

OKTATÁSI SEGÉDANYAG A MEZŐGAZDASÁG ÉS ERDÉSZET ÁGAZATHOZ

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AZ ERDÉSZET ÉS VADGAZDÁLKODÁS ANGOL NYELVI ALAPJAI (Oktatói segédanyag)

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Előszó

A mai globális világban nem elég valamiben jónak lenni, tilos megállni, mindig jobbra kell törekedni. Ha fejlődni szeretnénk, a gyors és folyamatos technikai, technológiai változások követése érdekében pedagógusként szükség van arra, hogy egész életen át képezzük magukat. Ezekkel a gondolatokkal kívánjuk a tanulókat is erre ösztönözni.

Az első részben az általános ismétlés és nyelvtani összefoglaló képessé teszi a tanulót arra, hogy idegen nyelven bármilyen általános helyzetben kommunikálni tudjon. Mivel az életünk és mindennapjaink szerves része a munka, a szakmai szókinccs bővítése már ezeknél a témáknál elkezdődik.

Cél, hogy a tananyag az érdeklődést végig fenntartva egy biztos szakmai szókinccset nyújtson. A modern technológia alkalmazásához elengedhetetlen ennek birtoklása. A nyelvtanulási kedvet színes, változatos feladattípusokkal kívánjuk fenntartani. A harmadik nagyon fontos cél a munkaerőpiaci érték növelése. A segédanyag idegen nyelvű szakmai ismeretek birtoklásán túl hasznos segítséget nyújt a munka világában történő eligazodáshoz. Segít egy esetleges álláskeresésben. Megtanít motivációs levelet írni, önéletrajzot szerkeszteni. Hasznos tippeket ad az állásinterjúhoz, illetve segít a munkáltatóként a felmerülő problémák kezelésében idegen nyelven.

Uniós tagállamként a szakmai idegen nyelvű ismeretek nagyban megkönnyítik az érvényesülési lehetőségeket a munkavállaláson, munkaadáson túl a pályázati világban is.

Jó munkát kívánunk a segédanyag használatához!

A Szerzők

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1. Grammar review

PERSONAL PRONOUNS



Alanyeset	Birtokos jelző	Birtokos névmás	Tárgyeset
I	my	mine	me
You	your	yours	you
He	his	his	him
She	her	hers	her
It	its	its	it
We	our	ours	us
You	your	yours	you
They	their	theirs	them
Mondatok, tagmondatok elején áll.	Mondat végén sosem áll. Mindig van utána egy birtok (főnév).	Tilos utána birtokot használni.	A mondatban legkorábban a tárgy helyén állhat.

1. Underline the correct words.

- *He's/His* plantations are more productive.
- *He's/His* a good expert at forestry.
- Is it *you/your* cottage?
- Is it *you/your* who works here?
- *We/Our* have a lot of trees. They are *our/we* trees.
- *She/Her* task is to meet new clients.
- *She/Her* knows a lot about the forestry.

2. Replace the nouns in bald with the correct personal or objective pronoun.

- *They* can cause damage to the forests.
- *It* hurt my finger.
- *We* try to protect our property from forest fires.
- We are afraid of *it*.



	Present Simple	Past Simple	Future Simple
I	am	was	will be
He / She/ It	is	was	will be
We / You / They	are	were	will be

6. Complete the dialogues.

a; A: Excuse me, **is it** Green Village Forestry?

B: Yes, **it is**.

A: **Are you** Mr. Howard?

B: No, **I am not**. Mr Howard is inside the house.

A: Thank you.

b; A: **Are they** willows?

B: No, **they aren't**. These are willows here. **They are** oaks.

c; A: **Were you** here yesterday?

B: Yes, **I was** and Tom **was** here, too. We **were** here until five.

d; A: What day **is it** today?

B: Let me see. Yesterday **was** Thursday, tomorrow **will be** Saturday.

It is Friday today.

A: Your boss **will be** here tomorrow. **Will you be** here, too?

B: No, **I won't**, I don't work on Saturdays.

7. Complete the text about a family.

My family **is** quite large. There **are** eight members in it. My grandparents **were** teachers for 20 years but now they **are** in our business, too. My mum **was** a student at a university at the Faculty of Agriculture. Now she **is** the leader of the family business. My dad **is** a forest engineer. My brothers **are** young but they **will be** hunters in a couple of years. I **am** a hunter, too.

8. Find the correct order to form a question.

- a kid the behind Is bush?
Is the kid behind a bush?
- How of root long tree was the the?
How long was the root of the tree?
- it a Is bud rose?
Is it a rose bud?
- there on What is branch the?
What is there on the branch?
- next will Where the be meeting?
Where will the next meeting be?
- Europe Where forests were ago in centuries?
Where were forests in Europe centuries ago?

9. Form questions using the correct form of 'to be'.

A: *Are you a student?*

B: Yes, I am. I study at Oxford University.

A: *Are you often on the farm?*

B: No, not too often. I am on the farm twice a year.

A: *Is your father a(n) good/excellent hunter?*

B: Yes, he is excellent. My dad is the best hunter I've ever known.

A: *Which is the most common tree here?*

B: There are a lot of species but the most common is beech here.

A: *What is the most typical bird (here)?*

B: The most typical bird is the tawny owl.

TO HAVE GOT-BIRTOKOLNI



	Affirmative	Interrogative	Negative
I / You / We / They	have got	Have I/you/we/they got?	I/You/We/They have not (haven't) got
He/ She/ It	has got	Has he/she/it got?	He/she/It has not (hasn't) got

10. Complete with the correct form of the verb.

Hungary *has got* many types of forests. The forests *have got* a lot of trees. There are native forest stands but we *have got* non-native tree stands as well.

My family *have/has got* fields but we *haven't got* any forests.

Have you *got* any time for me?

She *hasn't got* any domestic animals but she *has got* some pets.

Where *has* he *got* his boots?

11. Have got or Be?

- Major regions *have* subregions.
- There *are* shrubs in the forests.
- A lot of countries *have* forest fires where the summer *is* hot.
- The species that grow fast *are* generally intolerant of shade.
- Most of the forests *have* shade-tolerant species, too.
- I *am* the best as I *have* a lot of correct solutions.

A FŐNEVEK TÖBBES SZÁMA



Singular	Plural	
desk table	desks tables	Regular ending: -s
bus glass brush watch box potato	buses glasses brushes watches boxes potatoes	- es (after: s, ss, sh, ch, x, o)
euro	euros	- s nemzetközi szavak
baby boy	babies boys	mássalhangzó+y→- ie+s magánhangzó+y-s
leaf knife	leaves knives	f→ve+s fe→ve +s
man woman	men women	a→e
person	people	Az egyes- és a többes számú alak különböző.
child	children	
mouse	mice	
goose	geese	
foot	feet	
tooth	teeth	
fish deer sheep species series	fish deer sheep species series	Az egyes- és a többes számú alak megegyezik.

12. Rewrite the sentences into plural.

- It is the most typical species in Hungary.
They are the most typical species in Hungary.
- My child likes the deer in the forest.
My children like the deer in the forest(s).
- The leaf is colourful in autumn.
The leaves are colourful in autumn.
- This person works in agriculture.
These people work in agriculture.

- This box is made from wood.
These boxes are made from wood.

13. Rewrite the sentences into singular.

- The men work with the boys.
The man works with the boy.
- They use their knives when they have lunch.
He/She uses his/her knife when he/she has lunch. (Bármely megoldás elfogadható.)
- There are discos on Saturdays.
There is a disco on Saturday(s).
- The boys are eating potatoes.
The boy is eating a potato/potatoes.
- There are sheep in the gardens.
There is a sheep in the garden.

14. Plural → Singular, Singular → Plural

- It is a mouse.
They are mice.
- How much were the glasses?
How much was the glass?
- Is this your brush?
Are these your brushes?
- There are geese on the farms.
There is a goose on the farm.
- He travels by bus.
They travel by bus(es).

ÁLLÍTÓ MONDAT SZÓRENDJE



ALANY (A) - (SEGÉDIGE-SI) - IGEI ÁLLÍTMÁNY(Á) - TÁRGY (T) -
MÓDHATÁROZÓ (M) - HELYHATÁROZÓ (H) - IDŐHATÁROZÓ (I)

A	Á	T	M	H	I
They	edit	blueprints	professionally	on their computers	every day.

A	SI	Á	T	M	H	I
I	am	taking	my children	by car	to school	today.

15. Correct the sentences.

- He arrived very early here.
He arrived here very early.
- He admitted the mistake last night frankly.
He admitted the mistake frankly last night.
- She did at the competition well in April.
She did well at the competition in April.
- The footpaths to the hunting area lead.
The footpaths lead to the hunting area.
- I don't put every day sugar in my coffee.
I don't put sugar in my coffee every day.

16. Place the time adverbials into the sentences.

- We walk together in the city (often).
*We **often** walk together in the city.*
- They are late for school (always).
*They are **always** late for school.*
- He has been invited (never before).
*He has **never** been invited **before**.*
- You can see such a unique bird (seldom).
*You can **seldom** see such a unique bird.*

- We have finished our task (already).

We have **already** finished our task.

WHEN? → AT/ ON/IN – ‘MIKOR?’ KÉRDÉSRE VÁLASZOLÓ

ELŐLJÁRÓS SZERKEZETEK



IN	ON	AT	NEM HASZNÁLUNK ELŐLJÁRÓT
korok	napok	pontos idő	today
évszázadok	dátumok	ünnepkörök	yesterday
évtizedek	ünnepnapok	the weekend	tomorrow
évek	pl.: on a winter night	night	this, these
évszakok		the moment	that, those
hónapok			last
napszakok			next

17. Complete the text with the prepositions of time if it is needed.

I was born **in** 2002, my birthday is **on** 1st August. I am at school **on** weekdays but I travel to my grandparents' farm **at** weekends. There I get up early, **at** about 5 am. I help my grandpa to feed the animals **in** the morning. I work there--- every weekend. We have lunch together **at** 12. **In** the afternoon we work in the forest. We talk a lot **in** the evenings. My grandparents visit us **at** Christmas. We eat fish soup **on** Christmas Eve. We are always together **in** December. We will spend Christmas at my grandparents' place --- next year.

18. Write the correct preposition (*at, in, on* or *-*) where it is needed.

- **at/on** Christmas
- **in** winter
- **on** a summer night
- **in** 2016
- **on** 8th June
- ---- yesterday
- **in** the morning
- **at** night
- **at** midnight
- **on** Monday
- **at** 5 o'clock
- **in** the eighties
- **in** the 12th century
- **at** weekend
- **on** Christmas Eve
- **in** the afternoon

- ---- this week
- **in** January
- **on** Sunday morning
- **on** New Year's Day

SZÁMNEVEK I.

	ÁLLÍTÓ		KÉRDŐ		TAGADÓ	
	C	U	C	U	C	U
some	✓	✓	✓	✓		
any			✓	✓	✓	✓
much				✓		✓
many			✓		✓	
a lot of	✓	✓				

C= Countable (megszámlálható) U= Uncountable (megszámlálhatatlan)

19. Complete the sentences with one of the quantifiers.

- How **much** money have you got?
- We need **some** help but not too **much**.
- They don't have **any/much** time to waste.
- There are **a lot of** different species of trees, about two hundred.
- There weren't **many** people in the lesson, only three.

SZÁMNEVEK II.



(a) few	Többes számú főnév	You should buy a few books.
(a) little	Egyes számú főnév	We can give a little help.
both	Többes számú főnév	Both horses belong to them.
all	Többes számú főnév	I want to try all the possibilities.
each	Egyes számú főnév	Each hunter is a foreigner.
every	Egyes számú főnév	Every resident has some animals.

20. Use *few, little, both, all, each, every* in the blanks. Use each word only once.

- **Each/Every** person has three options.
- **Each** of them is a forester.
- Do you have a **little** time for me?

- **Few/Both/All** of them work every day.
- This is David and this is John. **Both** of them are my colleagues.
- Only **few** women work in forestry.

MELLÉKNÉV FOKOZÁS

	Alapfok olyan ... mint	Középfok -bb, mint	Felsőfok leg...-bb
rövid melléknevek	A + Á as MN as + Te <i>Life in a village is not as exciting as in the cities.</i>	A+Á MN - er than Te. <i>Life in a city is busier than in a village.</i>	A+Á the MN - est <i>Summer is the sunniest season.</i>
hosszú melléknevek	A + Á as MN as + Te <i>Life in cities is as exciting as in a village.</i>	A+Á more MN than Te <i>Life in cities is more exciting than in a village.</i>	A+Á the most MN. <i>It is the most important task.</i>
határozószók	A + Á as H as + Te <i>You do it as slowly as me.</i>	A+Á more MN than Te. <i>You do it more slowly than me.</i>	A+Á the most MN <i>They run the most slowly.</i>
-ed végű melléknevek	A+Á as MN as Te. <i>They are as tired as us.</i>	A+Á more MN than Te. <i>They are more tired than us.</i>	A+Á the most MN <i>He is the most experienced expert.</i>

A = alany

Á =ige

MN= melléknév

Te=tárgyeset

RENDAHAGYÓ KÉPZÉSEK



Alapfok	Középfok	Felsőfok
good/well	better	the best
bad	worse	the worst
much/many	more	the most
little	less	the least
far	further	the furthest
modern	more modern	the most modern

21. Complete the sentences with the correct forms of the adjectives.

- Some trees have **denser** canopy than the others.
- Silviculture was **more popular** in the past than it is now.
- We don't have **as big** forests as Russia has.

24. Write five comparisons based on the pictures.



.....

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OPTIONAL

IGEIDŐK



	MÚLT	JELÉN	JÖVŐ
E G Y S Z E R Ű	Használat	- a múltban lezárult cselekmény	- szokás - állapot - menetrend
	Képzés	V1+ED (V2); DID+V1	V1(s) DO/DOES V1
	Időhatározók	last.., ago, during.., yesterday, for.	often,always, never, usually, sometimes, rarely, every....
F O L Y A M A T O S	Használat	- a múlt egy adott pillanatában éppen zajlik a cselevés - a múltban párhuzamosan zajló cselekvések	- a beszéd pillanatában zajló, - mostanában jellemző, - eltervezett jövő idejű cselekvés
	Képzés	(BE) WAS, WERE+V-ING	(BE) AM, IS, ARE+V-ING
	Időhatározók	still, just, all.., whole.., when, while	still, just, now, at the moment, today, all..whole...
B E F E J E Z E T	Használat	- a múlt egy adott pillanatára, vagy másik cselekvés kezdetéig befejeződik a cselekvés	- a beszéd pillanatáig megtörtént, vagy nem történt meg a cselekvés - egy már megtörtént cselekvésnek hatása van a jelenre
	Képzés	HAD V3	HAVE/HAS V3
	Időhatározók	just, by the time.., before, after	just, by now, up to now, until now, till now, so far, recently, nowadays, lately, since, for, already, yet, before, ever,never

25. Create sentences in the tense given.

- They **saw** a lot in the forest during their trip. – Simple Past
- You **will be swimming** in the lake this time next month. – Future Progressive
- We **prepare** food for the local market. – Simple Present
- I **am** still **learning**. – Present Progressive

- The children **will have arrived** home by 5. – Future perfect
- My dad **had had** a coffee before he had breakfast. – Past Perfect
- It **will be** your best holiday. – Simple Future
- I saw that she **was crying**. – Past Progressive
- **Have** you ever **tried** fast food? – Present Perfect

26. Rewrite the sentences with the time adverbials given.

- We **returned** last year.
- What **have** you **worked / been working** on since Sunday?
- I **will be** riding a horse this time tomorrow.
- He **will have** planted these seedlings by tomorrow.
- It **was** raining all day yesterday.
- **Do** you **often do** it?
- They **are watching** the landscape at the moment.
- I **have waited** for my friends so far.
- We **had** finished everything by 8 yesterday.
- They **will walk** 20 miles tomorrow.

27. Create a sentence using the correct forms of the words given.

- Leaves / fall / autumn
Leaves fall in autumn.
- My parents / not / raise / animals / last year
My parents didn't raise animals last year.
- I / think / it / snow / tomorrow
I think it will snow tomorrow.
- We / never / see / such / a countryside beautiful
We have never seen such a beautiful countryside.
- The students / work / this time next year
The students will be working this time next year.
- They / finish / the tour / by 6 last Saturday
They had finished the tour by 6 yesterday.
- When / she / arrive / yesterday / I / feed / the dog
When she arrived yesterday, I was feeding the dog.

- Now / while / the tourists / climb / the mountains / we / prepare / their lunch.

Now, while the tourists are climbing the mountain,s we are preparing their lunch.

- Our hosts / arrange / everything / by the time / we land

Our hosts had arranged everything by the time we landed. /

Our hosts will have arranged everything by the time we land/have landed.

- He / be / here / tomorrow / too

He will be here tomorrow, too.

IGÉBŐL KÉPZETT FŐNÉV



Verb + ing → Noun

Mikor használjuk?

Bizonyos kifejezések után	Érzelmet kifejező igék után	A cselekvés fázisait kifejező igék után	Előljárósók után
It's no use <i>It's no use talking to him.</i>	love <i>He loves hanging out with friends.</i>	start <i>The forest has just started growing.</i>	with <i>They are fed up with cleaning so much.</i>
It's little use <i>It's little use trying it without any equipment.</i>	like <i>Teenagers like being different.</i>	begin <i>I began taking nature photos.</i>	without <i>You mustn't accept it without thinking.</i>
It's useless <i>It's useless acting without thinking.</i>	prefer <i>I prefer working outside to sitting in an office.</i>	keep (on) <i>We kept on walking on the slopes.</i>	(instead) of <i>We should visit our friends instead of sitting at home.</i>
It's no good <i>It's no good telling bad things.</i>	mind <i>Would you mind having a coffee?</i>	go on <i>The students went on reading.</i>	about <i>They are speaking about cooking.</i>
It's worth <i>It's worth learning languages.</i>	dislike <i>Women dislike working outside.</i>	continue <i>The men continued hunting.</i>	in <i>He is interested in planting trees.</i>

I can't help <i>She is happy so she can't help smiling.</i>	hate <i>Students hate writing tests.</i>	stop <i>They stopped working.</i>	at <i>They are good at hunting.</i>
There is no point in <i>There is no point in climbing this mountain.</i>		give up <i>You mustn't give up following your dreams.</i>	for <i>Thank you for showing the forest.</i>
		finish <i>Tourists finished discovering the wildlife in the forest.</i>	

28. Complete the sentences by adding gerundial phrases.

- **V-ING** is useless.
- My hobby is **V-ING**
- They are thinking of **V-ING**
- Stop **V-ING**
- It's worth **V-ING**
- My neighbours love **V-ING**
- I have always been keen on **V-ING**.
- **V-ING** can be very effective.

29. Create a sentence using the words given.

- hate / climb / mountain
I hate climbing mountains.
- it's no good / throw away / rubbish / in the parks
It's no good throwing away rubbish in the forests.
- all of us / start / follow / the path
All of us start(ed) following the path.
- we / stop / drive / and / start / walk
We stopped driving and started walking.
- she / continue / cross / footbridge
She continue(d) crossing the footbridge.

30. Add '-ing' to the verbs and create a sentence with them using gerund structure.

- lie → *lying*
- change → *changing*
- die → *dying*
- run → *running*
- close → *closing*

THE SENTENCES ARE OPTIONAL.

