which word will you use in your translation?

(d) The word *holmi* is usually used in Hungarian as a noun. But here in sentence (5) it is used as an adjective. First define its meaning and find synonyms to replace it then find its English equivalent.

(e) Do you know the difference between *tananyag* (sentence 6), *tanmenet* and *tanterv* in Hungarian? What are their English equivalents?

3. Translate the passage above into English.

Notes

Kaspar Hauser

1. Read the following passage.

(1) Nürnberg utcáin 1828. május 26-án egy idegen fiú tűnt fel. (2) Nem tudott semmit mondani arról, hogy honnan jött, beszélni is alig tudott, és nem értette, amit mondtak neki. (3) A rendőrség bezárta egy toronyba, a városbeliek számára attrakció, „állatember” volt, aki menni is csak nehezen tudott, és kenyéren és vízen kívül egyebet nem ismert. (4) Végül nagy nehezen ezt a két szót írta egy papírra: „kaspar hauser”. (5) És ez lett az a név, amellyel a titokzatos idegen híressé vált.

(6) Kereken kétezer könyvet és mintegy 15000 tanulmányt írtak Hauserről. (7) Már viszonylag rövid időn belül elterjedt a feltevés, amely szerint a talált fiú a badeni trónörökös, akit Hochberg grófnő félreállított, hogy családjának biztosítsa az öröklést. (8) Ezt a hosszú időn át tényként elfogadott feltételezést azonban a tudomány azóta megcáfolta.

(Hajdú-Bihari Napló, 1996. november 29)

2. Answer the following questions.

- (a) How many words do you know for *idegen* (sentence 1) in English? Check the difference between *foreign, unknown, strange, unfamiliar* and *alien* in an English-English dictionary.
- (b) Be careful with reported speech in sentence (2).
- (c) Sentence (3) is rather long. Consider cutting it into two. Give your reasons.
- (d) What does *nehezen* mean in sentence (3)? Can you paraphrase it in Hungarian? Can you find different ways of translating the original expression and your paraphrase?
- (e) The word *nehezen* is used in sentence (4), too. Does it have the same meaning here as in sentence (3)? Will you use the same word/expression here as in the previous sentence?
- (f) Make sure you understand the difference between *híres valamiről* and *valamilyen névvel (= néven) híressé válik* in sentence (5)? How can you express the difference in English? Be careful with your choice of prepositions.

- (g) What does *kereken* mean in sentence (6)? Can it have more than one meaning here? How can you translate the different meanings into English?
- (h) Find one word (a noun) for the phrase *talált fiú* (sentence 7) in English.
- (i) What or who is meant by the phrase *a tudomány* in sentence (8)? Brainstorm other words in Hungarian that could replace it. Will you use the equivalent of *tudomány* or one of its replacements in your English translation? Give your reasons.
- (j) *Deny* and *refute* both mean *megcáfol*. Which one should be used in sentence (8)? Check the meanings and uses in an English-English dictionary.

3. Translate the passage above into English.

Notes

Hortobágy

1. Read the following text.

A Hortobágy

(1) Magyarország egyik legjelentősebb idegenforgalmi érdekessége a Hortobágy, a puszta, melynek legértékesebb részei alkotják a Hortobágyi Nemzeti Parkot. (2) Ez a terület Európában egyedülálló mind természeti adottságait, mind pedig történelmi és néprajzi hagyományait tekintve. (3) A Hortobágy körülbelül 2.300 négyzetkilométeren terül el, melyből 630 négyzetkilométeren fekszik Magyarország első nemzeti parkja, az 1973-ban alapított Hortobágyi Nemzeti Park.

(4) Ezt a sík vidéket valaha erdők és mocsarak borították. (5) A kanyargós Tisza gyakori áradásai viszont elmosták a föld termékeny felső rétegét, és így a folyó és a szél építő és romboló munkája nyomán kialakult a ma ismert puszta. (6) A Tisza szabályozásával a mocsarak csak a legmélyebben fekvő területeken maradtak meg, a szikes altalaj a felszínre került, és a fakitermelés miatt az őstölgyesek szinte teljesen eltűntek a Hortobágyról. (7) Nyomaikat ma már csak az ohati és az újszentmargitai erdőkben találjuk meg.

(8) A puszta 88-92 méterrel van a tengerszint fölött, és majdnem olyan sík, mint az asztal lapja. (9) Csak a népvándorlás idejéből való mesterséges dombok, egykori őrdombok és temetkezési helyek, emelkednek magasabbra. (10) A rétek, melyek magassága mindössze néhány centiméterrel különbözik egymástól, adnak otthont a vidék jellegzetes állat- és növényvilágának.

2. Answer the following questions.

- (a) Where is this text taken from? What is the purpose of this text? How would you describe the style of this text?
- (b) Look up the following words and expressions in a Hungarian-English dictionary: *idegenforgalmi érdekesség*, *puszta*, *alkot* (sentence 1), *természeti adottság* (sentence 2), *mocsár* (sentence 4), *kanyargós*, *áradás*, *elmos*, *termékeny* (sentence 5), *szabályozás*, *szikes*, *altalaj*, *fakitermelés*, *őstölgyes* (sentence 6), *nyom* (sentence 7), *népvándorlás*, *őrdomb* (sentence 9), *otthont ad* (sentence 10). If you cannot find any of the above words and expressions, paraphrase them in Hungarian, then look them up. (You can also check the English words in an English-English dictionary to find the most suitable one for your translation.)

- (c) If there are any other words and expressions that you do not know in English, look them up, too. If you are not sure about their uses, look them up in an English-English dictionary.
- (d) Consider using the Hungarian word *puszta* in your translation. Give reasons for your decision.
- (e) Do you think it is necessary to explain the notions of *puszta*, *őstölgyes* and *őrdomb* in the translation? If yes, which are they and how would you explain them? Or will your English readers understand what their English equivalents mean?

