

Introduction

PURPOSE

The FSI Hungarian Basic Course has been written with the aim of providing the student with a firm control of the basic structure of the spoken language and a vocabulary adequate for him to make limited practical use of both the spoken and written language in his travels, work and social obligations. In addition, the course should provide the learner a sound background for further development of fluency and proficiency in Hungarian.

ORGANIZATION OF THE TEXTBOOK

The materials in each of the two volumes of the text are contained in twelve lessons or units. Each unit includes a set of basic sentences that are intended for memorization. These are in the form of conversations or dialogs focused on specific situations in which a person might find himself in Hungary.

Notes to the basic sentences are added occasionally to provide additional background information on some cultural feature unfamiliar to Americans, or to clarify some special difficulty in vocabulary or idiom. Notes on pronunciation are included in each of the first seven units. Sound, stress and Intonation features which have been found to be particularly troublesome for American students are here presented with explanations and a series of practice drills.

The notes on grammar in each unit concentrate on those structural features illustrated in the basic sentences which are considered appropriate for analysis at a given stage in the course. The section after the grammatical explanations in each lesson provides for systematic and detailed practice of the new features comprising a particular unit. Specifically, the substitution drills are designed for exercise in the manipulation of forms through substitution of specific items in fixed sentence patterns. This practice is intended to build habits of association, so that in a given syntactic environment the appropriate grammatical form automatically comes to mind.

A common type of substitution drill used in the drill sections is the transformation drill, in which the pattern sentence is changed from one grammatical or lexical category to another. Variation drills provide for the manipulation of larger syntactic patterns. In each group a model sentence, underscored, serves as a guide. Associated with it are additional sentences incorporating the same syntactic frame but in which most of the individual word items have been replaced. Vocabulary drills provide practice in the use of new words and also allow for manipulation of sentence elements, the particular form and arrangement of which depends upon their association with that vocabulary item. The manipulation of all these drills as presented in the units is carried out generally with the use of English equivalents.

Specific translation drills are also provided, however. In general these exercises supplement the material of the basic dialog in the form of a narrative. In this way they provide content review of the basic sentences and practice in the transformation from active dialog to descriptive narration. The response drills are question-and-answer-type exercises on the situations of the basic dialogs but are also designed to develop the student's ability to give realistic answers to appropriate real-life situations. Conversation practice and

additional situations in outline bridge the gap to free conversation.

METHOD AND PROCEDURE

This is a course in Spoken Hungarian; the forms and patterns of the language are intended to be colloquial. The emphasis in instruction is everywhere on speech, and an indispensable component of the learning process is the voice of the instructor, whose native language is Hungarian. On no account should the student attempt to use these materials without either a native instructor or recordings of a native instructor's voice. The method of instruction incorporates guided imitation, repetition, memorization, pattern practice, and conversation.

Working under the supervision of a linguist the instructor's role is to serve as a model for speech as Hungarians really use the language in actual conversation. In this connection the instructor will maintain the normal tempo of pronunciation as the classroom standard at all times; he will never distort his speech by slowing down. The student's job is to watch and listen carefully to the instructor and to imitate as exactly as he can the sounds that he hears, together with their pitch and stress patterns. He must keep in mind that to learn an entirely new set of language habits, he will require constant correction and repetition. Each time the student is given a new model to practice, the instructor says it for him first. The student should never attempt to read from his text, but rather should watch the instructor, and pay attention to him as he says a word or utterance for the class. As far as possible, he should leave his book closed during the presentation and concentrate on the speech and actions of the teacher. The normal procedure in class will consist of a great deal of choral and individual repetition of the basic sentences and drills, for only by frequent repetition after an authentic model for speech can habitual fluent and accurate reproduction of the sounds and forms of the foreign language be achieved.

The basic sentences are preceded by "build-ups" giving the component parts of the utterance separately. Each new item which is introduced appears first as a build-up. The instructor will ask the students to repeat the build-ups separately first, then combined into larger units, and finally the complete new sentence or utterance. The basic sentences are subdivided into numbered sections, each to be treated as a unit, repeated in chorus and individually, with and without build-ups, until the students' imitation is satisfactory. Only then may a new section be taken up.

The time required to cover each part of the dialog in this way will differ widely, depending on the size and ability of the class. After acceptable imitation and accurate pronunciation have been achieved, the sections are then assigned for memorization outside of class or repeated in class until memorized. The student should be able to give either the Hungarian sentence or its English equivalent on request, or switch from one language to the other and back again. The instructor will drill the class by repeating each sentence for each student; then by giving each student a different sentence, repeating it for him first; and finally by asking the class to recite the sentences in order, the first student the first sentence, the second student the second sentence, etc., without receiving a cue from the instructor.

Repetition out loud outside of class, preferably with the help of recorded materials, should be continued to the point of overlearning. The student should not only be able to give the correct Hungarian sentence upon hearing the English equivalent at random selection, but he should also be able to give the correct Hungarian statement with equal ease and speed of response upon hearing its Hungarian cue. As a final

step, the students are expected to act out the basic dialog in its entirety from memory, with the instructor or with other students. Only when the basic sentences have been mastered to this extent can they be considered to provide an adequate basis for control of the spoken language.

It should be noted at this point that the English text accompanying the basic sentences is not primarily a translation but a set of conversational equivalents. Many apparent discrepancies will be found if the student, or the instructor, looks for word-for-word correspondence between the English and Hungarian text. Such a thing will not be found in the text. Rather, in any particular situation, one should regard the English text as a symbolization of how a particular situation is rendered in English, and the Hungarian text as a symbolization of how that situation is rendered in Hungarian.

The pronunciation practice drills are taken up in class only after the presentation of the basic sentences has been completed and memorization of the dialogs has been started. The pronunciation exercises are arranged in groups according to the particular feature concerned, whether it be sound or stress. Words are to be repeated first in chorus and then individually by each student after the instructor, at first following the vertical columns and later, for variation and comparison, going horizontally across the page. Particular attention should be paid to items in contrast. These are minimum, meaningfully distinctive sound patterns, accurate control of which is important for communication and comprehension. Contrasting word pairs are linked by a dash, and after separate practice for accuracy, the items should be repeated by pairs to bring out the exact distinctions between them.

The notes on grammar are designed for home study after the basic sentences have been introduced and drilled in class. Although the grammar analysis is intended to explain and clarify all points of structure that are emphasized in a particular unit and illustrated in the basic sentences, the student may still encounter some difficulty in understanding some details of the analysis. In such cases he is urged to ask the linguist for assistance in his difficulty. The instructor is specifically requested not to enter into discussion with his students about the structure of the language. Time in class is spent most profitably with practice in actual use and manipulation of the language and not in talking about it.

After the basic sentences of a unit have all been repeated several times and memorization of these is well under way, work can be started on the drills. The material in these is designed to provide a maximum of additional experience in using the forms and patterns of the language learned in the basic sentences. It is not assumed, however, that the learner is automatically able to transfer the experience gained in the basic sentences to error-free manipulation of these forms and patterns. The drills are by no means a test of what the student can do with the elements given to him. It is a matter of no great importance whether he can or cannot "figure them out" by himself. The goal is to learn to speak the language accurately and fluently, and this aim can be achieved only by correct repetition of the forms and patterns involved. Therefore all the sentences in each drill group are first to be repeated in their correct form after the instructor. After this the instructor cues each student in turn for repetition of one of the drill sentences until all students have given all sentences correctly.

