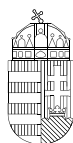


A KÖFOP-2.1.4-VEKOP-16-2016-00001 azonosító jelű  
„A Külgazdasági és Külügyminisztérium humánerőforrás-gazdálkodásának  
és belső képzési rendszerének fejlesztése” című kiemelt projekt

# DIPLOMÁCIAI SZAKNYELVI KÉZIKÖNYV ANGOL NYELVEN **2**

SZÉCHENYI  2020



MAGYARORSZÁG  
KORMÁNYA

Európai Unió  
Európai Szociális  
Alap



**BEFEKTETÉS A JÖVŐBE**



KÜLGAZDASÁGI ÉS  
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Készült a Külgazdasági és Külügyminisztérium által megvalósított, „A Külgazdasági és Külügyminisztérium humánerőforrás-gazdálkodásának és belső képzési rendszerének fejlesztése” című KÖFOP-2.1.4-VEKOP-16-2016-00001 azonosító jelű kiemelt projekt keretében, európai uniós forrásból finanszírozva.

*„Működési és gyakorlati ismereteket tartalmazó kézikönyvek,  
nemzetközi szakanyagok és ismertetőik”*  
című műszaki-szakmai eredmény megvalósításához kapcsolódóan

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# BEVEZETŐ

„A Külgazdasági és Külügyminisztérium humánerőforrás-gazdálkodásának és belső képzési rendszerének fejlesztése” című, KÖFOP-2.1.4-VEKOP-16-2016-00001 azonosító jelű – európai uniós forrásból finanszírozott – kiemelt projekt keretében kifejlesztett Diplomáciai szaknyelvi kézikönyv célja, hogy hozzájáruljon a tartós külszolgálat magas szintű ellátásához szükséges nyelvi kompetenciák fejlesztéséhez és a külügyi szaknyelvi felkészítéshez, melyek révén a külügyi és külgazdasági munkavégzésben érintett, a tartós külszolgálatukat töltő vagy arra felkészülő tisztviselők sikeresen használják az idegen nyelvet a szakmai kommunikációs szituációkban, és ezáltal eredményesen látják el szakmai feladataikat.

Az anyag két részből áll.

Az **első rész** a már meglévő ismeretek felfrissítésére és újak megszerzésére fekteti a hangsúlyt, ami különféle szövegműfajok feldolgozásán és az ezzel kapcsolatos szakszókincsbővítésen alapul.

Az egyes fejezetek az alábbi témaköröket foglalják magukba:

- Magyarország
- A célnyelvi ország
- Az Európai Unió
- Az Európai Unión kívüli világ
- A külképviselet

A kézikönyv **második része** az eredményes diplomácia-szakmai kommunikáció alkotóelemeinek fejlesztését célozza. Ezek az alkotóelemek a beszédértés, a beszédkésztség, az írott szöveg értése, az íráskésztség, a nyelvek közötti közvetítőképeség, a nyelvismeret és a jártasság. A nyelvi kompetenciafejlesztésre irányuló gyakorlatok mellett a nyelvhasználónak tanácsokat is adunk olyan kérdésekben, mint pl.:

- hogyan lehet fejleszteni a szövegértési készséget,
- milyen nyelvi eszközök szükségesek ahhoz, hogy részt tudjunk venni egy társalgásban,
- hogyan épül fel egy sikeres prezentáció,
- melyek a diplomáciai levelezés jellemzői, mire ügyeljünk egy szöveg fordítása közben,
- melyek a diplomáciai érintkezés főbb szabályai.

Mindkét részhez szószedet kapcsolódik. Az első rész utáni az egyes fejezetek lexikai elemein alapul, és a célnyelvi szavak, kifejezések magyar megfelelőjét tartalmazza. A második szószedet egy, a szövegektől független, a nemzetközi kapcsolatokban fontos lexika gyűjteménye.

A kézikönyv használójával szemben elvárt nyelvtudás a KER B2 szint, melyet az alábbiak szerint foglalunk össze:

*Meg tudja érteni az összetettebb konkrét vagy elvont témájú szövegek fő gondolatmenetét, beleértve a szakterületének megfelelő szakmai beszélgetéseket is. Folyamatos és természetes módon olyan szintű interakciót tud folytatni anyanyelvű beszélővel, ami az egyik fél számára sem megterhelő. Világos, részletes szöveget tud alkotni különböző témák széles körében, és ki tudja fejteni véleményét egy aktuális témáról úgy, hogy részletezni tudja a különböző lehetőségekből adódó előnyöket és hátrányokat. Meggyőző érvekkel meg tudja védeni a témával kapcsolatos álláspontját.*

A szerzők nem titkolt szándéka azonban hozzájárulni ahhoz, hogy a nyelvhasználó nyelvtudása a B2 szintről egy magasabb szintre léphessen. Ha a nyelvhasználó a Külgazdasági és Külügyminisztérium által biztosított Diplomáciai Szakmai Nyelvi Vizsgán kíván majd tanúbizonyítást adni a magasabb szint eléréséről, akkor javasoljuk, hogy ismerkedjen meg annak témaköreivel, mivel azok tartalmazznak olyan témákat is, amelyeket jelen anyagban – a terjedelmi korlátok miatt – nem tudtunk feldolgozni.

Eredményes felkészülést kívánunk!

## **PREFACE**

Both experienced and freshly graduated diplomats face new roles and challenges to fulfil when posted abroad. The objective of this material is two-fold. On the one hand, it aims to expand the students' knowledge related directly or indirectly to international politics and diplomacy, that is, to the structure, function and competencies of diplomatic missions. On the other hand, its main goal is to develop the learner's English skills to enable him/ her to carry out respective activities in the area of diplomacy as efficiently and effectively as possible.

Therefore, this book also helps to improve the English language proficiency of students through exercises linked to different topic areas regarding diplomacy, and sets out to practice the specific language used for diplomacy.

For a diplomat, and even for an employee of a diplomatic mission, it is also important to know the history, geography, folklore and customs of the country of destination. However, due to the limitations regarding the length of this book, only one chapter is dedicated to the United Kingdom and the United States of America among other English-speaking countries. Even so, we believe that the presentation of these countries can serve as models to draft the profile of any destination country where a future member of a diplomatic mission is deployed. We hope that this book provides the readers with helpful material either in their language exam preparation or in their professional development.

**The authors**



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# 1. LISTENING SKILLS



Photo by Alphacolor on Unsplash<sup>1</sup>

## 1.1. TIPS TO IMPROVE YOUR LISTENING SKILLS

Listening to speakers of English can be a challenge. It is even more difficult in a live conversation; lecture or presentation, when you even have to take notes, so more than one task is involved. A listening task can also be a phone conversation when you do not see the speaker at all. There are many strategies that help you become a better listener, yet the best piece of advice is this: practice and do not get discouraged; start with shorter listening pieces like short films and videos, and move on to longer ones like movies.

Fortunately, there are many authentic materials available on the internet and you can practice listening to different accents and dialects. If you need more practice, choose shorter 2-3-minute tasks first, where the transcript of the text is given, and you see the person speaking; for instance, news items on BBC ([www.bbc.com](http://www.bbc.com))<sup>2</sup>, or CNN ([www.cnn.com](http://www.cnn.com))<sup>3</sup>; and then move on to longer pieces like speeches, coverages and longer films either with, or without subtitles. The digital library of the EU<sup>4</sup> also provides a collection of video and audio coverage of European news free of charge at [https://europa.eu/newsroom/audiovisual\\_en](https://europa.eu/newsroom/audiovisual_en).

TEDTalks<sup>5</sup> are also popular among both students and teachers. There are many videos on [www.ted.com](http://www.ted.com) that you can watch either with, or without subtitles. This is also a good way of improving your English listening skills: you can do it by yourself, and listen to videos of your interest as many times as you like. Furthermore, the presenters come from all over the world, so you can practice listening to various accents and dialects.



We collected some pieces of advice on the dos and don'ts of effective listening. Please read them and consider whether you use these strategies or not:

Do –

- Maintain eye contact
- Limit your talking
- Focus on the speaker
- Ask questions
- Manage your emotions
- Listen with your eyes and ears
- Listen for ideas and opportunities
- Remain open to the conversation
- Confirm understanding, paraphrase
- Give nonverbal messages that you are listening (nod, smile)
- Ignore distractions

Don't –

- Interrupt
- Show signs of impatience
- Judge or argue mentally
- Multitask during a conversation
- Project your ideas
- Think about what to say next
- Have expectations or preconceived ideas
- Become defensive or assume you are being attacked
- Use condescending, aggressive, or closed body language
- Listen with biases or closed to new ideas
- Jump to conclusions or finish someone's sentences

## 1.2. TIPS AND STRATEGIES FOR THE EXAM

1. Read the instruction carefully before listening. You will be given some time to read the instruction and the text, so skim it through.
2. You will listen to the recording twice. During the first listening, try to understand the text globally, do not get lost in details, leave them for the second listening.
3. Do not panic if you miss something or do not understand a word or expression; you can guess information from the text.
4. Take notes during listening in English. Put down numbers and key words, but do not try to write down full sentences, you will not have enough time.
5. Always base your answers on the original text. Something might be *true* or *false* in itself, but if it is not stated in the original listening, then choose *not stated* on your answer sheet.

## 1.3. LISTENING PRACTICE

### 1.3.1. General

#### I. Level B2

Listen to the recording twice, and decide whether the statements are true (T), false (F), or not stated (NS).<sup>6</sup>

[https://www.ted.com/talks/soraya\\_field\\_fiorio\\_who\\_was\\_the\\_world\\_s\\_first\\_author#t-209693](https://www.ted.com/talks/soraya_field_fiorio_who_was_the_world_s_first_author#t-209693)

1) A történelem első ismert szerzője Enhéduanna volt.

T    F    NS

2) Száműzetése alatt 42 himnuszt és epikus verset írt.

T    F    NS

3) Enhéduanna sumér nyelven írt és olvasott, akkádul pedig csak írni tudott.

T    F    NS

4) Enhéduanna korát megelőzően az írás többnyire nyilvántartás és átírás formájában valósult meg, nem pedig az egyes íróknak tulajdonítható eredeti művekben.

T    F    NS

5) Írásaiban Enhéduanna humanizálta az isteneket – szenvednek, harcolnak, szeretnek, gyűlölnek és válaszolnak az emberi könyörgésekre.

T    F    NS

6) Enhéduanna legértékesebb irodalmi hozzájárulása a költészet volt.

T    F    NS

7) Enhéduanna apját, Szargon királyt kegyetlenül meggyilkolták.

T    F    NS

8) Enhéduanna 40 éves korában lett főpapnő.

T    F    NS

9) Enhéduanna sorozattá rendezve kiadta a mezopotámiai templomok tiszteletére énekelt himnuszokat.

T    F    NS

## II. Level C1

Provide the missing pieces of information.

(1)..... years ago in ancient Sumer, the most powerful person in the city of (2)..... was banished to wander the vast desert. She was the high (3)..... of the moon god and history's first known author. By the time of her (4)....., she had written 42 hymns and three epic poems – and Sumer hadn't heard the last of her.

To bridge the gap between cultures, Sargon appointed his only daughter, Enheduanna, as high priestess in the empire's most important (5)..... Female royalty traditionally served religious roles, and she was educated to read and write in both Sumerian and Akkadian, and make mathematical calculations.

This early writing style, called (6)....., was written with a reed stylus pressed into soft clay to make wedge-shaped marks. But until Enheduanna, this writing mostly took the form of record keeping and transcription, rather than original works attributable to individual writers.

Enheduanna set about unifying the older Sumerian culture with the newer Akkadian civilization. She praised the city's temple, glorified the god's attributes, and explained the god's relationship to other (7)..... within the pantheon. In her writing, she humanized the once aloof gods – now they suffered, fought, loved, and responded to human pleading.

In total, Enheduanna served as high priestess for 40 years. After her death, she became a (8)..... deity, and her poetry was copied, studied, and performed throughout the empire for over 500 years. Her poems influenced the Hebrew Old Testament, the epics of Homer, and Christian hymns. Today, Enheduanna's legacy still exists, on (9)..... tablets that have stood the test of time.

### 1.3.2. Diplomatic

#### I. Level B2

Listen to the recording, and decide whether the statements are true (T), false (F), or not stated (NS). **Listen to part 0–6:24 seconds twice.**

[https://www.ted.com/talks/madeleine\\_albright\\_on\\_being\\_a\\_woman\\_and\\_a\\_diplomat](https://www.ted.com/talks/madeleine_albright_on_being_a_woman_and_a_diplomat)

1) M. Albright diplomata családból származik, családja elmenekült Csehszlovákiából.

T F NS

2) Gyakran visel kitűzőt vagy brost, hogy közvetítse külpolitikai üzeneteit.

T F NS

3) M. Albright volt az Egyesült Államok első női külügyminisztere.

T F NS

4) Mielőtt külügyminiszter lett, Bill Clinton elnökjelölt külpolitikai tanácsadójaként is dolgozott.

T F NS

5) 2009-ben jelent meg könyve: *Read my Pins* címmel.

T F NS

6) M. Albright szerint a társadalom jobb helyzetbe kerül, ha a nőknek politikai és gazdasági hatalmuk van.

T F NS

7) M. Albright véleménye szerint Pat Mitchell is sokat tett már a nőkért.

T F NS

8) Bár M. Albright sokszor kiállt a nőkért nemzetközileg is, mégsem feminista.

T F NS

9) Albright a nőkért az Egyesült Nemzetek Szövetségében és külügyminiszterként is fellépett.

T F NS

## II. Level C1

Listen to the following recording<sup>7</sup> **from 6.24 seconds to the end twice**, then answer the questions below.

[https://www.ted.com/talks/madeleine\\_albright\\_on\\_being\\_a\\_woman\\_and\\_a\\_diplomat](https://www.ted.com/talks/madeleine_albright_on_being_a_woman_and_a_diplomat)

1) What did they set up in Bosnia?

2) How many countries were present in the UN when M. Albright represented the US?

3) She invited the women representatives of which countries to her apartment?

4) What is the caucus she refers to?

5) What are women capable of according to Albright?

6.) What is national security about according to M. Albright?

7) M. Albright is the chairman of which organization?

8) How does M. Albright feel about guilt?

9) What is her motto?

## 2. ORAL SKILLS



Photo by Antenna on Unsplash<sup>8</sup>

### 2.1. THE MINISTRY OF FOREIGN AFFAIRS AND TRADE

Hungary is an open, export-oriented economy strongly dependent on its outside environment. Recognising this, and following the 2014 elections, the government transformed the government structure, adding trade to the portfolio of the foreign ministry. The change is reflected in the new name of the ministry as the Ministry of Foreign Affairs and Trade.<sup>9</sup>

In its new capacity, and next to the traditional areas run by foreign ministries such as foreign, security, and defence policy, international and diplomatic representation, cultural and scientific diplomacy, etc., the Ministry became responsible for the representation of Hungary's economic interests abroad. According to its new responsibilities, the Ministry formulates the government's foreign economic policy, prepares, coordinates and implements Strategic Agreements concluded with multinational companies, administers the regional investment priorities and support funds of the government, as well as the diplomatic network of external economic relations, and implements the tasks of tourist diplomacy. It is equally responsible for multilateral trade policy.

In comparison, the United Kingdom's Foreign and Commonwealth Office, also known as the British Foreign Office, similarly has a broad portfolio extending to trade policy, but without this being reflected in the name of the institution. Headed by the Secretary of State for FCO, or, less formally, the Foreign Secretary, the Office is responsible for building "the UK's prosperity by increasing exports and investment, opening markets, ensuring access to resources, and promoting sustainable global growth."<sup>10 11</sup>

The same applies to the United States Department of State<sup>12</sup> or simply State Department, led by the Secretary of State, the first Cabinet official in the order of precedence and in the presidential line of succession.<sup>13</sup>

Canada's Department of Foreign Affairs, Trade and Development is headed by three Ministers respectively.<sup>14</sup> The Irish and Australian foreign offices go by the same name as Department of Foreign Affairs and Trade, but are headed by the Minister for Foreign Affairs and Trade in Ireland, and the Minister for Foreign Affairs in Australia.<sup>15 16</sup> In most English-speaking countries, as well as in Hungary, the heads of foreign ministries are addressed according to protocol by the honorific title of His/ Her Excellency meant to convey esteem, courtesy, and respect for the position/ rank of foreign minister.<sup>17</sup>

In Hungary, the title of the office-holder is the Minister of Foreign Affairs and Trade. He leads foreign policy aided by a Government Commissioner, five State Secretaries/ Ministers of State, and eleven Under Secretaries of State. In his absence, the Minister is represented by the Parliamentary Secretary of State.