FŐNÉVI IGENÉV



(V1)	Néhány ige, kifejezés után.	
	- had better	<i>You had better protect your environment.</i>
	- let	<i>Her boss lets her work from home.</i>
	- would rather	<i>I would rather go out for dinner.</i>
	- see, hear,	<i>You can hear birds sing in the trees.</i>
	A legtöbb segédige után: (can, could, shall, should, will, would, must, may, might, do, does, did...)	<i>Too many visitors can be destructive in the national parks.</i>
(TO V1)	Számos ige után:	<i>People in the village managed to stop the fire.</i>
	- decide	
	- manage	
	- forget	
	- want	
	- would like	
	- intend	
	- be able	
- try		
- need		
- used		
- seem		
- dare		
Cél kifejezésekor:	<i>The government has given priority to forest protection to ensure a sustainable forest use.</i>	
too – melléknév - to V1	<i>You are too young to start a business.</i>	
enough - főnév - to V1	<i>We don't have enough information to solve the problem.</i>	
Melléknév enough to V1	<i>He isn't strong enough to lift it.</i>	

31. Write 'to' when it is necessary.

- I saw them ---- walk in the national park.
- He came to the company **to** work with the forester.
- You may ---- take the sloe.
- He wants **to** see the deer.
- I would rather ---- study accounting.
- He used **to** live in a forest.
- Let me ---- show you around.
- He asked me **to** let him ---- start the machine.

32. Combine the sentences into one.

a; It's very cold. We can't bathe.

It's *too* cold to *bathe*.

b; The coffee isn't strong. It won't keep us awake.

The coffee isn't *strong enough* to keep us awake.

- The fire is very hot. We can't go near it.

The fire is too hot to go near (it).

- The ice isn't thick. You can't skate on it.

The ice isn't thick enough to skate on.

- The dove is very ill. It doesn't eat anything.

The dove is too ill to eat anything.

- This place has a lot of natural attractions. You can't see everything.

This place has too many attractions to see everything.

- There are only few workshops here. They can't employ everybody.

There aren't enough workshops here to employ everybody.

- It was very dark in the forest. We couldn't see the animals.

It was too dark in the forest to see the animals.

- This mountain is very high. We can't climb it.

This mountain is too high to climb.

- They are very tired. They will sleep all night.

They are tired enough to sleep all night.

33. Complete the sentences.

- She will let us **V1**
- I decided **TO V1**
- You saw them **V1**
- We are here **TO V1**
- They'd better **V1**
- The engineers managed **TO V1**
- These poplars are too **ADJECTIVE TO V1**
- The willows are not high enough **TO V1**

34. Put the verbs in brackets into the correct form (gerund or infinitive).

- I can't help **sneezing**. I have a pollen allergy.
- Let us **visit** these unique villages in the mountains.
- She is too tired **to start paddling** in the lake.
- We are not experienced enough **to guide** you on the route up to the mountains.
- You had better **join** a group.
- It's worth **hiring** a boat **to discover** caves and caverns.
- They'd rather **explore** paths among the trees.

FELTÉTELES MÓD



	HASZNÁLATA	KÉPZÉSE	
0	általános megállapítások	IF + alany + egyszerű jelen, <i>If the elderly retire,</i>	alany + egyszerű jelen idő <i>they have more free time</i>
1	jövő időre vonatkozó mondatok	IF + alany + egyszerű jelen, <i>If the weather gets better</i>	alany + wil l+ v1 <i>we will go swimming</i>
2	-na, -ne, -nák, -nék	IF + alany + egyszerű múlt, <i>If I spoke English</i>	alany + would + v1 <i>I would get higher salary</i>
3	volna... volna	IF + alany + had v3, <i>If you had come with us,</i>	alany + would have + v3 <i>you would have seen the deer</i>

35. Find the pairs.



- | | |
|------------------------------------------------------|-------------------------------------------------------------------------|
| 1. She will feed the animals | a, a tree will die. |
| 2. If hunters shot too many boars, | b, if she hadn't picked some roses in the garden. |
| 3. If too many branches are cut down, | c, if she has time. |
| 4. Everything will freeze | d, it would have damaged their houses as well. |
| 5. The lady wouldn't have hurt her finger on a thorn | e, they would become endangered animals. |
| 6. If we don't protect the environment, | f, they would have bought a bigger territory. |
| 7. If people hadn't stopped the forest fire, | g, I wouldn't build a barn. |
| 8. If I didn't want to raise animals, | h, if tourists visiting the national parks followed the rules strictly. |
| 9. Ecological values would be protected more easily | i, a lot of animals will lose their habitat. |
| 10. If our parents had had more money, | j, if the weather gets colder. |

SOLUTIONS: 1 c; 2 e; 3 a; 4 j; 5 b; 6 i; 7 d; 8 g; 9 h; 10 f

36. Complete the sentences with the correct form of the verb.

- If my father **was/were** here, he would know what to do.
- If you **kept** a cat, the mice wouldn't run everywhere.
- There was no electricity. If there **had been** electricity, we **would have repaired** the machine.
- If I **were** an animal, I **wouldn't lose** my way.
- If you had been there, what **would** you **have done**?
- If you pay now, I **will have** enough money to buy the saw log.

37. Finish the sentences. OPTIONAL

If I pass my exams successfully, **SUBJECT WILL V1**

If I were you, **SUBJECT WOULD V1**

If the forests were protected, **SUBJECT WOULD V1**

They would have looked after the animals if **SUBJECT HAD V3**

If we hadn't built a farm, **SUBJECT WOULD HAVE V3**

ÖSSZETETT MONDATOK VONATKOZÓ NÉVMÁSSAL

This is the man	<i>that/who</i> lives next door.	
The breathtaking mountains	<i>that/which</i> can be found here	give a spectacular view.
It's called Loch Lomond,	<i>where</i> you can see Nessie.	
1939 is a significant date,	<i>when</i> world war two began.	
Paul,	<i>whose</i> wife is a vet,	built an animal shelter.

38. Make one sentence from the two.

- He is my uncle. My uncle is 50.
He is my uncle, who is 50.
- It is the restaurant. Our wedding dinner was arranged here.
It is the restaurant where our wedding dinner was arranged.
- Hotel Sunshine is my favourite hotel. We stay here every year.
Hotel Sunshine is my favourite hotel, where we stay every year.
- This is the man. He helped me with my luggage.
This is the man who/that helped me a lot with my luggage.
- It is a great program. We arranged it for our foreign guests.
It is a great program, which we arranged for our foreign guests.
- She is Jane. Jane's father is my boss.
She is Jane, whose father is my boss.
- It was 2000. My son was born in 2000.
It was 2000, when my son was born.
- You are the person. You get the new position.
You are the person that/who gets the new position.

MÓDBELI SEGÉDIGÉK



JELENTÉSEIK			
Must V1	kell	biztos	
Don't have to/ Don't need to V1/Needn't V1	nem kell		
Have to V1	kell		
Can V1	képes	lehetséges	szabad
Could V1	képes volt	-hatna, -hetne	szabad
Be able to V1	képes		
May V1	szabad	lehetséges	
Might V1	szabad	kevésbé valószínű	
Should V1	kellene		
Mustn't V1	tilos		
MÚLT IDŐ			
Must have V3	Biztosan megtörtént valami a múltban.		
Can/ May have V3	Lehet, hogy megtörtént valami a múltban.		
Might have V3	Kevésbé valószínű, hogy megtörtént valami a múltban.		
Can't have V3	Biztosan nem történt meg valami a múltban.		
Could have V3	Megtörténhetett volna valami a múltban.		
Shouldn't have V3	Nem kellett volna megtörténnie a múltban.		

39. Complete the sentences with a correct form of a modal verb. You can use each only once.

- You **needn't** knock at the door I have the key.
- Please give me advice. Tell me what I **should** do.
- They **can't** solve the task without help, it's too hard.
- Children **mustn't** enter the room, it's forbidden for them.
- **May** I use your pen?
- We **must** leave if we want to catch the train.
- What a mess, you **could** clean your room.
- You can't get it for free, you **have to** pay.
- She **isn't able to** sing, she has sore throat.

- My parents **might** visit me but I don't think so, they are angry with me.

40. Translate the sentences.

- Vadászhatnak.
They can/are allowed to/may hunt.
- Vadászhatnának, ha akarnának.
They could hunt if they wanted.
- Nem vadászhatnak.
They mustn't/aren't allowed to hunt.
- Biztos nem vadásztak.
They can't have hunted.
- Nem tudnak vadászni.
They can't/are not able to hunt.
- Lehet, hogy vadásznak.
They may/can hunt.
- Biztos vadásznak.
They must hunt.
- Biztos nem vadásztak.
They can't hunt.
- Vadászhattak volna.
They could have hunted.
- Lehet, hogy vadásztak.
They may / can have hunted.
- Nem valószínű, hogy vadásztak.
They might have hunted.
- Nem vadászhattak.
They weren't allowed to hunt./ They can't have hunted.
- Nem tudtak vadászni.
They weren't able to / couldn't hunt.
- Vadászniuk kellett volna.
They should have hunted.
- Nem kellene vadászniuk.
They shouldn't hunt.

- Nem kellett volna vadászniuk

They shouldn't have / needn't have hunted.

KÉRDÉSALKOTÁS



KÉRDŐ SZÓREND	(Kérdőszó)	Segédige	Alany	Főige	Többi rész
	Where	do	you	work	every day?
ALANYRA KÉRDEZÉS	Who/What	(Segédige)	Ige E/3	Többi rész	
	Who	is	singing	now?	
	What	-	lives	here?	
KÉRDÉS ELŐLJÁRÓSZÓVAL	Kérdőszó	Segédige	Alany	Főige	Előljárószó
	What	are	you	speaking	about?
	Where	is	he	-	from?

41. Ask questions for the words in italics.

- We left our car *in the city*.
Where did you leave your car?
- There are *fifteen* national parks in Britain.
How many national parks are there in Britain?
- My hobby is *hunting*.
Whose hobby is hunting?
- *She* became the manager of the company.
Who became the manager of the company?
- They visited Snowdonia *last year*.
When did they visit Snowdonia?
- They came from *Canada*.
Where did they come from?
- The tourists are sitting on *trunks*.
What are the tourists sitting on?
- We are here *to see the rarest species*.
Why are you here?
- *He* works with us.
Who works with us?

- *They work with us.*

Who works with us?

SZENVEDŐ SZERKEZET



IGEIDŐK	KÉPZÉS	
Egyszerű jelen	Tárgy am/is/are	V3 by..
Egyszerű múlt	Tárgy was/were	V3 by..
Foly. jelen	Tárgy am/is/are being	V3 by..
Bef. jelen	Tárgy have/has	V3 by..
Egyszerű jövő	Tárgy will be	V3 by..

42. Rewrite the sentences into passive.

- He didn't invite me to his party.
I wasn't invited to his party.
- The forest fire damaged everything.
Everything was damaged by the forest fire.
- People don't visit this place in winter.
This place isn't visited in winter.
- They will tell you the truth.
The truth will be told (by them).
- Somebody has eaten up the cakes.
The cakes have been eaten up.

43. Translate the sentences using passive voice.

- Kiterjedt erdők találhatóak Kanadában.
Extensive forests can be found in Canada.
- Sok ember látogatta a fővárost.
The capital (city) was/has been visited by many people.
- Itt őzre, rókára és vaddisznóra vadásznak.
Deer, foxes and wildboars are hunted here.
- Eddig nem épült egyetem a városban.
No university has been built in the city so far.

- A jövőben egyre több megújuló energiaforrást használnak majd.
More and more renewable energy sources will be used in the future.

FÜGGŐ BESZÉD

ÁLLÍTÓ MONDATOK - A FŐMONDAT JELEN IDŐBEN ÁLL



Főmondat	Kötőszó	Alárendelt tagmondat
Dad always says:		'I like working in the forest.'
Dad always says	(that)	he likes working in the forest.
They tell us:		'We don't have any money.'
They tell us	(that)	they don't have any money.

Egyéb változások:

this	→	that
these	→	those
here	→	there
last	→	the previous
next	→	the next/the following
tonight	→	that night
today	→	that day
tomorrow	→	the next/the following day
yesterday	→	the previous day
ago	→	before

44. Rewrite the sentences into reported speech. Start the sentences with 'He says'.

- I like breath-taking views of limestone valleys.
He says he likes breath-taking views of limestone valleys.
- We live in a forest that is rich in wildlife habitats.
He says they live in a forest that is rich in wildlife habitats.
- Climate change is a threat to our extraordinary landscape.
He says climate change is a threat to their extraordinary landscape.

- This area is rich in wildlife as you can see a lot of bird species here.
He says that area is rich in wildlife as we/I can see a lot of bird species there.
- By acting together, we can make a positive change to the planet.
He says by acting together, we/they can make a positive change to the planet.

ÁLLÍTÓ MONDATOK - A FŐMONDAT MÚLT IDŐBEN ÁLL



Főmondat	Kötőszó	Alárendelt tagmondat
Dad said:		'I like working in the forest.'
Dad said	(that)	he liked working in the forest.
They told us :		'We don't have any money.'
They told us	(that)	they didn't have any money.

VÁLTOZÁSOK, HA A FŐMONDAT MÚLT IDŐBEN ÁLL:

am/is → was	do/does → did	will → would
are → were	have/has → had	must → had to
verb 1 → verb 2	verb2 → had verb 3	did → had
may → might	must → had to	can → could

45. Rewrite the sentences into reported speech. Start the sentences with 'He said'.

Our wildlife is in danger under threat from wildfires.

He said their wildlife was in danger under threat from wildfires.

We need some soil information.

He said they needed some soil information.

I am doing a lot for our national parks.

He said he was doing a lot for their national parks.

The greenhouse gas emission must be balanced here.

He said the greenhouse gas emission had to be balanced there.

We try to keep these species in safety.

He said they tried to keep those species in safety.

FÜGGŐ KÉRDÉS



KÉRDÉS			
<i>Do you know the parts of a deer?</i>			
ELDÖNTENDŐ KÉRDÉSEK - a főmondat jelen időben áll.			
Főmondat	Kötőszó	Alárendelt tagmondat	Írásjel
		ALANY ALLÍTMÁNY	
He asks	if/ whether	I know the parts of a deer	.
ELDÖNTENDŐ KÉRDÉSEK - a főmondat múlt időben áll.			
Főmondat	Kötőszó	Alárendelt tagmondat	Írásjel
		ALANY ALLÍTMÁNY	
He asked	if/ whether	I knew the parts of a deer	.
KÉRDÉSEK KÉRDŐSZÓVAL			
<i>Where do you work?</i>			
FÜGGŐ KÉRDÉS KÉRDŐSZÓVAL - a főmondat jelen időben áll.			
Főmondat	Kérdőszó	Alárendelt tagmondat	Írásjel
		ALANY ALLÍTMÁNY	
He wants to know	where	I work	.
FÜGGŐ KÉRDÉS KÉRDŐSZÓVAL - a főmondat múlt időben áll.			
Főmondat	Kérdőszó	Alárendelt tagmondat	Írásjel
		ALANY ALLÍTMÁNY	
He wanted to know	where	I worked	.

46. Form reported questions. Start the sentences with 'He asks'.

- Are trees an important part of carbon capture?

He asks if trees are an important part of carbon capture.

- Can these plants be found in your country?
He asks if those plants can be found in our country.
- Is the climate moderate here?
He asks if the climate is moderate there.
- Do you accept the logo now?
He asks if i/we accept the logo then.
- May I help with your work?
He asks if he may help with my work.

47. Form reported questions. Start the sentences with 'He asked'.

- Do you want to speak to me?
He asked if I wanted to speak to him.
- Can you visit her?
He asked if I could visit her.
- Must you finish writing your essay?
He asked if I had to finish writing my essay.
- May I apply for this job?
He asked if he might apply for that job.
- Will you explain me this task?
He asked if I would explain him that task.

48. Form reported questions. Start the sentences with 'He asks'.

- Where did you come from?
He asks where I came from.
- Why are they here?
He asks why they are there.
- When will we start the conservation work?
He asks when they will start the conservation work.
- How should I start this task?
He asks how he should start that task.
- What have you done today?
He asks what I have done that day.

49. Form reported questions. Start the sentences with 'He asked'.

- How did you get here?
He asked how I had got there.
- Why are you always laughing at me?
He asked why I was always laughing at him.
- Who do you want to meet today?
He asked who I wanted to meet that day.
- What are you repairing?
He asked what I was repairing.
- Where can I park my car?
He asked where he could park his car.

50. Form reported sentences. Start the sentences with 'He said / He asked'.

- It's cold in here today.
He said it was cold in there that day.
- Why did you start so early?
He asked why I had started so early.
- May I take this piece of cake?
He asked if he might take that piece of cake.
- Where will you place these tools?
He asked where I would place those tools.
- I have had some information about this place before.
He said he had had some information about that place before.
- We weren't in the fields yesterday.
He said they hadn't been in the fields the previous day.
- Have they always lived in this place?
He asked if they had always lived in that place.
- You must go home now.
He said I had to go home then.
- Where will we have dinner tonight?
He asked where they would have dinner that night.
- They have to discover the countryside.
He said they had to discover the countryside.

- Will you join us tomorrow?
He asked if I/we would join them the next day.
- What is the village like?
He asked what the village was like.
- You are late again.
He said I was/we were late again.
- I live in a forest with my family.
He said he lived in a forest with his family.
- When are you going to start working here?
He asked when I was/we were going to start working there.

FÜGGŐ FELSZÓLÍTÁS



KÉRÉS, FELSZÓLÍTÁS		
<i>Help me cut down the tree. - my colleague asked me.</i>		
FÜGGŐ FELSZÓLÍTÁS		
Főmondat	TO	Felszólítás
My colleague asked me	to	help him cut down the tree.
NOT TO DO SG - TILTÁS		
<i>Don't break your tools. - my colleague told me.</i>		
Főmondat	NOT TO	Felszólítás
My colleague told me	not to	break my tools

51. Change the commands into reported commands. Start the sentences with 'He told...'

- Don't miss this spectacular view.
He told me not to miss that spectacular view.
- Cook a traditional dish.
He told me to cook a traditional dish.
- Go wherever you want.
He told me to go wherever I wanted.
- Don't argue with your boss, Pete.
He told Pete not to argue with his boss.

- Think before you speak.
He told me to think before I spoke.
- Don't be afraid of rabbits.
He told me not to be afraid of rabbits.
- Please help me with this process.
He told me to help him with that process.
- Discover the wooded valleys.
He told me to discover the wooded valleys.
- Follow the mountain biking route.
He told me to follow the mountain biking route.
- Get inspired by the picturesque forest.
He told me to get inspired by the picturesque forest.

Vocabulary

admit

elismer

balanced

kiegyensúlyozott

beech

bükkfa

blueprint

tervrajz

boar

vaddisznó

branch

ág

breathtaking

lélegzetelállító

bud

bimbó

bush

bokor

canopy

lombkorona

carbon capture

széndioxid megkötés

carvern

barlang

conservation

megőrzés

deer

őz, szarvas

dense

sűrű

destructive

pusztító

dove

galmab

effective

hatékony

emission

kibocsátás

fertile

termékeny

footbridge

gyaloghíd

footpath

ösvény, gyalogút

forestry

erdészet

frankly

őszintén

habitat

élőhely

juniper

boróka

leaf

falevél

limestone

mészkö

lowlands

alföld

native

őshonos

oak

tölgyfa

path

ösvény

picturesque

festői

pine

fenyő

poplar

nyárfa

productive

termékeny, eredményes

resident

lakos

root

gyökér

saw log

fűrészáru

seedling

palánta

shade-tolerant

árnyéktűrő

shrub

cserje

silviculture

erdészeti

sloe

kőkény

slope

lejtő

species

faj, fajta

spectacular

látványos

sustainably

fenntarthatóan

tawny owl

macskabagoly

thorn

tövis, túske

tool

szerszám

tree stand

fafajta

trunk

tuskó

valley

völgy

value

érték

waste

veszteget

willow

fűzfa

workshop

műhely

2. Introduce yourself

1. Read the text.

Hello everybody!