In the substitution drills the model sentence and all its variants are first repeated in chorus after the instructor. He then gives the model sentence again and the class repeats it in chorus. After this each student is cued individually with an item to be substituted, whereupon he repeats the sentence with the substitution called for. In some cases the cue is the exact form which fits into the sentence; in other cases a cue is given which requires the student to choose the proper form to fit the syntactic environment of the

model. Regardless of which type of cue is given or how simple or complex the exercise may appear to be, the student's task is to make the substitution without hesitation and to repeat the sentence accurately at normal conversational speed.

In the transformation exercises, as well as in the variation and vocabulary drills, the basic procedure is about the same as for the substitution drills. All sentences in a given group are first repeated after the instructor. The teacher then gives the pattern sentence again, and the students repeat it in chorus. Then they are required individually to recall and repeat the correct Hungarian sentences for which an English equivalent is given. Students may work on the drills with their books open, covering up the column where the Hungarian sentences are printed and taking their cues from the English sentences.

Transformation drills require the conversion of one or more elements in a sentence from one grammatical form to another—singular to plural, present to past, etc. No English is provided for these sentences as a rule. However, the instructor may check the student's understanding by asking for a random spot translation into English, or he may go through the drill a second or third time, giving English sentence cues for which the student gives the Hungarian equivalent.

Translation and response drills, as noted above, are in most cases directly related to the basic sentences. In translation drills the procedure is similar to that followed in the other types of exercise already described. Students work with their books open, covering the Hungarian text and reading the English sentences to themselves. In the response drills it is often appropriate for the tutor to address two or three questions to the same student and then two or three more to the next, so that the exercise takes on a more natural character of conversational interchange. In addition to questions printed in the text, the experienced instructor may find it expedient to add other questions in order to make a situation appear more realistic or to provide further practice on a particular point of grammar. Both translation and response drills should be repeated in their entirety several times until all students have had an opportunity to get practice on each item.

It will be noted that all drill material is provided with both a cue and a correct response, so that all may be prepared by the student outside of class and repeated and practiced by him as often as necessary to achieve complete accuracy and fluency. In many cases there is more than one possible response to a given cue, and instructors are encouraged to accept all answers that are truly equivalent. If a correct response has been given, however, instructors are not to suggest variant forms which may occur to them, as this only introduces unnecessary complexity of choice to an exercise that is difficult enough as it is.

In the conversation practice brief dialogs, usually on the same theme as the basic sentences, are read through by the instructor three or four times while the class listens. Then the teacher takes one role while one student takes the other, and they repeat the conversation together. The student's aim here is not primarily to memorize and repeat exactly, but to give as near an equivalent as possible in his own words. After acting out the conversation with the instructor, the student goes through it again with another student, he in turn with the next student, and so on until all have taken both parts in the dialog.

The situations are brief descriptions, in English in the earlier units, later in Hungarian, of occurrences similar to those on which the basic dialogs are based. Two or more students act out these situations in their own words. They are encouraged to use their imagination and expand on the brief descriptions as long as they limit themselves to the vocabulary and structure covered up to that point in the course. However, the whole conversation should not take more than four or five minutes in order to assure that all students in the class

may try their hand at the same situation.

The narratives are designed for reading purposes, with actual reading done by the student outside of class. In class they may be used for oral narration: the class may listen to the narration as recited by the instructor two or three times; then follows a period of questions by the instructor concerning the subject matter of the narrative; and finally the instructor calls upon students to retell in their own words as much of the story as they remember. In the early units the narratives cover much of the material of the basic sentences in third person form. In the later units some features of expository prose—matters of both form and style—which differ from normal spoken usage are introduced through the narratives in order to bridge the gap between conversational Hungarian and those reading skills of a specialized nature which require particular study and attention.

The ultimate goal of the course, as has been stated above, is to speak accurately, fluently and easily. The text provides for the assimilation of all basic forms and patterns of the language by the guided imitation, memorization, and manipulation of a large number of sentences and by practice in confronting various widely occurring everyday situations. Actual living use of the language in free conversation is a necessary and essential adjunct. The instructor should therefore encourage his students from the start to use the language in every way possible, above and beyond what is provided for in the text. As early as possible in the course both students and instructors should avoid the use of English in the classroom insofar as it is expedient to do so, and instructors should encourage students to speak Hungarian outside the classroom as well. Only by constant use of the skill he is learning can the student hope to master the language and retain it as a useful tool of his profession.

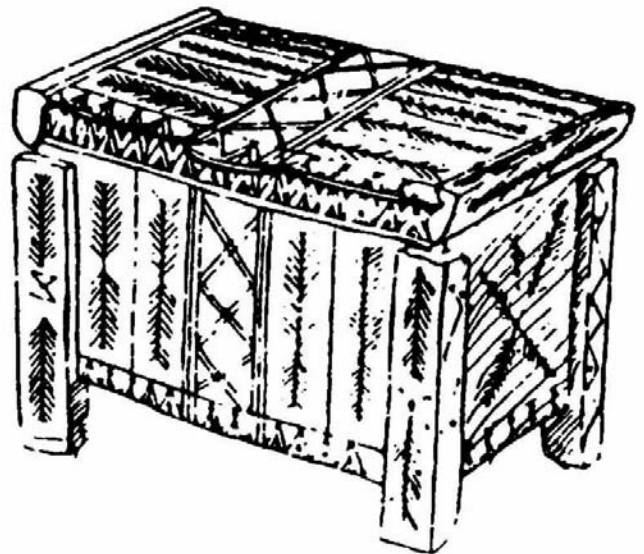
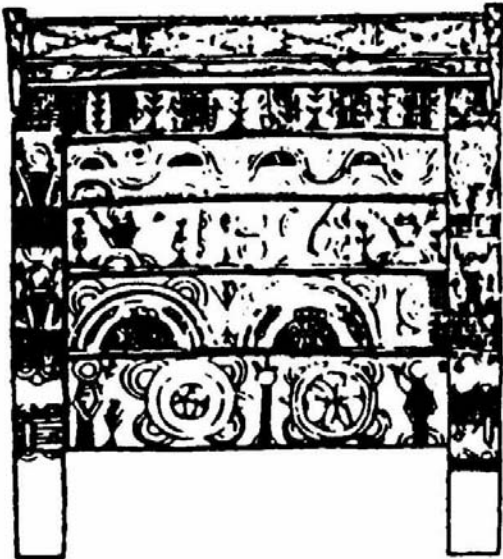


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Basic Sentences: *Halló, Itt Budapest*