Next to trade and foreign policy, the Hungarian Ministry is equally responsible for the direction and control of space exploration and research, as well as the direction and control of civilian intelligence. In this latter task, it supervises the work of the Information Office (IH), the agency that covers all non-military intelligence-gathering operations, mostly abroad.

Within the organisational structure of the Ministry, independent Departments cover regional, professional, or functional tasks. Foreign representation, the Minister's Cabinet and the Secretariats of state leaders' similarly form independent organisational units, while departments and the cultural institutions and services (Hungarian Institutes) working under foreign missions are non-independent units.

Several background institutions were set up to help the Hungarian Ministry of Foreign Affairs and Trade in its task of business promotion. The Hungarian Investment Promotion Agency (HIPA) executes political and strategic policies, while at the same time fosters relations with foreign investors and helps their investment decisions. The Hungarian Export Promotion Agency (HEPA) supports and boosts the export of Hungarian SMEs. The Central European Economic Development Network Nonprofit Ltd. (CED)<sup>18</sup> aims at professional support of investments within Central Europe, including support of cross-border economic relations often between Hungarian communities on both sides of the border. The Hungarian Export-Import Bank Public limited company (Eximbank) and the Hungarian Export Credit Insurance Plc. (MEHIB) were set up to provide the necessary and stable financial and credit insurance guarantee schemes for exporters. "The Bank and the Insurer, which operate within an integrated framework, carry out their duties with a shared organisation and corporate identity, under the name of EXIM."<sup>19</sup>



Under the umbrella of the Centre for Democracy Foundation (DEMKK),<sup>20</sup> a public NGO, two research institutes support the work of the Ministry, each with a distinct legal personality. The Institute for Foreign Affairs and Trade (IFAT) is the government's leading foreign policy think-tank.<sup>21</sup> The Tom Lantos Institute (TLI) is an independent human and minority rights organisation with a particular focus on the Roma and Jewish communities.<sup>22</sup>

## **I. Questions**

1. What are the areas of responsibility of the Minister of Foreign Affairs and Trade?
2. Who lead the Ministry?
3. What are the most important organizational units of the Ministry?
4. What are the institutions that have an independent legal personality?
5. Who follows the Minister in the case of his absence in the order of precedence?

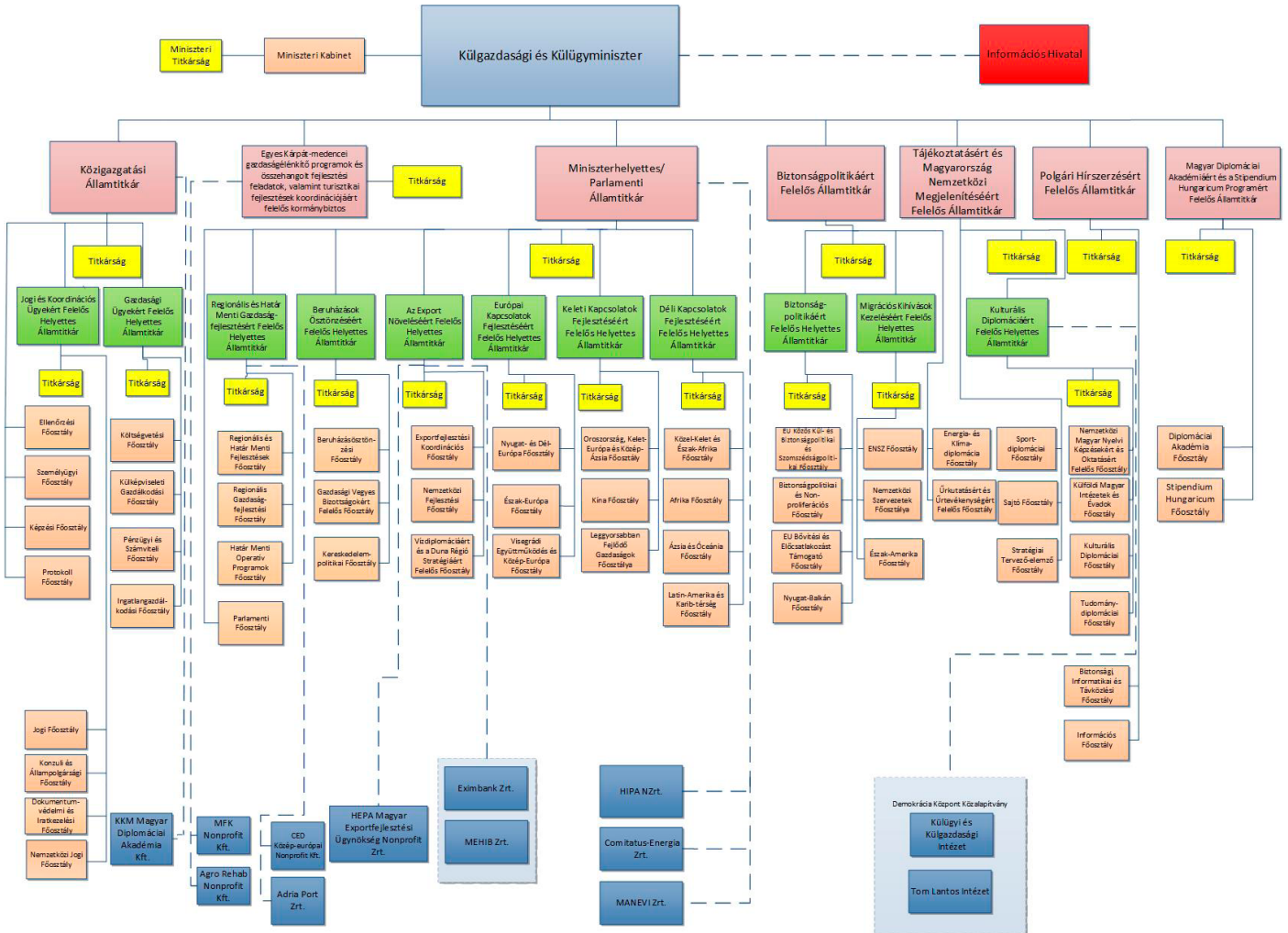
## **II. Find out about the organizational structure of the foreign ministries of other countries.**

1. What are the main departments of the UK's Foreign and Commonwealth Office? Check under the source below.<sup>23</sup>  
<https://www.gov.uk/government/publications/foreign-and-commonwealth-office-single-departmental-plan/foreign-and-commonwealth-office-single-departmental-plan-2019-20>
2. What is the name of the first priority of the FCO and what does it cover?
3. Altogether how many foreign policy priorities does the FCO have?
4. How many departments does the US State Department have? Check under the link below.<sup>24</sup>  
<https://www.state.gov/>
5. Is the protection of the environment a priority of the US State Department? If yes, under what name/ type of action?



## 2.2. WORKING IN THE MINISTRY

I. Study the organigram of the Ministry<sup>25</sup> and answer the questions. You can enlarge the chart by clicking on the link below.



[https://kti.uni-nke.hu/document/vtkk-uni-nke-hu/szv\\_tajekoztato\\_fuzet\\_kulugy\\_2020.pdf](https://kti.uni-nke.hu/document/vtkk-uni-nke-hu/szv_tajekoztato_fuzet_kulugy_2020.pdf)

14. oldal

### I. Questions

1. Where do you work or would you like to work within the Ministry's organizational structure?
2. What degree(s) and competences do you need for your work?
3. What are the tasks that you are required to deal with in your position?
4. What are the most important future challenges of your profession?
5. In what professional verbal situations do you have to use your foreign language skills?

## 2.3. PARTICIPATING IN CONVERSATIONS

Communication presents many challenges. Face to face communication offers more help to the speaker than telephone conversations, as the body language of the other person immediately shows how our words are received. During phone conversations, our perception is more limited as our counterpart's body language remains hidden. However, the tone of our voice reflects breathing patterns that are linked to our body language. Verbal communication has only a minor influence on the attitude a person conveys to others, accounting for about 7% of the impression we make. In contrast, the tone of our voice accounts for 38%, and our body language for 55%.<sup>26</sup> While we cannot always control our body language or tone of voice, being well-prepared can greatly improve our confidence and hence our interaction with others. As in many other fields, practice makes perfect.

### I. Prepare questions for classwork to the above text.

#### 2.3.1. Telephone conversation tips

throughout	clarifications	connections	flow	exchange
writing	focus	pending	follow ups	"phone-friendly"
small talk	line	pouring	reveal	topic
went through	saying	strange	collecting	clarifying

### I. Fill in the gaps with the right words.

1. Identify the purpose of your call, and make sure to stick to it ..... the conversation. Non-related topics should be left for another ..... It can be beneficial to specify the topic to the other party ahead of the call in .....
2. Plan the ..... of the conversation by collecting your thoughts to make sure that everything ..... will be discussed, from key questions, to ..... of previous misunderstandings, and agreement on .....
3. Be informed about the person/ company/ institution you are calling. Look after the history of previous discussions, and remember or find .....
4. Find a quiet, ..... environment to enhance your.....
5. Be concise in your message making it easier for the other party to listen to you and to understand what you want.
6. Be direct without being unfriendly. .... conveys empathy but after a minute or so, you need to get to the ..... You should avoid both apologizing for calling but equally indiscriminately ..... information on the person at the other end of the.....
7. Silence is a crucial part of any conversation as it helps ..... one's thoughts, conveys that we are listening to the other person and gives him/her room to ..... more information.

8. Before ending the call, it is advised to test if your message..... Feedback can be done by asking questions, repeating what has been said, ..... details and agreeing on the follow up.
9. It goes without ..... that being polite can help a lot in transmitting your message but equally in enjoying the call.
10. .... as it may be, the best way to avoid mumbling is to smile.<sup>27</sup>

### Formal and less formal calls<sup>28</sup>

Identifying your purpose implies identifying the nature of the relationship you have/ seek to develop. You may want to convey a formal, more business like attitude and encourage the other to give more serious, professional answers. Or give an informal, casual impression to elicit more open and revealing answers, and potentially develop a more personal rapport.<sup>29</sup>

Informal	Formal/ Personal	Formal/ Professional
<b><i>Answering the phone</i></b>		
Hello. Andrew speaking.	Hello. This is Andrew (speaking).	- Hello, thank you for calling us/ (company name). This is Andrew – how can I help you? - Good morning/ afternoon, this is Andrew. How can I help you?
Informal	Formal	
<b><i>Greeting and introducing ourselves</i></b>		
-Hi. It's Andrew. -Hi – it's me.	-This is Andrew from (company name). -Hello. This is Andrew. I am calling you about .../to inform you on	
<b><i>Asking to speak to someone</i></b>		
-Is Kim free? -Can I talk to dad?	-Is he available? -May I speak to ... (the head of the unit)? -I would like to talk with Mr...	
<b><i>Putting someone on hold</i></b>		
Hold on/Just a sec/ moment	-Can I put you on hold for a moment, please? -Would you mind holding for just a moment? - Is it OK with you if I put you on hold for a moment? I will see if she is available.	

<b>Clarifying and asking for repetition</b>		
<p>-I'm sorry. Could you repeat that?</p> <p>-Can you spell it?</p>	<p>-I'm sorry – I didn't catch that. Could you please say that again?</p> <p>-I'm sorry – do you mean to say that..</p> <p>-Just to clarify, you said...(you were calling from the Moon)</p> <p>-Would you mind spelling that for me/ slowing down/ speaking a little more slowly?</p>	
<b>Taking a message for someone</b>		
<p>-I'll let him know (that you called).</p> <p>-Who's calling please?</p>	<p>-I'm sorry. He isn't available at the moment. Can I take a message for him?/ I'll make sure to give him the message.</p> <p>-He is away at the moment. May I ask who is calling?</p> <p>-Would you like me to connect you to his voicemail?</p>	
<b>Leaving a message for someone</b>		
<p>-No thanks, I'll call back later.</p> <p>-Yeah, tell him I called.</p>	<p>-Please tell him Andrew called. Ask him to call me back at.. (tel. no.)</p> <p>-Could you have her return my call?</p> <p>-Please tell her, I'll be available tomorrow from 8.</p> <p>-Put me through to her voicemail. Thank you.</p>	
<b>Ending a call</b>		
Informal	Formal/ Personal	Formal/ Professional
<p>-I've got to go/ have to run/ need to let you go.</p> <p>-It was great to chat. I'll talk to you again soon.</p>	<p>-Thanks for calling and have a great day.</p> <p>-I have another phone call, so I'll let you go.</p>	<p>-Thank you for calling. I will make sure to keep you informed on the topic.</p>

**II.**

You are organising a formal/ informal party on occasion of a national holiday. Make a formal/ informal conversation transcript of the respective phone calls. A possible example:

A külképviselet a nemzeti ünnep alkalmából a külképviselet épületében, ill. kertjében állófogadást rendez mintegy 100 meghívott személy részvételével. Ön **hivatalsegédként** azt a feladatot kapta, hogy felvegye a kapcsolatot egy helyi partiszervizzel. Telefonon az alábbiakkal kapcsolatban kér előzetes árajánlatot:

- a berendezés biztosítása (sátrak, asztalok, terítékek, virágdiszítés),
- felszolgáló személyzet,
- ételek, italok.

**2.3.2. Face-to-face conversations**

When we engage in conversations, we use different formulas depending on our purpose or thoughts.

regarding	firmly	say	strong	particularly
account	take	sense	quite	well
compromise	course	make	favour	completely
	pros and cons		all in all	

**I. Complete the phrases with the correct words from the table.**

- 1) Expressing one's thoughts  
... this matter, I would ...that...  
I ... believe that...  
I ... the following position...
- 2) Arguing  
I think that's ...important because...  
If you consider that ... then ...  
You should definitely take into ... that...
- 3) Accepting the arguments of others  
Of ..., you are right.  
That is really a ... argument.  
Your argument makes ... to me.
- 4) Expressing doubt/ uncertainty  
I'm not sure.  
..., I don't know.  
Can you prove it?
- 5) Rejecting the doubts of others  
I'm ...sure about that because...  
Believe me because...  
I know that exactly because...

- 6) Declining others' arguments  
I have a .... different opinion because...  
I can't understand that at all because...  
I can't agree with that at all because...
- 7) Making a proposal  
I am in ...of...  
I suggest we could/ should...  
What do you make of it?
- 8) Making a counter-argument  
I would like to .... another suggestion.  
I have another idea.  
What do you think of the ...that
- 9) Coming to a conclusion  
If you weigh the ...., you come to the result that ...  
..., it shows that ...  
After a long discussion, we agreed that ...

**II. Choose one of the articles on the Balkans or Davos. Identify the participants and their different approaches to the topic under discussion. Find arguments and counter-arguments in support of each position that you can defend in class.<sup>30 31</sup>**

**B2**

<https://www.euractiv.com/section/enlargement/news/the-brief-why-is-america-eclipsing-the-eu-in-the-balkans/>

**C1**

<https://www.euractiv.com/section/economy-jobs/news/china-wto-members-join-eus-ad-hoc-appellate-body-in-davos/>

### 2.3.3. Situations for role play

**C1 a) b)**

**B2 c) d)**

- a) Ön a **nagykövetségének első beosztottjaként** telefonbeszélgetést kezdeményez a helyi nagy példányszámú napilap szerkesztőjével, mivel sajtómegjelenést szeretne kérni a magyarországi turisztikai lehetőségeket illetően. A szerkesztővel az alábbiakban kell megállapodnia:
- mikor és hol tudná a feladattal megbizandó újságírókat fogadni,
  - milyen anyagokat tud rendelkezésre bocsátani,
  - mi a megjelenés legkorábbi időpontja.

*Önnek meg kell győznie a szerkesztőt az ügy fontosságáról.*

- b) Ön **külgazdasági szakdiplomataként** magyarországi befektetési lehetőségek témában konferenciát szervez, ezért személyes látogatást tesz egy magyarországi tapasztalatokkal rendelkező, fogadó országbeli üzletembernél. A megbeszélés során
- kérje fel beszélgető partnerét, hogy a témába vágó előadást tartson,
  - egyeztesse vele az előadás címét, időtartamát, a szükséges technikai hátteret,
  - érdeklődjön meg, igényt tart-e tolmácsra.