3. Translate the text above into English.

Notes

A trópusi esőerdők

1. Read the following passage.

(1) A trópusi őserdők megmentése életbevágó kérdés az egész világ számára, mivel ez biztosítja számunkra az éltető oxigént. (2) Hasonlóan nagy horderejű kérdés, vajon sikerül-e lelassítani Amerikában a fakitermelés ütemét annyira, hogy a természet regenerációs képességével egy szintre jusson. (3) Az egymásnak feszülő érdekek között nehéz igazságot tenni: Japán, a legnagyobb felvevőpiac, hatalmas nyereséget biztosít az amerikai faiparnak és rengeteg munkásnak ad kenyeret. (4) A környezetvédők viszont az állatok és növények védelme által harcolnak az emberiség hosszú távú érdekeiért: a foltos bagoly körül robbantak ki a legélesebb ellentétek, s a kormány nem fogta pártját a madaraknak. (5) A láncfűrészek tovább irtják a gyakran 6-800 éves tiszafákat, fenyőket, amelyek közül a legmagasabb eléri a 312 lábat. (6) Az erdészeti vállalatok váltig állítják, hogy ma már erősen megváltozott a régebbi rossz gyakorlat, amikor hatalmas területeket teljesen leborotváltak, s

a szél és viharos eső belemosta a felső termőtalajt a tengerbe, helyrehozhatatlan kárt okozva ezzel.

(Huszárné B. I., Kordásné K.A., 1994, p. 89)

2. Answer the following questions.

- (a) Make a list of words and expressions that you need to look up in a Hungarian-English dictionary. Read the article *Will We Save Our Own?* in this book. Consider if you can use any of the vocabulary of the article here and put them in your list.
- (b) How will you go about translating *foltos bagoly* and *tiszafa* (sentence 4)?
- (c) What do *életbevágó kérdés* (sentence 1) and *nagy horderejű kérdés* (sentence 2) mean? Paraphrase the modifiers. When you translate them, try to coin a noun + post-modifier construction for each. (Avoid repetition.)
- (d) Paraphrase *egymásnak feszülő érdekek* (sentence 3) then translate it.

- (e) Consider using *difference*, *disagreement*, *contrast* and *conflict* for *ellentét* in sentence (4). Find appropriate adjectives for each of them. (Quick tip: A combinatory dictionary can help you to find adjectives that go with the nouns given.) Then decide which noun you wish to use in your translation. Give your reasons for your choice.
- (f) Be careful when translating expressions of age and size/height in sentence (5).
- (g) In Hungarian it is usually possible to use either *kár* or *károk* in a situation/context like the one in sentence (6). Is it true for English, too? Check the use and meaning of *damage* and *damages* in an English-English dictionary.

3. Translate the passage into English.

Notes

Spielberg felnőtt

1. Read the following newspaper article and as you are reading it underline any words / phrases that you may need to check in a dictionary before translation.

Spielberg felnőtt

A hétköznapi emberből a különleges körülmények *(a)* egy csapásra hollywoodi hőst varázsolnak. Ez (volt) Spielberg filmjeinek visszatérő *(b)* sablonja. A *Schindler listája* nem ez a kategória. Spielberg a Holocaustnak emléket állító filmjében Oscar Schindler megmaradhatott annak, ami volt, embernek az embertelen időkben.

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„Hároméves koromban tanultam meg számolni, egy öreg ember tanított rá, aki gyakran *(c)* megfordult nagyanyám cincinnati házában. A karjára a 32576-os szám volt tetoválva, és *(d)* elképesztő trükköket tudott: Ez itt a 6, Steven, de nézd meg most! – és fordítva tartotta elém a karját: 9 lett belőle! Akkor még nem tudtam, hogy ez az ember a náci *(e)* haláltábor túlélője.”

Steven Spielberg 1947-ben Ohióban született, ahonnan a

család az arizoniai Scottsdale-be költözött. A vallásos nagyszülők gyakran meglátogatták őket. „Emlékszem, nagyapám kijött a házunk elé, amikor futballoztam a *(f)* haverjaimmal, és elkiáltotta héberül a nevem: Schomooo! Kész az ebéd. A többiek megkérdezték: neked szól? És én azt feleltem: nem. Rosszul esett, hogy nem rohanhatok oda, és *(g)* vethetem magam nagyapám karjaiba.”

Spielberg családjában nem ejtették ki a Holocaust szót. A családban úgy mondták *(h)* „great murder”, a nagy öldöklés, amikor Hitler haláltáboraiiban meghalt ismerősökre, rokonokra emlékeztek.

Az ifjú Spielberg középiskolai tanulmányait a saratogai High Schoolban végezte. *(i)* „Antiszemita légkörű intézmény volt, ahol a zsidóellenesség fizikailag is megjelent. *(j)* Molesztáltak, pénzdaradokkal dobáltak a tanteremben. Anyám értem jött, hogy kocsin vigyen haza. *(k)* Megalázó volt.” Így emlékezik ezekre az évekre.

Ekkoriban lát először filmet Hitlerről, és ekkor érti meg, mit jelent valójában a nagy öldöklés, a Holocaust.

Út Hollywoodba

Már serdülőkorában *(l)* a film megszállottja. Mégsem sikerült bejutnia a dél-kaliforniai egyetem *(m)* filmszakára. Így angoltanárként *(n)* végzett, de a filmkészítésről nem mondott le.

Éjszakánként a televízióban minden filmet végignézett, megjegyezte az arcokat, (o) kapásból idézett jeleneteket vagy a szereplők listáját.

Első filmje a tízdolláros költségvetésből készült, nyolc milliméteres (p) nyersanyagra forgatott (q) postakocsirablás története. Ezt követi a *Tűzfény* két és fél órás sci-fije, amely Spielberg szerint talán a világ legrosszabb filmje. Apja kibérelte a helyi mozit, és a *Tűzfény* egy este (r) behozta az árát. Spielberg még nincs 21 éves, amikor a *Ballagás* című filmje után az Universal/MCA televíziós társaság hétéves szerződést ajánlott neki. A televíziós produkciók mellett Spielberg igazi filmre (s) vágyik. A *Párbajjal* kapta meg ezt a lehetőséget, amellyel bekerült az európai mozihálózatba is.

Spielberg-hősök

Hétköznapi ember különleges körülmények között - ez Spielberg (t) történeteinek modellje. Így lesz hőssé a *Párbaj* (u) zöldövezeti Mr. Mannja, a jelentéktelen leány a *Sugarlandi hajtóvadászatban*, az amerikai tengerparti kisváros lakói a Cápában, a régész házaspár a *Jurassic Parkban*, a sor folytatható egészen a *Schindler listájáig*, de Oscar Schindler több és más, mint Spielberg korábbi figurái.