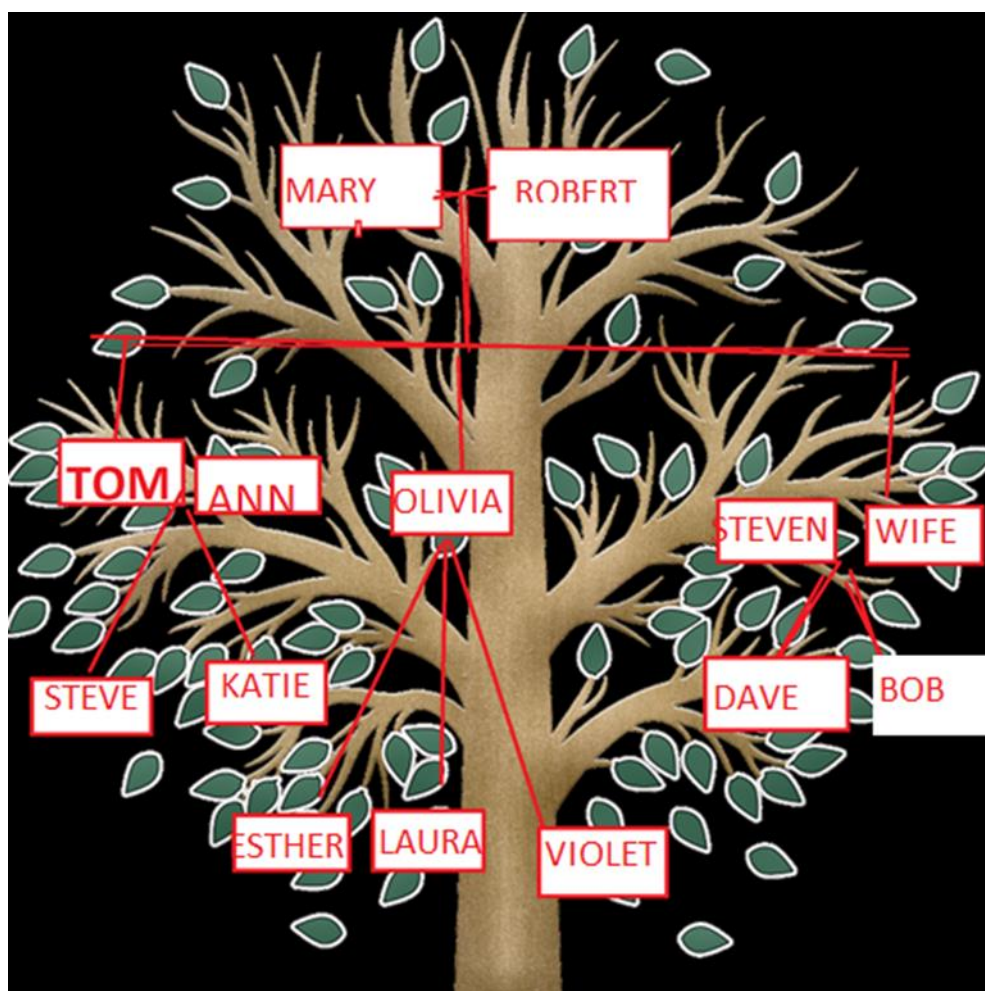
My name is Tom Brown I am fifty years old. I am a self-employed forester. I run a family business in the south of Hungary. I was born in Budapest, on 12th March 1970. I am married and I have an average family. My wife is Ann, we have been married for 25 years. Ann is the ideal woman for me. She is not only the best wife and mother in the world but being an accountant, she helps me a lot.

We have two children, a son Steve and a daughter Katie. Both of them are still attending school. My son is the younger one. He wants to attend Sopron University to study forest engineering. His goal is to work with me after finishing his studies. He is a typical Hungarian guy with short brown hair and brown eyes. He looks like his mum. He is not too tall but he is well-built. My daughter takes after my mother, her granny. She is slim having long fair hair and blue eyes. She is a secondary school pupil. She is interested in Maths, she would like to become an economist.

I am very lucky because my parents also live with us. It means three generations live together. My children's grandma Mary is 70 and Robert, 75, is their granddad. They have been retired for several years. Fortunately, they are really energetic and help us inside and around the house.

My family is quite large as I have a brother and a sister, who also work with us. Steven is fifty-three. He is also married and has two sons, Dave and Bob. He works as an environmental engineer. My sister Olivia is a vet. She got divorced a couple of years ago so she brings up her children alone. Olivia has three daughters, Esther, Laura and Violet.

2. Complete Tom's family tree according to the text.



3. Fill in the form with Tom's and your personal details.

	Tom	You
First name	Tom	
Surname	Brown	
Citizenship	Hungarian	
Place of living	South of Hungary	
Place of birth	Budapest	
Date of birth	12th March 1970	
Age	50/fifty	
Siblings	2/two	
Marital status	married	
Number of children	2/two	
Job/Occupation	forester	

4. Work in pairs. Make a dialogue based on the information given in exercise 3.

A: What's your....?

B: My is.....

A: Where....? / When...?



5. Enlarge your vocabulary. Collect words. Use the following website:

<https://agendaweb.org/vocabulary/describing-people-personality.html>

HEIGHT:

short, tall, medium-height, lanky

HAIR:

short, long, shoulder-length, blonde, grey, brown, black, red, thick, straight, wavy, curly, bald, light, dark, pony-tail, streak

EYES:

small, big, hazel, eyebrow, eyelashes, blue, brown, black, green, close-together, deep-set

FACE:

long, square, round, oval, forehead, cheekbones, cheek, wrinkled, freckled, beauty spot

NOSE:

straight, narrow, pointed, hooked, snub-nosed, turned-up, big, long

BUILD:

muscular, skinny, thin, slim, slender, chubby, plump, fat, broad-shouldered, well-built

APPEARANCE:

handsome, good-looking, ugly, attractive, unattractive, pretty, beautiful, plain

6. Word snake. Find the inner characteristics. Group them.

helpfulloyallazyfriendlyaggressiveunderstandingnicesuspiciouskindoptimisticpessimisticpatie
ntpoliteimpoliteflammableboringempatheticcreativeuntidyobedienttolerantdominantbossyselfi
shfrankpunctualpersistentinsecureimmaturemean

helpful loyal lazy friendly aggressive understanding nice suspicious kind optimistic

pessimistic patient polite impolite flammable boring empathetic creative untidy obedient

tolerant dominant bossy selfish frank punctual persistent insecure immature mean



Positive: *helpful, loyal, friendly, understanding, nice, kind, optimistic, patient, polite, empathetic, creative, obedient, tolerant, frank, punctual, persistent*



Negative: *lazy, aggressive, suspicious, pessimistic, impolite, flammable, boring, untidy, dominant, bossy, selfish, insecure, immature, mean*

7. Work in pairs. Describe your best friend. **OPTIONAL**

He/She is.....

His/Her... is....

He /She has.....



8. Describe your family. You can use the words given below. **OPTIONAL**



9. Describe two family members, a man and a woman. OPTIONAL

She/He is...

She/He is.....tall.

She/He has....eyes.

She/He hashair.

Her/his face is.....

She/He is a(n).....

She/He isold.

She/He lives.....



10. Work in pairs. Describe yourselves. OPTIONAL

What do you look like? – Use the adjectives from exercise 5. **Külső tulajdonságok.**

What are you like? – Use the adjectives from exercise 6. **Belső tulajdonságok.**



11. Match the nouns with their definitions.

- | | | |
|-------------------|---|----------------------------------|
| 1. uncle | → | a; My children's daughter |
| 2. niece | → | b; My spouse's brother |
| 3. son | → | c; My siblings' son |
| 4. granddaughter | → | d; Mother's child, who is a boy. |
| 5. nephew | → | e; A woman's spouse |
| 6. mother-in law | → | f; My parents' brother |
| 7. husband | → | g, My sibling's daughter |
| 8. brother-in law | → | h; My spouse's mother |

12. Do the crossword.

What is the solution? **CHARACTERISTIC FEATURES**

				1	C	r	e	a	t	i	v	e			
				2	H	e	l	p	f	u	l				
			3	l	A	z	y								
4	t	o	l	e	R	a	n	t							
5	f	l	a	m	A	b	l	e							
6	s	u	s	p	i	C	i	o	u	s					
			7	o	p	T	i	m	i	s	t	i	c		
8	p	a	t	i	E	n	t								
			9	f	R	a	n	k							
		10	b	o	r	I	n	g							
			11	b	o	S	s	y							
12	e	m	p	a	T	h	e	t	i	c					
			13	n	I	c	e								
14	i	n	s	e	C	u	r	e							
					15	F	r	i	e	n	d	l	y		
			16	o	b	E	d	i	e	n	t				
		17	l	o	y	A	l								
18	i	m	m	a	T	u	r	e							
					19	U	n	t	i	d	y				
					20	p	e	R	s	i	s	t	e	n	t
21	p	o	l	i	t	E									
					22	S	e	l	f	i	s	h			

1. He always finds out new things.
2. He helps everybody.
3. He doesn't like working.
4. He accepts other people.
5. He gets angry suddenly.
6. He doesn't trust other people.
7. He always believes in things getting better.
8. He is always calm.

9. Honest
10. Not exciting
11. He likes giving orders to other people.
12. He understands and shares the feelings of other people.
13. Kind
14. He is uncertain, not secure.
15. He gets on well with everybody.
16. He always tries to fulfil others' orders.
17. He supports somebody constantly in any case.
18. He is not developed enough.
19. Messy
20. He never gives up.
21. He is always respectful to people.
22. He wants everything for himself, his own interests are the most important for him.

13. Role play. Play the dialogue with your partner.

- What's your first name?

My first name is

- What's your surname?

My surname is.....

- When and where were you born?

I was born in (település), on (dátum).

- How old are you?

I am ... years old.

- Where are you from?

I am from.....

- What's your address?

My address is.....

- What's your job?

I am a(n).....

- What's your marital status?

I am single/spinster/bachelor. I have a boyfriend/a girlfriend.



Vocabulary

accept

elfogad

accountant

könyvelő

aunt

nagynéni

average

átlagos

constantly

állandóan

economist

közgazdász

environmental engineer

környezetvédelmi mérnök

flammable

lobbanékony

forest engineering

erdézmérnökség

frank

őszinte

fulfil

teljesít

get on well

jól kijön valakivel

honest

őszinte

immature

éretlen

insecure

bizonytalan

mean

zsugori

nephew

unokaöccs

niece

unokahúg

obedient

engedelmes, szófogadó

persistent

kitartó

punctual

pontos

respectful

tiszteletteljes

self-employed

magánvállalkozó

sibling

testvér

suspicious

gyanakvó

take after

hasonlít

uncertain

bizonytalan

vet

állatorvos

3. Work and life

1. Read the professions.

the architect, the engineer, the hairdresser, the plumber, the electrician, the truck driver, the mechanic, the butcher, the farmer, the agricultural machine technician, the sales assistant, the doctor, the nurse, the accountant

What professions do you know? Ask your partner.



2. Decide who works where.

Who?

teacher, secretary, farmer, mechanic, doctor, bricklayer, gardener, garbage collector, baker, bus driver, plumber, hairdresser, vet, saleswoman, optician, chef, entrepreneur, postman, gas station attendant

Where?

in a clinic, in the bakery, in a bus, in the eyewear shop, in the garden, in the workshop, in a veterinary clinic, in school, on the construction site, in the hair salon, in the shop, at the gas station, in the post office, in the office, on the farm, in a restaurant, at home, on a garbage truck

Who?	Where?
teacher	in school
secretary	in the office
farmer	on the farm
mechanic	in the workshop
doctor	in a clinic
bricklayer	on the construction site
gardener	in the garden
garbage collector	on a garbage truck
baker	in the bakery
bus driver	in a bus
plumber	on the construction site
hairdresser	in the hair salon
vet	in a veterinary clinic
saleswoman	in the shop
optician	in the eyewear shop
chef	in a restaurant
entrepreneur	at home
postman	in the post office
gas station attendant	at the gas station

3. Vocabulary

to clock on/in	bejelentkezni (munkába érkezéskor)	He can't be late because he has to clock on/in when he arrives at work.
to clock off/out	kijelentkezni (munkából távozáskor)	Her boss was quite angry at her because she regularly clocks off /out 10 minutes earlier.
shift (take/do/work in shifts)	műszak	She always sleeps during the day because she takes/does night shifts at a local bar.
working hours	munkaidő	We are very strict about the working hours here.
overtime	túlóra	I've done a lot of overtime in the past months so that we can afford a nice holiday in the summer.
sick leave	betegszabadság	I don't really like being on sick leave because I get less money during that time.
day off	szabadnap	Tomorrow is my day off and I'll spend the whole day in bed reading.
to get the sack	kirúgva lenni	He got the sack because he was rude with the customers.
lunch break	ebédszünet	Your lunch break is between 1pm and 1.30 pm.
flexitime	rugalmas munkaidő	I can only take flexitime jobs because I can't follow strict time schedules.
part-time job	részmunkaidő	Part-time jobs are ideal for moms.
to take early retirement	idő előtt nyugdíjba menni	My mom wants to take an early retirement so that she could spend more time with her grandkids.
maternity leave	szülési szabadság	In some European countries maternity leave is very short.
holiday allowance	szabadság	How many days of holiday allowance do you have a year?
to take time off	szabadságot kivenni	I would like to take some time off in the summer and go on a longer holiday.



4. Find the definitions of the following expressions.

to take time off, holiday allowance, maternity leave, to take early retirement, part-time job, flexitime, lunch break, to get the sack, day off, sick leave, overtime, working hours, shift, to clock on/in, to clock off/out

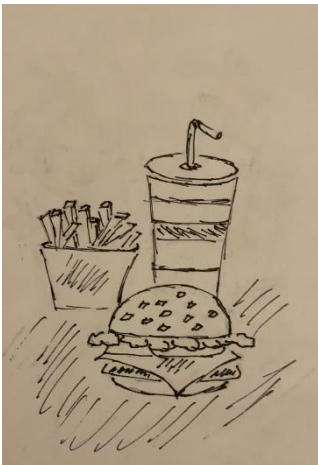


1. the time you have to spend at your workplace
2. to finish working for good before due time
3. to be fired
4. being at home because you're ill
5. not having a fixed time to spend at your workplace
6. to be at home with your baby
7. to have a little time to eat during the day
8. a period of time when you work (at night or during the day)
9. to record the time when you arrive at work
10. to do more work than you should
11. paid leave
12. to record the time when you leave work
13. when you work some of the days of the week or work fewer hours during the day
14. a day when you don't work
15. when you don't go to work for a week or two

Key:

- | | | |
|-----------------------------|--------------------|-----------------------|
| 1. working hours | 5. flexitime | 11. holiday allowance |
| 2. to take early retirement | 6. maternity leave | 12. to clock off |
| 3. to get the sack | 7. lunch break | 13. part-time job |
| 4. sick leave | 8. shift | 14. day off |
| | 9. to clock on | 15. to take time of |
| | 10. overtime | |

5. Reading and Vocabulary



1. I work in a fast food restaurant. I don't have a degree or a certificate. I took a course at the fast food restaurant.
2. I'm a surgeon. After leaving secondary school (Br)/high school (US) I went to university. I graduated in surgery from Cambridge University.
3. I'm a forester and a hunter. After my GCSE (Br)/school leaving exams (US) I took part in a forestry technician course and got a certificate at the end.

Other important words and expressions:

to work at/in

dolgozni valahol

to work full time

teljes munkaidőben dolgozni

to work part-time

részmunkaidőben dolgozni

to work 9 to 5

kilencről ötig dolgozni (hivatali idő)

to work hard

keményen dolgozni

to work for ...

valakinek dolgozni

to work in shifts

műszakokban dolgozni

to take/have a day off

kivenni egy szabad napot

to work/do overtime

túlórázni

task

feladat

duty

kötelesség, feladat

responsibility

felelősség

to be responsible for

felelősnek lenni valamiért

to be in charge of

valamivel megbízva lenni

employer

munkaadó

employee

munkavállaló

to employ

munkáltatni

salary

fizetés (havi)

wage

bér, fizetés (heti/kétheti)

to earn money

pénzt keresni

6. Reading

Read the following text. It may be helpful if you need to talk about your working hours and schedules in English.

Aim:

- to present the vocabulary in the context of work schedule
- reading for specific information

Work Schedule in the office

When you start a new job it is very important to find out about the **daily work schedule** and the daily or weekly meetings you are **supposed to** attend. Daily and weekly **duties** and **responsibilities** also have to be included in your work schedule, as well as scheduled **overtime** if you are **expected to** do some. Most office workers in Hungary work 8 hours a day, starting between 8 and 9 a.m. and finishing between 4.30 to 6 p.m. **depending on** the **length** of their lunch break and starting time. **Part-time**

work and **flexi-time** are not the **norm**, while some jobs, like customer services, may involve working a **rotating** morning and afternoon **shift**.

If you want to work **efficiently**, you need to organize your day. The best starting point for creating your own schedule is your **job description**, and your manager or **supervisor** should be able to help you by **drawing up** a detailed list of tasks and responsibilities. Some companies have realised that long working hours do not mean that more work is done in the office, as people get more and more tired as the day goes by. Research shows that efficiency can be **increased** by taking short breaks besides the lunch break, so those should also be built into your schedule. Making a daily **to-do list** can save you a lot of time, especially in the first weeks until you **settle into a routine**.

If you feel you **waste** too much **time** during the day in your present job and need to finish your tasks after normal working hours or you often find **staying on schedule** challenging, as a first step you should **monitor** your **work habits** for a couple of weeks to **determine** how efficiently you manage your time. Then you can **put** this information **to good use** by drawing up a weekly schedule, including

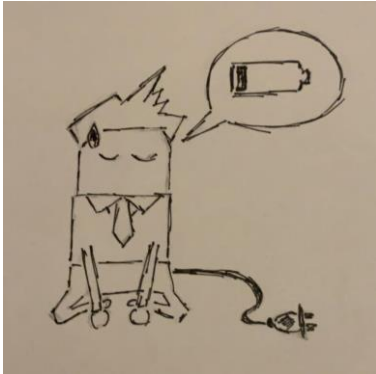
- **daily tasks:** checking mail and answering, scheduling meetings, **filing documents**, collecting packages and mail that need to be sent

- **weekly tasks:** writing a **weekly report**, meeting your supervisor, **department meeting**, all-staff meeting, scheduled overtime, filling in **time report sheets**

- **job-specific tasks:** working late shifts, **on-call duty**, checking **office supplies**, **billing** clients, checking office equipment (computers, photocopiers, printers), **data entry**, giving **presentations**, visiting clients, **doing paperwork**

Then you can start working out which of these **time management** tips are helpful in your **line of work** and try them out even if they don't seem very useful **at first glance**. **You never know** what might work until you've given it a week or so.

7. Look at the pictures. Have you ever heard about to do lists? How can people manage their time efficiently?



Aim: To give Ss practice in Time management tips. Emphasize the new, important phrases.

- make a daily to-do list
- **set a timer** if you tend to waste time daydreaming
- set **deadlines**
- **prioritise** your tasks in four categories: **urgent** and important, not urgent but important, urgent but not important, **neither** urgent **nor** important
- **avoid** spending too much time chatting to colleagues
- check your e-mails twice a day **at set times**
- do more difficult tasks in the morning, as most people can concentrate better at this time of day
- **review** your **notes**, **assignments** and **calendar** weekly, not to miss something important
- **identify resources** to help you: colleagues with **special expertise**, **experienced** supervisors, company **databases**, etc.