*Az üzletember nagyon elfoglalt, nem szívesen vállalja a felkérést. Próbálja őt rábeszélni!*

c) Ön a miniszterelnöki delegáció vezető **gépkocsivezetője**. Egyeztesse a fogadó ország protokoll munkatársával a delegáció konvojának útvonalát:

- kérje el a város térképét, a szállás és a tárgyalások helyszínének bejelölésével,
- érdeklődjön meg az időpontban várható forgalmat,
- érdeklődjön a rendelkezésre bocsátandó gépkocsi műszaki adatai iránt.

*Kérje meg a protokoll munkatársat arra is, hogy rajzolja be a térképre a pontos útvonalat a repülőtértől a szállásig!*

d) Ön a külképviselet **szakácsa**. A nemzeti ünnep alkalmából megrendezendő fogadás miatt rendelt árukkal kapcsolatban felhívja a helyi kereskedelmi egység vezetőjét, és reklamál a szállítmány miatt:

- lisztből és cukorból kevesebb mennyiség érkezett,
- a tojások nem voltak frissek.
- A nem megfelelő teljesítés rendezését kéri, valamint utal az ügy sürgősségére.

*Mivel a kereskedelmi egység vezetője visszautasítón viselkedik, meg kell őt győznie, hogy a reklamáció nem alaptalan.*

### 2.3.4. Public speaking

Public speaking is the act of performing a formal, face-to-face speech to a live audience. Traditionally considered to be linked to the art of persuasion, the act can accomplish other purposes including the intention to inform, or to entertain. Differing speaking situations invite different approaches.<sup>32</sup> Informative speeches use facts, statistics, and data. A good example of an informative speech is the one we get from a tourist guide when going on a tour of a museum or town.<sup>33</sup> Examples of persuasion include argumentation in a law case, or the defence of proposals in parliamentary assemblies, but the campaign speeches of potential political candidates equally qualify. The first two cases usually require some reasoned argumentation,<sup>34</sup> <sup>35</sup> while powerful political speeches frequently build on emotions. Finally, humour is a very powerful tool for entertainment speeches.

**I. You are preparing to give a presentation at an exam. What type of speech do you think it is? Make an argument relying on the link below.**

<https://www.acethepresentation.com/10-types-of-speech/>

Before answering, think through the following:

- Why is your audience there? What are they most interested in?
- What is the purpose of your talk? What do you want to change/achieve?
- What is the call to action – what do you want people to do as a result of your speech?
- What is the one thing you want them to remember?<sup>36</sup>

**II. Which types of speeches are the most common in diplomatic communication? Try to think of possible situations and examples.**



**III. Complete the phrases describing the fluency and coherence criteria of a speech.<sup>37</sup>**

Speaking at ...

Organizing ideas....

.....signposting

Expressing and ..... opinions

Discussing and speculating about ...

Speaking without long ..... and repetition of the same words

logically	justifying	appropriate
length	pauses	issues

**IV. Where in your presentation could you make use of the tips below: in the Introduction, the main Body, the Conclusion, or Throughout your speech?<sup>38</sup>**

The 3 Parts Of A Simple Speech		
Introduction	Tell them what you are going to tell them.	15%
Body	Deliver the speech you promised.	70%
Ending	Tell them what you told them.	15%
www.writerswrite.co.za		

1. Structure your speech by relating everything you say to one single purpose.<sup>39</sup>
2. Start by disclosing your speech structure to the audience.
3. Your speech structure should reflect your main points, ideally one idea per point. Repeat your key points at the beginning and at the end of your speech.
4. Tell the audience your main thesis on the topic.
5. Keep proportions! Don't let your introduction and conclusion outshine the more detailed elaboration of your points in the main body of your speech, which should amount to more than 60% of the speech.
6. Use signposting and transition words to disclose the turns of your argument to the audience.
7. Build on your point of view adding details from your personal professional experience.
8. Try to focus on reasons (e.g. of poverty) and potential effects (crime, health issues) that can link the parts of your argument into a coherent whole.
9. Use comparing/ contrasting expressions while speaking (I see one crucial/ two main difference(s)).
10. You may speculate about the future in your conclusion.<sup>40</sup>

**V. Where would you find the expressions below in the structure of a speech: the Introduction, the main Body or the Conclusion?**

1. Entering a bit into the details ...
2. Regarding this topic, it should be noted that ...
3. In short/ Ultimately/ All in all, it can be said that ... / we can say that ...
4. The topic I am going to discuss does not seem to have lost relevance.
5. We must equally take into account the fact that ...
6. This is not the first time I have raised this topic in public.
7. I think it has been shown that ... / I have demonstrated that ...
8. I assume you have heard about this new scientific achievement.
9. Looking at the subject from another angle/ viewpoint...
10. There are good reasons to doubt the forecasts...
11. I think I have covered the topic/ the subject in detail/ at length...
12. Other policy-makers, on the other hand, claim that ...

**VI.**

**B2**

Give an **informative speech** on the prospects of EU accession of the countries of the Western Balkans. Think about the pros and cons of an early accession.

**C1**

Give a **persuasive speech** on why the countries of the Western Balkans should/ should not join the European Union in the near future.

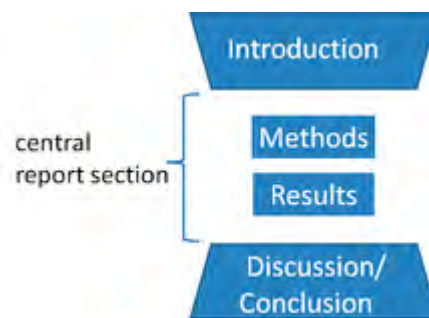
Keep the basic structure of a balanced speech in mind while preparing.



### 3.1.2. News reporting, news value

The structure of news reporting can be contrasted to science reports. The latter follow the introduction, methods, results, and conclusion (IMRaD) format.<sup>49</sup> Writers have to connect to the wider community of researchers, and explain the relevance and outline of their research (the intro); share their research methods and findings in the main body of the text; and return to the wider perspective of relevance in their conclusions. This structure describes most closely the format of the 5-paragraph essay, where the definition of the topic and the thesis statement (intro) is followed by three body paragraphs, each elaborating/ detailing an argument, to be concluded by a return to one's thesis within the wider topic under discussion.

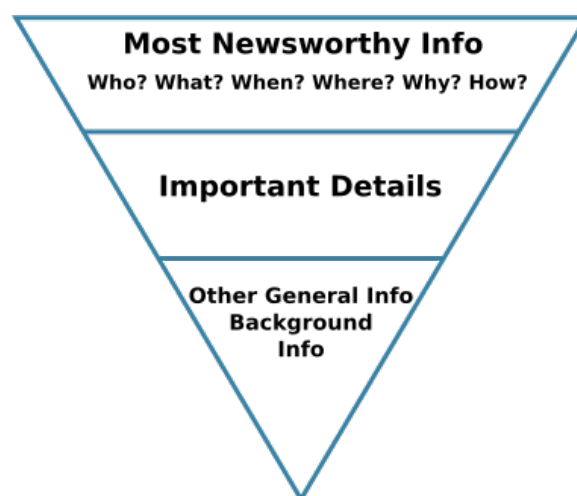
Wineglass model for IMRaD structure.



Source: Tom Toyosaki, 2015<sup>50</sup>

The 'top-bottom symmetric shape' of the wineglass model "represents the symmetry of the story development"; "the 'change of width' of the above diagram represents the change of generality of the viewpoint."<sup>51</sup>

In contrast, the structure of news reporting is often visualized by an inverted pyramid, which could be described as a wineglass broken at its stem, or one without a bowl or a base. It is also known as the "summary news lead" style or the "bottom line up front" style, as conclusions are put at the beginning or lead of the text.<sup>52</sup> Newsworthiness or news value<sup>53</sup> is implied in this structure, making it unnecessary for the writer to explain why and how a piece of information is selected as news.



And yet, it is precisely here that we find one of the most important news making tools that transcends the line of mere reporting and explains why we do not find the same news on all sides of the political spectrum. Or where we do, there is fierce disagreement over the heart of the story in divided societies. Editorial selection or omission reflects an opinion on one of the most important

elements of objectivity: newsworthiness. Hence William Randolph Hearst's definition: "News is what people don't want you to print. Everything else is ads."<sup>54</sup> The conscious use of the pyramid model by reporters can trick readers into newsworthiness by a "hook" as a lead: "a provocative quote, question, or image, to entice the reader into committing to reading the full story."<sup>55</sup>

While striving for unbiased news is still a professional norm of journalism, its feasibility has for some time been questioned across cultural lines (non-Western states have long complained about a Western bias),<sup>56</sup> and is increasingly being questioned, in the case of deeper divisions within the same society.

## Exercises

### I. Answer the questions. Use the internet for answering the questions that you do not find in the above text.

1. Why is news so powerful?
2. What are popular prints?
3. In what sense did interactive media end the monopoly of the press? Who interacts with whom, and what is the significance of interaction?
4. What are the three purposes for which mass media is used?
5. What is the purpose of politics?
6. What is the structure of news reporting as compared to scientific reports?
7. What is implied in the structure of news reporting?
8. What does this structure hide?
9. Why is editing important?
10. What can a good lead influence?
11. What do you think can be the reason behind the complaint of a Western bias of news reporting?

### II. Match the words with their synonyms.

objectivity	biased	uninterested	wineglass	choice	exclusion	publicity
-------------	--------	--------------	-----------	--------	-----------	-----------

prejudiced
hour-glass
selection
impartiality
omission
advertisement
neutral

**III. Find the antonyms of the words below.**

partisan	sensible	fact	truth	balanced	public	specific
----------	----------	------	-------	----------	--------	----------

**3.2. READING THE NEWS****3.2.1. Facts and omissions/ delays**

Find two articles about the same topic from the two sides of the political spectrum (left leaning/ liberal versus right leaning/ conservative), and compare them on the basis of newsworthiness/ value. An example could be President Donald Trump's acquittal from impeachment charges. The impeachment procedure ended on February 6, 2020. Find below possible questions for the comparison of the two articles. Similar questions could be applied to other topics.

**I. Read through all the questions first, before answering them on B2 or C1 level.**

**B2 level:** Questions to answer 1-10.

**C1 level:** Questions 1-18

1. Identify the elements of the lead: Who? What? When? Where? Why? How?
2. How/ with what details does the author elaborate on the above questions in the main body of the text following the lead? Go through the questions Who? What? When? ... one by one.
3. What is the next important detail? Where does the same information appear in Article 2 and what does this suggest on the basis of the inverted pyramid model?
4. How is Nancy Pelosi portrayed in the first article as compared to the second one?
5. How is Sen. Mitt Romney portrayed in the first article as compared to the second one?
6. What do we learn about Trump? How does he define the impeachment?
7. What is the last info the authors share with us? Is this the least important?
8. What emotional words, if any, does the author use?
9. Identify the main actor(s) of Article 1. How many times do they appear in the story?
10. Identify the main actor(s) of Article 2. How many times do they appear in the story?
11. What is the party affiliation of Sen. Mitt Romney? How do we know?
12. What makes the trial a historic one according to the texts?
13. Where do we find the description of the two charges in the texts?
14. Who is the most important actor of the first/ second article?
15. How would you summarise the message of the first article in one sentence?
16. How would you summarise the message of the second article in one sentence?
17. What might be the source: liberal, centrist or conservative? Support your argument!
18. How would you translate the leads into Hungarian?



**II. Using the above example, write questions about two articles on the same topic of your own choice. What are the most important questions that you can use for analysing an article's news value irrespective of the topic?**

### *3.2.2. The power of an opinion*

Read the first two parts of the article below.<sup>57</sup>

<https://www.npr.org/2020/02/13/805774906/barr-faults-trump-over-tweets-that-make-his-job-as-attorney-general-impossible>

**I.**

**B2 level** Rephrase the expressions in English.

**C1 level** Translate the expressions into Hungarian.

1. Attorney General
2. Trump's tweets on DOJ
3. make his job "impossible"
4. commentary
5. the flap over the case
6. scheduled to air on
7. intervene in a criminal case
8. corrosive to the image of
9. a tradition of independence

**II.**

**B2 level** Answer the questions in English.

**C1 level** Answer the questions in Hungarian.

1. Mi váltotta ki a főügyész megszólalását?
2. Mire kéri Barr az elnököt?
3. Milyen hatást váltanak ki az elnök tweetjei?
4. Miről beszélt Barr a miniszteri meghallgatásán?
5. Mi az ügyész alapvető feladata?
6. Milyen ügyben merült fel politikai beavatkozás?
7. Kinek van lehetősége beavatkozni?
8. Várhatóan változtat az elnök a szokásán?
9. Mi a Fehér Ház véleménye az elnök közösségi média használatáról?
10. Hogyan fogadta Trump a kritikát és miért fontos ez?



**III. Read the last part of the article about Stone and answer the questions.**

1. What triggered the Barr interview?
2. Who is Roger Stone?
3. What did prosecutors want?
4. Who complained about the prosecutors' proposal?
5. How did Trump support his argument?
6. What does Trump imply when he says: "The real crimes were on the other side"?
7. Why is WikiLeaks mentioned in the article? Check what happened during the 2016 US Presidential elections.
8. What led critics to suggest political interference?
9. Who made the decision on lighter punishment?
10. What else suggests political interference?

**IV. What is the difference between the opinion of a journalist and the opinion of the President? Was there a way for the President to publicly state his opinion without interfering into the DOJ?****V. Analyse the article in terms of news value, using the tools learnt in the previous section. Before doing so, try to guess which political position the article speaks from citing some evidence in support of your argument.**

1. What is the information that we find in the lead: Who? What? When? Where? Why? How?
2. What are the detailed answers that we get to these questions and when in the story?
3. Who are the main actors, when do their names first appear in the story, and how many times are their names repeated?
4. What emotional (positive or negative) adjectives are attached to the names of the main actors or associated with them?
5. What is the conflict, and the interpretation of its solution (negative or positive)?
6. How does the article end? What is the information that we learn in the last paragraph and why do you think this information comes latest?
7. What is the author's political position?

### 3.3. DIPLOMATIC COMMUNICATION

#### I. B2 Insert the right word where required.

1. The EU Ministers of Foreign Affairs met today for an extraordinary Council meeting to discuss the crisis in Idlib and the situation at the EU ..... borders with Turkey.  
a) internal b) sea c) external
2. The EU ..... the increased migratory burden and risks Turkey is facing on its territory and the substantial efforts it has made in ..... 3,7 million migrants and refugees.  
a) questions b) acknowledges c) supports d) keeping e) hosting f) supporting
3. The EU ..... its serious ..... over the situation at the Greek–Turkish border and strongly ..... Turkey's use of migratory pressure for political purposes.  
a) reiterates b) mentions c) fears d) concern e) denies f) debates g) rejects
4. This situation at the EU external border is .... The EU and its Member States remain determined to effectively protect EU's external borders. Illegal crossings will not be .....  
a) untenable b) deplorable c) not acceptable d) prosecuted e) tolerated f) supported
5. Migrants should ..... to attempt ..... crossings by land or sea.  
a) be encouraged b) not be encouraged c) illegal d) unwelcome e) free
6. The Council calls on the Turkish government and all actors and organisations on the ground to relay this message and ..... the dissemination of ..... information.  
a) support b) counter c) engage in d) practical e) genuine f) false
7. The EU also reiterates its full solidarity with Greece, which faces an ..... situation, as well as with Bulgaria, Cyprus and other Member States, which might be similarly affected, including in efforts to ..... the EU's external borders.  
a) unusual b) unprecedented c) ground-breaking d) seal e) lift f) manage
8. The Council recalls that it expects Turkey to implement ..... the provisions of the 2016 Joint Statement with regard to all Member States. This Statement produces ..... results, including by supporting Turkey's ..... efforts in hosting migrants and refugees.  
a) partly b) extensively c) fully d) touchable e) tangible f) minor g) debated h) significant i) existing
9. In Idlib, the ..... and continuing offensive by the Syrian regime and its backers, including Russia, is creating ..... human suffering and has provoked the ..... humanitarian crisis since the beginning of the Syrian conflict.  
a) worst b) failed c) recent d) ongoing e) ample f) untold g) unforgivable
10. These messages are being ..... to all key parties. The EU is liaising with other international partners, including the UN, NATO and the US, so that the clear international ..... in favour of a de-escalation and a lasting ceasefire is strongly reinforced.  
a) told b) delivered c) shared d) consensus e) agreement f) solution

11. The Council notes the ..... of the Russia–Turkey meeting yesterday in Moscow and reiterates, in the strongest possible terms, its ..... on all parties to keep in place an immediate and a sustainable ceasefire.  
a) end b) reason c) outcome d) advice e) call f) message
12. It calls on all parties to ..... the protection of civilians on the ground and from the air and to enable the ..... delivery of humanitarian assistance by the international community.  
a) resume b) guarantee c) unhindered d) obstructed e) continuous f) delayed
13. .... the European Union recognises the presence of UN-designated terrorist groups in the region, ..... attacks and the destruction of civilian infrastructure including health facilities, schools and settlements for displaced persons cannot be justified under any circumstances and must stop.  
a) while b) since c) before d) massive e) selected f) indiscriminate
14. We reiterate the EU ..... that all the perpetrators of war crimes and crimes against humanity should be .....  
a) statement b) view c) position d) held accountable e) punished f) condemned
15. The Council ..... the Syrian regime to ..... to the negotiating table and repeats that any sustainable solution to the conflict requires a genuine political transition.  
a) sees to b) calls on c) helps d) urges e) turn f) return g) leave

**II. Read through the statement<sup>58</sup> below and decide whether the sentences are TRUE, FALSE OR NOT STATED in the text.**

## **Statement of the Foreign Affairs Council**

<https://www.consilium.europa.eu/en/press/press-releases/2020/03/06/statement-of-the-foreign-affairs-council-on-syria-and-turkey/>

The EU Ministers of Foreign Affairs met today for an extraordinary Council meeting to discuss the crisis in Idlib and the situation at the EU external borders with Turkey.