I

Hello (Good day) Mr., sir, gentleman little, small	<i>Jó napot!</i> úr kis
Hello, Mr. Little!	<i>Jó napot, Kis úr!₁</i>
Good morning! Taylor Miss, young lady	<i>Jó reggelt!</i> Szabó kisasszony
Good morning, Miss Taylor!	<i>Jó reggelt, Szabó kisasszony!</i>
Good evening! Mrs.	<i>Jó estét!</i> -né
Good evening, Mrs. Little! how is	<i>Jó estét, Kisné!</i> hogy van
How are you? I thank well I am	<i>Hogy van?</i> köszönöm jól vagyok
I'm fine, thank you. and you	<i>Köszönöm, jól vagyok.</i> és maga
And you, Mr. Little! I also, too	<i>És maga, Kis úr?</i> én is
I'm fine too, thank you. you speak; he, she speaks in English	<i>Köszönöm, én is jól vagyok.</i> beszél angolul
Do you speak English?	<i>Beszél angolul?</i>

yes I speak	<i>igen beszélek</i>
Yes, I speak English. you understand; he, she understands in Hungarian	<i>Igen, beszélek angolul. ért magyarul</i>
Do you understand Hungarian? no, not I understand	<i>Ért magyarul? nem értek</i>
I don't understand Hungarian well. where the railroad station	<i>Nem értek jól magyarul. hol az állomás</i>
Where's the railroad station? here (in this place) there (in that place)	<i>Hol van az állomás? itt ott</i>
Here's the railroad station. this that	<i>Itt van az állomás. ez az</i>
Is this the railroad station?	<i>Ez az állomás?</i>
Yes, this is the station. what's it like (what kind of) big, large	<i>Igen, ez az állomás milyen nagy</i>
What's the station like? Is it big?	<i>Milyen az állomás? Nagy?</i>
Yes, it's big. which is the way to the airport	<i>Igen, nagy. merre a repülőtér</i>
Which is the way to the airport? straight ahead	<i>Merre van a repülőtér? egyenesen előre</i>
It's straight ahead.	<i>Egyenesen előre van.</i>

What's the airport like? Is it big?
small

*Milyen a repülőtér? Nagy?
kicsi*

It's not big, it's small.

Mem nagy, kicsi.

II

what

mi

What's this?
American
embassy

*Mi ez?
amerikai
követség*

This is the American Embassy

Ez az amerikai követség.

And what's that?
a (one) hotel

*És mi az?
egy szálloda*

That's a hotel.
clean
dirty

*Az egy szálloda.
tisztá
piszkos*

Is the hotel clean?

A szálloda tiszta?

It's clean.
nice, pretty, beautiful

*Tiszta.
szép*

Is it nice?

Szép?

Yes, it's nice.
a restaurant

*Igen, szép.
egy vendéglő*

Where's there a restaurant?
to the right

*Hol van egy vendéglő?
jobbra*

There's a restaurant to the right.

Jobbra van egy vendéglő.

Is the restaurant good?

A vendéglő jó?

Yes, it's good.
a cafe

*Igen, jó.
egy kávéház*

And where's there a cafe?
to the left

*És hol van egy kávéház?
balra*

There's a cafe to the left.

Balra van egy kávéház.

Is the cafe big?

A kávéház nagy?

No. it's not big.

Nem, nem nagy.

III

the toilet

a W.C. (vécé)

Where's the toilet?

Hol van a W.C.?

The toilet's to the left.

A W.C. balra van.

Thank you.
gladly, with pleasure

*Köszönöm.
szívesen*

Don't mention it.

Szívesen.

IV

What's "thanks a lot" in Hungarian?
nicely

*Mi az magyarul "thanks a lot"?
szépen*

"Köszönöm szépen".

Köszönöm szépen.

And "goodby"?
see you again

*És "goodby"?
viszontlátásra*

"Viszontlátásra".

Viszontlátásra.

Thank you very much.

Köszönöm szépen.

Don't mention it.

Szívesen.

Good night!

Jó éjszakát!

Good night!

Jó éjszakát!

V

pleases

tetszik

What would you like to have?

Mi tetszik?

I ask, I want, I beg

kérek

stamp

bélyeg

stamp (object)

bélyeget (accusative)

I want a stamp.

Kerek egy bélyeget.

else, other, different

más

else, other, different (object)

mást (accusative)

you want! he, she wants

parancsol

Don't you want anything else?

Mást nem parancsol?

but

de

cigarette

cigaretta

cigarette (object)

cigaretttát (accusative)

Oh, yes. I also want some cigarettes.

De igen. Cigaretttát is kérek.

how many

hány

how many (object)

hányat (accusative)

How many do you want?

Hányat parancsol?

ten

tíz

ten (object)

tízet (accusative)

Ten, please.

Tízet kérek.

what does it cost

mibe kerül

How much is it? four forint	<i>Mibe kerül? négy forint₂</i>
It costs four forints. very expensive	<i>Négy forintba kerül. nagyon drága</i>
That's very expensive. please cheap	<i>Az nagyon drága. tessék olcsó</i>
Here's a cheap one.	<i>Tessék, itt van egy olcsó.</i>
How much is this? two	<i>Ez mibe kerül? kettő, két</i>
Two forints. match match (object)	<i>Két forintba. gyufa gyufát (accusative)</i>
I want some matches also. five twenty fillér its price	<i>Gyufát is kérek. öt húsz fillér₃ az ára</i>
Here you are. The price is five fillers.	<i>Tessék, öt fillér az ára.</i>

VI

hungry	<i>éhes</i>
I'm hungry. to eat I'd like	<i>Éhes vagyok. enni szeretnék</i>
I'd like to eat. what (object)	<i>Enni szeretnék. mit (accusative)</i>

What would you like to have?

ham
ham (object)

Mit parancsol?

sonka
sonkát (accusative)

I want ham.

some, a little
water
water (object)

Sonkát kérek.

egy kis
víz
vizet (accusative)

And some water.

bread
bread (object)

És egy kis vizet.

kenyér
kenyeret (accusative)

What kind of bread do you want?

white
or
brown

Milyen kenyeret parancsol?

fehér
vagy
barna

We have white or brown.

Van fehér vagy barna.

I want white bread.

beer
milk
cold

Fehér kenyeret kérek.

sör
tej
hideg

Is the beer cold?

A sör hideg?

It isn't cold.

wine

Hem hideg.

bor

And the wine?

És a bor?

The wine is very good.

coffee
tea
warm

A bor nagyon jó.

kávé
tea
meleg

The coffee and the tea are very good also. They're good and hot.

that (object)

A kávé és a tea is jó. Jó meleg.

azt (accusative)

I don't want any. I'd like wine.

Azt nem kérek. Bort szeretnék.

VII

pardon
I beg your pardon, excuse me
hour

bocsánat
bocsánatot kérek
óra

Excuse me, what time is it?
three

Bocsánatot kérek, hány óra van?
három

It's three o'clock.
when
you leave, start, depart; he, she,
it leaves, starts, departs
train

Három óra van.
mikor

indul
vonat

When does the train leave?
six

Mikor indul a vonat?
hat

The train leaves at six.
you arrive; he, she, it arrives

Hatkor indul a vonat.
érkezik

At what time does the train arrive?
seven

Mikor érkezik a vonat?
hét

At seven.
begins, starts
movie

Hétkor.
kezdődik
mozi

At what time does the movie begin?
eight
nine
eleven
twelve

Mikor kezdődik a mozi?
nyolc
kilenc
tizenegy
tizenkettő

The movie begins at eight.

Nyolckor kezdődik a mozi.

VIII

how much
and

mennyi
meg

How much is two and three?