4. Daily routine

1. Remember!

What day is it today?

What time is it?

What's the date today?

What's the time?

Seasons:

spring-in the spring

the summer-in the summer

autumn-in the autumn

winter-in the winter

Weekdays:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

the weekend – on/ the weekend

from Monday to Sunday

Times:

the morning - in the morning (a.m.)

noon - at noon

the afternoon - in the afternoon (p.m.)

the evening - in the evening

the night - at night

today-this morning

yesterday

the day before yesterday

What's the time? / What time is it? :

19:15: nineteen-fifteen / quarter past seven

19:25: nineteen-twenty-five

19:30: nineteen-thirty / half past seven

19:45: nineteen- forty-five / quarter to eight

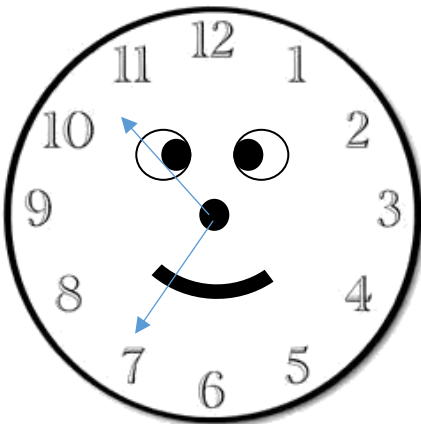
20:00: eight o'clock p.m. (evening)

2. What's the time?

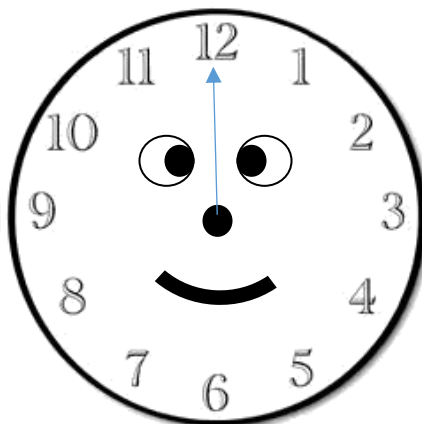
11.20, 9.30, 14.45, 8.05, 7.40, 5.30, 10.15, 20.30

It's.....

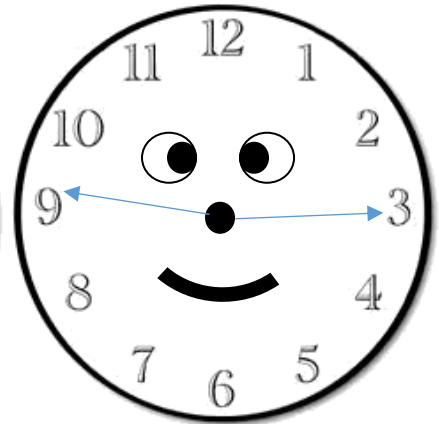
3. Draw the hands.



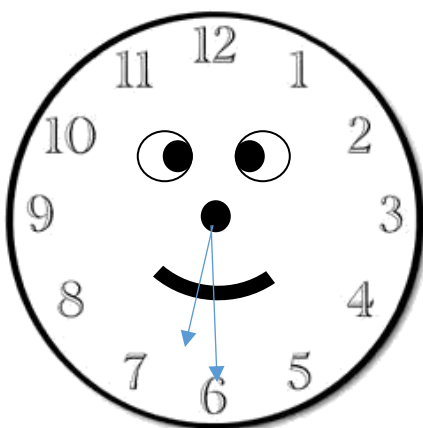
It's twenty-five to eleven.



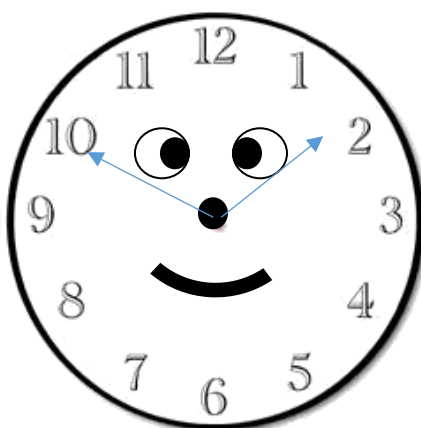
It's midnight.



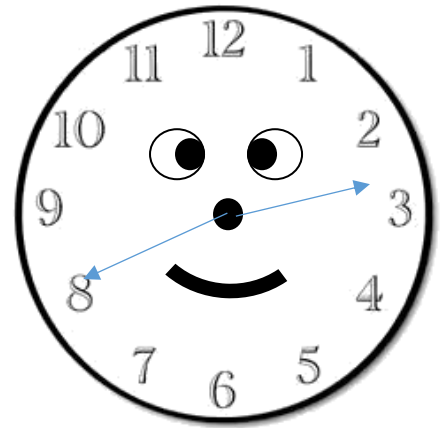
It's quarter past nine.



It's half past six.



It's ten to two.



It's twenty to three.

4. Write the months next to the seasons.

SPRING	SUMMER	AUTUMN	WINTER
MARCH	JUNE	SEPTEMBER	DECEMBER
APRIL	JULY	OCTOBER	JANUARY
MAY	AUGUST	NOVEMBER	FEBRUARY

5. Read the sentences and write true or false.

1. In winter children make snowmen. **T**
2. In spring children wear gloves. **F**
3. In autumn children pick up fruit. **T**
4. In summer children play in the water. **T**
5. In summer the weather is cold. **F**
6. In spring the trees are full of leaves and flowers. **T**
7. In winter there is ice everywhere. **T**
8. In autumn children fly their kites. **T**

6. Daily routine. Talk about the picture. Use the phrases below.



- Do the laundry
- Make the bed
- Go to bed
- Wake up
- Brush the teeth
- Drive to work
- Get home
- Take a bath
- Brush your hair

- Surf the net
- Play with friends
- Go to school
- Go shopping
- Exercise
- Wash the car
- Get dressed
- Go out with a friend
- Play the guitar
- Water the plant
- Go for a walk
- Work
- Have breakfast
- Have lunch
- Have dinner
- Make dinner
- Fold the laundry
- Surf the net
- Feed the dog
- Take a taxi
- Wait for the bus
- Have a break (U.K) – Take a break (U.S)
- Walk the dog
- Take out the rubbish (U.S)
- Sweep the floor
- Read the news
- Clean the window
- Cut the grass
- Do the dishes

7. Fill in the blanks with the Simple Present of the verbs in brackets:

Peter (1) _____ (start) his day at 7.00. He (2) _____ (have) breakfast in the kitchen with all the family. Each member (3) _____ (fix) his own breakfast. Peter (4) _____ (like) orange juice, toast and milk. He always (5) _____ (have) an apple: his mother (6) _____ (believe) “an apple a day (7) _____ (keep) the doctor away”. After breakfast Peter (8) _____ (make) his bed and (9) _____ (tidy) up his bedroom. He (10) _____ (get) ready for lessons. He mustn't be late, his mother (11) _____ (be) very strict.

At 8.00 the Hanson kids (12) _____ (start) their lessons. At midday they (13) _____ (have) lunch. Then it's sport time: they (14) _____ (love) playing basketball, in-line skating and skate-boarding. After a refreshing shower the Hanson brothers (15) _____ (rehearse) till dinner, because their fans (16) _____ (be) very demanding: they (17) _____ (want) every detail to be OK.

Peter and his brothers (18) _____ (not/have) dinner with their parents as their father is always late. Their mother (19) _____ (not/like) it very much. So, at weekends they (20) _____ (be) always together.

Key:

- | | | |
|------------|--------------|---------------|
| 1 – starts | 6 – believes | 11 – is |
| 2 – has | 7 – keeps | 12 – start |
| 3 – fixes | 8 – makes | 13 – have |
| 4 – likes | 9 – tidies | 14 – love |
| 5 – has | 10 – gets | 15 – rehearse |

16 – are

18 – don't have

20 – are

17 – want

19 – doesn't like

8. Read the text about a workday in Peter's family.

Peter is a forester. A forester is a professional who manages forests sustainably to help providing all the benefits society demands and at the same time maintain and conserve it for the next generation's needs. He manages public and private forested lands for economic, recreational, and conservation purposes. He has to get up very early every day because he has a lot to do. His alarm clock rings at 5 o'clock in the morning, but he is not tired at all, he always gets up in a good mood. Peter is an effective and productive person who gets started on his daily routine the night before. He plots out his day in blocks of time planning his activity for the next day. It is very useful. Once he has woken up, it is very important to eat well. He needs something that will give him a good boost of energy, all the while keeping him full. He makes a strong coffee and sits in the kitchen for a while to prepare for the day. He washes his face, brushes his teeth and gets dressed. His wife is already awake and she prepares breakfast for the family. After breakfast, everyone gets to work. Peter has his own office at home, but in general he spends most of the time in remote outdoor places.

First, he goes to his part of the forest and supervises forestry projects. He is responsible for determining the type, number and placement of trees to be planted, managing tree nurseries, thinning forest and monitoring growth of new seedlings. Of course, it depends on the current season of the year.

Then, Peter checks timber harvesters who work for the timber companies. Of course, Peter has already marked the trees for harvest and determined the methods of cutting and removing timber with minimum waste and environmental damage.

After that he goes to the tree nursery. Nurseries supply plants for the afforestation and reforestation activities. Peter has to count seedlings according to its species.

At 2 p.m., the family eats lunch. The children are back from school. After lunch, the children go to their rooms and do their homework.

In the afternoon Peter visits those parts of the forest, where visitors can freely enjoy nature. Educational trails demonstrate regional animals and plants. Moreover, forest school is a very popular way to teach kids, while giving them an opportunity to get

close to nature. Peter likes talking about nature and finding out outdoor activities for children and parents.

In the evening, the family sits in the kitchen again, they eat dinner. It has been a long day....

9. You can see Peter's list of tree species in the tree nursery. Find the plants and write the names.

Latin	English
Abies alba	Silver fir <i>jegenyefenyő</i>
Acer campestre	Hedge or field maple <i>mezei juhar</i>
Acer platanoides	Norway maple <i>korai juhar</i>
Acer pseudoplatanus	Sycamore maple <i>hegyi juhar</i>
Alnus glutinosa	Common alder <i>mézgás éger</i>
Alnus incana	Grey alder <i>hamvas éger</i>
Betula (pendula, pubescens)	Birch <i>bibircses nyír</i>
Corylus avellana	Hazel nut <i>mogyoró</i>
Fagus silvatica	Beech (common -) <i>bükk</i>
Fraxinus excelsior	Ash (common-) <i>magas kőris</i>
Larix sp.	Larch <i>vörösfenyő</i>
Picea abies	Spruce <i>lucfenyő</i>
Pinus silvestris	Scots pine <i>erdei fenyő</i>
Populus tremula	Aspen <i>rezgő nyár</i>
Prunus avium	Wild cherry, bird cherry <i>meggyek</i>
Pseudotsuga menziesii	Douglas fir <i>duglászfenyő</i>
Quercus petraea	Sessile oak <i>kocsánytalan tölgy</i>
Quercus robur	Pedunculate oak <i>kocsányos tölgy</i>

Salix sp.

Willow *fűz*

Taxus baccata

Yew *tiszafa*

Tilia (cordata, platyphyllos)

Lime / linden (Common-,Silver-) *hárs*

Ulmus (glabra, carpinifolia)

Elm *szil*

Key:

1. *lime*

6. *beech*

2. *English oak*

7. *spruce*

3. *Maple*

8. *aspen*

4. *Birch*

9. *willow*

5. *Larch*



1.



2.



3.



4.



5.



6.



7.



8.



9.

5. Our home, house and garden

1. Read the text.

Dear readers, now I would like to introduce you our home.

My family has been involved in forestry for a long time. We work on 200 hectares of forest land. The soil quality is very high. You can live well with hard work from forestry. We own all the forestry machinery, and with them we farm the field, we plant the seedlings, we cut the trees. We grow different tree species: oaks, beech, hornbeam and black locust. My wife likes flowers very much, so we have a beautiful garden with flowers, with all kinds of fruit and of course we also need a vegetable garden, which is right behind the house, where we produce the vegetables for ourselves using organic methods. Our neighbourhood is very quiet, there is no noise and little traffic. People work in forestry, agriculture, at companies or in nearby towns. There is a lack of sights, we only have a baroque church, which is worth seeing, otherwise there is not much to see. Nevertheless, I really like our community, I would never move away from here. We have everything we need: kindergartens, primary schools and a specialised middle school for our children, shops, train station and bus stop. The inhabitants are friendly and helpful, everyone knows everyone, and takes care of the other.

2. Introduce your home town or village. Use the following key words.

- o Population
- o Location
- o Surroundings
- o Attractions



- o Job opportunities
- o Sports facilities
- o Shopping
- o Schools



3. Read the text about the house of the forester.

Our house is quite old, it once belonged to my great-grandparents. The size of the house is about 200 square meters. On the ground floor there is a large living room, a kitchen, a pantry, a trophy room and a bathroom. Upstairs you will find the bedrooms and another bathroom. Upstairs there is a balcony, but the attic is not converted into a living space. Under the house there is a large cellar where we can store fruits and vegetables nicely. On the courtyard we have built two garages for our vehicles. The house is very cozily furnished, we like traditional furniture. The children were allowed to choose the furnishing of their rooms themselves. My wife likes modern household appliances, our kitchen is very well equipped with them. In our garden you can find a large variety of tree species: willows, oaks, linden, sycamore, birch and maple...

My favourite place in the house is the trophy room. It's important to avoid creating a museum atmosphere. A trophy room isn't just about viewing a collection, but a place to remember, to read, to entertain family, friends. It really is a place to remember the past. Sitting areas, desks, meeting tables, fireplace, billiards or poker tables, a library, and perhaps even the bar, all add to the usability and enjoyment of the room. On the wall you can find the trophies of different game species from Hungary: red deer, roe deer, fallow deer, wild boar, mouflon and small game species. The safe for the guns is here as well.

4. Can you name the parts of your home? Look at the following questions and check how much you can talk about your home.

- Where do you live?
- Do you live in a house or a flat (also: apartment)?
- Can you name the parts of your house?
- How many rooms are there in your house?
- What is there in your living room? Name as many things as you can. What do you do there? (**Living room:** sofa, TV, armchair, coffee table, rug, table, chairs, computer, lamp, bookcase, cupboard, shelves, picture)
- Do you prefer living in the city or the country? Explain why.
- Can you name the things in your house and garden? (**Garden:** flowers, grass, trees, shrubs, swimming pool, garden furniture, swing, sandbox, flower beds)
- What furniture do you have in your home?

5. Where are the following items?

Bed, set of drawers, wardrobe, gas stove, bath tub, table lamp, kitchen table, desk, fireplace, bookcase, tap, sink, cabinet, carpet, chairs, armchair, couch, entrance door, dishwasher, dining table, double bed, towel, coffee table, oven, mirror

Kitchen: gas stove, kitchen table, cabinet, dishwasher, oven

Dining room: dining table, chairs

Bathroom: bath tub, tap, sink

Pantry: desk

Bedroom: bed, wardrobe, table lamp, desk, carpet, double bed, towel

Livingroom: set of drawers, table lamp, fireplace, bookcase, armchair, couch, coffee table

Hall: entrance door, mirror

6. Explain and discuss.

- **Home sweet home.** (*Used as an expression of one's pleasure or relief at being in or returning to one's own home.*)
- **Home is where the heart is.** (*Your home will always be the place for which you feel the deepest affection, no matter where you are.*)
- **A man's home is his castle.** (*In your house, you're the boss.*)

- **Until the cows come home.** (*For a very long, indefinite amount of time; forever.*)
- **Charity begins at home.** (*One should help family and close friends before helping others.*)
- **Bring home the bacon.** (*To earn a salary; to bring home money earned at a job.*)

7. Trees in the garden. Read the text.

The parts of a tree

The main parts of a tree are the **roots, trunk, branches and twigs, leaves, buds, flowers and fruit.**

Roots

A tree's roots absorb water and nutrients from the soil, store sugar and anchor the tree upright in the ground. All trees have lateral roots that branch into smaller and smaller roots and usually extend horizontally well beyond the branch tips; large trees typically have roots extending 20-40 metres or more from the trunk. The vast majority of the root system is located in the upper 10-30 cm of soil because the oxygen that roots require to function properly is most abundant there. In waterlogged soil with no oxygen penetration, none of the roots may be deeper than 10 cm. Exceptionally, a few trees in desert areas may have roots that reach down as far as 10 metres. Each root is covered with thousands of root hairs that make it easier to soak up water and dissolved minerals from the soil.

Trunk

The trunk, or stem, of a tree supports the crown and gives the tree its shape and strength. The trunk consists of four layers of tissue. These layers contain a network of tubes that runs between the roots and the leaves and acts as the central plumbing system for the tree. These tubes carry water and minerals up from the roots to the leaves, and they carry sugar down from the leaves to the branches, trunk and roots.

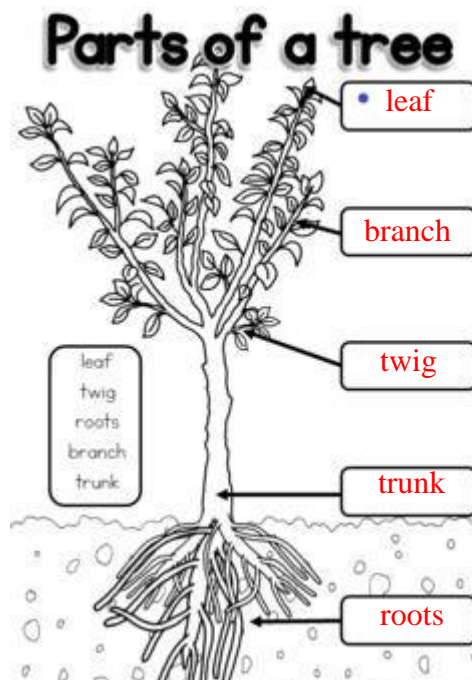
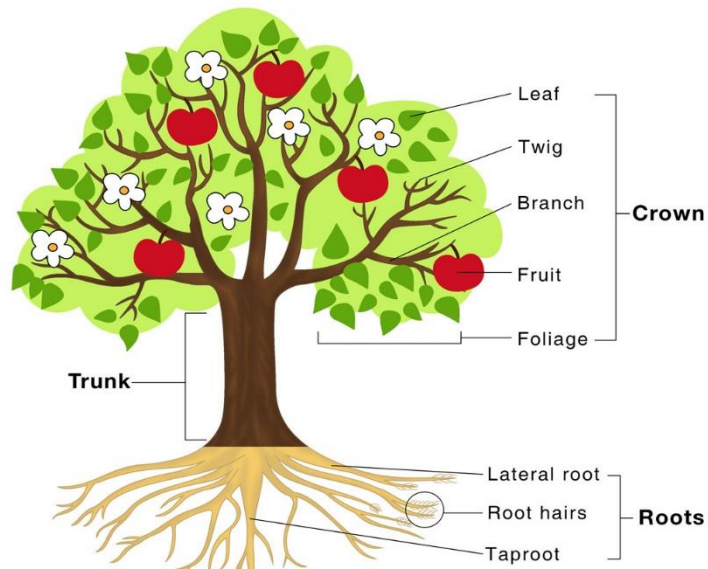
The trunk of a tree, which is protected by a tough outer covering of bark, connects the roots to the branches and transports water and minerals from the soil to the rest of the tree. The trunk supports the tree and as it grows taller than the plants around it, it is able to reach more sunlight, which is essential for growth.

Branches, leaves and twigs

Branches connect the trunk to the leaves and transport water and minerals to the leaves. The leaves, which are held up by branches, are arranged in a way that captures maximum sunlight. The tips of branches are known as twigs and these are the growing ends of the tree. Leaves grow on the twigs and produce food for the whole tree, but can only do this in sunlight.