While acknowledging the increased migratory burden and risks Turkey is facing on its territory and the substantial efforts it has made in hosting 3,7 million migrants and refugees, the EU reiterates its serious concern over the situation at the Greek-Turkish border and strongly rejects Turkey's use of migratory pressure for political purposes. This situation at the EU external border is not acceptable. The EU and its Member States remain determined to effectively protect EU's external borders. Illegal crossings will not be tolerated. In this regard, the EU and its Member States will take all necessary measures, in accordance with EU and international law. Migrants should not be encouraged to attempt illegal crossings by land or sea. The Council calls on the Turkish government and all actors and organisations on the ground to relay this message and counter the dissemination of false information.

The EU also reiterates its full solidarity with Greece, which faces an unprecedented situation, as well as with Bulgaria, Cyprus and other Member States, which might be similarly affected, including in efforts to manage the EU's external borders. The Council welcomes the practical support announced by the Commission on 4 March 2020. Close

cooperation will also continue with the Western Balkans partners in this respect.

The Council recalls that it expects Turkey to implement fully the provisions of the 2016 Joint Statement with regard to all Member States. This Statement produces tangible results, including by supporting Turkey's significant efforts in hosting migrants and refugees. Both the EU and Turkey stand to benefit from the continuation of this cooperation and commitment.

In Idlib, the recent and continuing offensive by the Syrian regime and its backers, including Russia, is creating untold human suffering and has provoked the worst humanitarian crisis since the beginning of the Syrian conflict.

The Council calls for an urgent de-escalation of the conflict in Syria in order to avert a slide into international military confrontation, and prevent further suffering. The Council deplores the loss of lives. The Council also acknowledges the difficult situation Turkey is facing due to the offensive in Idlib and its consequences.

These messages are being delivered to all key parties. The EU is liaising with other international partners, including the UN, NATO and the US, so that the clear international consensus in favour of a de-escalation and a lasting ceasefire is strongly reinforced.

The Council notes the outcome of the Russia-Turkey meeting yesterday in Moscow and reiterates, in the strongest possible terms, its call on all parties to keep in place an immediate and a sustainable ceasefire, to guarantee the protection of civilians on the ground and from the air and to enable the unhindered delivery of humanitarian assistance by the international community.

While the European Union recognises the presence of UN-designated terrorist groups in the region, indiscriminate attacks and the destruction of civilian infrastructure including health facilities, schools and settlements for displaced persons by the Syrian regime and its allies cannot be justified under any circumstances and must stop. We reiterate the EU position that all the perpetrators of war crimes and crimes against humanity should be held accountable.

The Council urges the Syrian regime to return to the negotiating table and repeats that any sustainable solution to the conflict requires a genuine political transition in line with UNSCR 2254 and the 2012 Geneva Communique negotiated by the Syrian parties within the UN-led Geneva process and remains committed to the unity, sovereignty and territorial integrity of the Syrian state. The EU will actively promote a renewed, concerted effort of the international community in order to address the Syrian crisis and pave the way for a political solution.

The EU is addressing as a matter of priority the humanitarian situation. The European Commission is mobilising a further €60m in humanitarian assistance for north-west Syria, including in border areas and is committed to increase its assistance to the civilian population in north west Syria. Deliveries of humanitarian assistance are being made to address the emergency needs for shelter, medical and food support of some one million persons displaced in the past weeks, and of all other Syrians in need in the Idlib region. Safe, sustained and immediate access to populations in need must continue to be enabled, in full compliance with international humanitarian law. The EU strongly calls for the extension of UNSCR 2165 for cross-border access in order to ensure that humanitarian assistance, including medical and surgical supplies, reaches people in need throughout Syria through the most direct routes.

1. EU Foreign Ministers staged an extraordinary Council meeting to discuss the consequences of renewed fighting in Syria in the town of Idlib.  
T    F    NS
2. Renewed fighting led to a new wave of refugees and migrants seeking entry into EU territory at the Greek–Turkish border.  
T    F    NS
3. Members of the Council unanimously condemned the situation at the border and the use of migratory pressure for political purposes.  
T    F    NS
4. The EU does not tolerate illegal crossing of its borders.  
T    F    NS
5. Migrants are encouraged to attempt illegal crossings by land or sea.  
T    F    NS
6. The Council calls on all actors to stop disseminating false information.  
T    F    NS
7. Turkey should not discriminate between member states when it comes to the implementation of the 2016 Joint Statement.  
T    F    NS
8. The EU wants to de-escalate the conflict as it believes that only negotiations, not confrontation, can lead to a genuine political solution.  
T    F    NS
9. Civilians' lives are in great danger as the parties indiscriminately target terrorist groups and civilian infrastructure, hospitals, schools and migration camps among them.  
T    F    NS
10. Those committing war crimes and crimes against humanity will be held accountable.  
T    F    NS

### III. C1 Döntse el, hogy az alábbi állítások igazak, hamisak, vagy nincsenek kifejtve a szövegben!

1. Az EU külügyminiszterei elítélték az EU külső, görög–török határán kialakult migrációs nyomást.  
I    H    NK
2. A külügyminiszterek elismerték Törökország erőfeszítését a területén tartózkodó 3,7 millió bevándorló és menekült feltartóztatásában.  
I    H    NK
3. Az EU és tagállamai elkötelezettek külső határaik védelmében.  
I    H    NK
4. A török kormány bátorítja az illegális határátlépést.  
I    H    NK
5. Az EU elismeri, hogy a kiújult támadások nehéz helyzetbe hozták Törökországot.  
I    H    NK
6. Az EU elismeri, hogy a támadások részben az ENSZ által is terroristának nyilvánított csoportok ellen irányulnak.  
I    H    NK
7. Az EU ugyanakkor értetlenül áll a civileket sújtó támadások előtt.  
I    H    NK
8. A Tanács szerint a konfliktus csak tárgyalások útján, valódi politikai átmenet megteremtésével rendezhető.  
I    H    NK
9. A Tanács kitart Szíria egysége, szuverenitása és területi épsége mellett.  
I    H    NK
10. Az EU 60 millió eurót szán a humanitárius katasztrófa enyhítésére, miután a támadások miatt csaknem 1 millió ember kényszerült lakhelye elhagyására; és kéri a segélyek mielőbbi célba juttatását.  
I    H    NK

**IV. In what sense is a statement (see example under exercise II.) different from an article, and what might be the reasons that account for the differences? What is the news value of the statement above? Write a 'summary news lead' that captures the essence of the statement for classwork, relying on the tools we used for analysing articles.**

## 4. WRITING SKILLS



Photo by Kaitlyn Baker on Unsplash<sup>59</sup>

### 4.1. FORMAL LETTERS

A formal letter is a type of correspondence mainly used for situations in which the recipient and the sender do not know each other. It is written in formal style, which expresses respect. Courtesy is an essential feature of formal letter language. Simple and normal language is used, through which the information is transmitted as concisely as possible. Grammatical errors, misspellings, profanity or derogatory words and expressions should be avoided, as well as contracted forms or abbreviations. The most common way to address the recipient is "Dear Sir / Madam". A formal letter generally contains the following parts:

- Letterhead (name and address of the sender)
- Place and date
- Heading (name and address of the recipient)
- Salutation
- Introduction
- Body or text
- Farewell
- Signature
- Postscript (P.S.) (if applicable)



### 4.1.1. Model diplomatic letter

It is very important to use the right formal forms and addressing the addressee with the right title and honour. The most important titles and salutations are:

*His/ Her Excellency ..... (full name) and Mr. or Madam Ambassador.*

Please note that the US' ambassadors are addresses as *the Honourable ..... (full name)* in their home country. See the examples below:

- 1) An ambassador of the United States is addressed by US citizens as:

*The Honourable ..... (full name)*

*The Ambassador of the United States of America*

*(Address)*

- 2) Any foreign ambassador is addressed as:

*His/Her Excellency ..... (full name)*

*The Ambassador of (official name of country)*

*(Address)*

Form #2 is standard around the world for addressing ambassadors. Even US ambassadors are addressed as His/Her/Your Excellency when they serve abroad by citizens of the countries in which they are serving.

Thus, the French Ambassador to the USA is addressed as:

*His Excellency ..... (full name)*

*The Ambassador of the French Republic*

*(Address)*

### 4.1.2. Phrases used in formal correspondence

#### To begin the letter

*We acknowledge receipt of your letter dated March 15*

*I am writing with reference to ...*

*To whom it may concern / may interest*

*The Hon. Mrs Kate Oharaa, Ambassador of ..., is pleased to invite you to ...*

**To indicate the reason for writing the letter**

*Hereby, I kindly inform you that ...*

*In response to your welcome letter dated 28 last month...*

*We regret / regret to inform you that ...*

*We are pleased to inform you that...*

*I am pleased to inform you that ...*

**To express a wish or request**

*Do the favour of ...*

*Please inform me of ...*

*Please inform me ...*

*Please let me know ...*

*Kindly communicate ...*

**To say goodbye**

*Waiting for your prompt reply, sincerely*

*Yours faithfully*

*Very cordially / sincerely*

*Respectfully yours*

*Very truly yours*

*Yours Truly*

**Less formal, more cordial letter closings/ valedictions/ complimentary close**

*Yours sincerely* (the recipient is addressed by name and is known to the sender)

*With my sincere thanks*

*(Yours) Cordially*

*With best/ personal/ kindest regards* (personal closing)<sup>60</sup>

**Fill in the gaps using the phrases in italics below. <sup>61</sup>****I. Recognition**

I ... to the Embassy's ..., and ... that Mrs. K. K-N ... Consul General of Hungary in Manchester, ..., the consular districts of Greater Manchester, Lancashire etc.

*with the responsibility of; have the honour to state; Note Verbale; refer; has been recognised as*

**II. Recognition**

Protocol Directorate of the Foreign and Commonwealth Office presents its ... to the Embassy and has the ... to refer to the ... Note Verbale ... Protocol Directorate of the proposed ... of Colonel V. M. as Defence ...

The ... wishes to ... that ... to the appointment of ..., and has informed the ... United Kingdom ... .

*Attaché; Directorate; appointment; Embassy's; there is no objection; informing; honour; compliments; appropriate; confirm; authorities; Colonel V. M.*

### III. Acknowledgement

With .... the ... addressed to her Majesty Queen Elisabeth II from the President of Hungary, Protocol Directorate of the Foreign and Commonwealth Office has the ... the following ... from her Majesty.

...: "I am most grateful to you for your ... of Season's Greetings. Prince Philip and I send ... for ... in 2019 to you and ... Elisabeth R." ... .

*Begins;; acknowledgement; very kind message; seasonal wishes; Ends; honour to convey; happiness, peace and prosperity; reference to; the people of Hungary; our warmest wishes*

### IV. Cordial personal note

Dear Mr .....,

By this letter, I would like to ... my ... thanks for the ... you had the ... to give ...; I am very much ... to you.

... allow me, Excellency, ... my best wishes for ...in the new ... you have as Director of a Division with great tradition and efficiency in Hungary. With best regards, etc. <sup>62</sup>

*By the way; express; follow-up; high and difficult task; warm; my request; great success; kindness; Ambassador; to reiterate; obliged*

### V. 1. Rate these expressions according to degree of politeness. 2. What is the diplomatic rank of those entitled to such polite formulas? <sup>63</sup>

- 1) my distinguished consideration
- 2) my most distinguished consideration
- 3) my highest consideration
- 4) my high consideration
- 5) my high esteem and consideration

## 4.2. EMAIL OR E-MAIL

E-mail is the most widely used form of correspondence today. When writing an email we are guided by the general rules of professional correspondence. In other words, the text must be concise as much as possible, but without affecting the integrity of the information it transmits. The protocol is similar to that of traditional correspondence, but the formal requirements are lower. Informative and courteous tone is used, and the forms of greeting and farewell correspond to the hierarchy and the degree of confidentiality.

Tips:

It is not convenient to communicate by e-mail the modification of an appointment. It is better to do this by phone as it may happen that our client does not check his mail hours before the agreed appointment.

It is not convenient to send a private message from our workplace mailbox.

It is polite to reply to a message within three hours.

### **4.3. DIPLOMATIC DOCUMENTS**

These are internal documents drawn up by the Embassy or another diplomatic mission, such as

- reports
- political messages from the ambassador
- certificates drawn up by mission employees
- transcripts of speeches
- journalistic reviews
- chronicles of events.

Disregard or violation of conventional rules of diplomatic protocol can cause misunderstandings or arouse mistrust between the parties.

When drafting a diplomatic document, it is necessary to strictly adhere to the diplomatic protocol rules related to formal correspondence, set out in the previous section.

Important letters are to be sent by post in the traditional way. Those documents that express positions or state interests are called diplomatic notes, and are sent by diplomatic mail.

**I. Translate the following letter into English.**

XY,  
Magyarország  
köztársasági elnöke

Őexcellenciája  
XY asszonynak,  
a ... Köztársaság elnökének

Excellenciás Asszonyom!

A Magyarország és a .... Köztársaság között fennálló baráti kapcsolatok fenntartásának és fejlesztésének óhajától vezérelve elhatároztam, hogy XY urat rendkívüli és meghatalmazott nagyköveti minőségben Excellenciád mellé akkreditálom.

A nagykövet kiváló tulajdonságai biztosítékul szolgálnak arra, hogy megbízatását olyan igyekezettel látja majd el, amellyel elnyeri Excellenciád megbecsülését és jóindulatát is.

Ebben a meggyőződésben kérem Excellenciádat, fogadja őt szívesen és adjon teljes hitelt mindannak, amit nevemben mond, különösen akkor, amikor tolmácsolja Excellenciádnak személyes jókívánságaimat és legmélyebb nagyrabecsülésemet.

Kelt Budapesten,

a 2020. év                      hó            napján

XY s.k.

A másolat hitelül:  
XY  
külgazdasági és külügyminiszter

**II. Translate the following letter into Hungarian.**

XY  
President of the Republic  
of Hungary

to

Her Excellency  
Mrs. XY,  
President of the Republic of ....

Excellency,

Having need elsewhere for the services of Mr. XY, who has been accredited to Your Excellency as Ambassador Extraordinary and Plenipotentiary of Hungary, I wish to notify Your Excellency of his recall.

I trust that Mr. XY, who has accomplished his high mission to my entire satisfaction, has also merited Your Excellency's approbation.

As Mr. XY is not in a position to present his Letter of Recall in person to Your Excellency, I have entrusted this duty to his successor.

I avail myself of this opportunity to renew to Your Excellency the assurances of my highest consideration.

Given in Budapest,  
on the        day of                in the year of 2019

(Signed XY)

Certified as original:  
(Signed XY)  
Minister of Foreign Affairs and Trade

Certified as a true translation by  
(XY)  
Chief of Protocol

## 4.4. DRAFTING OF TEXTS – GUIDED WRITING

A good piece of writing is done so that it is coherent, making it easier for the reader to follow the main line of argument. The requested purpose, structure and characteristics determine the type of text to be written (presentation, argumentative essay, formal letter etc.). Regarding its structure, a text must basically consist of three parts: introduction, exposition or development, and conclusion.