Mennyi kettő meg három?

Two and three is five.

Ketto meg három az öt.

How much is five and six?

Mennyi öt meg hat?

Five and six is eleven.

Öt meg hat az tizenegy.

How much is four and eight?

Mennyi négy meg nyolc?

Four and eight is twelve.

Négy meg nyolc az tizenketto.

How much is five and five?

Mennyi öt meg öt?

Five and five is ten.

Meg öt az tíz.

Notes to the Basic Sentences

- 1 Whenever a title, such as Mr., Mrs., Miss, is used before a person's name in English the corresponding Hungarian usage will require the title to follow the name.
- 2 Medium of exchange in Hungary, equal to about 230-280 to the American dollar.
- 3 Hungarian monetary unit equal to 1/100 of a forint.

Notes on Pronunciation

Although Hungarian spelling does not present the difficulties encountered in English, there is no writing system existent that can begin to reproduce speech or to represent adequately the features of stress and intonation that are such fundamental elements of any spoken language. So at the beginning of your course do not expect to get much help from your Hungarian textbook in your efforts to acquire and develop proficiency in the Hungarian sound system and in its stress and intonation patterns. These features you can best learn through imitation and oral practice with your instructor in the classroom and through systematic use of the taped drills.

Since Hungarian spelling is for the most part regular and uses the same alphabet as English, the American student should not have much difficulty in reading Hungarian. The standard Hungarian written style is used throughout the textbook, and no use is made of phonemic script. A word of caution at this point, however, is necessary. The student must keep in mind that, although the letter symbols used in Hungarian are in most cases the same as we use in written English, these Hungarian written symbols do not represent the same sound values you know in English. The student will need much drill and practice in the Hungarian sounds in order to reflect these differences in his speech. For that reason we will present for particular drill and attention in the first few units those sound features of Hungarian which experience has shown present particular difficulty for American students.

The Hungarian alphabet consists of the following single letters and digraphs (single speech sounds represented by a combination of two letters, as **ph** in phone) listed in conventional order:

**a | á | b | c | cs | d | e | é | f | g | gy | h | i | í | j | k | l | ly | m |
n | ny | o | ó | ö | õ | p | r | s | sz | t | ty | u | ú | ü | ű | v | z | zs**

The letters **q**, **w**, **x**, and **y** occur only in borrowed words.

These letters are conventionally divided into two types of sounds: vowels and consonants. The vowels consist of the letters

a | á | e | é | i | í | o | ó | ö | õ | u | ú | ü | ű

All the remaining letters of the alphabet are classified as consonants.

A. Short Vowels

Hungarian distinguishes between short and long vowels. The writing system shows this distinction with the mark ' or ~ over a long vowel, and no mark over a short one, with the exception of **ö** and **ü**. The vowels **a**, **e**, **i**, and **u** are not vastly different from the corresponding English sounds: the sound represented by **a** is a back open rounded vowel somewhat like the **a** in *hall*, but pronounced short. The sound represented by **e** is an open low front sound something like the vowel in English *hat*, but short. The vowel **i** is pronounced approximately like the double **e** in *see*, but short and produced well forward in the mouth, with narrower opening and lips more extended than in English. **u** is a sound very close to the double **o** in *moon*, but short.

The Hungarian front rounded vowels **ö** and **ü** do not occur in English. To produce **ö**, pronounce **e** as in *bed* with your lips rounded as for whistling. Likewise, to get the sound **ü**, pronounce **e** as in *he*, (but short) with your lips rounded again as for whistling. (Note that lip rounding is the only feature which differentiates **ü** from **i** and **ö** from **e**.)

Experiment with the following groups of words containing the above vowel sounds until your instructor is satisfied with your pronunciation. Do not worry about the meaning of the words in these practices, but concentrate only on the sounds. Be sure that in each word you pronounce the vowels short. The duration of a sound is a highly important feature of Hungarian pronunciation, and in many cases makes a big difference in the meaning of an utterance.

Practice 1-A

i	e	a	o	u	ö	ü
itt	ez	az	ott	un	öl	üt
is	eoy	hat	hol	ujj	öt	üde
igen	este	van	mond	utca	öböl	üdül
mit	emel	bal	nyolc	mulat	sör	fül
tizet	tej	maga	bor	fut	köszön	sül

Practice 1-B

ide - üde	el - öl	hal - hol	hol - hull
ige - üget	fel - föl	falt - folt	hozat - huzat
izen - üzen	kelt - költ	kar - kor	nyomta - nyugta
ide - üde	uras - üres	ok - ök	öröm - üröm
ont - önt	ruha - rühe	olt - ült	költöm - küldöm
sor - sör	ugat - üget	folt - fült	köszön - küzdöm

B. Long Vowels

There are no sounds in English exactly like the Hungarian long vowels. If you will pronounce English *hate* and then ask your instructor to pronounce Hungarian *hét*, you will notice that the English vowel sound seems to change during its pronunciation, but the Hungarian sound seems tense and stable throughout its duration. Your tongue actually moves during the production of the English vowel sound, but during the production of the Hungarian sound the tongue remains in the same position. The long *ó*, *ö*, *ú* and *ü* are formed approximately like the short *o*, *ö*, *u*, and *ü*. Thus, the basic difference between the long and the short vowels, with the exception of *a - á*, and *e - é*, is one of length rather than quality. The long *á* is a sound between *a* in *father* and *a* in *cat*; *é* as indicated above, is like the *a* in *hate*, but pronounced more tensely, without any suggestion of the *y* glide typical in English. (The distinction between the two *i* and *í* is rapidly disappearing in the speech of the younger generation of Hungarians. Likewise, as you will observe from the pronunciation of your tutor, for practical purposes a distinction is not always made between *u* and *ú*.)

Practice 2-A

í	é	á	ó	ú	ő	ű
ír	év	áll	óra	úr	ők	űz
íj	hét	át	óda	ügy	ős	fűz
íny	dél	ás	ócska	fúj	ősz	fűt
íz	szép	hát	óta	hús	őz	fű
kín	négy	hány	jó	túl	főz	tű

Practice 2-A

íz - üz	ék - ök	ás - ős	szó - szú
tíz - tüz	ér - ör	ár ör	rózsa - rúzsza
szín - szün	tér - tör	fák - fők	tóra - túra
ló - lõ	úr - űr	tó - tũ	fő - fű
tó - tõ	túr - tūr	hó - hũ	főz - fűz
cipó - cipõ	út - fűt	só - sũrũ	szőr - szűr

C. Digraphs

Each of the consonant combinations **cs**, **gy**, **ly**, **ny**, **sz**, **ty**, and **zs** represents a separate sound in the Hungarian writing system, and as such is considered a separate letter of the Hungarian alphabet. The following comparisons with English sounds are for general guidance: (in Hungarian the pronunciation of a sound may be affected and modified by adjacent sounds, as we shall see later.)

CS is pronounced like **ch** in *child*.

GY - like the **d** in *duke*, with strong palatalization, that is, the tongue pressing hard against the upper gum ridge.

LY - like the **y** in *yes*.

NY - like **ny** in *canyon*.

SZ - like **s** in *sun*.

TY - like **t** in *tune*, with strong palatalization.