8. Look at the first picture, then find the parts of the second tree.

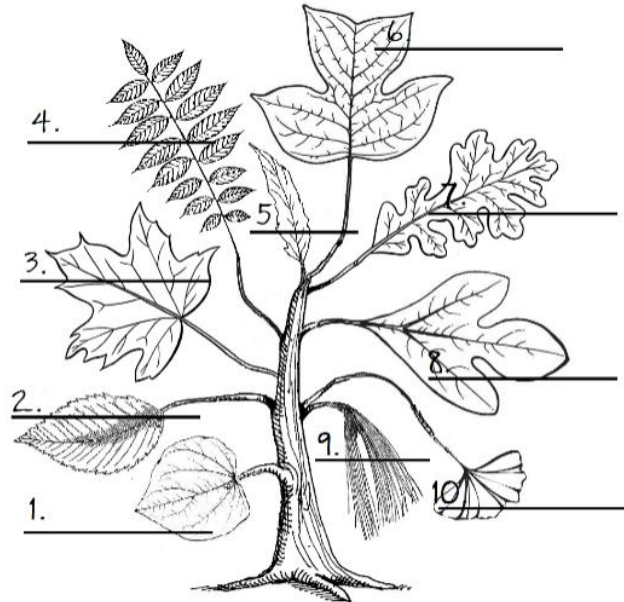
Parts of a Tree



9. Find the tree species in the forester's garden. There are two species which can be found only in parks. Leaves help you.

1. Red Bud (Cercis canadensis, júdásfa)
2. Elm
3. Maple
4. Black Walnut
5. Willow
6. Tulip
7. Oak
8. Sassafras
9. Pine
10. Ginkgo

Label The Leaves



Pine Oak Elm Willow
 Tulip Maple Sassafras
 Black Walnut Ginkgo Red Bud

10. What can you see in the trophy room? Match the words with the pictures.

- | | | |
|----------------|----------------|---------------------------|
| 1. fireplace | 4. bookshelves | 7. shotgun |
| 2. armchair | 5. rug | 8. picture |
| 3. deer trophy | 6. gun safe | 9. table lamp for reading |



3.



7.



9.



8.



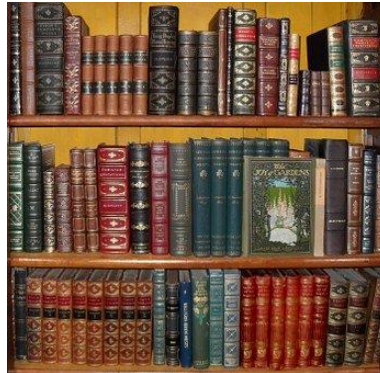
1.



5.



2.



4.



6.

11. Introduce your own house or apartment! Use the following prepositions!

BEFORE, NEXT, IN, UNDER, OVER, BETWEEN, ON, OPPOSITE, BEHIND

Example: We live in a detached house. Our house is 120 m² (square meters). In front of the house there is a beautiful flower garden, behind the house there is a...

6. Traveling

1. Read the text.

a; A special holiday

Our holiday last year was really unique. As it was my last holiday before my university studies my parents wanted to make this summer unforgettable for me. Without a doubt it has been the best holiday of my life.

We travelled by plane from Budapest to London, where we took a train. Our destination was The New Forest National Park in Britain where we spent three weeks. It was a place suitable both for a vacation and for working a bit.

Although it is one of the smallest forests in Britain it is the most visited one. First my sister was afraid of being bored but we found many things to do. We made a schedule.

The area is rich in wildlife and livestock. The main species is the ponies that the territory is the most famous for. They look wild, however, they are owned by commoners. Cattles, donkeys, pigs and sheep can be found grazing everywhere. The wild animals are badgers, goshawk, reptiles and fallow deer. It is also rich in colourful butterflies and some rare birds, beetles and insects that can be found nowhere else. The typical plants are corn, lowland heath, purple heather, fungi and gorse.

I. Decide if the sentences are true or false.

- They travelled to London last month. **F**
- They didn't travel by car. **T**
- This National Park isn't big or very visited. **F**
- The ponies are wild. **F**
- Gorse is one of the typical plants here. **T**



b;

As we stayed at a commoner family, we could take part in their daily life. I am keen on working in the forest that is why I helped them herd the animals to good forage to graze. In the evenings we cleaned the horses.

During the day we walked a lot in the heathlands and woods. We could see a concentration of ancient trees here such as more than 400 - year -old oak trees. Another program was to cycle on the designated tracks of the forest.

At a weekend we visited their fair because our host wanted to buy some foals. Another weekend program was visiting the coast. We tried their popular beaches.

We took a tour along the salt marshes, lagoons and mudflats that took three days. We had different options to choose the right type of the accommodation. Hotels and apartments offered different services. We stayed in a forest cottage in double rooms. The rooms had private bathrooms and mini bars. Internet access was provided everywhere. We got half board with typical English breakfast.

Visiting the historical sites and literature characters like the grave of Sherlock Holmes' author took two more days.

After discovering the whole forest, we just enjoyed the gorgeous scenery in a whole.



If you are a nature lover, you mustn't miss this place!

II. Answer the questions.

- How did he take part in the daily work?

He helped to herd the animals to good forage to graze.

- How did they spend their evenings?

In the evenings they cleaned the horses.

- What programs did they have during the days?

They walked a lot in the heathlands and woods, they cycled on the designated forest tracks.

- Why did they go to the fair?

Because their host wanted to buy some foals.

- Where did they have accommodation during their three - day tour?

They stayed in a forest cottage in double rooms.

- How did they spend two more days?

They visited the historical sites and literature characters like the grave of Sherlock Holmes's author.

c; The United Kingdom of Great Britain and Northern Ireland

On our way back we spent three extra days in London, the capital city of Great Britain. The country is an island in the west of Europe. It is a constitutional monarchy. The current monarch is Queen Elisabeth II (the second), who has been the queen since 1952. The population of the country is more than 64 million. The currency of the country is the GB pound. The country has four main parts:

England with London



Scotland with Edinburgh



Wales with Cardiff



Northern Ireland with Belfast



LONDON, THE CAPITAL CITY OF BRITAIN



The Tower of London was built in the 11th century. It had been a fortress, then it became a prison and now it has been a museum for a long time. The crown jewels can be seen here.

Saint Paul's Cathedral:

After the Great Fire of London in 1666 Sir Christopher Wren planned the building. A lot of famous people are buried here such as Admiral Nelson or the Duke of Wellington.



Westminster with the **Houses of Parliament** and **Westminster Abbey**.



The Houses of Parliament



Westminster Abbey

In front of **Buckingham Palace** you can enjoy the **Changing of the Guard**.



Trafalgar Square is famous for Nelson's Column and the National Gallery.

British Museum is one of the biggest museums in the world.



If you want to buy souvenirs, visit **Oxford Street**, the main street for shopping



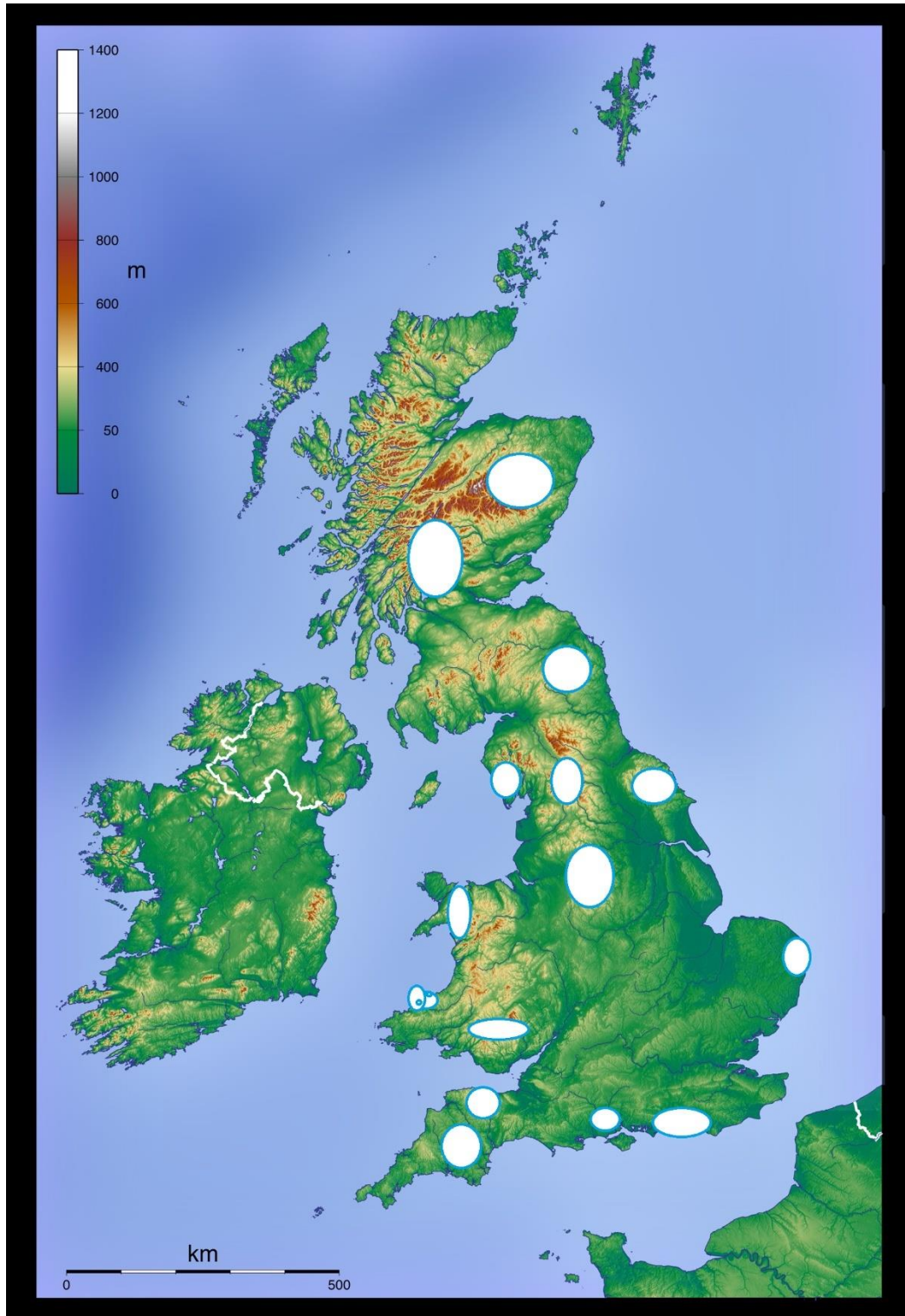
or go to **Harrods**, which is one of the most famous department stores.

The country is very rich in places worth visiting. There are several national parks in the UK. They are Brecon Beacons, Broads, Exmoor, New Forest, Northumberland, Peak District, Pembrokeshire Coast, Snowdonia, Yorkshire Dales, Cairngorms, Lake District, North York Moors, South Downs and Loch Lomond & the Trossachs.

III. Fill in this form about the UK.

Name of the country	<i>The United Kingdom of Great Britain and Northern Ireland</i>
Location	<i>West of Europe</i>
State form	<i>Constitutional Monarchy</i>
Queen	<i>Elisabeth II (the second)</i>
You can do the shopping here.	<i>Oxford Street, Harrods</i>
Big Ben is here.	<i>Houses of Parliament</i>
You can find it in Trafalgar Square.	<i>Nelson's Column</i>
What can you see in The Tower of London?	<i>The Crown jewels</i>
Who was Sir Christopher Wren?	<i>Architect of Saint Paul's Cathedral</i>
Where can you see the Changing of the Guard?	<i>In front of Buckingham Palace</i>
It was both a prison and a fortress.	<i>The Tower of London</i>
It is one of the biggest museums.	<i>The British Museum</i>

2. With the help of the *Internet* find the place of the national park on the map.



3. Which part of the United Kingdom can the parks be found on?

E for England; S for Scotland; I for Ireland; W for Wales

Brecon Beacons: **W** Broads: **E** Exmoor: **E** New Forest: **E** Northumberland: **E**

Peak District: **E** Pembrokeshire Coast: **W**

Snowdonia: **W** Yorkshire Dales: **E** Cairngorms: **S** Lake District: **E**

North York Moors: **E** South Downs: **E** Loch Lomond & the Trossachs: **S**

4. Which part of the United Kingdom doesn't have any national parks?

Ireland

5. Plan your holiday. What do you take and what do you leave at home?

mobile phone, wardrobe, map, books, iron, umbrella, raincoat, high-heeled shoes, trainers, camera, broom, towel, washing powder, bikini, plants, drinks, toothbrush, Hoover, food, bed linen, plates, bin, glasses, board games, slippers, boots, pills, money, credit card, elegant clothing, chair, documents, exercise-book

 to take	 not to take
<i>mobile phone, map, books, raincoat, trainers, camera, towel, bikini, toothbrush, slippers, pills, money, credit card, documents</i>	<i>wardrobe, iron, umbrella, high-heeled shoes, broom, washing powder, plants, Hoover, plates, bin, boots, elegant clothing, chair, exercise-book</i>

OPTIONAL: *drinks, food, bed linen, glasses, board games*

6. Read the dialogue.

Mark: Hi, Peter. I haven't seen you for ages.

Peter: Hello Mark. Yes, I was on holiday.

Mark: Really? How long was your holiday?

Peter: We spent two weeks there.

Mark: Where were you?

Peter: We were in London.

Mark: Who did you spend your holiday with?

Peter: I was there with my family of course.

Mark: What was the weather like?

Peter: It was typical for that city. I mean it was totally unpredictable. Once it was sunny then suddenly it started to rain for a while.

Mark: Was it hot?

Peter: No, it's never hot in London. It was about 23 degrees.

Mark: Did you enjoy it?

Peter: Yes, but I have a lot of work to do after two weeks. You know, it's summer and we have different monitoring processes to start. To protect our forests from the effects of climate change we have to measure, plan and continuously carry out improving measures to the forests. It's a long and compound work.

Mark: Can I help you with something?

Peter: Yes, we have to protect trees from the overpopulated wild grazing animals.

Mark: I see, then call me any time. See you later. Bye

Peter: Thank you. See you.

7. Work in pairs. Make a dialogue about your last holiday based on the previous task.

Speak about:

- the place
- time
- accommodation
- activities
- the weather.

8. What type of holiday do they prefer? Match the words to the description.

c; *seaside* **a;** *hills* **b;** *sightseeing*

a; We love heights. It's interesting how different the temperature is in different altitudes.	b; We are interested in our past. We can see a lot of historical sights and places of architectural importance.	c; You do nothing but enjoy relaxing and lying in the sand.
------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------

9. Where would you like to spend your next holiday? Why?

I would like to spend my next holiday in..... because.....



10. Match the plants to their names.

Helyes sorrend: bracken, fragrant violet, lily of the valley, nettle, oak, beech, white acacia, spruce, forest porcini mushrooms, wild raspberries, white poplars, cyclamens, wild blackberries, wild strawberries.



11. What's the weather like?



sunny



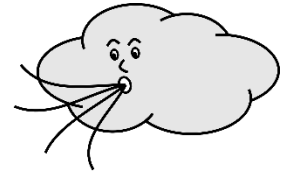
hot



cloudy



rainy



windy



dry



cool



snowy



foggy



cold



stormy



warm

12. Find the pairs.



mature fallow deer

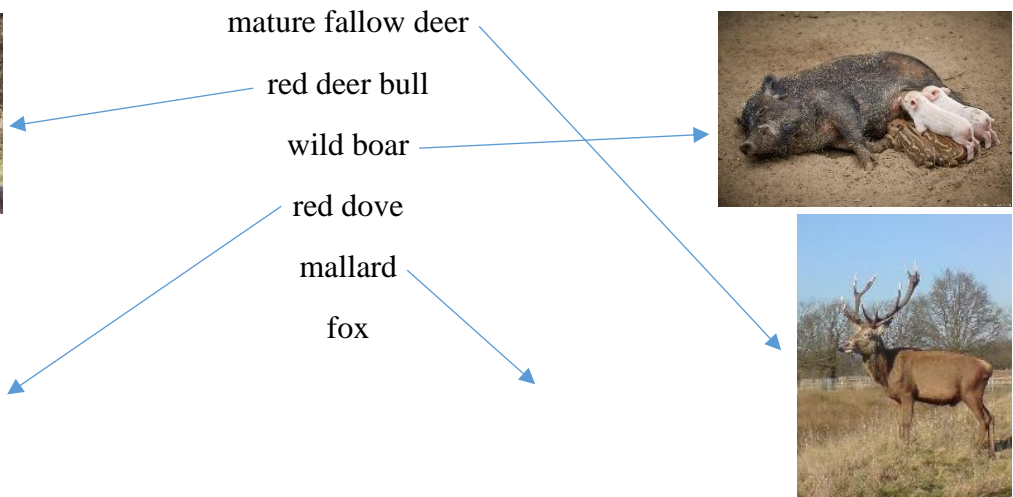
red deer bull

wild boar

red dove

mallard

fox





13. Write in the names of the seasons. Fill in the chart.

Seasons:	<i>Autumn</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
Typical activities in the forest:	<i>restoration thinning, logging, reforestation, hunting, wood delivery,</i>	<i>logging, hunting, feeding the wild animals, wood delivery,</i>	<i>afforestation, reforestation, wildlife prevention, construction of wildlife protection fence, wood delivery,</i>	<i>afforestation care, checking and maintenance of the wildlife protection fence, ecological thinning, clearing, maintenance of firebreaks (tűzpászta), repair of roads, selecting the trees to be thinned out, preparing for autumn and winter hunting, watering the wild animals, wood delivery,</i>

Can be hunted:	<i>Mature Fallow deer (okt1-nov30), red deer bull (szept1-jan31), wildboar (egész évben), mallard aug15-jan31) fox(egész évben) red dove (aug 15-jan 31)</i>	<i>red deer bull (szept1-jan31), wildboar (egész évben), red dove (aug 15-jan 31.) mallard (aug15-jan31.) fox-egész évben,</i>		<i>wildboar (egész évben), mallard aug15-jan31; fox (egész évben), red dove (aug 15-jan 31.)</i>
Weather:	<i>cool, foggy, cloudy, rainy,</i>	<i>snowy, cold,</i>	<i>windy, sunny, warm,</i>	<i>sunny, hot, dry,</i>

14. Write a composition about Hungary. **OPTIONAL**

- What do you know about the climate of the country?
- What are the typical activities in a forest in different seasons?
- Typical plants and game

The composition should be between 120-150 words.

Tip: Use the internet: <https://www.oee.hu/>

Vocabulary

acacia

akác

altitude

magasság

ancient

ősi

badger

borz

bed linen

ágynemű

beech

bükkfa

beetle

bogár

bracken

erdei pajzsika

broom

seprű

bury

eltemet

cattle

marha

commoner

közösség tagja

compound

összetett

constitutional

alkotmányos

crown jewels

koronázási ékszerek

currency

valuta

cyclamen

ciklámen

designated

kijelölt

destination

úticél

donkey

szamár

duke

herceg

fallow deer

dámvad

foal

csikó

forage

takarmány

fortress

erőd

fox

róka

fragrant violet

illatos ibolya

fungi

gombák

gorgeous

gyönyörű

gorse

tövises rekettye

goshawk

vándorsólyom

graze

legel

herd

kihajt (állatot)

high-heeled shoes

magassarkú cipő

insect

rovar

lagoons

lagúna

lily of the valley

gyöngyvirág

livestock

állatállomány

lowland heath

alföldi fű

lungwort

orvosi tüdőfű

mallard

vadkacsa

mature fallow deer

érett dámvad

monarch

uralkodó

mudflats

árapálysíkság (Sík terület a tenger partján, amely apálykor látható)

overpopulated

túlnépesedett

purple heather

lila hanga

red deer bull

gímszarvas bika

salt marsh

sós mocsár

scenery

látvány

spruce

lucfenyő

suitable for

alkalmas valamire

unforgettable

felejthetetlen

unique

egyedülálló

unpredictable

megjósolhatatlan

wild blackberry

vadszeder

wild boar

vaddisznó

wild raspberry

vadmálna

wild strawberry

erdei szamóca

without a doubt

kétségkívül

7. Eating

1. Read the text.

Hello! I am Robert and I live in the south-west of Hungary. I live with my parents on a farm. We raise animals such as goats and sheep, grow organic vegetables and have a small forest. We produce different dairy products, prepare honey and we collect mushrooms.