Generally, the writing has to follow some dynamic rhythm that allows a quick reading. It is therefore necessary to respect the rules of economy of language and to omit strange or confusing expressions that make understanding of the text difficult.

### I. Writing a letter

Task for administration specialists (Level B2)

Length: 25 lines (+/- 10%) handwritten

Subject: Call for scholarships

Write a letter to the cultural attaché of the American Embassy in Budapest in which you request information about the call for scholarships by the Hungarian Ministry of Education, Culture and Sports for young Americans with Hungarian roots. Develop the following details:

- objective of the scholarship;
- what it includes;
- duration and requirements to request it.

### II. Writing an essay on a given topic

Task for diplomats (Level C1)

Length: 25 lines (+/- 10%) handwritten

Theme: Hungary, 15 years after its accession to the EU

Details to develop:

- Hungary, member of the EU;
- impact of foreign investment on the Hungarian economy;
- free movement of labour within the EU.



## 5. MEDIATION SKILLS



Photo by Brett Jordan on Unsplash<sup>64</sup>

### 5.1. INFORMATION TRANSFER

Mediation is a means of providing information to someone who does not have direct access to it. In diplomacy, therefore, inter-language mediation is present not only in word-for-word translation or interpretation, but also in other forms, like official letters, emails, memos or even summaries of longer texts to a third party who does not understand the foreign language.

Often, the same wording is used as in the original text, but it might as well be necessary to rewrite, summarize, annotate or paraphrase, in order to highlight some aspects of the original text in the target language or in Hungarian.

**Some examples of mediation include:**

#### **B2, C1**

Translation of an official English letter into Hungarian (admin)

Translation of an article/ press release from English into Hungarian (diplomat)

Interpreting from English into Hungarian at Embassy events or transferring heard or read information to third parties in another language (admin, diplomat)

Summary of an English study or report in Hungarian (diplomat)

**B2**

Hungarian summary of information heard in English (diplomat, admin)

Writing a Hungarian summary of an English study (diplomat, admin)

**C1**

English summary of information heard in Hungarian (diplomat, admin)

Writing an English summary of a Hungarian study (diplomat, admin)

**Tips for mediation tasks:**

- Always read the instructions carefully.
- Knowing your audience and the purpose of translation determines the choice of proper style, genre and vocabulary.
- Express yourself simply and concisely.
- Keep to the information content but do not translate the text literally – if you cannot find the right word, use a synonym.
- Make sure that the translation is comprehensible. The best strategy is to write a draft first, put it aside and then read it again. If the text "sounds good" in English or Hungarian, and "reads well", you only have to read it again to check spelling and grammar. If the text does not read well and there is no cohesion, you have to rewrite it and improve the quality of the text.
- Remember: The more you read in a given foreign language, the more you "hear" and will be able to decide whether something sounds good in the foreign language or not.
- The same goes for Hungarian: if you find it difficult to translate from a foreign language into Hungarian, you can improve your skills by reading more in Hungarian.
- The text produced is usually evaluated on the basis of content, vocabulary, style and grammar.

## 5.2. DICTIONARIES AND WEBSITES

**General dictionary use**

- It is a common mistake that we use electronic dictionaries too often in our daily work, so we cannot handle the printed dictionary with confidence.
- Always look for a dictionary to use in a given language exam. Sometimes both monolingual and bilingual dictionaries are allowed. No thesaurus or glossaries are allowed at exams.
- Do not look up every word in the dictionary, only the ones you do not know for sure.
- Use a dictionary for written translation to get some practice for the exam.

**Dictionaries and websites used for diplomacy:**

More and more electronic and print dictionaries or glossaries are available in diplomacy. The following is a collection of electronically accessible databases, resources and dictionaries that can be useful in your daily work.

1. <https://www.linguee.com/>

The above dictionary<sup>65</sup> searches multiple texts – it provides sample sentences with the translation in two languages to help you choose the right context for the word.

2. <https://europa.eu/>

The official websites of the European Union institutions<sup>66</sup> are available in all languages of the Union. Therefore, they are extremely useful for the translation of EU texts and the acquisition of EU specialized language and exact legal terminology.

International organizations (e.g. NATO, OECD, and WTO) also have their own websites, though often they have no Hungarian sub-site. However, in order to get familiar with the right terminology and vocabulary, we recommend the use of these sites.

Finally, in diplomacy, it is essential to know and use **embassy websites**,<sup>67 68</sup> where you can find appropriate terminology and speeches in the target language and in Hungarian. It is worth comparing the following websites:

<https://washington.mfa.gov.hu/>

<https://london.mfa.gov.hu/>

## 5.3. TRANSLATION EXERCISE

### 5.3.1. Level B2

#### I. Translate the following article from English into Hungarian.

An ambitious Europe needs an ambitious budget<sup>69</sup>

*February 22, 2020 1:01 PM*

In Brussels on Friday Prime Minister Viktor Orbán made a statement after an EU summit on the EU multiannual financial framework for the period from 2021. Mr. Orbán said that it is unacceptable that four net contributors to the budget – Austria, the Netherlands, Denmark and Sweden – have rejected President of the European Council Charles Michel's proposed contribution level of 1.074 per cent of gross national income (GNI), and want to continue paying 1 per cent of GNI into the EU budget. The Prime Minister said that an ambitious Europe needs an ambitious budget.

The Prime Minister told reporters that the Friends of Cohesion group of countries has decided to rename itself the "Budget for an Ambitious Europe Group", and that its members have accepted the proposition that "if we want an ambitious Europe, we need an ambitious budget". The group's member countries have suggested that the financial calculations should be compared to a European Parliament proposal for each of the 27 Member States to contribute a standard rate of 1.3 per cent of GNI to the budget.

Mr. Orbán said that there is no possibility for a compromise between the two positions, and that if there is no agreement on the amount being paid into the budget, then there can be no discussion on how to distribute it.

He said that "At the moment, we are very far from an agreement; there are two positions which are very far from each other, and we will continue discussions at some point in the future."

In his statement he said that the four contributor countries in question had stated that Mr. Michel's proposal, which he presented last week, was not a basis for negotiation. They had said that their national parliaments have mandated them not to depart from the 1 per cent figure.

The Prime Minister said that the Hungarian assessment of the situation is that the distance between 1 and 1.3 per cent is too large to be bridged, so there would be no immediate agreement on it.

Mr. Orbán stressed that one thing needs to be clarified: there can be no continuation of the arrangement whereby rich countries pay less than poor countries as a proportion of gross domestic product. He asserted the Hungarian position that it will be impossible to adopt a stable budget unless its foundations are equitable.

"If in Europe we really want to achieve something in terms of border defence, digitalisation, industrial policy, agriculture, cohesion and infrastructure development", he said, "then we cannot draw the line at 1 per cent, but we must commit to everyone paying in 1.3 per cent."

The Prime Minister described the meetings in Brussels as difficult, but "very good" negotiations. In this regard he observed that in parallel with financial negotiations the debate was about the future of Europe.

"The debate is about how ambitious we want Europe to be", he said. "Obviously, if we want to sustain Europe, we need an internal market – the two pillars of which are agricultural support and the Cohesion Fund".

He noted that the financial figures must therefore be consistent with an overall vision for the future of the European Union, and that ambitious goals cannot be financed with the same amount of money that was available in the budget period leading up to and including 2020. The EU is facing new challenges, he underlined, and new tasks will require additional resources.

In answer to a question, he stated that at this stage in negotiations there had been no mention of the proposal to make payment of EU funds conditional on compliance with "rule of law" criteria. He said that this question might appear on the agenda in the final stages of budget negotiations.

*(MTI)*

### 5.3.2. Level C1

#### II. Translate the following article into English.

Szijjártó Péter megnyitotta az ománi magyar képviseletet<sup>70</sup>

*2019. október 21. 17:35*

Magyar külképviseletet nyitott ünnepélyes keretek között hétfőn a külgazdasági és külügyminiszter Omán fővárosában, Maszkatban. Szijjártó Péter az MTI-nek telefonon hangsúlyozta, hogy Omán a Közel-Kelet egyik legjelentősebb kőolaj- és földgáz kitermelője, a vele való stratégiai együttműködés Magyarország számára energiaellátási biztonsági érdek.

Szijjártó Péter a nagykövetség megnyitása után együttműködési megállapodást írt alá Juszuf bin Alávi külügyekért felelős miniszterrel és találkozott Ali bin Maszud asz-Szunaidi kereskedelmi és ipari miniszterrel, Nasszir bin Hamisz bin Ali Al Dzsasmi miniszteri rangú pénzügyminisztériumi főtitkárral, Káisz Mohammed al-Juszuffal, az Ománi Kereskedelmi és Iparkamara elnökével, valamint Dr. Ravija bin Szaud al-Buszaidi felsőoktatási miniszterrel.

Az MTI-nek hangsúlyozta, hogy a közel-keleti térség a világ egyik leggyorsabban fejlődő régiója, ráadásul az energiahordozó-kitermelés egyik központja is, ezért a nyitott gazdaságú Magyarországnak az az érdeke, hogy a lehető legszorosabb együttműködést tartsa fenn az Arab(Perzsa)-öböl térségével. „Fontos, hogy legyenek stratégiai partnereink, ami a magyar vállalatok számára lehetőséget teremt. A kapcsolatok bővítése jó alapokról indul, mivel a MOL és az Ománi Olajipari Vállalat már jó ideje stratégiai partnerei egymásnak, utóbbi jelentős részvénycsomaggal bír a magyar olajipari cégben. A MOL újabb kutatófúrásokba kezdett ománi partnerével egy feltételezett kőolajmezőn, aminek végeredménye akár igen ígéretes is lehet” – mondta a miniszter.

Hozzátette: Omán nagyra becsüli, hogy a szultánság olajipari mérnökeinek képzésével Magyarország jelentős részt vállal: 50 ösztöndíjasnak biztosít helyet a felsőoktatásban. A Magyarországnál több mint háromszor nagyobb területű Omán népessége 3 millió fő.



## 6. LANGUAGE SKILLS

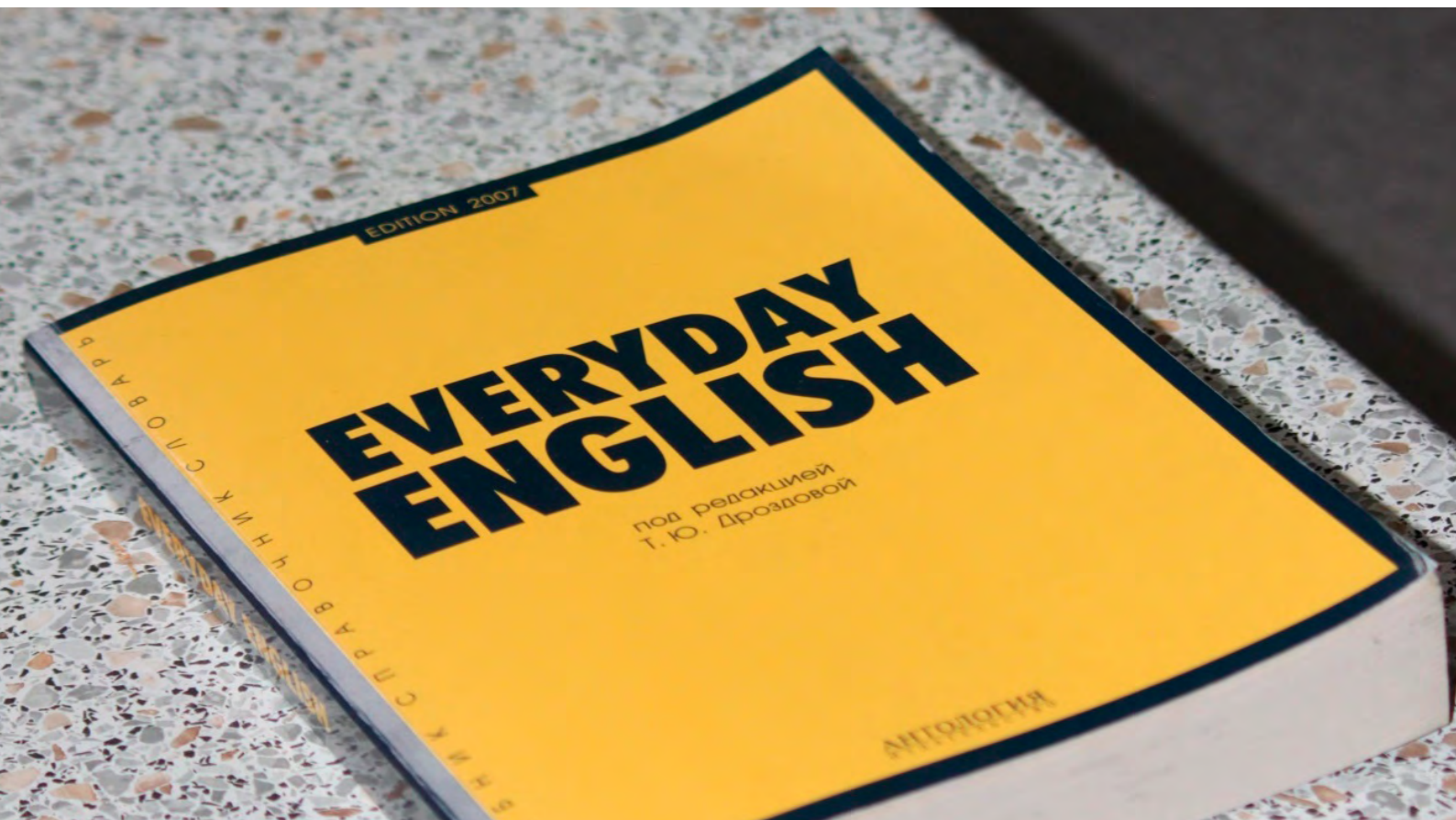


Photo by Ivan Shilov on Unsplash<sup>71</sup>

### 6.1. ONLINE DICTIONARIES

Cambridge Dictionary<sup>72</sup>

<https://dictionary.cambridge.org/dictionary/>

Merriam Webster<sup>73 74</sup>

<https://www.merriam-webster.com/>

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

Dictionary of synonyms<sup>75</sup>

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

Multilingual dictionary<sup>76 77</sup>

<http://szotar.sztaki.hu/angol-magyar>

<https://dictzone.com/angol-magyar-szotar/>

Online grammar check<sup>78</sup>

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

## 6.2. ONLINE GRAMMAR PRACTICE<sup>79 80 81 82 83</sup>

<http://www.grammarly.com>

<https://learnenglish.britishcouncil.org/grammar>

<https://www.oxfordonlineenglish.com/free-english-grammar-lessons>

<https://www.gingersoftware.com/proofreading>

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

## 6.3. VOCABULARY AND GRAMMAR EXERCISES

### 6.3.1. Level B2

#### I. Grammar and vocabulary

Which is correct: **A**, **B**, **C** or **D**? Choose the dash (–) where no word is needed.