Film és biznissz

A *Cápat* nem akarta elvállalni, „ez csak egy egyszerű cápatörténet, mit kezdjek vele” - (v) hátrította el magától a felkérést. De a producerek addig bizonygatták, hogy Bruce-t, így hívták a Cápat, a huszonnégy láb hosszú, másfél tonnás polimetán habból kiöntött (w) monstrumot nem mindennapi teljesítmény fenyegető fenevadnak láttatni a mozivásznon, míg (x) belement a forgatásba. A film bemutatója előtt tárom hónappal örületes (y) reklámhadjáratba kezdtek. (z) Nagy keletje lett a műanyag cápauszonyoknak, tele a piac uszonykeverékekkel, állkapocskoktéllal, cápakrémmel, csakúgy, mint cápaingekkel, térdzoknikkal, műanyag poharakkal, pizzamákkal... New York közelében megnyílik az első Cápa névre keresztelt disco is. A *Cápa* már több, mint film.

„Felnöttem”

A nagy mesélőből krónikás lett

„Ma, negyvenhat éves fejjel már tudatos vagyok. Öt fiút nevelek, akiknek el kell mondanom, milyenek voltak a szüleim, mit jelentett zsidónak lenni, és mi történt a népünkkel 1939-1945 között. Erre emlékeztet a *Schindler listája*... Az emberi jogok (zz) megsértését semmilyen formában sem tűrhetjük el.”

A *Schindler listája* 1994-ben hét Oscar-díjat kapott, köztük a legjobb film és a legjobb rendezői kategóriában is. A filmet

1990 márciusától májusig forgatták Krakkóban. Költségvetése 23 millió dollár, a főszereplője a kevésbé ismert ír színész, *Liam Neeson*, aki mellett 119 színészt és 30 000 statisztát vonultatott fel a rendező.

2. Answer the following questions. Italicized letters in brackets in the article refer to the questions below.

- (a) What does *egy csapásra* mean here? Are there other meanings of this phrase in Hungarian? What can you say for *egy csapásra két legyet üt*?
- (b) If you look *sablon* up in the dictionary you will find the following: (*műsz*) *model, mould, (master) pattern, shape, stencil (rajzoláshoz); (átv)* *commonplace, conventional saying, pattern, stereo-type, cliché*. Decide which word(s) can be used here and where can the other words be used?
- (c) What are the different meanings of *megfordul*? Find English equivalents for them. Find a phrasal verb to express the meaning in this particular context.
- (d) Brainstorm words for *elképesztő*.
- (e) Look up *haláltábor*. Which of the phrases given in the dictionary would you like to use? Why?
- (f) What is the standard Hungarian word for *haver*? Find

English words for both.

- (g) What can you *vet* yourself on in Hungarian? Find English phrases to express them.
- (h) How would you go about translating “*great murder*”, a *nagy öldöklés*?
- (i) Look up *antiszemita* and *antiszemitizmus* in a Hungarian-English dictionary.
- (j) The word *molesztál* is of foreign origin. What is the Hungarian for it? Give situations in which you can use *molesztál*. Look up *molest*, *importune*, *pester*, *bother*, *harass* and *insult* in a mono-lingual dictionary and find out which can be used here.
- (k) Can you find a word for *megalázó* in English without looking it up? (If not, look it up.)
- (l) What does *a film megszállottja* mean? Avoid translating it word by word. Who is a *film-fan*?
- (m) How are universities structured?
What do you do when you join a *szak* at university?
What can you say in English for *angol szakos vagyok*?
Paraphrase the sentence starting *Mégsem sikerült...* before you translate it.
- (n) Find a verb in English for (*felsőoktatási intézményben*) *végez*.

- (o) Consider different ways of saying *kapásból (csinál valamit)*.
- (p) What is *nyersanyag* here? Find a word for it accordingly.
What is the English equivalent of *nyersanyag* in a text about industry?
- (q) You cannot find the compound *postakocsirablás* in a Hungarian-English dictionary. Make it up from its constituents. Be careful with translating *postakocsi*.
- (r) In the phrase *behozza az árát ár* is not *price*. What is it then? Can you find different ways of translating *behoz*?
- (s) Brainstorm words/phrases for *vágyik valamire*.
- (t) Consider *történeteinek modellje*. Cf. the word you have chosen for *sablon* (question b).
- (u) Brainstorm words for describing different parts of a town. Find a word for *zöldövezet*.
- (v) Find a Hungarian equivalent for *elhárít valamit magától*, then translate it.
- (w) What is a *monstrum* in Hungarian? The English word for it comes from the same Latin word-stem.
- (x) What does *belemegy valamibe* mean in Hungarian? Translate accordingly. Look the word *belemegy* up and compare the words you can find in the dictionary with your own solution.

- (y) When translating *reklámhadjárat* do not use the word *advertisement/advertizing*.
- (z) Find two Hungarian adjectives for *nagy keletje van/lesz*. Look them up, then choose two or three phrases that may be used in this particular article.
- (zz) The word *megsértés* can be used in different senses and situations in Hungarian. Brainstorm English equivalents for them.

3. How would you go about translating Spielberg's words (direct or reported speech)? And film titles ?

4. Translate the article.

Unit 6

Cardiff

1. Read the following two texts about Cardiff.

(a) Cardiff

Cardiff is the capital city of Wales, and it is also the country's main economic, industrial and cultural centre. It is situated on the southeast coast of Wales, and three rivers, the Taff, the Ely and the Rhymney flow through it into the Bristol Channel.

A large area of parkland lies near the centre of Cardiff, and many of the city's major commercial buildings are found around Cathays Park. The Civic Centre is also situated here, and this includes the Law Courts, the National Museum of Wales and the University College. Nearby there are many fashionable shops and modern hotels, and Cardiff Castle, which was built in 1090. Factories in Cardiff produce parts for cars, chemicals, electronic equipment, engineering products, processed food and tobacco. Modern rail and road communications link Cardiff with the rest of Great Britain, and an airport lies outside the edge of the city.