My mum sells our products in two ways. She sometimes takes them to the local market but we sell them to the tourists visiting our region as well. Our organic products are very popular among people as they are much healthier than the average ones. We avoid using artificial fertiliser, chemicals or pesticides. Our family pays attention to healthy eating.



We try to eat only what we produce on our own. My mum prepares cheese and butter from milk. As we grow wheat, corn and oat, we bake our bread as well. Of course we keep domestic animals for the meat, too. We raise cows, pigs, we have rabbits and poultry (chickens, ducks). We slaughter two pigs each winter. We prepare ham, bacon, sausage and fat from the pig. We store the meat in the freezer. From the fruit my mum prepares jam and juice that she sells, too. Tourists are fond of my mum's products. The goods are a bit more expensive than in the shops but the quality is much higher that is well-known among our customers.

2. Answer the questions.

- What does Robert and his family live on?
They keep animals, grow organic vegetables and have a small forest. They produce different types of cheese, prepare honey and collect mushrooms.
- How does mum trade with their goods?
She sells our products in two ways. She takes them to the local market or she sells them to the tourists visiting their region.
- Why are organic products so healthy?
Because they avoid using artificial fertiliser, chemicals or pesticides.

- What can be produced from milk?
My mum prepares cheese and butter.
- What cereals do they have?
They grow wheat, corn and oat, we bake our bread.
- How do they process pork?
They prepare ham, bacon, sausage and fat from the pork.
- How do they utilize fruit?
From the fruit they prepare jam and juice that they sell.
- Why do people buy their products?
Because the quality is much higher than the quality of products in the shops.

3. Group the words below. Write some more.

apple cabbage pancake mineral water
 salt wine chestnut puree pineapple
 goulash spaghetti carrot flour

VEGETABLES	FRUIT	SWEETS	HOT DISHES	DRINKS	INGREDIENTS
<i>Carrot</i>	<i>Apple</i>	<i>Pancake</i>	<i>Goulash</i>	<i>Mineral water</i>	<i>Salt</i>
<i>Cabbage</i>	<i>Pineapple</i>	<i>Chestnut puree</i>	<i>Spaghetti</i>	<i>Wine</i>	<i>Flour</i>
OPTIONAL					
Cauliflower	Banana	fruit salad	Stew	Cocoa	Butter
Cucumber	Orange	Somlói noodles	Stuffed Cabbage	Fruit juice	Pepper
Parsley	Peach	cookies	Tripe	Cola	Red pepper
Potato	Apricot	cake	Pizza	Milk	Egg
Radish	Walnut		Schnitzel	Tea	Water
Tomato	Plum		Fish soup	Beer	Oil
Onion	Pear		Steak	Coffee	Spices
Garlic	Kiwi		Roasted chicken	White coffee	Yeast

4. **Healthy eating. Which children’s family runs a healthy lifestyle? Decide if they are healthy or unhealthy types of food.**



Clue words:

- | | | | |
|--------------|------------|---------------|----------------|
| fat | vegetables | junk food | carbon-hydrate |
| vitamins | desserts | spices | fibres |
| sugar | fruit | protein | fish |
| soft drinks | fast food | mineral water | |
| orange juice | pork | | |

HEALTHY FOOD:

vitamins, orange juice, vegetables, fruit, protein, mineral water, fibres, fish

UNHEALTHY FOOD:

fat, sugar, soft drinks, desserts, pork, fast food, junk food, spices, a lot of carbon-hydrate

5. **Choose the correct word to complete the sentences.**

- Marmalade is made from a; orange b; apricot c; plum
- Jam is made from a; vegetables b; meat c; fruit
- You can’t find any in bread. a; yeast b; bacon c; flour
- Onion is (a) a; salad b; vegetable c; fruit
- Butter contains a; water b; potato c; milk

6. Let's cook something traditional Hungarian! Help create the recipe.

a; Select the ingredients.

a bottle of beer, 800 g beef shank, 60 g cauliflower, 3-4 spoonsful of oil, 20 g sugar, 2-3 onions chopped, 6-8 teaspoons of paprika powder, 3 dl milk, 2 teaspoons of salt and half a teaspoon of black pepper, 1 tomato chopped, 2 teaspoons of tarragon, 1 green pepper sliced, 1 dl red wine, 10 g raisin, 1-2 dl water

800 g beef shank, 3-4 spoonsful of oil, 2-3 onions chopped, 6-8 teaspoons of paprika powder, 2 teaspoons of salt and half a teaspoon of black pepper, 1 tomato chopped, 1 green pepper sliced, 1 dl. red wine, 1-2 dl. water

b; Complete the instructions

1. Add some **water**.
2. Chop the **meat** into small cubes.
3. Brown the onion in the **oil**.
4. Pour the **red wine** into the pan.
5. Cut the **onion** into small pieces.
6. Add all the **ingredients**.
7. **Boil** it for 1.5-2 hours until the meat is tender.
8. Add enough **water** to cover the meat.
9. Brown the **meat**.
10. Check it sometimes and **add** some water if it is needed.
11. Sprinkle **red paprika powder** into it.

c; Put the instruction in the right order.

The correct order: **2, 5, 3, 9, 11, 4, 1, 6, 8, 7, 10.**

d; Name the food: **beef stew**

7. The Hungarian cuisine

Based on the pictures collect dishes characteristic of the Hungarian cuisine. Find their names in English.



WORDS: *Stew, goulash, fish soup, stuffed cabbage, pancakes, ratatouille, paprika chicken, cottage cheese noodles, Dobos cake, Somlói noodles, Aszu wine from Tokaj, tripe*

8. Write your favourite menu for a Saturday. **OPTIONAL**

- Appetiser/Starter:
- Main course:
- Dessert:
- Drinks:

9. In the restaurant. Read the text.

Waiter: Good evening. Can I help you?

Guest: Hello. Yes, we have a reservation for two. The name is Smith.

Waiter: Oh, yes. Take a seat please.

Guest: Thank you. We would like to have dinner. Can we get the menu?

Waiter: Yes, here you are. What would you like to drink?

Guest: Two glasses of red wine please.

Waiter: Ok. Are you ready to order?

Guest: Yes. We want to try something typical Hungarian. We would like goulash soup for starter. The main course should be some tripe.

Waiter: Would you like a dessert?

Guest: Why not? We will have some Dobos cake for dessert.

Waiter: Will you have a coffee after your meal?

Guest: Yes, an espresso and a cappuccino please.

Guest: The bill please.

Waiter: Would you like to pay by card or in cash?

Guest: I want to pay by card.

Waiter: Thank you Sir. Have a nice day.

Guest: Thank you for your kind service.

10. Work in pairs. Act out a situation in a restaurant. Use the menu.

Guests will kindly report any complaints at Cashier's Desk.

TO ORDER.

Divided Portions 10 cents extra.

Small Steak.....	20	Mutton Chops.....	20
“ “ with Onions.....	25	“ “ Tomato Sauce.....	25
“ “ Tomato Sauce.....	25	“ “ Green Peas.....	25
“ “ with Mushrooms.....	35	Lamb Chops.....	25
Sirloin.....	25	“ “ Tomato Sauce.....	30
“ “ with Onions.....	30	“ “ Green Peas.....	30
“ “ Tomato Sauce.....	30	Pork Chops, Plain.....	20
“ “ with Mushrooms.....	40	“ “ Breaded.....	25
Bone Sirloin.....	35	“ “ Tomato Sauce.....	25
“ “ Tomato Sauce.....	40	English Mutton Chops.....	30
“ “ with Onions.....	45	“ “ “ Brace.....	50
“ “ with Mushrooms.....	50	Calves Liver.....	15
Tenderloin Steak.....	35	“ “ and Bacon.....	20
“ “ Tomato Sauce.....	40	Corned Beef Hash.....	15
“ “ with Onions.....	45	“ “ “ with Egg.....	20
“ “ with Mushrooms.....	50	Fried or Broiled Ham.....	20
Single Porterhouse Steak.....	50	Fried Country Sausage.....	20
“ “ with Onions.....	60	Frizzled Beef and Eggs.....	20
“ “ Tomato Sauce.....	60	Ham and Eggs.....	25
“ “ with Mushrooms.....	70	Fried or Broiled Bacon.....	15
“ “ (for two).....	65	Broiled Kidney and Bacon.....	25
Double Porterhouse Steak.....	1.00	Bacon and Eggs.....	20
“ “ with Mushrooms.....	1.25	Welsh Rarebit.....	30
Pork Tenderloin, plain or breaded.....	25	Golden Buck.....	35
“ “ Tomato Sauce.....	30	Yorkshire Buck.....	35
Veal Cutlet, plain or breaded.....	25	Broiled Salt Mackerel.....	25
“ “ Tomato Sauce.....	30	Boiled Salt Mackerel.....	25

French Fried Potatoes served with any above Orders 5 cents extra.

VEGETABLES.

French Fried Potatoes... 10	Saratoga Chips..... 10	Green Peas..... 5
Lyonnais Potatoes . . . 10	French Peas..... 10	Lima Beans..... 5
Hashed Brown'd Potatoes 10	Stewed Tomatoes..... 5	Succotash..... 5
Cream Potatoes..... 10	Stewed Corn..... 5	Fried Onions..... 10
Sauté Potatoes..... 10		Sliced Onions..... 10

COLD MEATS, SALADS, &c.

Prime Rib Roast Beef.....	25	Boiled Ham.....	15
Roast Beef.....	20	Chicken Salad.....	25
Boiled Tongue.....	25	Lobster Salad.....	25
Lamb.....	20	Potato Salad.....	10
Corned Beef.....	15	Lettuce.....	10

EGGS AND OMELETS.

Two Boiled Eggs.....	15	Omelet Plain.....	20
Three “ “.....	20	“ Ham.....	25
Two Fried Eggs.....	15	“ Oyster.....	25
Three “ “.....	20	“ Cheese.....	25
Scrambled Eggs.....	20	“ Parsley.....	25
Poached Eggs on Toast.....	20	“ Mushroom.....	35
Shirred Eggs.....	20	Frizzled Beef and Eggs.....	20
Ham and Eggs.....	25	Bacon and Eggs.....	20

DAIRY DISHES.

Oatmeal and Milk.....	10	Toast Dry or Buttered.....	10
Rice and Milk.....	10	Milk Toast.....	15
Bread and Milk.....	10	Cream Toast.....	20
Crackers and Milk.....	10	Tea, per Cup..... 5c. per pot.....	10
Graham Wafers and Milk.....	10	Coffee, per Cup..... 5c. “.....	10
Glass of Milk.....	5	Cocoa, per Cup..... 5c. “.....	10
Glass half Cream and Milk.....	10	Farina.....	5
Glass of Cream.....	15	Corn Starch.....	5
Coffee and Rolls.....	10	Iced Coffee.....	5
Sandwiches.....	5	Iced Tea.....	5

Fried Country Sausage and Buckwheat Cakes to order, 25 Cents.

11. Fast Food Restaurants

Fast food restaurants are an essential part of your life in big cities in Hungary. As the employees of international and other big firms have only a short lunch break, they need quick service. That is the reason for visiting fast food restaurants located near the offices including KFC-s, Burger King, Subway or Mc Donald's. They have become more and more popular in the country especially among younger generations. These restaurants have been widening the number of healthy choices on the menu. They offer both breakfast and lunch. The typical fast food of Britain was fish and chips. In Hungary chicken wings and hamburgers are the most popular types of fast food.

12. Decide if the statements are True (T), False (F) or We Don't Know (DK).

- People don't go to fast food restaurants in big cities. **F**
- People in villages don't like fast food restaurants. **DK**
- People have little time for lunch. **T**
- KFC is a fast food restaurant. **T**
- Elderly people like fast food restaurants. **DK**
- Young people are fast food restaurant fans. **T**
- Fast food restaurants have bigger and bigger selection. **T**
- Fish and chips is a typical fast food in Hungary. **F**

13. Team work. Work in groups and collect the characteristics of the:

- Fast food restaurants:

crowd; you need less time; counters, nice surroundings; you can see the food



- Traditional restaurants:



no queuing; nice surroundings; prices are higher; food is healthier; more comfortable; give a tip; service is more polite

Use the phrases from the menu:

no queuing; nice surroundings; crowd; prices are higher; food is healthier; more comfortable;
you need less time; give a tip; counters, service is more polite, you can see the food

Vocabulary

apricot

sárgabarack

artificial fertiliser

műtrágya

chestnut puree

gesztenyepüré

chop

szeletel, szelet

corn

kukorica

cottage cheese noodles

túrógombóc

counter

pult

cube

kocka

customer

vásárló, fogyasztó

dairy product

tejtermék

employee

alkalmazott

essential

lényeges

fibre

rost

flour

liszt

fond of

szeret

ingredients

hozzávalók

junk food

egészségtelen étel

oat

zab

organic

bio

pay attention to

figyelmet fordít valamire

pesticide

rovarölő

poultry

baromfi

queue

sor

ratatouille

lecsó

shank

lábszár

slaughter

levág (disznót)

spice

fűszer

stew

pörkölt

stuffed cabbage

töltött káposzta

tarragon

tárkony

tender

puha, lágy

tip

borravaló

tripe

pacal

wheat

búza

yeast

élesztő

8. Welcome to the world of work

Unit 1. Introduce Yourself Professionally

1. Reading

The way you introduce yourself in a professional environment sets the tone for how others view you. All forms of introduction should include your name, company and a brief description of yourself.

Introduction:



in person

- make eye contact
- smile at the person
- extend your hand

over phone

- introduce yourself so the person on the other end of the line knows what the call is in reference to

in writing

- in a letter or email
- greater opportunity to describe yourself
- include links or attach reference materials

when speaking to a group

- at a business meeting or event
- the essential information about you
- what you do

when others introduce you

- offer your hand for a handshake (consider the pandemic situation and related habits)
- repeat the person's name with a greeting

2. Elements of business etiquette

/in telephone conversations, emails and casual greetings/



1. Politeness

- Some of the most important words or phrases to remember are "thank you", "please" and "you are welcome".
- Always thank people for the opportunities they may be providing your business.
- Never forget to introduce people who are meeting for the first time, if both are known to you.

2. Courtesy

- It is always a good idea to express your appreciation.
- Thank you notes or small gifts are considered much more appropriate.
- Always return phone calls or emails, even if you have no intention of working with someone in the immediate future.
- Hold the door open for the person next to you.
- Avoid smoking in public places, especially if some people in your group do not smoke.

3. Punctuality

- Always try to be on time when you are meeting people for business.
- Avoid getting to your destination too early, because the other person may not be ready for you.
- Never be late, because it can send a negative message.

4. Professionalism

5. Positive Body Language

- Maintain an upright position when you are standing or sitting.
- Make sure your handshake is neither too firm nor too soft.
- Avoid getting too close or staying too far when you are talking to someone.
- Dress in formal business attire for meetings and dinners. For informal gatherings, wear casual clothing, but avoid flashy or unprofessional looks.

3. Me, Myself, and I (Talking about yourself)

Free Discussion – Discuss these questions with your partner.

1. Are you an introvert or an extrovert? Why do you think that?
2. What makes you happy? What makes you sad?
3. What do you do in your free time?
4. What's your occupation? What's it like? Do you enjoy it? Why/Why not?

4. Vocabulary. Match the words with their definitions.

- | | |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1. <i>Estimate</i> | A. a strong feeling of excitement and pleasure |
| 2. <i>Speech</i> | B. ordinary and not interesting or exciting |
| 3. <i>Self-disclosure</i> | C. short for website, a place on the Internet |
| 4. <i>Rewarding</i> | D. a strong desire to do or have something regularly |
| 5. <i>Wonder</i> | E. spoken language rather than written language |
| 6. <i>Mundane</i> | F. facts that show clearly that something exists or is true |
| 7. <i>Thrill</i> | G. What actually happens or is the case |
| 8. <i>Addiction</i> | H. a probable guess about the size, value, amount, etc of something |
| 9. <i>Primarily</i> | I. to think about something and to try to guess what is true about it |
| 10. <i>Evidence</i> | J. Happening every day, without rest or a break |
| 11. <i>Site</i> | K. mainly, the main reason for something |
| 12. <i>It turns out</i> | L. Revealing information about oneself to other people |
| 13. <i>Day in and day out</i> | M. Something that makes you feel happy and satisfied because you think you are doing something useful or important |

5. Complete the sentences with the words about your personality. In some sentences, you can use more than one word to describe yourself.

Happy - good - shy - clumsy - organized - bored - moody - friendly - patient - nervous - anxious - sad - dreamer - bad - calm - quiet - talkative - workaholic - generous - sensitive - tired

- Reading makes me feel _____.
- I am very _____ with people.

- Whenever I'm with my friends, I feel _____.
- When I exercise, I get _____.
- I don't like being a / an _____ person.
- Having an argument is _____.
- I can say I am a / an _____ person.
- People say I am a / an _____ person.
- Walking makes me feel _____.
- I like being a / an _____ person.
- I can't say I'm a / an _____ person.
- Being around many people makes me feel _____.
- When I wake up late for work I feel _____.

6. Reading: The Hungarian education system

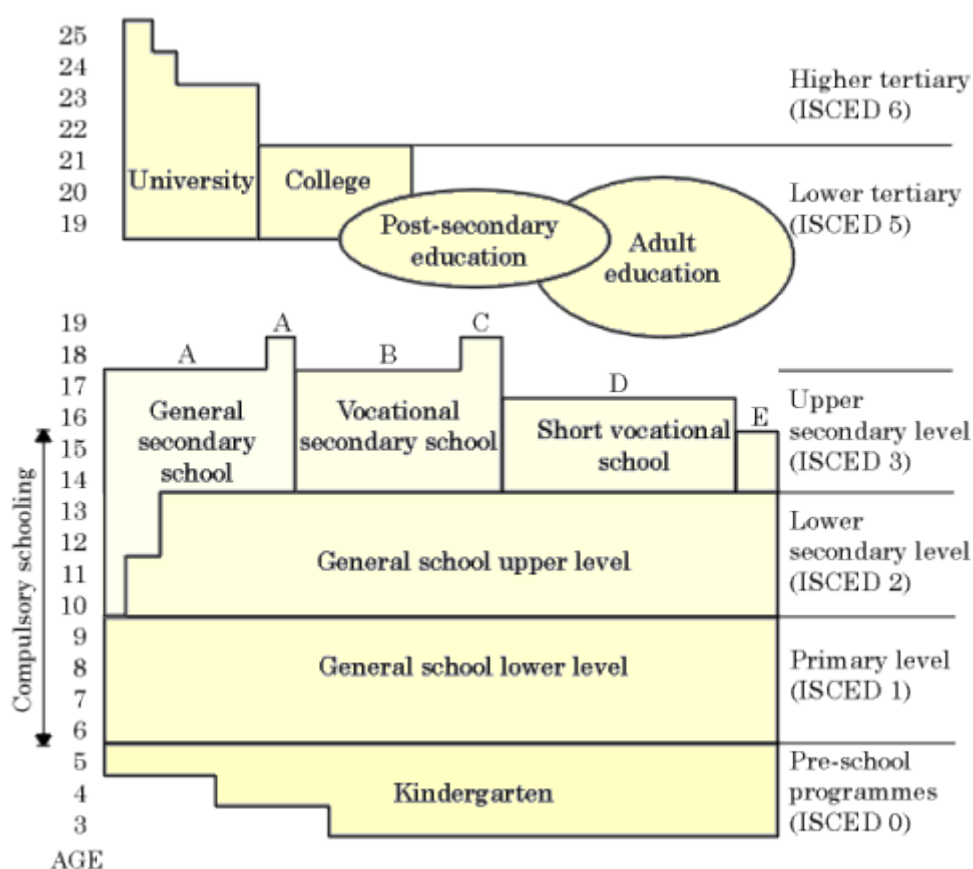


The regular public education system in Hungary is composed of the general (or basic) school (*általános iskola*), the general secondary school (*gimnázium*), the vocational secondary school (*szakközépiskola*) and the vocational school (*szakmunkásképző iskola*). There also are some special short-term vocational schools (*speciális szakiskola*) that take two years. Pre-school programmes are provided in the nursery schools (also called kindergartens), which are compulsory

from the age of 3.