ZS - like **s** in *pleasure*.

cs	gy	ly	ny	sz	zs	ty
csak	gyár	lyuk	nyak	szabó	zseb	tyúk
kovács	egy	bélyeg	nyolc	szép	zsír	tyuhaj
bocsánat	négy	mély	mennyi	beszél	zsarol	atya
parancsol	vagyok	milyen	kenyér	köszönöm	rozs	batyu
olcsó	magyar	olyan	könyv	tiszta	rózsa	bátyám
kicsi	gyere	gally	asszony	szálloda	tőzsde	bástya

Notes on Grammar (for home study)

A. The Article

Hungarian, as English, uses both definite and indefinite articles. The definite article 'the' has two forms: **a** before words beginning with a consonant, and **az** before words beginning with a vowel. The Hungarian definite article is not always used in the same way as the English 'the'. The differences in usage will be discussed in subsequent units.

In an unstressed position the indefinite article **egy** corresponds in meaning to the English 'a' or 'an', but when emphasized or used alone it is equivalent in meaning to 'one'. It likewise does not correspond exactly to the English indefinite article in its usage. The tendency in colloquial speech in general is not to use it except when attention is directed to the singleness of an object or when it has the meaning of 'a certain'.

B. Omission of Subject Pronoun

Note the following expressions from the Basic Sentences:

Jól vagyok.	I am well.
Kélrek egy bélyeget.	I want a stamp.
Beszél magyarul?	Do you speak Hungarian?
Mibe kerül?	What does it cost?

One striking difference between the above Hungarian statements and the corresponding English equivalents is that in English the pronoun subject ('I' 'you', 'it') is expressed, whereas in Hungarian it is left out. The form of the Hungarian verb usually shows clearly what the subject is, so the Hungarian does not have to depend on the pronoun to complete the meaning expressed by the verb. As a rule, the pronoun subject is not used much in conversation; its use is generally limited for purposes of emphasis or clarification:

Én beszélek magyarul.	It is I (not you) who speak Hungarian.
-----------------------	--

C. Equational sentences

Ez a követség.	This is the embassy.
Az egy vendéglő.	That's a restaurant.
A szálloda tiszta.	The hotel is clean.
A sör nem drága.	The beer is not expensive.
Maga Kovács úr?	Are you Mr. Smith?

The English equivalents of the above Hungarian expressions have the word 'is' (or 'are') in common. In Hungarian the subject and the predicate noun or adjective are simply juxtaposed, with no verb. Note that **maga** 'you' patterns with third person subjects, as in the last example.

D. Negative Sentences

In English a sentence may be made negative by the use of the auxiliary verb 'do' followed by the word 'not' plus the action word; for example, the negative of 'I go' is 'I do not go'. Hungarian uses no auxiliary in the formation of the negative; the form **nem** (not) is simply placed before the verb:

kér ('he wants') - nem kér ('he doesn't want').

E. Word Order

Word order in a Hungarian sentence is much more flexible than it is in English. However, one simple pattern, common to Hungarian as well as English and illustrated in some of the Basic Sentences of this unit, consists of **subject** plus **predicate** (verb):

A bor is nagyon jó.

A basic principle of Hungarian word order that the student will do well to keep in mind is that the most emphatic element in the Hungarian sentence always comes immediately before the predicate (verb).

Substitution Drill

This section is made up of a number of model sentences. One or two words in each sentence are in bold font. Below each group will be found a series of isolated words. The drill consists in substituting these words, one by one, for the one that is in bold in the model sentence, and making necessary changes in the rest of the sentence.

The instructor says the model sentence out loud, and the class repeats after him. The first student makes the first substitution, the next student the second, and so on. Repeat until all students have had a chance to

make each substitution at least once, then proceed to the next model sentence.

This drill may be done with books closed. The instructor then gives the students the item to be substituted.

Keep things moving along. Maintain a lively pace. If one student gets stuck, the next one takes over after three or four seconds, or the instructor supplies the cue.

1. Hol van egy **vendéglő**?

hotel - toilet - movie - cafe - cigarette

Where's there a **restaurant**?

szálloda - W.C. - mozi - kávéház - cigaretta

2. Itt van egy **vendéglő**.

cigarette - cafe - movie - toilet - hotel

Here's a **restaurant**.

cigaretta - kávéház - mozi - W.C. - szálloda

3. Merre van a **kávéház**?

airport - embassy - toilet - train - movie

Which is the way to the **cafe**?

repülőtér - követség - W.C. - vonat - mozi

4. A **kávéház** jobbra van.

embassy - airport - train - hotel - movie

The **cafe** is to the right.

követség - repülőtér - vonat - szálloda - mozi

5. Hol van **Kis úr**?

Mrs. Little - Mr. Taylor - Miss Taylor - Budapest - New York - Baltimore

Where's **Mr. Little**?

Kisné - Szabó úr - Szabó kisasszony - Budapest - New York - Baltimore

6. Ott van **Kis úr**.

Mrs. Taylor - the station - the hotel - the bread - the milk

There's **Mr. Little**.

Szabóné - az állomás - a szálloda - a kenyér - a tej

7. Mibe kerül a **kávé**?

stamp - bread - milk - beer - tea - ham

How much does the **coffee** cost?

bélyeg - kenyér - tej - sör - tea - sonka

8. A **kávé** tíz fillérbe kerül.

milk - stamp - beer - wine - tea

The **coffee** costs ten fillers.

tej - bélyeg - sör - bor - tea

9. A **vendéglő** drága.

hotel - café - coffee - beer - ham - wine

The **restaurant** is expensive.

szálloda - kávéház - kávé - sör - sonka - bor

10. A **kávé** jó.

beer - milk - tea - ham - wine - bread

The **coffee** is good.

sör - tej - tea - sonka - bor - kenyér

11. A **sör** jó?

wine - coffee - bread - milk - hotel - restaurant

Is the **beer** good?

bor - kávé - kenyér - tej - szálloda - vendéglő

12. A **bor** nagyon jó.

cafe - bread - hotel - milk - water - ham

The **wine** is very good.

kávéház - kenyér - szálloda - tej - víz - sonka

13. A **szálloda** olcsó.

cafe - restaurant - movie - wine - beer - milk

The **hotel** is cheap.

kávéház - vendéglő - mozi - bor - sör - tej

14. A **sör** is nagyon jó.

tea - water - wine - milk - bread - hotel - restaurant

The **beer** is very good also.

tea - víz - bor - tej - kenyér - szálloda - vendéglő

15. Az a **vendéglő** nem drága.

hotel - café - wine - bread - beer - milk

That **restaurant** isn't expensive.

szálloda - kávéház - bor - kenyér - sör - tej

16. Ez a kávéház nagyon **nagy**.

small - clean - nice - cold - warm - expensive - cheap

This cafe is very **big**.

kicsi - tiszta - szép - hideg - meleg - drága - olcsó

17. Az nem a **szálloda**.

embassy - station - airport - train - cafe - restaurant - toilet

That isn't the **hotel**.

követség - állomás - repülőtér - vonat - kávéház - vendéglő - W.C.