In about AD 75, Roman soldiers built a fort on the site of what is now Cardiff – the name itself means *fort on the Taff*. Normans settled the area around 1050, building the Castle. By the early 1800's it was still a small town. Then, when Wales became a major centre of coal mining and iron and steel production, Cardiff served as the shipping centre for these products and grew rapidly. By 1890 it had become known as the *Coal Metropolis of the World*, but the industry declined after the First World War. Since the mid-1940's Cardiff has grown steadily as the administrative and commercial centre of Wales. Its current population is approximately 300.000.

(b) Caerdydd

Wales has a reputation for giving its guests a warm welcome, and nowhere is this more true than in Cardiff, which has all the advantages of a capital city together with the friendly atmosphere that is rarely found elsewhere. Cardiff is a city of contrasts.

The castle, with 1900 years of history, stands alongside a modern shopping centre and one of the world's great civic

centres. Hundreds of acres of beautiful parkland reach into the very heart of the city. Castles abound in and around Cardiff – a reminder that for centuries this was turbulent frontier land.

Mountains and beaches are only a short drive from this community with all the facilities you could want – good shopping, excellent restaurants, live theatre, art galleries, night-clubs, great sporting occasions. It combines the bright lights of the big city with the warmth and personality of a small town, making it an ideal place to live and work in. You'll find it an exciting place to visit and a most enjoyable and rewarding place to move to.

2. Answer the following questions.

- (a) What is the purpose of each text? Where are they taken from? From an encyclopaedia, a tourist guide, a history book, publicity material from the Welsh Development Agency?
- (b) Which description is more factual? How would you describe the style of the other text?
- (c) In the first text, what is the purpose of each paragraph?

- (d) In the second text, underline with a solid line _____ what is fact, and with a broken line _ _ _ _ _ what is opinion. Consider the words/expressions used for giving opinion.
- (e) Is the same factual information given in the two texts?

3. Translate text (b) into Hungarian. Consider the title and decide on the spelling.

(The tasks above are taken from John and Liz Soars (1987) Student's Book, pp. 72-73.)

Picasso Goes for a Song

1. Read the passage below.

Picasso Goes for a Song

(1) The buzz at an early May art auction at Sotheby's in New York was all about Picasso's "Angel Fernández de Soto." (2) The Blue Period portrait sold for a cool \$ 29,2 million, but the deep-pockets buyer refused to reveal his identity. (3) For a while, anyway. (4) Last week, the old showstopper himself, Sir Andrew Lloyd Webber, announced that he was the phantom of the auction. (5) The multimillionaire composer of "Sunset Boulevard," "Cats," and "Jesus Christ Superstar" expressed his "delight" in acquiring the 1903 portrait of a Spanish anarchist. (6) He'll give it to the foundation he established five years ago to put great art on public view.

(Newsweek May 29, 1995)

2. Answer the following questions.

(a) Do you know what the Sotheby's (sentence 1) is?

- (b) What do you know about Picasso (sentence 1) and the periods (sentence 2) of his artistic career?
- (c) What is the first meaning that comes to your mind when you hear/see the word *cool*? And what does it mean in sentence (2)? Explain the different meanings in English first, then find Hungarian equivalents for them.
- (d) What is a *deep-pockets buyer* (sentence 2) like? Find a Hungarian translation for it.
- (e) What does a *showstopper* (sentence 4) do? Do not forget that it is not a profession or anything like that. How can you express the idea in Hungarian? The translation should not be a noun.
- (f) What does the phrase *the phantom of the auction* (sentence 4) refer to?
- (g) Note the prepositions in *express one's delight in sg/doing sg* (sentence 5) and *put sg on public view* (sentence 6). Find Hungarian equivalents of both expressions.

3. Translate the passage above into Hungarian.

Rudolf Habsburg

1. Read the following article.

Revisiting the Renaissance

(1) In 1576, Rudolf Habsburg was crowned emperor of the Holy Roman Empire and king of Bohemia. (2) Shortly thereafter, he moved his residence from Vienna to Prague and undertook the work that during his 30-year reign made that city a significant center of the arts and sciences in Central Europe. (3) He transformed the Gothic Prague Castle into a Renaissance residence of near perfection and encouraged the writers, artists and scholars of the age – including the astronomers Tycho Brahe and Johan Kepler, and the mystics Giordano Bruno and John Dee.

(4) Rudolf's life and work are the focus of a new exhibition, "Emperor Rudolf II and Prague," which opens on May 30. (4) It offers a perspective on the region's history that has particular resonance today, says President Vaclav Havel: (5) "The cultural and spiritual boom under Rudolf II is a great hope and inspiration for the present, when we are trying to

renew cultural and spiritual traditions which suffered under the previous [communist] regime.”

(excerpt from Newsweek, April 28, 1997)

2. Answer the following questions.

- (a) Collect all the geographical names in the article. Find their Hungarian equivalents.
- (b) Collect all the names of people in the article. Do you know who they are/were?
- (c) Collect all the words and expressions in the article that are related to the topic *king*, *reign* and *empire*. Find a Hungarian equivalent for each item.
- (d) Paraphrase the expression *a Renaissance residence of near perfection* (sentence 3). In your Hungarian translation use an adjectival construction. What do you call the structure of the original phrase?
- (e) Find other ways of saying *shortly thereafter* (sentence 2), *his 30-year reign* (sentence 2), *writers, artists and scholars of the age* (sentence 3), *Rudolf's life and work are the focus of a new exhibition* (sentence 4) in English.

- (f) What does *have a resonance* (sentence 4) mean in the physical world and what in the spiritual? Which meaning is applied here?
- (g) What is a *cultural and spiritual boom* (sentence 6)? Explain it in English then translate it into Hungarian.
- (h) What does *suffer* (sentence 6) refer to? How were cultural and spiritual traditions treated in communist regimes? (Ask somebody older than you are.)
- (i) Find an example of American spelling in the article.
- (j) Consider how quotation marks are used in the article.

3. Translate the article above into Hungarian.

Notes

Space Advertising

1. Read the following newspaper article.

Space Advertising Doesn't Sell On Earth

(1) A notion to commercialize the heavens has gone over like a lead balloon. (2) Last year a Georgia company planned to launch a huge inflatable billboard along with scientific experiments. (3) A platform would have carried ozone-measuring instruments and the highly reflective 80-acre panel 200 miles above the earth. (4) The panel would have displayed a giant symbol that also would appear on sponsors' products.