Sources: Ministry of Culture and Education, Ministry of Labour, *Statistical Yearbook of Hungary 1993*, Central Statistical Office

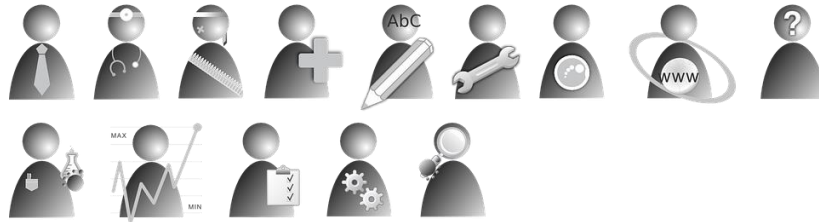
The education system in Hungary



The *general school* is compulsory and consists of 8 grades, i.e. the lower primary level (grades 1-4) and the upper primary level (grades 5-8). Since compulsory education takes more than 8 years, the rest of it can be accomplished in one of the various types of secondary schools. *Vocational school* (which is sometimes translated as skilled worker's school or apprentice school or vocational trade school) usually takes three years, and offers training in roughly 200 professions/trades. It gives a skilled worker's certificate which is valid all over the country, but does not grant a certificate of matriculation. The 4-5-year *secondary vocational school* offers a more general education, grants a certificate of matriculation and a skilled worker's certificate or technician's certificate, and prepares the students for further studies. This is one of the most popular forms of education in present-day Hungary. The general secondary school is a 4-to-5-year educational institution providing general academic education. The general secondary school concludes with the matriculation exam, which is partly administered centrally, and partly by the schools themselves. The matriculation

examination provides the students with a general qualification for higher education. The general secondary school has traditionally been the main gateway to *universities*.

7. How can you learn a profession in Hungary? Discuss the different possibilities.



8. Have a dialogue with your partner about training opportunities in Hungary. Use the following questions and expressions.

- Where do (did) you go to school? Do you think it is (was) a good school? Explain.
- What are the qualities of a good teacher? A good student?
- Do you plan to go to university? What will you study?
- Which are the best schools and universities in your country? Explain.
- Is studying expensive in your country? What are the costs?
- Do you think it is easier to learn as a child or as an adult? Explain your view.
- Does education guarantee a good job?
- Which languages are taught in school? Is it difficult to learn to speak them well?

- visit the primary school
- compulsory schools
- continue to learn
- learn a profession
- the skilled worker
- the training of technicians
- plans for the future



9. Do you agree? Discuss.

- I'd rather start making money at 16 than continue studying.
- Most of what you learn in school is useless. Also, most teachers are out of touch with the real world.
- You don't need to go to school to be smart. I can teach myself.
- Going to school is a complete waste of time.
- The skills you learn in school are more important than real life.



Unit 2. CV

1. Work in groups, surf the Internet.

What does a good curriculum vitae contain? Collect ideas.



- 1. Keep it real!
- 2. Tailor it
- 3. Include a personal statement
- 4. Don't leave gaps
- 5. Keep it current
- 6. The error of your ways
- 7. Tell the truth
- 8. Make it look good

2. Study the CV. Complete the text with the headings.

- **Skills;**
- **Work experience;**
- **Hobbies and interests;**
- **Education;**
- **Professional summary;**

Jason Brown

1982 Spruce Street, Pittsburgh, PA 11111
E: jbrown@anymail.com T: 555-852-7412

Work experience

Experienced forester working in the field for over 10 years. Solid background in the sustainable management of private and public forests for recreational, conservation, and economic purposes. Committed to ensuring forest lands are used safely and purposefully. Dedicated to wildlife protection. Team player who is able to cooperate with coworkers effectively to devise and implement creative solutions. Goal-driven professional who strives to maintain standards and exceed expectations.

Skills

- Excellent monitoring skills that allow me to oversee forest lands and resources, wildlife, and potential issues so that I can take proper action.
- Exceptional decision-making abilities that are helpful for understanding the advantages and disadvantages of actions and choosing the most appropriate ones that benefit the forest.
- Outstanding organizational abilities that allow me to plan and prioritize work activities and complete tasks in an orderly manner.
- Solid advising skills that are helpful when providing recommendations and advice on forestry issues.
- Strong speaking and listening abilities that allow me to negotiate the terms and conditions of contracts and agreements for forest management, leasing, and harvesting.

Professional summary

Forester district manager

January 2011 – present

- Monitor contract compliance and forestry activities taking place to ensure government regulations are properly adhered to.
 - Develop short and long-term plans for effective management of forest resources and lands
 - Plan and oversee forestry projects such as monitoring forest health, managing tree nurseries, and conduct reforestation activities for conservation, economic, and recreational purposes.

Forester Engineer

June 2007 – January 2011

- Determined the methods that should be used for removing timber to ensure minimal environmental damage and waste.
- Analyzed the effects of conditions in the forest on tree species prevalence, tree growth rates, and seed production.
- Directed forest fire suppression efforts to ensure minimal damage.
- Developed and implemented project plans for the conservation of soil, water, and wildlife habitats.

Forestry Technician
October 2005 – June 2007

- Participated in forest protection, maintenance, and research activities.
- Analyzed plant samples for a variety of purposes, including resource management, disease control, and wildlife research.
- Tracked wildlife movement and interpreted photographs of habitats.

Education

Master of Science in Forestry
2004

Pennsylvania State University
State College PA

Hobbies

I love spending time outdoors, and I spend down time exploring and hiking in the woods around my home and learning about the land. I also enjoy gardening, and I grow several plants, including fruit trees, flowers, and vegetables. My other hobbies include reading, playing golf, and spending time with my family.

3. Create your own CV.

CURRICULUM VITAE

Personal details

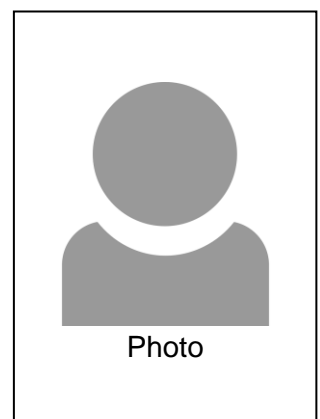
Name:

Place and date of birth:

Address:

City/town:

Telephone number:



E-mail address:

Marital status:

Number of children:

Studies

Time:

Main subjects:

School name:

Qualifications:

Work experience

Time:

Place and position:

ICT literacy:

Foreign language knowledge

Language:

Level:

Hobbies and interests:

--

Place: _____ Date: _____

Signature

Unit 3. Motivation/ Application Letter

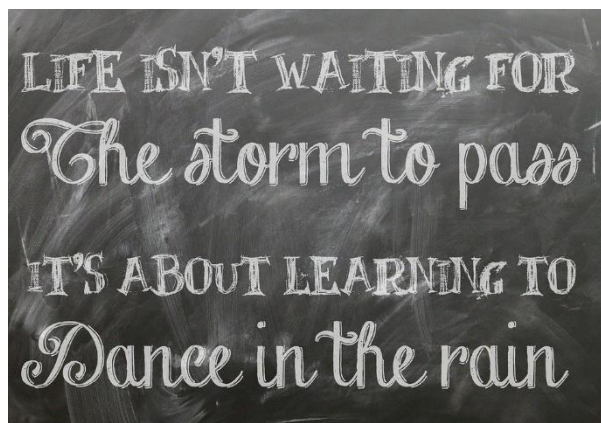
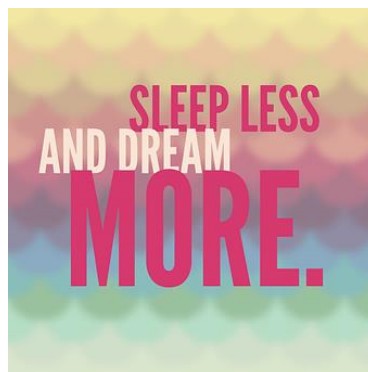
1. What is Motivation? Discuss the following words, phrases.

to set goals, demotivated, burnout, willpower, to focus attention, challenge, self-confidence, goal-oriented, result, excuse



Motivation is the desire to act in service of a goal.

2. Discuss the following motivational quotes images. Do you agree? Which is your favourite?



More to talk about:

Working hard and working smart sometimes can be two different things.

Let us realize that: the privilege to work is a gift, the power to work is a blessing, the love of work is success!

A dream doesn't become reality through magic; it takes sweat, determination and hard work.

3. Writing: Motivational / application letter

A motivational letter is a one-page letter that's used to describe why you are the perfect candidate for a certain position. You introduce yourself, your story, and show your interest in the position or organization you are applying to.

The structure of a motivational letter:

It should consist of 4 main parts: the **contact information** on top, **the introduction, body, and conclusion.**

1. Contact

- To: School/Organization Name
- First Name Last Name
- myemail@mail.com
- Phone Number
- Relevant Social Media

2. Introduction

- Personal information. Who are you and what do you do?
- What are you applying for? Where?
- An intro to the bulk of your essay. Mention the general reason why you're applying.

3. Body

This is the main bulk of your motivational letter. This is where you really sell yourself, mentioning stories behind your achievements, skills, and passion for whatever you're applying for.

Try to be as factual as possible - anyone that frequently reads motivational letters can tell made-up stories from the real ones. When possible, you can also use metrics to back up your qualifications.

Things You Can Mention in Your Motivational Letter:

- My passion for _____ started when _____.
- I want to _____ because _____.
- I have been part of _____ for ___ months/years. It's the best thing for me because _____.
- I remember once when I _____, which made me realize that I _____.
- _____ resonates with me because _____.
- What distinguishes me from my peers is _____.

4. Conclusion

Finally, you can wrap up the motivational letter and send it in. In this section, you can:

- Briefly summarize your main points - *"I believe I'd be a good fit for the program because of _____."*
- Mention your overarching goal - *"I'd love to be a part of _____, as it would allow me to _____."*
- Thank the reader and conclude the motivational letter

Motivation Letter for job application

NAME OF APPLICANT
ADDRESS
CONTACT
EMAIL ADDRESS
DETAILS

NAME OF THE EMPLOYER
ADDRESS OF THE COMPANY
EMPLOYER'S CONTACT NUMBER
EMPLOYER'S EMAIL ADDRESS

Date:

Subject: Job Vacancy for [POSITION]

Dear Sir or Madam,

I am writing this letter to apply for the position of [POSITION] at [NAME OF THE COMPANY].

As a [NAME OF PROFESSION], I am extremely familiar and experienced with the job and have had the opportunity to practice my profession for [N] years. Moreover, I was glad to have found the job vacancy for your company as I have followed your company's progress and growth. I would very much appreciate it if you would give me the opportunity to work in the company as I believe that I would make a valuable asset.

I believe that my strong educational background and extensive experience in the field makes me an appropriate candidate for the position. As you can see in the resume attached in this letter, I have the necessary knowledge and skills for this position. I strongly believe that I can perform all the duties and tasks very well. I also believe that this employment opportunity would make a significant advancement in my career since your company is one of the leading companies in the field.

If you need additional information or documents, feel free to call me on [CONTACT NUMBER] or send me an email on [EMAIL ADDRESS]. I look forward to personally discussing my application with you.

Sincerely,
[NAME AND SIGNATURE]

4. Write your letter of motivation.

You must mention all your previous experiences. Don't be afraid to use the new words of this unit. Imagine you as a young adult and you've read the announcement offering this job.



Wood Buffalo National Park is the largest National Park of Canada at 44,807 km². Join our team, discover your passion! Parks Canada will be hiring a large number of students next summer and we would love to have you in our team. You can make a difference and the work you will do with Parks Canada will have an impact on the experience of Canadians and visitors from all over the world. We offer a variety of jobs and are looking for students with a wide range of interests and skills.

A large empty rectangular box provided for writing the letter of motivation.

5. Reading

Read the text and discuss the meaning of the bold words.

"7 Ways to be Successful"

Many people want to be successful in life, but it's easier said than done. There are so many **distractions** in life that it can be challenging to accomplish our goals. By keeping the following advice in mind, however, you can dramatically increase your chances of becoming successful in whatever you choose to **pursue**.

1. *Imagine yourself being successful.* Einstein said that the imagination is more important than knowledge. The more **vividly** and accurately you imagine your success, the easier it will be to be successful.
2. *Surround yourself with other people who are successful.* When you're surrounded with people who are **highly-driven**, it's encouraging.
3. *Stay away from distractions.* There are so many distractions in this world that you really don't need. Whenever you are doing something which is not useful or productive, imagine yourself as a **loser** with **shattered** dreams and push yourself away.
4. *Set a time for when you want to achieve your goal.* If you don't know when you achieve your dream then you will never realize when you will have achieved it.
5. *Take risks.* Step out of your **comfort zone**. Successful people think big and act big. It can be a scary thing to do, but if you don't, then will you ever be successful? Successful people make big **investments** (in their careers, in their businesses, in their education) and all investments involve risk. But don't be **reckless**. Study your risks, make sure the odds are in your favor, then **take a leap**.
6. *Be persistent.* Don't give up. If your first **attempt** didn't work, don't quit. Always keep in mind the following sentence: "If you don't give up, you cannot fail".
7. *Remove fear and doubt from your way of thinking, and focus on keeping positive in every situation.* You will be more effective if you keep a positive mind and stay focused on your goal. Remember, you can be your own best friend or your own worst enemy.

6. Answer these questions with your partner.

1. What is this article about?

2. Why is it difficult to be successful?
Describe a time when you had a difficult time being successful.



3. Can you describe the 7 ways to be successful? Why is each a good idea?

4. Which do you think is the most important way? Which is the least important? Why?

5. What are some other things you can do to be successful? Try to think of 3 more ideas together.

7. Read each statement and discuss your feelings with your group. Explain your opinion.



1. Money is the best measure of success.

2. Happiness is the best measure of success. Do whatever makes you feel good.

3. Finding a good partner is the best measure of success. Having a beautiful, interesting, and fashionable boyfriend or girlfriend means we must be successful.

4. Success is winning at whatever you decide to do.

5. Success is conquering oneself and having control of all emotions and desires.

6. Success is getting the respect of other people.

8. Vocabulary Match.

- | | |
|---------------------------|-------------------------------------------------------------------------------|
| 1. Distraction G | A. to try to achieve something over a long period of time |
| 2. Pursue A | B. to completely destroy someone's hopes, beliefs, or confidence |
| 3. Vivid J | C. when you spend a large amount of time, energy, emotion on something |
| 4. Highly-driven I | D. not caring or worrying about the bad or dangerous results |
| 5. Loser F | E. trying to do something, especially something difficult |
| 6. Shattered B | F. someone who is never successful in life, work, or relationships |
| 7. Comfort Zone L | G. something that stops you from paying attention to what you are doing |
| 8. Investment C | H. to give special attention to one particular person or thing |
| 9. Reckless D | I. to have a lot of motivation |
| 10. Take a leap K | J. very clear, seeming real |
| 11. Attempt E | K. go for something, take a chance |
| 12. Focus H | L. the range of activities or situations that you feel happy and confident in |

9. What would make you feel the most successful?

Rank these successes in order from 1(the best) – 8 (not so amazing). Use each number once.



- | |
|--------------------------|
| ___ Getting a job |
| ___ Looking attractive |
| ___ Having children |
| ___ Accomplishing a goal |
| ___ Getting a promotion |
| ___ Receiving an award |
| ___ Getting married |
| ___ Winning a race |



10. Talk about your ideas with your partner.

Ask: “Which would make you feel the most successful?”

“Which would make you feel the least successful?”

“What would make you feel the next most/least successful?”

Talk more:

What are some things not listed that make you feel successful?

Unit 4. Job interview

1. Reading. How to Make the Best Impression.

The first impression you make at a job interview, is going to be the most important one. Hiring managers can decide whether you're a good candidate, or not, within a few minutes of meeting you. These tips will help you make a perfect first impression.

Dress for success. What you wear to the interview is important because you don't want to be underdressed or overdressed.

Be on time or a little early. You definitely don't want to keep your interviewer waiting, so be on time or a few minutes early for your appointment.

Keep it positive. Always try to put a positive slant on your responses to questions. It's better to give the impression that you're more motivated by the possibility of new opportunities than by trying to escape a bad situation.

Prepare for a job interview. The more time you spend preparing for a job interview, the better your chances will be of behaving correctly. You'll feel more comfortable speaking with the hiring manager if you're familiar with the company's products and services.

Research the company. Before your interview, take the time to learn as much as possible about the job and your prospective employer.

Follow up after the interview. After every job interview, take the time to send a thank you note or email message sharing your appreciation for the time the interviewer spent with you.

2. What would you answer for the following interview questions? Discuss.

1. Tell me about yourself.

The interviewer wants to know why you're an excellent fit for the job. Try to answer questions about yourself without giving too much, or too little, personal information. You can start by sharing some of your personal interests and experiences that don't relate directly to work, such as a favourite hobby or a brief account of where you grew up, your education and what motivates you.

2. Why should we hire you?

Are you the best candidate for the job? The hiring manager wants to know whether you have all the required qualifications. Be prepared to explain why you're the applicant who should be hired. Make your response a confident, concise, focused sales pitch that explains what you have to offer and why you should get the job. Start this way: „You should hire me because my experience is almost perfectly aligned with the requirements you asked for in your job listing...”

3. What is your greatest strength?

This is one of the questions that employers almost always ask to determine how well you are qualified for the position. When you are asked about your greatest strengths, it's important to discuss the attributes that qualify you for that specific job, and that will set you apart from other candidates.

4. What is your greatest weakness?

Another typical question interviewers will ask is about your weaknesses. Do your best to frame your answers around positive aspects of your skills and abilities as an employee, turning seeming “weaknesses” into strengths. You can also share examples of skills you have improved, providing specific instances of how you have recognized a weakness and taken steps to correct it.

5. Why do you want to leave (or have left) your current job?

The interviewer wants to know why you want to work for their company. When asked about why you are moving on from your current position, stick with the facts, be direct and focus your answer on the future, especially if your departure wasn't under the best circumstances.

6. What are your salary expectations?

The hiring manager wants to know what you expect to earn. It seems like a simple question, but your answer can knock you out of competition for the job if you overprice yourself. If you underprice yourself, you may get shortchanged with a lower offer. (Use internet: Reliable salary calculators.)