- 1) Queen Elizabeth II ..... queen on February 6, 1952.  
a) become b) became c) is d) has become
- 2) She was ..... on June 2, 1953.  
a) crowned b) crown c) crowns d) crownt
- 3) Of mixed English and American parentage, Churchill was born in Oxfordshire ..... a wealthy, aristocratic family.  
a) in b) from c) to d) of
- 4) He joined the British Army ..... 1895.  
a) to b) in c) – d) at
- 5) Re-elected Prime Minister in 1951, Churchill's second term was preoccupied ..... foreign affairs, especially Anglo–American relations.  
a) of b) in c) – d) with



- 6) Madeleine Albright immigrated .... the United States in 1948.
- a) from b) in c) – d) to
- 7) In 1993, Clinton appointed Ms Albright to the position of U.S. Ambassador ... the United Nations.
- a) – b) of c) to d) from
- 8) Generally, a citizen of a foreign country who wishes to enter ..... the United States must first obtain a visa.
- a) – b) to c) in d) from
- 9) Applicants for U.S. visas are required to appear .... person for a visa interview at the U.S. Embassy or Consulate.
- a) – b) by c) in d) with
- 10) Citizens of qualified countries may also be able to visit the United States without a visa under the Visa ..... Program.
- a) Free b) Waiver c) Guarantee d) Card
- 11) If you are traveling to study, work, or participate .... an exchange program, you must apply for a non-immigrant visa.
- a) with b) in c) – d) from
- 12) Currently, the Schengen Area consists ..... 26 member countries.
- a) at b) from c) of d) –
- 13) The ..... borders of the Schengen Zone reach a distance of 50,000 km long.
- a) outside b) inner c) inside d) external
- 14) The Czech Republic has a considerable ..... from tourism, with Prague listed as the fifth most visited city located in the old continent.
- a) economy b) money c) income d) import
- 15) Hungary is home .... 9,753,281 residents.
- a) to b) of c) with d) –
- 16) Hungary is one of the main medical tourism .....in Europe.
- a) destination b) objectives c) object d) destinations
- 17) Ecotourism and whale-watching .... amongst the top tourist attractions in Iceland.
- a) is b) are c) will d) has

- 18) Riga is known ... its architecture and multicultural heritage.  
a) after b) by c) of d) for
- 19) The world's ..... port outside Asia is the Port of Rotterdam.  
a) nicest b) biggest c) smallest d) largest
- 20) ESTA stands ... Electronic System of Data Authorisation.  
a) – b) for c) at d) from
- 21) To book a(n) ....., please contact us on the following email address.  
a) hour b) meeting c) appointment d) time
- 22) Due to the Coronavirus, entry into the US is suspended ..... individuals.  
a) for b) – c) from d) by
- 23) There is a service fee for applications submitted during ..... consular days.  
a) holiday b) extramural c) extra d) closed
- 24) All fees are ..... only by debit or credit cards.  
a) charged b) paid c) payable d) settled
- 25) A short stay is one not ..... 90 days  
a) under b) less c) exceeding d) more

## II. Use the appropriate form of the word in brackets.

- 1) Before (travel) \_\_\_\_\_ abroad, always check the website of the Hungarian Consular Service.
- 2) Do not forget to (check) \_\_\_\_\_ the entry requirements regarding Brexit and the Transition Period.
- 3) We know many Australians overseas are (face) \_\_\_\_\_ difficulty getting flights home.
- 4) There are fewer international flights available as countries have (introduce) \_\_\_\_\_ travel restrictions and closed key transit hubs.
- 5) To stay up-to-date with our latest advice, (subscribe) \_\_\_\_\_ to our travel advisories and news.
- 6) When you arrive back you must (undertake) \_\_\_\_\_ a mandatory quarantine period of 14 days at your first port of arrival.
- 7) Before you (go) \_\_\_\_\_, find out what vaccinations and other preventative measures are appropriate for your destination.

- 8) Local laws may (reflect) \_\_\_\_\_ the local religion and customs.
- 9) If you are a dual national in your destination, local laws may (impact) \_\_\_\_\_ you differently.
- 10) You could be arrested or (jail) \_\_\_\_\_ overseas.
- 11) (Check) \_\_\_\_\_ your passport is in date and valid for the duration of your stay.
- 12) Consider (email) \_\_\_\_\_ yourself copies of key documents, so that you can access them from any computer.
- 13) Always find out if you (need) \_\_\_\_\_ a visa before you leave on your trip.
- 14) Proof of accommodation booked for at least the first night is often (require) \_\_\_\_\_.
- 15) Check our travel advice pages for more details or contact the Embassy or Consulate of the country you are (visit) \_\_\_\_\_.

### III. Fill in the gaps using the words in the box. There are four extra words given.

1) reception 2) displayed 3) mark 4) facilitate 5) cooperation 6) praised 7) proven  
 8) boost 9) highlighted 10) annual 11) Eastern 12) bridges 13) Opening 14) awareness  
 15) expanding 16) peaceless

Cultural diplomacy can help create peace in a troubled period

"Cultural diplomacy can help create peace in a troubled and 1) ..... period", Minister of Foreign Affairs and Trade Péter Szijjártó said in a message to the 2) ..... meeting of the directors of international Hungarian Institutes in Budapest on Thursday.

"The task of economic diplomacy is to 3) ..... foreign capital investment here at home, and to 4) ..... Hungarian economic exports", Mr. Szijjártó said, also emphasising that "Through cultural diplomacy, however, we can build 5) ..... that would be impossible by other means".

"The 6) ..... Opening and Southern 7) ..... foreign policies also build on cultural diplomacy, because it is through showcasing our culture and 8) ..... cultural and education relations that we can increase people's 9) ..... of Hungary", Mr. Szijjártó said in the message, in which he also 10) ..... the popularity of Poland's Hungarian Culture Season and Bratislava's "More Than a Neighbour" programmes, as well as the excellent 11) ..... of the Stipendium Hungaricum scholarship programme and Hungarian-Chinese cultural 12) .....

## 6.3.2. Level C1

### I. Grammar and vocabulary

Which is correct: **A**, **B**, **C** or **D**? In sentences 5–10 and 13, find the right punctuation mark, choosing the dash (–) where no word is needed.

- 1) ..... hearing the news, he burst out crying.
  - a) When
  - b) Once
  - c) At
  - d) On

- 2) The London-..... flight took off an hour later than expected.  
a) direction b) destination c) bound d) flying
- 3) ..... to popular opinion, education standards are rising.  
a) Contrary b) Despite c) Compared d) Regardless
- 4) He does not ..... rule give interviews, but on this occasion he did.  
a) by the b) as c) in a d) as a
- 5) The negotiation ended in the evening ..... nothing had been decided.  
a) – b) , c) ; d) .
- 6) Susan did not accept the job offer ..... she wants to go to university to study diplomacy.  
a) – b) ; c) , d) .
- 7) I have never been to India ..... in fact, I have never been outside Europe.  
a) , b) – c) ; d) .
- 8) Some claim ..... that technology is changing our lives in harmful ways.  
a) , b) ; c) – d) :
- 9) Your proposal is worth considering; however ..... I do not totally agree with you.  
a) – b) , c) : d) ;
- 10) To me, the most important things in life are the following ..... good health, happy family and a career in diplomacy.  
a) : b) – c) , d) ;
- 11) The new rule ..... into effect at the end of the month.  
a) comes b) takes c) will d) is
- 12) The Scottish Parliament ..... 129 members.  
a) takes b) composes c) comprises d) consists
- 13) To sum up ..... global warming has had a number of negative effects on the environment.  
a) – b) , c) : d) ;
- 14) The only way to change the Australian Constitution is by holding a .....  
a) poll b) ballot c) vote d) referendum
- 15) Transparency in public ..... reduces corruption.  
a) business b) relations c) procurement d) matter

- 16) After the crisis, politicians promise to do everything to ..... job growth.  
a) – b) lure c) spur d) grow
- 17) In business, M&A stands for.....  
a) money and assistance b) media and association  
c) mergers and acquisitions d) money and average
- 18) They have made a .....of nearly 300 m HUF for the company.  
a) offer b) bid c) business d) bailout
- 19) The company went .....before the construction was completed.  
a) bankrupt b) bankruptcy c) on d) off
- 20) The company was said to be .....  
a) without money b) insolvent c) bailee d) suspended
- 21) The Hungarian National Assembly continued to hold regular plenary and committee sessions during the state of ..... proclaimed on 11 March 2020.  
a) suspension b) affairs c) difficulty d) danger
- 22) The coronavirus COVID-19 ..... is the defining global health crisis of our time and the greatest challenge we have faced since World War Two.  
a) pandemic b) epidemic c) illness d) virus
- 23) The 2nd International Conference on Christian ..... was held in Hungary in November, 2019.  
a) Faith b) Religion c) Minority d) Persecution
- 24) The ministers signed a memorandum of ..... on the amendment of their agreement concerning a financial cooperation framework program.  
a) understanding b) honour c) intention d) settlement
- 25) The ministers also signed a declaration of ..... to enter into cooperation within the field of energy efficiency.  
a) will b) intent c) goal d) intention

**II. Fill in the missing words. The first letter of the appropriate word is given for you.  
'Global Ireland' – Ireland's Global Footprint to 2025**

'Global Ireland – Ireland's Global Footprint to 2025', the Government's initiative to double the scope and impact of Ireland's global **f**..... (1) in the period to 2025.

It represents the most ambitious renewal and **e**..... (2) of Ireland's international presence ever undertaken in terms of diplomacy, culture, business, overseas aid, tourism and trade.

With the formal **L**..... (3) of Global Ireland 2025, the Government will implement a range of measures. Global Ireland 2025 will support efforts to grow and diversify export markets, inward investment and tourism, as Brexit becomes a reality. It will ensure that Ireland is better **p**..... (4) to build the alliances necessary to advance its interests and defend its positions in a post-Brexit EU, while also helping to **s**..... (5) our deep and positive relationship with the UK and its constituent parts into the future.

At a global level, it will **e**..... (6) our ability to advocate for and achieve our foreign policy objectives, including international development, peace, **d**..... (7) and security, while strengthening Ireland's engagement with its 70 million-strong **d**..... (8) and bringing our rich culture and **h**..... (9) to wider audiences.

### III. Select the right word from a pair of words often mixed.

#### Advice/ advise

1. He gave me useful pieces of .....
2. He ..... me to contact the embassy.

#### Affect/ effect

3. Lately, we hear a lot about the ..... of Covid on economy.
4. There are several hurricane ..... countries.

#### Complement/ compliment

5. Sauce is a fine ..... to fish.
6. They all paid him a ..... when they said he was clever.

#### Disinterested/ Uninterested

7. He was ..... in attending the meeting.
8. I can give some ..... advice.

#### Emigrate/ Immigrate

9. Farmers have to move off the land or ..... freely.
10. Poverty is one of the main reasons why people ..... from Africa and come to Europe.

#### Historic/ Historical

11. This is a ..... moment for our country.
12. I love reading ..... novels.

#### Principal/ Principle

13. His ..... reason for making the journey was to visit his relatives in Canada.
14. Some parents refuse to give their adult children money as a matter of .....



## 7. DIPLOMATIC SKILLS



Photo by Mat Reading on Unsplash<sup>84</sup>

### 7.1. FROM TABOOS TO ETIQUETTE

Taboos originally meaning “forbidden” behaviour in the presence of the “sacred” had in some way or another been related to power and fear.<sup>85</sup> We know of religious taboos and taboos on rulers.<sup>86</sup> Diplomatic immunity<sup>87</sup> reflects the sanctity of diplomats representing rulers but diplomatic communication is likewise sacrosanct, allowing diplomats to carry documents across borders without being searched. Non-observance of these norms were viewed a great breach of honour inviting vengeance on the part e.g. of Mongol rulers.<sup>88</sup>

These precepts were much stricter, and the diplomacy of the time more complicated when elaborate relations connected European powers in a system of hierarchical order. For Catholic nations, the universal power of the Catholic Church was paramount, while states were normally named and ranked by the title of their sovereigns, as kingdoms, duchies, principalities, and republics. Determining precedence between two kingdoms led to near-constant dispute, as did the competition for precedence between ambassadors representing rulers. “Representatives from republics were ranked the lowest (which often angered the leaders of the numerous German, Scandinavian and Italian republics).”<sup>89</sup> The Holy Roman Emperor was *primus inter pares* (first among equals: i.e. other Catholic monarchs). Its symbol, the double-headed eagle,<sup>90</sup> expresses well the double hierarchy (religious and political) that defined power relations in medieval Europe.



Today's protocol and the etiquette of modern diplomacy evolved in Europe in the course of a series of difficult negotiations following the European religious wars, which challenged hierarchical authority in favour of sovereign equality.<sup>91</sup> "It happened that the parties were so much at variance in relation to the proper order of entry, that negotiations were ultimately held in a circular room with doors all around, where all commissioners entered simultaneously."<sup>92</sup>

The present international order based on anarchy<sup>93</sup> (the formal/ legal equality of rulers) poses new challenges. In the absence of hierarchical authority, disputes between sovereigns can either be settled through diplomatic means and the soft power of persuasion, or through war (itself a form of persuasion).<sup>94</sup> Diplomatic protocol describes the generally accepted norms of international courtesy<sup>95</sup> with the aim of minimizing frictions, easing communication between sovereigns, thereby helping the preservation of peace between states ideally through the peaceful settlement of political disputes. They reflect relations of power in a way acceptable to all parties at meetings or ahead of negotiations, "such as showing appropriate respect to a head of state, ranking diplomats in chronological order of their accreditation", and so on.<sup>96</sup>

The significance of the process whereby the unlimited powers and rule of sovereigns had been tamed into representational powers and rules of courtesy cannot be overemphasized.<sup>97</sup>

## 7.2. DIPLOMATIC RANKS, TITLES, AND FORMS OF ADDRESS

Until the 20th century, most diplomatic missions were legations rather than embassies, headed by diplomats of the envoy rank.<sup>98</sup> As even in smaller posts ambassadors were very expensive, they were only exchanged between great powers, close allies, and related monarchies. Under the system of diplomatic ranks established by the Congress of Vienna (1815), an envoy had plenipotentiary powers, i.e., full authority to represent the government, but did not serve as the personal representative of his country's head of state. "After World War II, it was no longer considered acceptable to treat some nations inferior to others, given the United Nations' doctrine of equality of sovereign states. The rank of envoy gradually became obsolete, as countries upgraded their relations to the ambassadorial level. The rank of envoy still existed in 1961, when the Vienna Convention on Diplomatic Relations<sup>99</sup> was signed, but it did not outlive the decade."<sup>100</sup>

„In most countries, the longest-serving ambassador to a country is given the title Dean of the Diplomatic Corps (*Doyen du Corps Diplomatique*). The dean is often accorded a high position in the order of precedence." However, the primacy of Catholic Church has been preserved in many host countries with a dominant Catholic religion (including Hungary and the EU), which grant the title of the Dean to the *apostolic nuncio* (the diplomatic representative of the Holy See) by virtue of his office, and regardless of seniority.<sup>101 102</sup>

A diplomat's professional and/ or social rank determines many ceremonial details, "such as the order of precedence at official processions, table seating at state dinners, the person to whom diplomatic credentials should be presented, and the title by which the diplomat should be addressed."<sup>103</sup>

### I. Questions

1. What is the origin of diplomatic immunity?
2. What does the word taboo mean?
3. What is the difference between taboos and etiquette?

4. Who was *primus inter pares*?
5. What was the other unquestionable authority in power above sovereigns with the exception of the emperor?
6. What characterised the relations between powers in pre-modern Europe?
7. What determined the name and the rank of states?
8. What made diplomacy more complicated compared to the diplomacy of the 20<sup>th</sup> century?
9. Which governmental forms were ranked lowest?
10. How did the protocol of modern diplomacy evolve?
11. What did religious wars challenge?
12. What was the result of this challenge?
13. How did this change the role of diplomacy?
14. What is the role of diplomatic protocol within these circumstances?
15. How is this change reflected in bilateral diplomatic relations and the rank of diplomats?

Forms of address/ Formal title <sup>104</sup> UK	<i>Rank</i> <sup>105</sup>	Forms of address/ Formal title US
(Your) Excellency	Papal nuncio/ Head of Nunciature/ Doyen of Diplomatic corps	(Your) Excellency
Ambassador/ High Commissioner: in Commonwealth + forename (Your) Excellency	Ambassador: Exchanged between heads of state/ personal representative of the sovereign/ Head of Mission/ High Commission  Sir (UK) + first name (if granted the title)  Lady (UK) + husband' forename  Lady + first name (if her family owns the title. e.g. Lady Diana)	Mr./Madam Ambassador  (Your) Excellency
	<i>Without formal rank</i>	
Mr./Madam DHoM/DHM	Chargé(e) d'Affaires/ Deputy Head/Chief of Mission  Exchanged between Foreign Ministers	Mr./Madam DCM
Mr./Madam	Minister-Counsellor	Mr./Madam
	First/Second Counsellor	
	First/Second/Third Secretary	
	<i>Attaché(e)</i> <sup>106</sup> " <i>Attached</i> " to a mission	
	Assistant Attaché(e)	

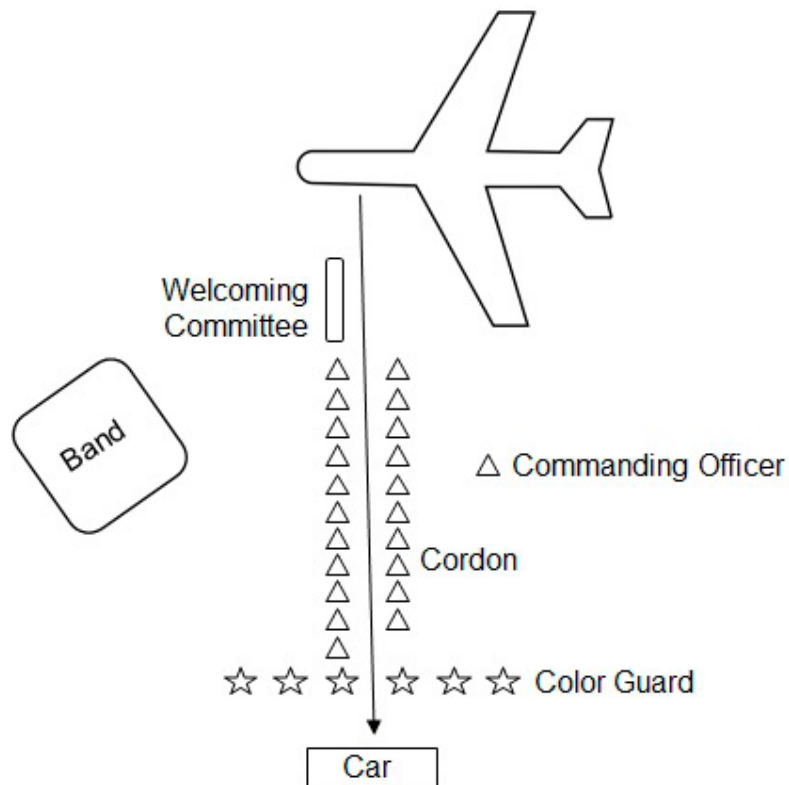
### 7.3. PROTOCOL AT CEREMONIAL EVENTS

Diplomacy offers many ceremonial occasions. Public events culminate at official and state visits, (see table) which, for the same reason, provide the most opportunities for mistakes. The collection below reviews elements of the protocol through citing some avoidable mistakes.