(5) Environmentalists and astronomers went ballistic, and five members of Congress introduced legislation that would prohibit the launching of such commercial displays. (6) Astronomers say a sky full of such ventures would interfere with their telescopes. (7) "Besides, I wouldn't want to be looking at a beautiful sunset and see this man-made thing flashing by," says Peter Boyce of the American Astronomers Society. (8) Amid the furor the company shelved its idea.

(National Geographic Magazine, March 1994)

2. Answer the following questions.

- (a) Find another English word for *heavens* (sentence 1).
- (b) Can you imagine a *lead balloon* (sentence 1)? What is it like? Is it a real or realistic thing? Look up *go down like a lead balloon* both in an English-English and in an English-Hungarian dictionary, the meaning will help you translate sentence (1). (You may need to consult several different monolingual dictionaries.)
- (c) According to sentence (2) you can launch an inflatable billboard. What other things can be launched?
- (d) How much is an *acre* (sentence 3)? And how much is a *mile* (sentence 3)? Use SI units of measurement in your translation.
- (e) In sentence (3) what does *the [...] panel* refer to? Can you find its referent in sentence (2)? Do you want to keep the definite article in the Hungarian translation or would you prefer to use an indefinite article in Hungarian? Give your reasons.
- (f) What can the purpose of the *symbol* mentioned in sentence (4) be? Seeing your answer which word would you use in your translation *jelkép, szimbólum, embléma* or

logo or something else?

- (g) What does *ballistic* mean according to an English-Hungarian dictionary? And what can it mean in *go ballistic* (sentence 5)? Can you visualize what someone feels and looks like when they go ballistic?
- (h) Look up *legislation* (sentence 5) in both an English-Hungarian and an English-English dictionary. Compare the meanings. Study the examples. Which dictionary gives you the meaning you need here?
- (i) What does *display* mean in sentence (5)? What other two words are used in the article to refer to the same thing?
- (j) Look up *furor* (sentence 8) both in an English-Hungarian and an English-English dictionary. Look up *furore*, too. Then decide about the meaning. (What decides the difference in spelling? Note the differences in pronunciation.)
- (k) Compare the concrete and figurative meanings of the verb *shelve*? Which meaning is used in *shelve an idea* (sentence 8)?

3. Translate the article above into Hungarian.

Notes

Spain is expanding tourism

1. Read the following article.

(1) Spain is expanding tourism and demonstrating that while its beaches are tough to beat, the country has much more to offer, both in terms of landscape and culture. (2) “Sea- and sand-holidays are not going to disappear. (3) But we are trying to attract people who are looking for something more than merely lying on a beach,” says Carlos Horno, director general of Turespana, the tourism-promotion board. (4) For those seeking beautiful landscapes and rich history, there are the lush valleys and mountains of the northern regions, which border the Cantabrian Sea and the Atlantic Ocean to the ancient Roman “Silver Road,” which connects some of Spain’s lesser-known cities on its route through the interior. (5) If sporting and adventure are the vacationer’s dream, look no further than the country’s wide-open spaces.

(Newsweek, June 9, 1997: *Touring the New Spain*)

2. Answer the following questions.

- (a) Look up Spain in a world atlas. Study what seas and oceans border it and what are different parts of the country called.
- (b) Where is the Cantabrian Sea and what is it called in Hungarian?
- (c) What is/was *the ancient Roman "Silver Road"* (sentence 4)? (What does each word mean/refer to in this expression?) Can you remember a similar thing in other parts of Europe? (Your knowledge of history will help a lot!)
- (d) What is Spain doing when it *is expanding tourism* (sentence 1)? Find a Hungarian translation that expresses the idea.
- (e) What are beaches like if they *are tough to beat* (sentence 1)? How can you express the same idea in Hungarian? Try to find an adjective.
- (f) What do you do on a *sea- and sand-holiday* (sentence 2)? How can you translate it into Hungarian?

- (g) The word *Turespana* (sentence 3) seems to be a compound of two words. Can you recognize them? How does it help with the translation?
- (h) The phrase *tourism-promotion board* (sentence 3) explains what *Turespana* is. How would you explain in Hungarian what 'Tourinform' is? Can you use your explanatory expression for translating *tourism-promotion board*?
- (i) What are *lush valleys and mountains* (sentence 4) like? What are the *northern regions* of Spain called?
- (j) Which are the *lesser-known cities* (sentence 4)? Where and what is the *interior* (sentence 4) of the country?
- (k) In which part of Spain can you find *wide-open spaces* (sentence 5)? Consider including this information in your translation.

3. Translate the article above into Hungarian.

Notes

Will We Save?

4. Read the following English text.

Will We Save Our Own?

(1) We can't see the forest for the trees. That old saw has new teeth as logging of old growth accelerates, while many call for a pace more in step with nature.

(2) We live in an age of endangered lists. The specter of plants and creatures made extinct by our civilization haunts our collective conscience. Losses of unknown value to life's genetic pool trouble our minds.

(3) All too clearly, the monarch forest itself is on the endangered list. In the Pacific Northwest nine-tenths of the virgin woodlands has been hauled to the mill; on the continent as a whole less than five percent survives. Called 'old growth' to connote its many ancient trees, it has been labeled 'overage' and 'decadent' by foresters of tree-farm persuasion. Its vulnerability raises a question for North-Americans already concerned for tropical rain forests: Will we save our own?

(4) It's a war out there in the greatest temperate rain forest in the world, and it is no mere metaphor that clear-cuts look

like battlefields. The heat is on the woodlands that offer the greatest timber value – the kingdoms of the giant sequoia in the Sierra Nevada and the coastal redwood in Northern California, the Douglas fir's domain in Oregon and Washington, the Alaska Panhandle's wealth of great Sitka spruce, and finally British Columbia's empire of spruce and fir.

(5) There are three classes of management – preservation, in which no trees are cut; intensive, in which all trees are cut; and non-intensive, in which not every tree is cut. Sequoia groves that concerned me were receiving non-intensive management. Why?

(6) Log exports and environmental constraints are both perceived as the enemy by those whose paychecks depend on making sawdust. Three-fourths of the 1,900 jobs in Skamania depend on the timber resources of the public forest.

(7) Timber people speak religiously for growing trees while environmentalists crusade for saving forest systems, and arguments of the two camps air on different wavelengths – each side has trouble tuning the other side in. While the fighting goes on, the old trees keep falling at a rate of 170 acres a day, so how much do we have left?