18. **Három** óra van.

one - four - six - eight - nine - eleven - five - seven - ten - twelve

It's **three** o'clock.

egy - négy - hat - nyolc - kilenc - tizenegy - öt - hét - tíz - tizenkét

19. Mikor indul **Kisné**?

Mr. Little - Miss Little - Miss Taylor - Mr. Taylor - Mrs. Taylor

When does **Mrs. Little** leave?

Kis úr - Kis kisasszony - Szabó kisasszony - Szabó úr - Szabóné

20. **Hatkor** indul a vonat.

at one - at three - at seven - at eight - at ten - at twelve - at four - at nine - at two - at five - at eleven

The train leaves **at six**.

egykor - háromkor - hétkor - nyolckor - tízkor - tizenkettőkor - négykor - kilenckor - kettőkor - ötkor - tizenegykor

21. Bocsánatot kérek, hol van a **mozi**?

embassy - toilet - station - train - hotel - airport

Excuse me, where is the **movie**?

követség - W.C. - állomás - vonat - szálloda - repülőtér

22. Hogy van **Kis úr**?

Miss Little - Mrs. Taylor - Mrs. Little - Miss Taylor - Mr. Taylor

How are you, **Mr. Little**?

Kis kisasszony - Szabóné - Kisné - Szabó kisasszony - Szabó úr

23. **Öt fillér** az ára.

ten fillers - twenty fillers - twelve fillers -
three forints - eight forints - fifteen forints

Its price is **five fillers**.

tíz fillér - húsz fillér - tizenkét fillér - három forint -
nyolc forint - tizenöt forint

The sentences in each group of this section are to be completed by one of the isolated words which appear at the head of each group, as illustrated by the English versions. Each student takes a sentence. Complete one group with one of the suggested words before taking up the next word.

1. embassy - hotel - restaurant - airport

Hol van _____?
Itt van _____.
Ez _____?
Igen, ez _____.
Nem, nem ez _____.
Merre van _____?
Balra van _____.
Egyenesen előre van _____?
Igen, egyenesen előre van _____.

Where's the embassy?
Here's the embassy.
Is this the embassy?
Yes, this is the embassy.
No, this isn't the embassy.
Which is the way to the embassy?
The embassy is to the left.
Is the embassy straight ahead?
Yes, the embassy is straight ahead.

2. wine - beer - coffee - bread

_____ jó?
Igen, _____ nagyon jó.
Nem, _____ nem nagyon jó.
_____ drága?
Nem, _____ olcsó.
Hol van _____?
Itt van _____.

Is the wine good?
Yes, the wine is very good.
No, the wine isn't very good.
Is the wine expensive?
No, the wine is cheap.
Where's the wine?
Here's the wine.

Variation Drills

This section is made up of several groups of sentences. Each group is headed by a model sentence which is in bold type. The instructor reads the model sentence out loud, and the class repeats after him. The first student then gives the Hungarian version of the first English variation sentence under the model sentence. The next student takes the second sentence, and so on.

While doing this drill, **students must cover the right-hand side of the page.**

The English version must be read silently, and the Hungarian version must be given without stopping, with

the proper pronunciation, including intonation. If you have to "translate" word by word, you need more practice with the Basic Sentences.

The instructor must insist on **complete sentences**.

I

1. Beszél magyarul?

- Do you speak English?
- Do you speak Hungarian?
- Do you understand Hungarian?
- Do you understand English?

2. Nem beszélek jól magyarul.

- I don't speak English well.
- I don't speak Hungarian well.
- I don't understand Hungarian well.
- I don't understand English well.

3. Nem beszél magyarul.

- He doesn't speak English.
- He doesn't speak Hungarian.
- He doesn't speak Hungarian well.
- He doesn't understand Hungarian well.
- He doesn't understand English well.

4. A tel meleg.

- The embassy is big.
- The coffee is cold.
- The hotel is small.
- The restaurant is good.
- The movie is dirty.

5. A tea nem meleg.

- The beer isn't cold.
- The wine isn't cheap.
- The ham isn't good.
- The bread isn't brown.
- The embassy isn't big.

Do you speak Hungarian?

Beszél angolul?
Beszél magyarul?
Ért magyarul?
Ért angolul?

I don't speak Hungarian well.

Nem beszélek jól angolul.
Nem beszélek jól magyarul.
Nem értek jól magyarul.
Nem értek jól angolul.

He doesn't speak Hungarian.

Nem beszél angolul.
Nem beszél magyarul.
Nem beszél jól magyarul.
Nem ért jól magyarul.
Nem ért jól angolul.

The milk is warm.

A követség nagy.
A kávé hideg.
A szálloda kicsi..
A vendéglő jó.
A mozi piszkos.

The tea isn't hot.

A sör nem hideg.
A bor nem olcsó.
A sonka nem jó.
A kenyér nem barna.
A követség nem nagy.

6. A bor nagyon drága.

- a. The tea is very hot.
- b. The milk is very cold.
- c. The hotel is very clean.
- d. The restaurant is very good.
- e. The cafe is very small.

7. A tej nem nagyon drága.

- a. The beer isn't very cold.
- b. The ham isn't very good.
- c. The restaurant isn't very expensive.
- d. The toilet isn't very clean.
- e. The bread isn't very white.

8. A bor is nagyon jó.

- a. The coffee also is very good.
- b. The ham also is very good.
- c. The restaurant also is very good.
- d. The cafe also is very good.
- e. The hotel also is very good.

9. Jobbra van az amerikai követség.

- a. The station is to the left.
- b. The airport is straight ahead.
- c. The hotel is to the right.
- d. Here's the cafe.
- e. There's the restaurant.

10. Ez az állomás? Nem, az az állomás.

- a. Is this the restaurant? No, that's the restaurant.
- b. Is this the embassy? No, that's the embassy.
- c. Is that the hotel? No, this is the hotel.
- d. Is this the airport? Yes, this is the airport.

11. Hol van az állomás? Jobbra van.

- a. Where's the hotel? It's straight ahead.
- b. Where's the restaurant? It's to the left.
- c. Where's the cafe? It's here.
- d. Where's the embassy? It's there.

The wine is very expensive.

A tea nagyon meleg.
A tej nagyon hideg.
A szálloda nagyon tiszta.
A vendéglő nagyon jó.
A kávéház nagyon kicsi.

The milk isn't very expensive.

A sör nem nagyon hideg.
A sonka nem nagyon jó.
A vendéglő nem nagyon drága.
A W.C. nem nagyon tiszta.
A kenyér nem nagyon fehér.

The wine also is very good.

A kávé is nagyon jó.
A sonka is nagyon jó.
A vendéglő is nagyon jó.
A kávéház is nagyon jó.
A szálloda is nagyon jó.

The American Embassy is to the right.

Balra van az állomás.
Egyenesen előre van a repülőtér.
Jobbra van a szálloda.
Itt van a kávéház.
Ott van a vendéglő.

Is this the station? No, that's the station.

Ez a vendéglő? Nem, az a vendéglő.
Ez a követség? Nem, az a követség.
Az a szálloda? Nem, ez a szálloda.
Ez a repülőtér? Igen, ez a repülőtér.

Where's the station? It's to the right.

Hol van a szálloda? Egyenesen előre van.
Hol van a vendéglő? Balra van.
Hol van a kávéház? Itt van.
Hol van a követség? Ott van.