	Rank of visitor	Usual length	Flight line ceremony	White House dinner	State department luncheon	White House arrival ceremony	Pentagon arrival ceremony	Exchange of diplomatic gifts	Invitation to stay at Blair House	Flag street lining	Address to Congress
State visit	head of state	4 days	Yes	Yes (white tie)	Maybe (tenue de ville)	Yes (21-gun salute)	No	Yes	Yes	Yes	Maybe (congressional decision)
Official visit	chief of government	4 days	Yes	Yes (black tie)	Yes (tenue de ville)	Yes (19-gun salute)	No	Yes	Yes	Yes	Maybe (congressional decision)
Official working visit	head of state or chief of government	3 days	Yes	Maybe (black tie)	Yes (tenue de ville)	No	Yes (19-gun salute)	No	Maybe	No	Maybe (congressional decision)
Working visit	head of state or chief of government	3 days	Yes	No	Maybe (tenue de ville)	No	No	No	Maybe	No	Maybe (congressional decision)
Private visit	head of state or chief of government	no customary length	No	No	No	No	No	No	No	No	No

Ceremonial events in the US at state, and less formal visits<sup>107</sup>

For most visits, a welcoming committee will greet the visiting party at the airport in the presence of military cordons or footmen and the playing of some music. The choice of music is a possible terrain for errors.



The position of units for a flight line ceremony for a visiting head-of-state in the US.<sup>108</sup>

Next to the ceremony at the airport, for state and official visits a ceremonial welcome will typically be given at the host's residential quarters.

[https://commons.wikimedia.org/wiki/File:President\\_Trump\\_%26\\_the\\_First\\_Lady%27s\\_Trip\\_to\\_Europe\\_\(42484594145\).jpg](https://commons.wikimedia.org/wiki/File:President_Trump_%26_the_First_Lady%27s_Trip_to_Europe_(42484594145).jpg)



Protocol does not regulate all aspects of social conduct e.g. the expression of friendliness. Touching the British monarch is strictly forbidden though, unless she offers her hand.

Usually, on the evening of the arrival day, high rank visitors will be hosted at a state dinner or banquet, which is a very formal occasion. As the dress code is strict at formal, state dinners,<sup>109</sup> as well as at semi-formal, and informal/ cocktail attire/ *tenue de ville* events, casual events offer the most room for mistakes. Sometimes it is safer to remain within the cultural confines one is familiar with. Playing one's cultural respects by wearing traditional robes of the host country can easily backfire.

Social dancing is not uncommon at state dinners. This portion of the program is not compulsory though and it is certainly not advised to those who feel unsafe on the dance floor.

State and official visits are often expressions of friendliness. But some words can trick their users, especially when translation is involved. 'Delicious' means not exactly the same in English as in French: while the second meaning of the French word is an expression of courtesy and delight, English language does not record that meaning.

Diplomacy can easily fail, even when goodwill and professional help smooth its ways, let alone when misused to dispraise or ridicule. Pranksters can play tricks targeting even state officials. With technology easing communication, it is ever more important but difficult to stick to protocol.

## I. Exercise

1. You are preparing an official note assessing a visit where the choice of music was inappropriate, partly due to cultural differences. Explain politely to your team and your superiors what went wrong.
2. Why is touching a monarch considered a breach of protocol? Describe with your own words. What is the advised behaviour, and not only in the presence of a royal?
3. You are a Japanese journalist assessing a recent visit that inspired a storm of mockery on social media in your visitor's home country, due to his/ her eagerness to be polite. Explain to your audience what happened and why.
4. Knowing that your President is not a safe dancer, try to decline an offer of the host in his name.
5. As Ambassador of your country, you are invited to an official dinner given by the host of your Prime Minister, who unintentionally uses the wrong word to express his appreciation of your host's wife. Try to explain and apologise for the PM's misuse of words.
6. Explain in what sense a telephone conversation with pranksters can be considered a diplomatic mistake?

## II. Task for homework

With the help of the following websites, prepare a presentation on those English speaking institutions located in Hungary that encourage the expansion of political, economic and cultural relations between Hungary and the target country.



1. British Embassy Budapest

<https://www.gov.uk/world/organisations/british-embassy-budapest>

British Chamber of Commerce in Hungary

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

Budapest Council Budapest

<https://britishcouncil.hu/>

or:

2. U.S. Embassy in Hungary

<https://hu.usembassy.gov/>

American Chamber of Commerce

<https://www.amcham.hu/>

American Spaces

<https://hu.usembassy.gov/education-culture/american-spaces/>

### III. Task for classwork: Interpret the following websites

<https://www.state.gov/diplomatic-corps-order-of-precedence-and-dates-of-presentation-of-credentials/>

[https://ec.europa.eu/dgs/secretariat\\_general/corps/index.cfm?go=vademecum.vademecum](https://ec.europa.eu/dgs/secretariat_general/corps/index.cfm?go=vademecum.vademecum)

### IV. Listening practice

The Secret Lives of Diplomats: Joey Hood at TEDxDhahranHighSchool

<https://www.youtube.com/watch?v=x6b2DBMRy4g>

Can Anyone Become An Ambassador?

<https://www.youtube.com/watch?v=aAs6c8vgYQY>

### V. For further information on

1. Diplomatic and other representations in Hungary

2. Ambassadors Extraordinary and Plenipotentiary

3. Virtual Diplomatic Handbook

4. National Holiday

5. Appendices section (contains examples of various notification of appointment forms and a deregistration form)

6. Information (sample note verbale new arrival, and note verbale mission ends)

Check the following website in English: <http://www.kulugyminiszterium.hu/DTWebe/>  
Protocol for the Modern Diplomat (PDF). U.S. Department of State. 2013. p. 30.  
<https://2009-2017.state.gov/documents/organization/176174.pdf>

## KEY TO THE EXERCISES

### 1. LISTENING SKILLS

#### 1.3.

##### I. Level B2

1	2	3	4	5	6	7	8	9
T	F	F	T	F	T	NS	F	NS

- száműzetése előtt írta a műveket és nem száműzetése alatt vagy utána
- mindkét nyelven írt és olvasott
- gyűlölet nincs benne az eredeti szövegben
- nem szerepel, hogy kegyetlenül meggyilkolták
- 40 évig volt főpapnő, nem 40 évesen lett az
- igaz az információ, de nem szerepel a szövegben

##### II. Level C1

1	2	3	4	5	6	7	8	9
4300	Ur	priestess	exile	temple	cuneiform	deities	minor	clay

### 1.3. TRANSCRIPT

[https://www.ted.com/talks/soraya\\_field\\_fiorio\\_who\\_was\\_the\\_world\\_s\\_first\\_author#t-209693](https://www.ted.com/talks/soraya_field_fiorio_who_was_the_world_s_first_author#t-209693)

4,300 years ago in ancient Sumer, the most powerful person in the city of Ur was banished to wander the vast desert.

Her name was Enheduanna. She was the high priestess of the moon god and history's first known author. By the time of her exile, she had written 42 hymns and three epic poems— and Sumer hadn't heard the last of her.

Enheduanna lived 1,700 years before Sappho, 1,500 years before Homer, and about 500 years before the biblical patriarch Abraham. She was born in Mesopotamia, the land between the Tigris and Euphrates rivers, and the birthplace of the first cities and high cultures. Her father was King Sargon the Great, history's first empire builder, who conquered the independent city-states of Mesopotamia under a unified banner. Sargon was a northern Semite who spoke Akkadian, and the older Sumerian cities in the south viewed him as a foreign invader. They frequently revolted to regain their independence, fracturing his new dynasty.



To bridge the gap between cultures, Sargon appointed his only daughter, Enheduanna, as high priestess in the empire's most important temple. Female royalty traditionally served religious roles, and she was educated to read and write in both Sumerian and Akkadian, and make mathematical calculations.

The world's first writing started in Sumer as a system of accounting, allowing merchants to communicate over long distances with traders abroad. Their pictogram system of record keeping developed into a script about 300 years before Enheduanna's birth. This early writing style, called cuneiform, was written with a reed stylus pressed into soft clay to make wedge-shaped marks. But until Enheduanna, this writing mostly took the form of record keeping and transcription, rather than original works attributable to individual writers.

Enheduanna's Ur was a city of 34,000 people with narrow streets, multi-storied brick homes, granaries, and irrigation. As high priestess, Enheduanna managed grain storage for the city, oversaw hundreds of temple workers, interpreted sacred dreams, and presided over the monthly new moon festival and rituals celebrating the equinoxes.

Enheduanna set about unifying the older Sumerian culture with the newer Akkadian civilization. To accomplish this, she wrote 42 religious hymns that combined both mythologies. Each Mesopotamian city was ruled by a patron deity, so her hymns were dedicated to the ruling god of each major city. She praised the city's temple, glorified the god's attributes, and explained the god's relationship to other deities within the pantheon. In her writing, she humanized the once aloof gods — now they suffered, fought, loved, and responded to human pleading.

Enheduanna's most valuable literary contribution was the poetry she wrote to Inanna, goddess of war and desire, the divinely chaotic energy that gives spark to the universe. Inanna delighted in all forms of sexual expression and was considered so powerful that she transcended gender boundaries, as did her earthly attendants, who could be prostitutes, eunuchs or cross-dressers.

Enheduanna placed Inanna at the top of the pantheon as the most powerful deity. Her odes to Inanna mark the first time an author writes using the pronoun "I," and the first time writing is used to explore deep, private emotions.

After the death of Enheduanna's father, King Sargon, a general took advantage of the power vacuum and staged a coup. As a powerful member of the ruling family, Enheduanna was a target, and the general exiled her from Ur. Her nephew, the legendary Sumerian king Naram-Sin, ultimately crushed the uprising and restored his aunt as high priestess.

In total, Enheduanna served as high priestess for 40 years. After her death, she became a minor deity, and her poetry was copied, studied, and performed throughout the empire for over 500 years. Her poems influenced the Hebrew Old Testament, the epics of Homer, and Christian hymns. Today, Enheduanna's legacy still exists, on clay tablets that have stood the test of time.

## 1.4.

### I. Level B2

[https://www.ted.com/talks/madeleine\\_albright\\_on\\_being\\_a\\_woman\\_and\\_a\\_diplomat/transcript#t-16560](https://www.ted.com/talks/madeleine_albright_on_being_a_woman_and_a_diplomat/transcript#t-16560)

1	2	3	4	5	6	7	8	9
NS	T	T	NS	NS	T	T	F	T

Az 1. 4. és 5. állítások igazak, de az eredeti szövegben nem hangzanak el.

## II. Level C1

- 1) War crimes tribunal
- 2) 183
- 3) Canada, Kazakhstan, Philippines, Trinidad Tobago, Jamaica, Lichtenstein
- 4) Caucus was set up by the 7 female representatives (G7) to make their voices heard and advocate for gender equality within UN processes. They lobbied on behalf of women's issues, they managed to get two women judges on this war crimes tribunal. Finally, the judges declared that rape was a weapon of war, that it was against humanity.
- 5) According to Albright, women are capable of putting themselves into the other guy's shoes and having more empathy.
- 6) A lot of national security policy isn't just about foreign policy, but it's about budgets, military budgets, and how the debts of countries work out.
- 7) M. Albright is the chairman of the National Democratic Institute.
- 8) M. Albright says "guilt" is every woman's middle name.
- 9) Her motto is that there's a special place in hell for women who don't help each other.

## 1.4. TRANSCRIPT

[https://www.ted.com/talks/madeleine\\_albright\\_on\\_being\\_a\\_woman\\_and\\_a\\_diplomat/transcript#t-16560](https://www.ted.com/talks/madeleine_albright_on_being_a_woman_and_a_diplomat/transcript#t-16560)

*Pat Mitchell: What is the story of this pin?*

*Madeleine Albright: This is "Breaking the Glass Ceiling."*

*PM: Oh. That was well chosen, I would say, for TEDWomen.*

*MA: Most of the time I spend when I get up in the morning is trying to figure out what is going to happen. And none of this pin stuff would have happened if it hadn't been for Saddam Hussein. I'll tell you what happened. I went to the United Nations as an ambassador, and it was after the Gulf War, and I was an instructed ambassador. And the cease-fire had been translated into a series of sanctions resolutions, and my instructions were to say perfectly terrible things about Saddam Hussein constantly, which he deserved -- he had invaded another country. And so all of a sudden, a poem appeared in the papers in Baghdad comparing me to many things, but among them an "unparalleled serpent." And so I happened to have a snake pin. So I wore it when we talked about Iraq. (Laughter) And when I went out to meet the press, they zeroed in, said, "Why are you wearing that snake pin?" I said, "Because Saddam Hussein compared me to an unparalleled serpent." And then I thought, well this is fun. So I went out and I bought a lot of pins that would, in fact, reflect what I thought we were going to do on any given day. So that's how it all started.*

*PM: So how large is the collection?*

MA: Pretty big. It's now traveling. At the moment it's in Indianapolis, but it was at the Smithsonian. And it goes with a book that says, "Read My Pins."

(Laughter)

*PM: So is this a good idea. I remember when you were the first woman as Secretary of State, and there was a lot of conversation always about what you were wearing, how you looked -- the thing that happens to a lot of women, especially if they're the first in a position. So how do you feel about that -- the whole --*

MA: Well, it's pretty irritating actually because nobody ever describes what a man is wearing. But people did pay attention to what clothes I had. What was interesting was that, before I went up to New York as U.N. ambassador, I talked to Jeane Kirkpatrick, who'd been ambassador before me, and she said, "You've got to get rid of your professor clothes. Go out and look like a diplomat." So that did give me a lot of opportunities to go shopping. But still, there were all kinds of questions about -- "Did you wear a hat?" "How short was your skirt?" And one of the things -- if you remember Condoleezza Rice was at some event and she wore boots, and she got criticized over that. And no guy ever gets criticized. But that's the least of it.

*PM: It is, for all of us, men and women, finding our ways of defining our roles, and doing them in ways that make a difference in the world and shape the future. How did you handle that balance between being the tough diplomatic and strong voice of this country to the rest of the world and also how you felt about yourself as a mother, a grandmother, nurturing ... and so how did you handle that?*

MA: Well the interesting part was I was asked what it was like to be the first woman Secretary of State a few minutes after I'd been named. And I said, "Well I've been a woman for 60 years, but I've only been Secretary of State for a few minutes." So it evolved. (Laughter) But basically I love being a woman. And so what happened -- and I think there will probably be some people in the audience that will identify with this -- I went to my first meeting, first at the U.N., and that's when this all started, because that is a very male organization. And I'm sitting there -- there are 15 members of the Security Council -- so 14 men sat there staring at me, and I thought -- well you know how we all are. You want to get the feeling of the room, and "do people like me?" and "will I really say something intelligent?" And all of a sudden I thought, "Well, wait a minute. I am sitting behind a sign that says 'The United States,' and if I don't speak today then the voice of the United States will not be heard," and it was the first time that I had that feeling that I had to step out of myself in my normal, reluctant female mode and decide that I had to speak on behalf of our country. And so that happened more at various times, but I really think that there was a great advantage in many ways to being a woman. I think we are a lot better at personal relationships, and then have the capability obviously of telling it like it is when it's necessary. But I have to tell you, I have my youngest granddaughter, when she turned seven last year, said to her mother, my daughter, "So what's the big deal about Grandma Maddie being Secretary of State? Only girls are Secretary of State."