5. Answer the following questions.

- (a) Collect names of professions/jobs, kinds of trees, geographical names and expressions related to forestry and timber industry that are mentioned in the article. Consider how they can be translated into Hungarian.
- (b) Find two words in the article. One is the past form of a verb but here it is a noun. The other is usually used as a noun but here it is a verb. What do they mean in the article?
- (c) Find a saying in the article. Its Hungarian counterpart is practically a word-by-word translation.
- (d) Consider the first and the last paragraphs of the article. You can find some phrases there that are used in a figurative/metaphorical sense. Which are they? How can they be translated so that they should fit the imagery of the topic?
- (e) Consider the structure and meaning of the following expressions: *creatures made extinct by our civilization* (paragraph 2); *foresters of tree-farm persuasion* (paragraph 3);

North-Americans concerned for tropical rain forests (paragraph 3), *a rate of 170 acres a day* (paragraph 7). All of them consist of a noun and a post-modifying expression. Try to translate them into Hungarian in several ways: noun + clause or pre-modifying expression + noun.

(f) Notice the irony in the clause *whose paychecks depend on making sawdust* (paragraph 6). Make sure you keep it in your translation.

(g) What do you do when you *speak religiously for sg* and *crusade for sg* (paragraph 7)? Find other ways of saying the same in English.

(h) Find two examples of American spelling.

6. Translate the text above into Hungarian.

The Next Big Thing

1. Read the following article.

The Next “Big Thing”

In person (1), Ralph Fiennes is as unassuming and affable as he is monstrous on screen. The young English actor – he turns 31 (2) next week – caught Steven Spielberg’s eye (3) with his portrayal (4) of a brutish Heathcliff in an otherwise unremarkable 1991 British remake of *Wuthering Heights*. Cast as Amon Goeth, the vicious SS commandant of the Plaszov forced-labor camp, Fiennes (his name is pronounced ‘Rafe Fines’) (5) captures the insecurity, rage and amorality of a junior SS officer put in charge of his own personal precinct (6) of hell. ‘I tried to elbow away (7) this idea of the sneering Nazi with the monocle,’ says Fiennes. ‘Goeth is human ... however much he has obliterated /his humanity/ with this obscene set of beliefs.’

To prepare for the role, Fiennes studied Nazi history, reviewing historical documents on Goeth at the Imperial War Museum, and spoke to Plaszov survivors. One of them described Goeth’s habit of leering (8) into the faces of his victims, which he mimics (9) in a scene with a little boy who is questioned about a stolen chicken. Fiennes discovered through

his research that Goeth became increasingly overweight and weakened by alcoholism and insomnia (10). Normally a lean (11) 69 kilos, Fiennes ate with abandon, stopped exercising and gained 12 kilos. 'Goeth was at his most obese (12) at the time when he was most brutal,' says Fiennes. 'Maybe unconsciously he cushioned this negative destructive behavior by gorging himself.'

Fiennes's itinerant childhood (13) may have prepared him for a lifetime of role-playing (14). He was born in Suffolk, where his father was a farmer. After the elder Fiennes took up photography, the family moved frequently throughout England and Ireland. At 18, Fiennes landed in London, at the Royal Academy of Dramatic Art. He began his stage career with stints (15) at the National Theatre and the Royal Shakespeare Company. Then in 1991 he started to appear in television and films. Reviewing his still-brief body of work (16) in 1991, The Daily Telegraph called him 'the next Big Thing.' And producer David Puttnam, former head of Columbia Pictures, includes Fiennes in a select group of young British actors - Jeremy Irons, Daniel Day-Lewis and Kenneth Branagh - whom he has brought to the attention of American studios in recent years.

'Something about the detail of acting what is possible on the screen is very interesting,' Fiennes says. '/As a stage actor/'

your sensibilities can easily be blunted. Your work is shaped by the need to be heard, to be seen, to be clear enough to tell a story so that 800 people can follow it.' (17) Since making *Schindler's List*, Fiennes has already finished Robert Redford's *Quiz Show*, due in U.S. theaters next fall (18), in which he starts as Charles Van Doren, the scandal-struck (19) television game-show contestant of the 1950's. After months on location (20), Fiennes is looking forward to some time at home in the suburbs of London with his new wife, Alex, an actress with the Royal Shakespeare Company. But he realizes this is no time to slow down. 'I fear today's Big Thing is tomorrow's Forgotten Thing,' he says. His Amon Goeth won't have that fate.

(Newsweek, December 20, 1993)

2. Answer the following questions. (The numbers in brackets after words and expressions help you find them in the article above.)

- (a) A role of Ralph Fiennes's is reviewed in the article. In which film has he got it?

- (b) There are two other films mentioned in the article. Which are they? How would you go about the translation of their titles? (One of them is an adaptation of a classic.)
- (c) Avoid translating *in person* (1) word by word.
- (d) Find other ways of saying the same as *he turns 31* (2).
- (e) Find a non-literal translation of *catch someone's eyes with sg* (3).
- (f) Consider the different meanings of *portrayal* (4) and decide which is used here.
- (g) How would you go about including the information given in brackets (5)?
- (h) The Hungarian words given in the dictionary for *precinct* (6) cannot be used here. Would you translate it? If yes, how?
- (i) Use a non-literal translation for *to elbow away* (7).
- (j) The Hungarian equivalents of *leer* (8) cannot be used here. See why and find a word/phrase to give the meaning. (Remember the scene if you have seen the film.)
- (k) Be careful with translating *which he mimics* (9). Check the second and third forms and the gerund form of the verb.
- (l) Would you use the Latin name of this illness in your translation? Give reasons. (10)

- (m) The word *lean* (11) can be an adjective, a noun and a verb according to the dictionary. Which is it in the text and which meaning is used?
- (n) Make a good contrast between *lean* (11) and *obese* (12).
- (o) Try different ways of translating the phrase *Fiennes's itinerant* childhood (13) (adjectival construction, clause).
- (p) Do the same as in (m) with *a lifetime of role-playing* (14).
- (q) Are British actors and actresses 'members' of the theatre they work for? Find out. Then try to translate *stints* (15).
- (r) Translate his *still-brief body of work* (16) in no more than 3 words.
- (s) Choose your words carefully in this sentence (17).
- (t) The word *fall* (18) has an American meaning here. What is the British word for it?
- (u) You cannot find the compound *scandal-struck* (19) in the dictionary. Find a nice way of expressing the same in Hungarian.
- (v) The word *location* (20) has a special meaning used in the film-making industry.
- (w) There are three examples of American spelling in the article. Find them.