12. A szálloda tiszta? Igen, tiszta.

- a. Is the restaurant expensive? Yes, it's expensive.
- b. Is the beer cold? No, it's not cold.
- c. Is the cafe warm? Yes, it's warm.
- d. Is the airport big? Yes, it's big.

13. Mibe kerül a kávé? Húsz fillérbe kerül.

- a. How much does the beer cost? It costs one forint.
- b. How much does the bread cost? It costs 6 fillers.
- c. How much does the ham cost? It costs 2 forints.
- d. How much does the stamp cost? It costs 15 fillers.

14. Három meg négy az hét.

- a. Five and three is eight.
- b. Seven and two is nine.
- c. Three and eight is eleven.
- d. One and six is seven.
- e. Is eight and two nine?
- f. No, eight and two is ten.

15. Milyen a repülőtér? Nagy?

- a. What's the hotel like? Is it clean?
- b. What's the movie like? Is it good?
- c. What's the cafe like? Is it small?
- d. What's the tea like? Is it hot?
- e. What's the beer like? Is it cold?

16. Mikor érkezik a vonat?

- a. At what time does Mrs. Kis arrive?
- b. At what time does Mrs. Szabó leave?
- c. At what time does Mr. Szabó leave?
- d. At what time does the movie begin?
- e. At what time does Mr. Kis arrive?

17. Kilenckor érkezik Kis úr.

- a. Mrs. Szabó arrives at ten.
- b. Miss Szabó leaves at four.
- c. Mrs. Kis leaves at five.
- d. The movie begins at eight.
- e. Miss Kis arrives at twelve.

Is the hotel clean? Yes, it's clean.

A vendéglő drága? Igen, drága.
 A sör hideg? Nem, nem hideg.
 A kávéház meleg? Igen, meleg.
 A repülőtér nagy? Igen, nagy.

How much does the coffee cost? It costs twenty fillers.

Mibe kerül a sör? Egy forintba kerül.
 Mibe kerül a kenyér? Hat fillérbe kerül.
 Mibe kerül a sonka? Két forintba kerül.
 Mibe kerül a bélyeg? Tizenöt fillérbe kerül.

Three and four is seven.

Öt meg három az nyolc.
 Hét meg kettő az kilenc.
 Három meg nyolc az tizenegy.
 Egy meg hat az hét.
 Nyolc meg kettő az kilenc?
 Nem, nyolc meg kettő az tíz.

What's the airport like? Is it big?

Milyen a szálloda? Tiszta?
 Milyen a mozi? Jó?
 Milyen a kávéház? Kicsi?
 Milyen a tea? Meleg?
 Milyen a sör? Hideg?

At what time does the train arrive?

Mikor érkezik Kláné?
 Mikor indul Szabóné?
 Mikor indul Szabó úr?
 Mikor kezdődik a mozi?
 Mikor érkezik Kis úr?

Mr. Little arrives at nine.

Tízkor érkezik Szabóné.
 Négykor indul Szabó kisasszony.
 Ötkor indul Kisné.
 Nyolckor kezdődik a mozi.
 Tizenkettőkor érkezik Kis kisasszony.

II

1. Count in Hungarian from 1 to 20 (forward, backward, odd numbers only, even numbers only, by twos, by threes, etc.).

2. Read the following out loud in Hungarian:

2 meg 3 az 5	5 meg 5 az 10	5 meg 5 az 10
4 meg 4 az 8	10 meg 2 az 12	10 meg 2 az 12
5 meg 2 az 7	12 meg 3 az 15	12 meg 3 az 15
6 meg 3 az 9	16 meg 2 az 18	16 meg 2 az 18
4 meg 5 az 9	11 meg 3 az 14	11 meg 3 az 14
3 meg 3 az 6	14 meg 3 az 17	14 meg 3 az 17
2 meg 8 az 10	3 meg 2 az 5	3 meg 2 az 5
4 meg 3 az 7	13 meg 3 az 16	13 meg 3 az 16
9 meg 1 az 10	15 meg 4 az 19	15 meg 4 az 19
2 meg 2 az 4	12 meg 8 az 20	12 meg 8 az 20
7 meg 3 az 10	8 meg 8 az 16	8 meg 8 az 16
6 meg 1 az 7	7 meg 7 az 14	7 meg 7 az 14
4 meg 2 az 6	6 meg 6 az 12	6 meg 6 az 12

Translation Drill

Students cover right-hand side of page and take turns giving the Hungarian version of the sentences in the English column. The Instructor must insist that each student give his version without hesitation. Go over the drill several times, until each student has had an opportunity of giving all sentences.

Unless students can do this drill confidently, they need more preparation.

1. What's this? Is this the station?	Mi ez? Ez az állomás?
2. Yes, this is the station.	Igen, ez az állomás.
3. What's the station like?	Milyen az állomás?
4. The station is big and clean.	Az állomás nagy és tiszta.
5. What time is it?	Hány óra van?
6. It's three o'clock.	Három óra van.
7. When does the train leave?	Mikor indul a vonat?
8. The train leaves at four.	Négykor indul a vonat.

9. Where's the train?
10. The train is straight ahead.
11. Is the train clean?
12. It isn't very clean.
13. When does Mrs. Kis leave?
14. She leaves at four.
15. Is Mr. Kis also here?
16. Yes, he's here.
17. How are you, Mr. Kis?
18. Thank you, I'm well.
19. What would you like to have?
20. I want coffee.
21. Please. Here it is.
22. Is the coffee warm?
23. Yes, it's warm.
24. How much is it?
25. Its price is ten fillers.
26. What's that? Is it wine?
27. No, it's not wine; it's beer.
28. Is the beer expensive?
29. It isn't expensive; it's cheap.
30. Is the bread white?
31. It isn't white; it's brown.
32. Is the ham cold?
33. The ham isn't cold; it's warm.
34. Is the water cold?
35. Yes, it's very cold.
36. Don't you want anything else?
37. No, thank you.
38. Where's Miss Szabó?
39. She's there.
40. Does she speak Hungarian?
41. She doesn't speak Hungarian.
42. And you? Do you speak Hungarian?
43. Yes, I speak Hungarian.
44. Do you speak English also?
45. Yes, I speak English also.
46. What time does the movie begin?
47. It begins at six.
48. Thank you very much.
49. Don't mention it.
50. Good night.

- Hol van a vonat?
A vonat egyenesen előre van.
A vonat tiszta?
Nem nagyon tiszta.
Mikor indul Kisné?
Négykor indul.
Kis úr is itt van?
Igen, itt van.
Hogy van, Kis úr?
Köszönöm, jól vagyok.
Mi tetszik?
Kávét kérek.
Tessék. Itt van.
A kávé meleg?
Igen, meleg.
Mibe kerül?
Tíz fillér az ára.
Mi az? Bor?
Nem, nem bor, sör.
A sör drága?
Nem drága, olcsó.
A kenyér fehér?
Nem fehér, barna.
A sonka hideg?
A sonka nem hideg, meleg.
A víz hideg?
Igen, nagyon hideg.
Mást nem parancsol?
Köszönöm, nem.
Hol van Szabó kisasszony?
Ott van.
Beszél magyarul?
Nem beszél magyarul.
És maga? Beszél magyarul?
Igen, beszélek magyarul.
Beszél angolul is?
Igen, beszélek angolul is.
Mikor kezdődik a mozi?
Hatkor kezdődik.
Köszönöm szépen.
Szívesen.
Jó éjszakát.