7. Why do you want this job?

This question gives you an opportunity to show the interviewer what you know about the job and the company, so take time beforehand to thoroughly research the company, its products, services, culture and mission. Be specific about what makes you a good fit for this role, and mention aspects of the company and position that appeal to you most.

8. How do you handle stress and pressure?

What do you do when things don't go smoothly at work? How do you deal with difficult situations? The employer wants to know how you handle workplace stress. Avoid claiming that you never, or rarely, experience stress. Rather, formulate your answer in a way that acknowledges workplace stress and explains how you've overcome it, or even used it to your advantage.

9. Describe a difficult work situation or project and how you overcame it.

The interviewer wants to know how you respond when faced with a difficult decision. As with the question about stress, be prepared to share an example of what you did in a tough situation. It's important to share details to make the story believable and engaging.

10. What are your goals for the future?

This question is designed to find out if you're going to stick around or move on as soon as you find a better opportunity. Keep your answer focused on the job and the company, and reiterate to the interviewer that the position aligns with your long-term goals.

3. General parts of a job interview.

Giving an interview in English – You are hiring someone for the position of

Ask 2 interviewees these questions and decide who the best candidate is.

Remember to be a good listener, polite, and professional.

Write comments about your interviewees.

- Could you tell me a little about yourself? Describe your personality.
- What are your strengths and your best skills?

- What is your biggest weakness?
- What are your career goals and future plans?
- What things are most important to you in a job?
- What would be your dream job? Why?
- What do you think is the worst job in the world?
- Would you describe yourself as a workaholic?
- Where do you see yourself being in five years? Ten years?
- When you were a child, what job did you want to have when you were older? Why?
- What jobs in your country are considered to be good jobs? Why?
- If you had a choice, would you prefer to work alone or as part of a team? Why?
- What are your hobbies?
- What salary are you expecting?

Professional?	Y	N		Comments:
Friendly?	Y	N		
Good speaker?	Y	N		
Confident?	Y	N		

Who would you choose for the job? Why?

What could the other interviewee do to be better next time?

4. Job interview Vocabulary Exercise.

Circle the correct answer:

- He is studying in a
 - training placement
 - training period
 - training center
- He can speak
 - some German
 - very German
 - well German
- There are several in this department.
 - vacancy
 - vacances
 - vacancies

4. My lasted one month.
- a) training school **b) training period** c) training center
5. I lost my
- a) driving licence** b) drivers license c) drive license
6. You should apply this position.
- a) to **b) for** c) about
7. Do you speak English?
- a) currently b) fluent **c) fluently**
8. I am
- a) computer good **b) computer literate** c) Computer well
9. Arabic is my
- a) mother tongue** b) native mother c) language mother

Find synonyms for the underlined words/ phrases:

1. I am able to speak two languages.

2. Please find attached my CV and cover letter.

3. She is in charge of many departments at work.

4. They are all interviewing for the same job.

5. We are sorry for the delay.

6. He's **free** on Tuesday.

7. Don't forget to bring your **résumé** to your job interview!

8. Arabic is my **mother tongue**.

9. She is **good with computers**.

10. Outside of work, he has many **interests**.

1. Bilingual

2. Enclosed

3. Responsible for

4. Applying

5. Apologize

6. Available

7. CV

8. Native language

9. Computer literate

10. Hobbies

Find the missing questions to this job interview:

1. Could you give me three flaws to describe yourself?

I can be somewhat obstinate, talkative and a bit susceptible sometimes. But it never lasts: one needs to be open-minded to be able to do and be their best.

2. Would you mind telling me more regarding your qualifications?

Of course. I recently graduated in forestry and logistics. Before that, I passed the equivalent of the A-Level exam, specialized in wildlife management.

3. Why should we hire you?

Well, I would start by saying that I am willing and eager to learn as well as improve my know-how. I am not afraid of challenges as on the contrary I find them to be stimulating. I am dedicated to my work and you would not regret your decision should you choose to hire me.

4. Apart from English, do you speak other languages?

Yes, I am fluent in both English and Italian. I speak some Russian as well.

5. Do you have your driving licence?

I have a driving licence and my own car.

6. Why are you leaving your current company?

As much as I like my current employment, I think it is time for me to move on as I do not feel challenged enough anymore. I wish to broaden my horizons and I believe your company can deliver on that aspect.

7. Which task do you perform at work?

Currently, I am in charge of personnel. Also I handle scheduling and prepayment.

8. What do you enjoy doing in your spare time?

I love travelling: I've just spent 2 weeks in Namibia and I practice sports such as hunting and deep-sea diving.

9. How did you come to learn about this vacancy?

I came across your ad by chance actually: I read it in "Erdészeti Lapok" in the bus and ran home to look it up on the internet.

10. Would you like to add anything before we conclude this interview?

Yes, thank you. I would like to thank you for the opportunity to interview for this vacancy. I look forward to hearing from you soon. Have a good day.

Unit 5. Important documents and the employment contract

1. Discuss the following expressions.

- **forest act**

Forestry laws govern activities in designated forest lands, most commonly with respect to preserving the forest and forest management.

- **forestry plan**

A document that translates forest policies into a coordinated programme for a forest management unit and for regulating production, environmental and social activities for a set period of time through the use of prescriptions specifying targets, action and control arrangements to aim sustainability over centuries.

- **contract**

A contract is a legally binding agreement that recognises and governs the rights and duties of the parties to the agreement.

- **permission**

The action of officially allowing someone to do a particular thing; consent or authorization.

- **licence**

A permit from an authority to own or use something, do a particular thing, or carry on a trade.

- **employer**

A person or organization that employs people, boss, manager.

- **employee**

A person employed for wages or salary, worker.



2. Put the following words into the correct place.

unemployed qualifications commission salary training strike resign retire wage pension earn bonus employees trade unions sacked interview redundant CV skills

1. What do you think is a good **salary** or **wage** in your country? How much would you like to **earn**?
2. Would you like to work on **commission**? Why / Why not? Do you think people should get a paid **bonus** for especially good work?
3. What different information should you put in a **CV**?
4. What should you do to make a good impression at a job **interview**?

5. Think of the job you do at the moment or that you would like to do in the future. What **qualifications** and/or **skills** do you need to do it?
6. How many years' **training** do you need to do before you can become a doctor in your country?
7. Is it common or unusual for **employees** to go on **strike** in your country? Do you have **trade unions**?
8. For what reasons can people be **sacked**? For what reasons can people be made **redundant**? Why do people sometimes **resign** from their jobs?
9. What help do people get from the government if they are **unemployed** in your country?
10. At what age do men and women usually **retire** in your country? Do you think this is early, late or about right? Do they usually get a **pension**?

3. What is an employment contract? What is included in an employment contract?

- **Salary or wages:** Contracts will itemize the salary, wage, or commission that has been agreed upon.
- **Schedule:** In some cases, an employment contract will include the days and hours an employee is expected to work.
- **Duration of employment:** An employment contract will specify the length of time the employee agrees to work for the company. In some cases, this might be an ongoing period of time. In other cases, it might be an agreement set for a specific duration. At other times a minimum duration is laid out, with the possibility of extending that period.
- **General responsibilities:** Contracts can list the various duties and tasks a worker will be expected to fulfill while employed.
- **Communications:** handling social media, websites, or email, a contract might state that the company retains ownership and control of all communications.
- **Benefits**
 - health insurance,
 - vacation time
- **Future competition:** This is an agreement stating that, upon leaving the company, the employee will not enter into jobs that will put him or her in competition with the company.

4. Study the following employment contract.

Employment Contract

This contract, dated on the ____ day of _____ in the year 20____, is made between [company name] and [employee name] of [city, state]. This document constitutes an employment agreement between these two parties and is governed by the laws of [state or district].

WHEREAS the Employer desires to retain the services of the Employee, and the Employee desires to render such services, these terms and conditions are set forth.

IN CONSIDERATION of this mutual understanding, the parties agree to the following terms and conditions:

1. Employment

The Employee agrees that he or she will faithfully and to the best of their ability carry out the duties and responsibilities communicated to them by the Employer. The Employee shall comply with all company policies, rules and procedures at all times.

2. Position

As a [job title], it is the duty of the Employee to perform all essential job functions and duties. From time to time, the Employer may also add other duties within the reasonable scope of the Employee's work.

3. Compensation

As compensation for the services provided, the Employee shall be paid a wage of \$_____ [per hour/per annum] and will be subject to a(n) [quarterly/annual] performance review. All payments shall be subject to mandatory employment deductions (State & Federal Taxes, Social Security, Medicare).

4. Benefits

The Employee has the right to participate in any benefits plans offered by the Employer. The employer currently offers [list benefits, if any]. Access to these benefits will only be possible after the probationary period has passed.

5. Probationary Period

It is understood that the first [time frame] of employment constitutes a probationary period. During this time, the Employee is not eligible for paid time off or other benefits. During this time, the Employer also exercises the right to terminate employment at any time without advanced notice.

6. Paid Time Off

Following the probationary period, the Employee shall be eligible for the following paid time off:

- [length of time for vacation]
- [length of time for sick/personal days]
- Bereavement leave may be granted if necessary.

The employer reserves the right to modify any paid time off policies.

7. Termination

It is the intention of both parties to form a long and mutually profitable relationship. However, this relationship may be terminated by either party at any time provided [length of time] written notice is delivered to the other party.

The Employee agrees to return any Employer property upon termination.

8. Non-Competition and Confidentiality

As an Employee, you will have access to confidential information that is the property of the Employer. You are not permitted to disclose this information outside of the Company.

During your time of Employment with the Employer, you may not engage in any work for another Employer that is related to or in competition with the Company. You will fully disclose to your Employer any other Employment relationships that you have and you will be permitted to seek other employment provided that (a.) it does not detract from your ability to fulfill your duties, and (b.) you are not assisting another organization in competing with the employer.

It is further acknowledged that upon termination of your employment, you will not solicit business from any of the Employer’s clients for a period of at least [time frame].

9. Entirety

This contract represents the entire agreement between the two parties and supersedes any previous written or oral agreement. This agreement may be modified at any time, provided the written consent of both the Employer and the Employee.

10. Legal Authorization

The Employee agrees that he or she is fully authorized to work in [country name] and can provide proof of this with legal documentation. This documentation will be obtained by the Employer for legal records.

11. Severability

The parties agree that if any portion of this contract is found to be void or unenforceable, it shall be struck from the record and the remaining provisions will retain their full force and effect.

12. Jurisdiction

This contract shall be governed, interpreted, and construed in accordance with the laws of [state, province or territory].

In witness and agreement whereof, the Employer has executed this contract with due process through the authorization of official company agents and with the consent of the Employee, given here in writing.

Employee Signature

Date

Company Official Signature

Date

5. Answer the questions.

- What are the most important points of an employment contract?
- How long does the probational period last in Hungary?
- Is the employee obliged to work in other places of work if the employer agrees?
- How many days of vacation can the employee take in Hungary?
- How long does the employee get a paid day in case of illness?
- How many hours does a full-time employee work a week?

6. Look at the pictures. Do you know other important forestry documents? Where can you find them? How can you download them?

All on the NFK website: nfk.gov.hu/erdeszeti_foosztaly_menu_116

The image shows two identical copies of a 'MŰVELETI LAP' (Operational Sheet) form. The top form is titled '2020/27/JT100/40' and the bottom one '2020/27/JT100/40'. Both forms contain fields for forest management data, including area, species, and harvest details. The forms are filled out with handwritten information.

Document of operation: it includes the data of timber harvest

The image shows a 'Szállítójegy' (Transportation Document) form titled 'FA-AA 4747911'. It contains fields for technical identification, location, quantity, and date of transport. The form is filled out with handwritten information.

Document of transportation

Help: <https://portal.nebih.gov.hu/ugyintezes/noveny/nyomtatvanyok>

Unit 6. Job opportunities, duties and tasks

1. How can you find the perfect job? Read then find other ideas.

1. Use your network. Everybody knows somebody. Within your existing network there are probably three jobs that would be appropriate for you, but the people who could help open doors to those jobs just haven't thought of you. Make a list of everyone you know.

2. Connect with alumni. We generally like people who have something in common with us; who share the same values or hobbies; or have gone to the same school. Call the alumni in your region, go to meetings and grow your network.

3. Attend events. These include ones hosted by charities and professional organizations. Talk to at least one person at every meeting who you haven't met yet.

4. Social Media Channels LinkedIn is the social media channel for professionals. LinkedIn is a powerful tool to easily connect with the right people. Search your target market based on your industry, qualifications, university and interests, and connect with the people who interest you.

5. Check job boards. Many companies and recruiters use them to find the right candidate. Define the top job boards for your skill set and put your resume there.

6. Contact headhunters.

- Online job searching platforms and career websites
- Job fairs are especially popular for companies looking to recruit new graduates.
- Create a list of career options you think you'd really enjoy, not just the ones you think you can do
- Put your CV online.
- Build an online profile.

2. Read the following advertisement. Discuss the important aspects.

Job Working Title:		
FORESTRY	TECHNICIAN-ADV	20-01354
Forestry Technician		
Type of Employment:		
Full Time (40 hrs/week)		
Salary:		

Starting pay is \$17.64 per hour, plus eligibility for overtime and weekend/night differential pay. This position includes an excellent benefits package, including health care, vacation, sick leave, and retirement benefits (including supplemental retirement for Protective status).

Contact:

Julie Jaksa, HR Specialist Senior, 608-266-0520, Julie.Jaksa@wisconsin.gov

Bargaining Unit:

Non-Represented

Area of Competition:

Open

Deadline to Apply:

6/7/2020



Assessment Information:90770 - 014 FORESTRY TECHNICIAN-ADV - 2019

Forestry Technicians play a vital role in DNR and work side-by-side with Foresters to protect and manage our forests so that they last for years to come. It's an important job, and it takes a special kind of person to do it. A love of forests, physical work, heavy equipment operation and maintenance, and firefighting are essential! Yes, you need some basic knowledge or experience in each of the components of the job, but we'll provide significant on-the-job training and mentoring to help you succeed.

3. Essential vocabulary to talk about forestry.

Forester

erdész

Forestry Technician

erdésztechnikus

Conservation Biology (Soil, Plant, Hydrology, Wildlife, etc.)

talaj-, növényvédelem, víztan, vadvilág

Environmental Protection

környezetvédelem

Habitat Conservation

élőhelyvédelem

Natural Resource

természeti erőforrások

Nursery/Greenhouse Manager

csemetekert vezető

Soil Management

talajgazdálkodás

Insect and Disease

rovar, kórokozók

Land Rehabilitation

talajvédelem

Conservation

megőrzés

Management

gazdálkodás

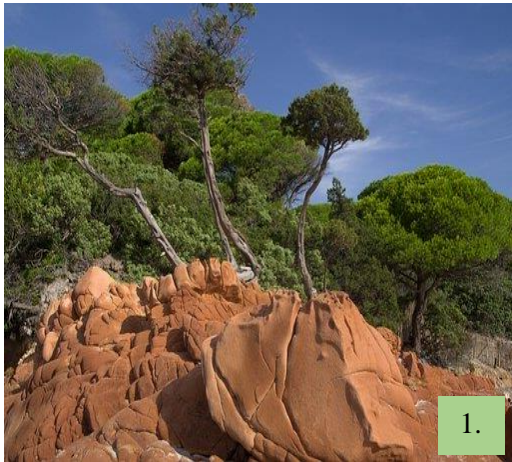
Do you know the meaning of sustainability? Discuss the icons.



Sustainable forestry balances the needs of the environment, wildlife, and forest communities—supporting decent incomes while conserving our forests for future generations. There are many practical steps that a community or business can take to protect the health and longevity of a forest while still profiting from the production and sale of timber and other forest products, such as nuts, fruits, oils, and plants.

4. Match the expressions with the pictures.

wildlife conservation 2., timber 8., erosion 1., weed 7., reproduction 6., population 10., trapping 3., soil 5., forest pest 4., forest fire 9.





5. What are the following definitions for?

planning

It controls to guide the future development of forests.

logging

It is a complete system, involves falling timber, bucking, yarding, loading and trucking to a storage facility.

falling

Cutting down a tree, requires careful planning and a high degree of skill.

estimating wildlife populations

A method of counting, determining the particular animal species, time, place and area.

identification of wildlife damage to forest

It is an increasingly important part of the wildlife management profession because of expanding human populations and intensified land-use practices (biological control, direct control like hunting, exclosures, chemical control).

tree identification

You don't need to be a forestry expert to figure it out; all you need is a sample leaf or needle and a tree-identification guide can help you as well.

forest ownership

It determines who owns the forest, trees, woods (private, federal).

forest stands

It is a contiguous community of trees sufficiently uniform in composition, structure, age, size, class, distribution.

natural regeneration by seed

It involves the establishment of a new forest from self-sown seed.

natural regeneration by vegetative

Sexual reproduction is the reproduction in plants through some part of the plant body.

artificial regeneration

If the removal and replacement of a forest crop involve human activities.

forest mensuration

The art and science of providing the quantitative information about trees and forest stands necessary for forest management, planning and research.

scaling

The measuring of lengths, radii or diameters of logs to determine volume.

6. Discussion Topic: The role of Working Plan.

Working / Forest Management Plan is the most important document for Forest Management for the next some decades and it mostly relates with various aspects: climatic and environmental aspects, social and economic aspects.

- reasons
- diversity of forest, coordination, forest policy, markets for the products of forestry
- description of growing stock
- staff and labour in forestry
- collection and organization of data



My thoughts: Ideas/ Titles of possible essay: carbon sequestration, climate change, importance of trees, trade, forestry sector and GDP, ecology or economy?

7. Vocabulary to talk about forestry machinery.



power machines in forestry

erdészeti erőgépek

machines for wood production

fatermesztési gépek

machines for soil preparation

talajelőkészítés gépei

machines for plant protection

növényvédelem gépei

special machines for planting material

szaporítóanyag-termesztés gépei

special machines for forestation

erdősítés gépei

machines for tree utilization

fahasználat gépei

machines for cutting

fakitermelés gépei

machines for landing operations

faanyag rakodás gépei

machines for transportation

faanyag mozgatás gépei

machines for processing

felkészítés gépei

machines for forestry road construction

erdészeti útépítés gépei

earthwork equipment

földmunkagépek

Where do the following machines belong to?

1. Power machines in forestry (*erdészeti erőgépek*) **1.**
2. Machines for wood production (*fatermesztési gépek*)

machines for soil preparation (*talajelőkészítés gépei*) **8.**

machines for plant protection (*növényvédelem gépei*) **4.**

special machines for planting material (*szaporítóanyag-termesztés gépei*) **9.**

special machines for forestation (*erdősítés gépei*) **9.**

3. Machines for tree utilization (*fahasználat gépei*)

machines for cutting (*fakitermelés gépei*) **2., 3.**

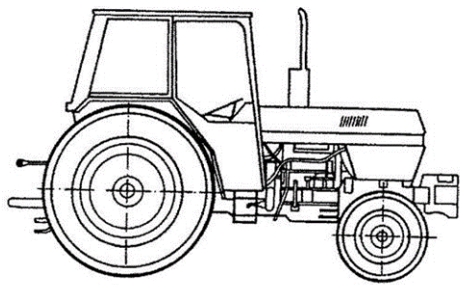
machines for landing operations (*faanyag rakodás gépei*) **5., 7.**

machines for transportation (*faanyag mozgatás gépei*)

machines for processing (*felkészítés gépei*) **6.**

4. Machines for forestry road construction (*erdészeti útépítés gépei*)

earthwork equipment (*földmunkagépek*)



1. universal tractor



2. harvester



3. chainsaw



4. sprayer



5. forwarder



6. chipper machine



7. loader



8. plough



9. planting machine

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