3. Translate the article into Hungarian.

Notes

Unit 7

Beauty Isn't Skin Deep

1. (a) Read the following words and expressions. Find other ways of saying the same ideas in English.

- (1) tired of, bored with
- (2) making an improper suggestion to someone
- (3) meet accidentally, strike against or knock into
- (4) Br and Am non-metric measure = 2.5 cm
- (5) speak in a low indistinct voice
- (6) move slowly and carefully closer to

(b) Read the following article and check whether you can find your words/expressions in it.

Beautiful People

If you're fed up with people propositioning you, asking you directions or even just bumping into you on the street, don't call a policeman - brush your hair. Two American psychologists have discovered that people on the street keep

at least three inches farther away from an attractive woman than an ordinary-looking one, and never mutter dirty things at her or ask for help. For those unsure of their charm, the psychologists' research offers a further test: edge up close to a man on a crowded rush hour bus. If you're attractive he'll look uneasily up, down and out of the window. But if he just stands there oh dear!

Honey

(c) If you have not found your words/expressions in the article, find the ones that can be explained by the phrases (1) to (6) in exercise (a). Compare your words/expressions with the ones in the article.

2. (a) Read the following article.

Image-builder

One Saturday morning my wife and I were (1) *grimy* from decorating when a new colleague and his wife called to invite us to dinner that evening. As my wife was getting

ready, she (2) *donned* (3) *wig* and false (4) *eyelashes*, (5) *applied* eyebrow pencil, eyeshadow, lipstick and (6) *nail varnish* and said triumphantly: 'There, now they'll see the real me!' - L S Haslemere, Surrey.

Woman's Own

(b) Match the words in italics from (1) to (6) with explanations below.

- (a) put on
- (b) hairs on the edge of the eyelids
- (c) liquid which dries to form a hard, glossy surface, usually coloured for the nails and clear for wood, stone, etc
- (d) put on
- (e) artificial covering of hair for the head
- (f) dirty

3. (a) Read the following article.

Winning Ways

My friend was horrified to hear that her two children had entered their rather (1) *scruffy* (2) *mongrel* in a dog show. But

they returned triumphantly, the dog (3) *sporting* a large (4) *rosette* on its collar.

It had won the prize for the dog with the happiest face.

Mrs M B. Co. Tyrone.

Weekend

(b) Give synonyms or explanations in English for the words in italics from (1) to (4).

(The tasks above are adapted from Rudzka, B., Channel, J., Putseys, Y., Ostry, P. (1981) p. 5.)

Hotel Palota Lillafüred

1. Read the following texts in Hungarian and English. They come from a so called 'kulcskártya' given to guests in a hotel.

KEDVES VENDÉGÜNK!

Szeretettel üdvözöljük szállodánkban.

Itt tartózkodását szeretnénk kellemesebbé tenni, kérjük, hogy kívánságait a recepcióval szíveskedjen közölni.

Címünkre feladott levelei, telefonüzenetei után a portán érdeklődjön.

Ugyancsak a porta intézi a taxi-rendelést, ébresztést, táviratfeladást és ad felvilágosítást utazási ügyekben. Elutazása napján a szobát legkésőbb 12.00 óráig kell elhagyni, a szoba átadásának időpontját a portással beszélje meg.

Étkezési, szórakozási lehetőségek:

Reggelizni a Hunyadi éttermünkben lehet 8.00- 10.00-ig.

Ebédelni és vacsorázni a Mátyás étteremben 12.00-22.00-ig lehet.

A Mátyás étterem egyben zenés-táncos szórakozóhely is, amely naponta 23.30-ig tart nyitva.

Szobakulcsot csak a kulcscédula felmutatása ellenében adunk ki.

Kellemes pihenést és jó szórakozást kívánunk

HOTEL PALOTA

igazgató

DEAR GUEST!

Welcome in our hotel!

We want to make your holiday pleasure, so that's why if you want something to know, please turn to the reception.

If you wait for a letter or a phone message please turn to the reception too. If you want a TAXI you can call it from the reception too.

The reception handle too:

- to waken
- to send a telegram
- information in travelling

On the last day you have to leave the room until 12 o'clock.

Eating possibility:

You can have breakfast in the Hunyadi restaurant at 8 to 10.

You can have lunch and dinner in the Mathias restaurant at 12 to 22. In the Mathias restaurant you can dance too.

If you want to have the key of your room you have to show to the receptionist your key-card.

We wish you to have a good rest and entertainment!

THE MANAGEMENT OF THE HOTEL

- 2. Do the two versions say the same?**
- 3. Find the mistakes in the English text.**
- 4. Reread the Hungarian text and see if you would like to change anything in it.**
- 5. Retranslate the Hungarian text into English.**

Notes

Mondja másképp magyarul!

1. Mondja más magyar szóval vagy kifejezéssel, illetve magyarázza meg az alábbiakat! Szükség esetén használja a Magyar értelmező kéziszótárt. (Törekedjen arra, hogy olyan szavakat és kifejezéseket használjon, melyeket könnyebben fordítana angolra, mint a feladatban megadottakat!)

pl.: kilincsel → *ügye elintézése érdekében egyik hivatalból a másikba/ egyik pozícióban lévő személytől a másikhoz megy; pártfogásért, segítségért több helyre ellátogat*

- (a)
1. sandít
 2. szalonnázik
 3. szürcsöl
 4. oson
 5. vihog
 6. nyámmog
 7. sipítózik
 8. kornyikál
 9. igenel
 10. pizmog valamivel

- (b)
1. zsibogó
 2. früstök
 3. széltoló
 4. sámli
 5. bombázó (nőről!)