Response Drill

Students are to prepare this drill at home. The questions are generally directed toward the situation or situations presented in the Basic Sentences. However, the student need not feel restricted to verbatim repetition of the Basic Sentences as the only possible answers. He should feel free to vary them or to replace them by his own formulations ad libitum, within the limitations of structure and vocabulary covered.

- | | |
|--|---|
| 1. Jó reggelt. Szabó úr. Hogy van? | Good morning, Mr. Szabó. How are you? |
| 2. Beszél magyarul? | Do you speak Hungarian? |
| 3. Beszél angolul? | Do you speak English? |
| 4. Kis úr amerikai? | Is Mr. Kis an American? |
| 5. Kisné amerikai? | Is Mrs. Kis an American? |
| 6. Bocsánatot kérek, merre van az állomás? | Excuse me, which is the way to the station? |
| 7. A vonat egyenesen előre van? | Is the train straight ahead? |
| 8. Hol van a W.C. ? | Where's the toilet? |
| 9. A W.C. tiszta? | Is the toilet clean? |
| 10. Hol van egy vendéglő? | Where is there a restaurant? |
| 11. A vendéglő jó? | Is the restaurant good? |
| 12. A vendéglő drága? | Is the restaurant expensive? |
| 13. Merre van a szálloda? | Which is the way to the hotel? |
| 14. A szálloda olcsó? | Is the hotel cheap? |
| 15. Mibe kerül a szálloda? | What does the hotel cost? |
| 16. Mibe kerül a kávé? | What does the coffee cost? |
| 17. A kávé meleg? | Is the coffee warm? |
| 18. A tea hideg? | Is the tea cold? |
| 19. A sonka jó? | Is the ham good? |
| 20. A kenyér fehér? | Is the bread white? |
| 21. A tej Jó? | Is the milk good? |
| 22. A sör hideg? | Is the beer cold? |
| 23. A víz tiszta? | Is the water clean? |
| 24. A bor drága? | Is the wine expensive? |
| 25. A bélyeg kicsi? | Is the stamp small? |
| 26. Hol van egy kávéház? | Where's there a cafe? |
| 27. A kávéház nagy? | Is the cafe big? |
| 28. Hol van a követség? | Where's the embassy? |
| 29. Ez az amerikai követség? | Is this the American Embassy? |
| 30. Az amerikai követség nagy? | Is the American Embassy big? |
| 31. Hány óra van? | What time is it? |
| 32. Tíz óra van? | Is it ten o'clock? |
| 33. Mikor érkezik a vonat? | At what time does the train arrive? |
| 34. Mikor érkezik Szabóné? | At what time is Mrs. Szabó arriving? |
| 35. Mikor indul Kis kisasszony? | At what time is Miss Kis leaving? |

- | | |
|------------------------------|---------------------------------------|
| 36. Kis kisasszony szép? | Is Miss Kis pretty? |
| 37. Kisné barna? | Is Mrs. Kis brown? |
| 38. Kis úr beszél angolul? | Does Mr. Kis speak English? |
| 39. Mikor kezdődik a mozi? | At what time does the movie begin? |
| 40. Mi az magyarul 'goodby'? | How do you say 'goodby' in Hungarian? |

Conversation Practice

Students keep their books closed. Preparation before class is recommended. The instructor reads one conversational passage three or four times, out loud again at normal speed. The class listens and students memorize.

The instructor and one student now 'play back' the conversation. Repeat each passage until each student has taken each part once. Then proceed to the next passage.

Keep the ball rolling. If students are hesitant, abandon this drill for the day. Students will prepare themselves at home for the next repetition of the drill.

The instructor will **postpone correcting of mistakes** during a passage until after it is concluded so as not to discourage the student. After the passage, the instructor simply says the mistaken or mispronounced item to the student and has him repeat it after him.

1

- A: Jó reggelt! Beszél angolul?
 B: Jó reggelt! Igen, beszélek angolul.
 A: Kerek egy bélyeget.
 B: Tessék. Mást nem parancsol?
 A: De igen. Cigaretta is szeretnék.
 B: Hányat parancsol?
 A: Tízet kérek.
 B: Parancsol gyufát?
 A: Azt is kérek. Mibe kerül?
 B: Két forintba kerül.
 A: Tessék a két forint.
 B: Köszönöm.

2

- A: Bocsánatot kérek, hol van egy kávéház?
 B: Balra van egy kávéház.
 A: Ez a kávéház?
 B: Nem. Ez egy vendéglő. Az ott a kávéház.
 A: Hol van az amerikai követség?
 B: Jobbra van a követség.
 A: Köszönöm szépen.
 B: Szívesen. Jó éjszakát.
 A: Jó éjszakát.

3

- A: Jó estét. Kis úr. Mi tetszik?
B: Sört kérek. Enni is szeretnék.
A: Van sonka, kenyér, tej és kávé.
B: Sonkát kérek és egy kis kenyeret.
A: Milyen kenyeret parancsol? Van fehér és barna.
B: Barna kenyeret kérek.
A: Tessék.
B: Köszönöm... Mibe kerül?
A: Öt forintba.
B: Tessék.
A: Köszönöm, jó éjszakát.

Situations

You are now ready for free conversation. Act out the following situations, which are slight variations on the Basic Sentences, as freely and fluently as you can, making use of all the patterns you have learned.

1. You have Just arrived in Budapest; you stop a stranger on the street and ask him where there is a good restaurant. He gives you the directions. You don't understand so you tell him that you don't know much Hungarian and repeat the question. He gives it again much more slowly. Now you understand him, thank him and say goodbye.
2. Go through this conversation again, asking for a hotel, cafe, station, etc. The stranger on the street gives you different directions.
3. You walk into a cafe, the waitress greets you and asks you how you are. You return her greeting and tell her you are fine and that you are very hungry. She tells you they have cold ham. You say fine, you want ham and some bread. She asks you whether you want white or brown bread. You tell her your choice and ask for beer also. After the meal you ask her how much everything is. She tells you 10 forints. You pay her and say goodbye.
4. You go into a cigar store, and after exchanging greetings ask for cigarettes. The proprietor asks you how many you would like. You tell him and ask the price. He tells you how much they cost and you feel they're too expensive. He has some cheap ones also - which you buy. You need some matches too. You pay and say goodbye.

Narrative

Ez az állomás. Az állomás nagy, de nem tiszta. Egyenesen előre van az amerikai követség. Az amerikai követség nagy és szép. Jobbra van egy kávéház, balra egy vendéglő. A vendéglő kicsi, de jó és olcsó.

Éhes vagyok. Egy kis sonkát szeretnék enni. Sonkát, kenyeret és sört kérek. A sör jó hideg. A bor is jó, de a jó bor drága. Az olcsó bor nem jó. A tej nem drága. húsz fillér az ára.

Kis úr is itt van. Kis úr nem beszél angolul, de Kisné igen.