- (c)
1. vékonypénzű
 2. ostoba
 3. tudálékos
 4. álnok
 5. (meg)hibbant

**2. Hogyan mondaná az ÖN ÁLTAL az 1. feladatban
ÖSSZEGYÚJTOTT magyar kifejezéseket angolul?**

pl.: *ügye elintézése érdekében egyik hivatalból a másikba megy (vö.
'kilincsel') → go from one office to another to solve one's problem*

3. Párosítsa az alábbi szavakat az 1. feladatban lévőekkel!

pl.: kilincsel → *run after the great, cool/ kick one's heel in the waiting-rooms*

- (a)
1. pick at one's food
 2. caterwaul
 3. potter about sg (= place)/ doing sg
 4. sneak
 5. eat bacon
 6. say 'yes' to sg
 7. sip
 8. giggle
 9. squint at
 10. keep screeching
- (b)
1. fraud
 2. stool
 3. sexpot
 4. flea market
 5. breakfast

- (c) 1. vile
2. cracked
3. dull
4. pedantic
5. lean

4. (a) Fogalmazza át az alábbi mondatok dőlt betűvel szedett kifejezéseit úgy, hogy a mondatok jelentése (lényegében) ne változzon, és **EGYSZERŰBB**, angolra könnyebben fordítható szavakat tartalmazzon! **HASZNÁLJA AZ 1. FELADATBAN ÖSSZEGYŰJTÖTT MAGYAR KIFEJEZÉSEKET!**

pl.: Péter sokat *kilincsel* azért, hogy a barátjának állást szerezzen. → Péter *egyik pozícióban lévő személytől a másikhoz ment*, hogy barátjának állást szerezzen.

1. Ha minden éjjel *kornyikálsz* a fürdőszobában, az összes szomszédod panaszkodni fog.
2. A betörő a teraszon keresztül *osont* be a házba.
3. Oda nézzetek! Micsoda *bombázó!* De hiszen ez Kati a 10. b-ből!

4. Ha én ilyen *vékonypénzű* lennék, nem hordanék ujjatlan pólót.

5. Most mit *vihogsz*? Nem viccelek, ez komoly dolog.

(b) Az EGYSZERŰBB kifejezéseket tartalmazó mondatokat fordítsa angolra (lehetőleg szótár használata nélkül)!

pl.: Péter *egyik pozícióban lévő személytől a másikhoz ment*, hogy barátjának állást szerezzen. → Peter went from one person in position to another to get a job for his friend.

5. Fordítsa az alábbiakat angolra, használja a 3. feladatban szereplő szavakat!

1. Mindjárt megbolondulok. Valaki állandóan *kornyikál* a folyosón.

2. Meddig *piszmozsz* még a házi feladatoddal?

3. Jack egy *széltoló*. Semmilyen munkát nem bíznek rá!

4. Sheila olyan *tudálékos*. Mostanra elveszítette az összes barátját.

5. Paul a teáját *szürcsölve* hallgatta a nyaralásról szóló beszámolómat.

6. Fordítsa angolra az alábbi mondatokat – lehetőleg szótár nélkül!

1. Péter az edzés végére annyira elfáradt, hogy csak vánszorogni tudott.
2. Miután nyugdíjba vonult, János csak tétlenkedett otthon.
3. Nagyon unatkoztam az órán, elővettem egy papírt és firkálni kezdtem.
4. A téli szünetben a tantimnál voltam.
5. Kinek jutott eszébe ez az agyatlan ötlet?

Veszélyeztetett állatvilág

1. The texts below are taken from a brochure that was given to visitors at an exhibition of coins in Budapest. Read the texts then go through the questions.

Veszélyeztetett állatvilág

Fehér gólya

A magyar falu egyik legkedvesebb madara a fehér gólya. A gólyapárok száma a hetvenes években Magyarországon is drámaian csökkent, újabban védett állatokként számuk ismét nő. A Magyar Nemzeti Bank a még mindig veszélyben lévő gólyák védelmének szükségességére kívánja felhívni a figyelmünket eme 200 Ft névértékű szép ezüst pénzérmével.

Endangered wildlife

White stork

The most favorite bird of the Hungarian village is the white stork. There was a dramatic decrease in the number of the couples during the seventies but nowadays since they are protected animals their number started to grow. Our attention to the protection of the storks still in danger is called to by the National Bank of Hungary issuing this pretty 200 forints face valued silver coin.

Az érme adatai
Technical description of the coin

Névérték/Denomination	200 Ft
Minőség/Quality	BU/Proof
Finomság/Fineness	500 o/oo
Összsúly/Total weight	10 g
Színsúly/Metal content	5 g
Széle/Edge	recés/milled
Kibocsátás/db/Mintage/pce	80.000 PP and 20.000 BU

Forgalomba hozatala: 1992. november

WIMNB MAGYAR-OSZTRÁK KERESKEDELMI RT.
HUNGARIAN-AUSTRIAN TRADING CORPORATION
H-1054 BUDAPEST, SZABADSÁG TÉR 5-6.
TELEFON: 131-4736, FAX: 111-4832

2. Answer the following questions.

- (a) Why do you think the Hungarian text is translated into English?
- (b) Can you find the same information in the Hungarian (A) and the English (B) text?
- (c) Are there any words/expressions in A that are not translated in B? Are there any words/expressions in B that you cannot find in A?

- (d) Do the two texts have the same structure? (Consider the order of sentences and the layout of the whole text.)
- (e) Do corresponding sentences in A and B have the same structure?
- (f) Can you find mistakes of any kind in either A or B?
- (g) Consider the use of the definite article in Hungarian and English. Consider the following phrases and find out about the use/omission of the definite article in the following phrases:

Veszélyeztetett állatvilág, Fehér gólya, a magyar falu, a fehér gólya, a gólyapárok száma, a hetvenes években, védett állatokként, számuk, a Magyar Nemzeti Bank, a még mindig veszélyben lévő gólyák védelmére, a figyelmünket

Find the English equivalents of the above phrases and compare how the definite article is used.

- (h) Check how *egyik legkedvesebb madara* is translated in B? What do you think about it?
- (i) Compare sentence 2 in A and B. Consider the tenses used in A and B. Do you like the translation of *csökkent* and *nő*? Do you want to change the translation? If yes, why and how?
- (j) Compare sentence 3 in A and B. Are the two sentences translation equivalents? Consider the Hungarian verb and

the English verb. What is the difference between the active and passive in general terms? Do we use passive constructions in Hungarian? Give examples and comment on them.

(k) Do you want to change sentence (3) in the English version? If yes, where, why and how?

(l) Look at the brochure again and find two phrases that are not translated. Do you think they should be translated?

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