(Laughter)

(Applause)

*PM: Because in her lifetime --*

MA: That would be so.

*PM: What a change that is. As you travel now all over the world, which you do frequently, how do you assess this global narrative around the story of women and girls? Where are we?*

MA: I think we're slowly changing, but obviously there are whole pockets in countries where nothing is different. And therefore it means that we have to remember that, while many of us have had huge opportunities -- and Pat, you have been a real leader in your field -- is that there are a lot of women that are not capable of worrying and taking care of themselves and understanding that women have to help other women. And so what I have felt -- and I have looked at this from a national security issue -- when I was Secretary of State, I decided that women's issues had to be central to American foreign policy, not just because I'm a feminist, but because I believe that societies are better off when women are politically and economically empowered, that values are passed down, the health situation is better, education is better, there is greater economic prosperity. So I think that it behooves us -- those of us that live in various countries where we do have economic and political voice -- that we need to help other women. And I really dedicated myself to that, both at the U.N. and then as Secretary of State.

## 1.4. TRANSCRIPT FROM 6:24 – END OF INTERVIEW

*PM: And did you get pushback from making that a central tenant of foreign policy?*

MA: From some people. I think that they thought that it was a soft issue. The bottom line that I decided was actually women's issues are the hardest issues, because they are the ones that have to do with life and death in so many aspects, and because, as I said, it is really central to the way that we think about things. Now for instance, some of the wars that took place when I was in office, a lot of them, the women were the main victims of it. For instance, when I started, there were wars in the Balkans. The women in Bosnia were being raped. We then managed to set up a war crimes tribunal to deal specifically with those kinds of issues. And by the way, one of the things that I did at that stage was, I had just arrived at the U.N., and when I was there, there were 183 countries in the U.N. Now there are 192. But it was one of the first times that I didn't have to cook lunch myself. So I said to my assistant, "Invite the other women permanent representatives." And I thought when I'd get to my apartment that there'd be a lot of women there. I get there, and there are six other women, out of 183. So the countries that had women representatives were Canada, Kazakhstan, Philippines, Trinidad Tobago, Jamaica, Lichtenstein and me. So being an American, I decided to set up a caucus. (Laughter) And so we set it up, and we called ourselves the G7.

(Laughter)

PM: Is that "Girl 7?" MA: Girl 7.

And we lobbied on behalf of women's issues. So we managed to get two women judges on this war crimes tribunal. And then what happened was that they were able to declare that rape was a weapon of war, that it was against humanity.

(Applause)

*PM: So when you look around the world and you see that, in many cases -- certainly in the Western world -- women are evolving into more leadership positions, and even other places some barriers are being brought down, but there's still so much violence, still so many problems, and yet we hear there are more women at the negotiating tables. Now you were at those negotiating tables when they weren't, when there was maybe you -- one voice, maybe one or two others. Do you believe, and can you tell us why, there is going to be a significant shift in things like violence and peace and conflict and resolution on a sustainable basis?*

MA: Well I do think, when there are more women, that the tone of the conversation changes, and also the goals of the conversation change. But it doesn't mean that the whole world would be a lot better if it were totally run by women. If you think that, you've forgotten high school. (Laughter) But the bottom line is that there is a way, when there are more women at the

table, that there's an attempt to develop some understanding. So for instance, what I did when I went to Burundi, we'd got Tutsi and Hutu women together to talk about some of the problems that had taken place in Rwanda. And so I think the capability of women to put themselves -- I think we're better about putting ourselves into the other guy's shoes and having more empathy. I think it helps in terms of the support if there are other women in the room.

When I was Secretary of State, there were only 13 other women foreign ministers. And so it was nice when one of them would show up. For instance, she is now the president of Finland, but Tarja Halonen was the foreign minister of Finland and, at a certain stage, head of the European Union. And it was really terrific. Because one of the things I think you'll understand. We went to a meeting, and the men in my delegation, when I would say, "Well I feel we should do something about this," and they'd say, "What do you mean, you feel?" And so then Tarja was sitting across the table from me. And all of a sudden we were talking about arms control, and she said, "Well I feel we should do this." And my male colleagues kind of got it all of a sudden. But I think it really does help to have a critical mass of women in a series of foreign policy positions. The other thing that I think is really important: A lot of national security policy isn't just about foreign policy, but it's about budgets, military budgets, and how the debts of countries work out. So if you have women in a variety of foreign policy posts, they can support each other when there are budget decisions being made in their own countries.

*PM: So how do we get this balance we're looking for, then, in the world? More women's voices at the table? More men who believe that the balance is best?*

MA: Well I think one of the things -- I'm chairman of the board of an organization called the National Democratic Institute that works to support women candidates. I think that we need to help in other countries to train women to be in political office, to figure out how they can in fact develop political voices. I think we also need to be supportive when businesses are being created and just make sure that women help each other. Now I have a saying that I feel very strongly about, because I am of a certain age where, when I started in my career, believe it or not, there were other women who criticized me: "Why aren't you in the carpool line?" or "Aren't your children suffering because you're not there all the time?" And I think we have a tendency to make each other feel guilty. In fact, I think "guilt" is every woman's middle name. And so I think what needs to happen is we need to help each other. And my motto is that there's a special place in hell for women who don't help each other.

(Applause)

*PM: Well Secretary Albright, I guess you'll be going to heaven. Thank you for joining us today.*

MA: Thank you all. Thanks Pat.

(Applause)

## 2. ORAL SKILLS

### 2.1.

#### I.

1. a) foreign, security and defence policy b) foreign economic policy c) civilian intelligence d) exploration of space 2. the Minister of Foreign Affairs and Trade; a Government Commissioner; 5 State Secretaries or Ministers of State, and 11 Under Secretaries of State 3. the Cabinet, the Secretariats of state leaders, and the regional, professional and functional departments 4. The two research institutions of the Ministry 5. the Parliamentary State Secretary

**II.**

1. Consular and Security, Political, Economic and Global Issues, Operation 2. Consular and crisis: consular services that assist British citizens abroad including crisis prevention and management 3. 11 + 1 a corporate policy priority 4. seven: six headed by an Under Secretary and one by a Director<sup>110</sup> 5. It is handled under the name of Oceans and International Environmental and Scientific Affairs within the Economic Growth, Energy and Environment Department.

**2.3.1.****I.**

1. throughout, exchange, writing
2. flow, pending, clarifications, follow ups
3. connections
4. "phone-friendly", focus
6. Small talk, topic, pouring, line
7. collecting, reveal
8. went through, clarifying
9. saying
10. Strange

**2.3.2.****I.**

- 1) Regarding, say; firmly; take
- 2) particularly; account
- 3) course; strong; sense
- 4) Well
- 5) quite
- 6) completely
- 7) favour
- 8) make; compromise
- 9) pros and cons; All in all

**2.4.****III.**

length; logically; Appropriate; justifying; issues; pauses

**IV.**

1/T, 2/I&C, 3/T, 4/I&C, 5/B, 6/T, 7/B, 8/B, 9/B, 10/C

**V.**

1/B, 2/I or B, 3/C, 4/I, 5/B, 6/I, 7/C, 8/I, 9/B, 10/B or C, 11/C, 12/B

## 3. READING SKILLS

### 3.1.

#### I.

1. They are a form of mass media reaching out to a large audience.
2. the first printed images/ examples of mass media, sold cheaply to a large audience in Europe and the New World<sup>111</sup>
3. The internet empowers the audience to connect to the World Wide Web and comment, react, share, and even write news.
4. advocacy, entertainment, and public service/ emergency announcements
5. advocacy, sometimes emergency alert
6. An inverted pyramid as opposed to a wine/ hourglass model.
7. Newsworthiness or news value: the idea that what is new has to come first in the structure of storytelling as (if) news spoke for themselves.
8. The editing work done at the selection/ omission of news.
9. It is a decision/ opinion on news value, and on what constitutes the heart of a piece of news.
10. People's perception of what the news is, as well as readers' willingness to read a story.
11. "Global news coverage is dominated by the "Big Four" news agencies" founded in the US (Associated Press, AP, and United Press International, UPI) and Western Europe (Agence France Press, AFP, and Reuters).<sup>112</sup>

#### II.

objectivity	biased	uninterested	wineglass	choice	exclusion	publicity
impartiality	prejudiced	neutral	hour-glass	selection	omission	advertisement

#### III.

partisan	sensible	fact	truth	balanced	public	specific
nonpartisan	impulsive	opinion	falsehood	biased	private	general

### 3.2.1.

#### II.

1. The information that we find in the lead: i.e. detailed answers to questions of Who? What? When? Where? Why? How?
2. The information that we find at the beginning and at the end of an article.
3. The main actors, and the number of times their names appear in the text.



4. The emotional (positive or negative) adjectives attached to the names of the main actors.
5. The portrayal of the conflict, if any, and the interpretation of its solution (negative or positive).
6. Consciousness about our own position/ emotions, and identification with the description of what happened and why.

### 3.2.2.

#### I. B2

1. number one legal officer of/ advisor to a state
2. Trump's text messages on the Department of Justice
3. prevent him doing his job
4. expression of opinion
5. state of agitation, panic
6. to be broadcasted on
7. influence the verdict of
8. damaging to the public perception of
9. has acted freely throughout history

#### C1

1. főállamügyész
2. az elnök Igazságügyi Minisztériumot érintő tweet-jei
3. ellehetetlenítik a munkáját
4. kommentár/ véleménynyilvánítás
5. a visszhang, amit az eset kiváltott
6. a műsor sugárzásának tervezett időpontja
7. bűnügybe avatkozik
8. árt a Minisztérium jó hírének
9. A független döntéshozatal hosszú hagyományra tekint vissza.

#### II. B2

1. He said Trump's tweets prevent him from doing his job.
2. He asked the President to stop tweeting.
3. The President's tweets weaken the independence of the DOJ.
4. He spoke about the essential role of the attorney general.
5. His role is to ensure that law enforcement operates without political interference.

6. The possibility of political interference emerged in connection with the President's comments on the Stone case.
7. It is the sole responsibility of Attorney General Barr to intervene in any case.
8. Reaction from the White House suggests that the President will continue using social media.
9. According to the White House, Trump is a very effective user of social media, and, as any other American, he has the right to publicly express his opinion.
10. He said he had full confidence in Barr suggesting that Barr will keep his position as A.G.

## **II. C1**

1. Barr nyilatkozatát az elnök Twitter-üzenete váltotta ki.
2. Barr arra kérte az elnököt, hogy ne használja a közösségi médiát büntetőügyekben.
3. Barr szerint az elnök bejegyzései gyengítik az Igazságügyi Minisztériumot és az ő pozícióját.
4. Meghallgatásán Barr a főügyész alapvető feladatáról beszélt.
5. Az ügyész felelőssége, hogy a bűnüldözés politikai befolyástól mentesen működjön.
6. A lehetőség Roger Stone ügyében merült fel.
7. Barr hangsúlyozta, hogy bármilyen ügyben a beavatkozás kizárólag az ő felelőssége.
8. Nem valószínű, hogy az elnök megfogadja Barr tanácsát.
9. A Fehér Ház szerint az elnöknek, mint minden amerikai állampolgárnak joga van véleményt nyilvánítani bármely ügyben, és ezt az amerikaiak érdekében nagyon hatékonyan meg is teszi.
10. Függetlenül a kritikától, Trump teljes bizalmáról biztosította Barr-t; Barr várhatóan főügyész marad.

## **III.**

1. Critics suggested Trump's interference in the Stone case.
2. Stone was convicted last year in connection with the Russian investigation of possible interference in the 2016 Presidential elections.
3. Prosecutors advised a harsh sentence that would imprison Stone for 7-9 years.
4. Both Trump and later the DOJ called for the revision of the proposed sentence.
5. Trump commented that Stone's conviction was 'horrible and very unfair'.
6. He implies that there was no collusion with Russia in the previous elections and that it was the Democratic Party which committed crimes.
7. The Democrats' presidential candidate, Hillary Clinton's e-mails were aired by WikiLeaks during the Presidential campaign, which led to an FBI investigation.

8. Both the timing of the interview of a senior DOJ official claiming the harshness of the decision, and the DOJ memo asking for a lighter punishment happened after the President's tweet.
9. Both the DOJ and Barr insisted that they acted independently of the President's tweet, but the timing of their actions can make it appear otherwise.
10. The reaction of all four federal prosecutors to withdraw from the case could also hint at political interference.

#### IV.

The President has power and he is the one who appoints the attorney general. Offering his opinion before Barr's decision on the matter created the appearance of interference. A later timing of the President's opinion, following Barr's public announcement and of the DOJ position, could have averted the impression of interference.

#### V.

1. **Who:** Attorney General, **What:** Trump's Tweets about DOJ, **What:** Make his job impossible
2. 1<sup>st</sup> paragraph: **Who:** The A.G. **What:** asked Trump to stop his social media commentary, **When:** before Thursday evening **Why:** after the flap over the case involving Trump's advisor, Roger Stone

2<sup>nd</sup> paragraph: **How:** in an interview

3<sup>rd</sup> paragraph: **Where:** at the Justice Department

4<sup>th</sup> paragraph: **Where:** At ABC news

3. **Barr:** 21x, from the lead, **Trump:** 18x, from the lead, **Roger Stone:** 10x, from first sentence, **Jeff Sessions:** 1x in the middle of the story, **White House** (Stephanie Grisham): 2x, **Senator Lindsey Graham:** 2x, **Prosecutors:** 2x, a senior **Justice Department official:** 2x, **Justice Department:** as DOJ in the lead 1x + 4x, **Democrats:** 3x /5x if they are the ones committing the real crimes, and accused by WikiLeaks.
4. **Trump:** bullying; very effective

**Barr:** has the full faith and confidence of the President, and the complete confidence of Lindsey Graham, the right man at the right time, attacked by critics, bowing to the president's desire, hailed by the President

**Stone:** (victim of) too harsh, horrible, very unfair sentence, without committing the real crimes

5. The impression of Trump's interference in favour of the lighter punishment of his friend, Roger Stone prompted the Attorney General's critique of the President's use of social media. Despite the critique, Barr's position appears safe, but he agreed to appear before Democrats to defend his case that he had made the decision on lighter punishment before Trump's comments on Twitter, and avert accusations of taking instructions from Trump in criminal matters. The conflict seems to be solved, which is a positive outcome.
6. Barr's denial of interference, but the acknowledgement that he is in a difficult situation. We do not know the outcome of his hearing before the Committee of a Democrats-controlled House of Representatives though, which will take place in the future.
7. He tries to avoid taking sides quoting instead the participants' words in the story.<sup>113</sup>

### 3.3.

#### I. B2

1.c) 2.b) e) 3.a) d) g) 4.c) e) 5.b) c) 6.b) f) 7.b) f) 8.c) e) h) 9.c) f) a) 10.b) d) 11.c) e) 12.b) c) 13.a) f) 14.c) d) 15.d) f)

#### II.

1/T, 2/NS, 3/T, 4/T, 5/F, 6/F, 7/T, 8/T, 9/T, 10/NS

2. The statement is true, but not stated explicitly in the text.

6. The Council calls on all actors to counter the dissemination of false information. (It does not accuse actors directly of disseminating false information.)

10. 'Perpetrators of war crimes should be held accountable.' However, this might not happen.

#### III. C1

1/I, 2/H, 3/I, 4/NK, 5/I, 6/NK, 7/H, 8/I, 9/I, 10/I

2. A menekültek befogadását, nem feltartóztatását ismerték el.

6. Az EU elismeri az ENSZ által terroristának minősített csoportok jelenlétét a térségben, de nincs kimondva, hogy a támadások ellenük irányulnak.

7. Az EU nem értetlenül áll, hanem határozottan elítéli a támadásokat.

#### IV. Possible solution

Humanitarian catastrophe threatens in Idlib

## 4. WRITING SKILLS

### 4.1.

#### I.

1) refer 2) Note Verbale 3) have the honour to state 4) has been recognised as 5) with the responsibility of

#### II.

1) compliments 2) honour 3) Embassy's 4) informing 5) appointment 6) Attaché 7) Directorate 8) confirm 9) there is no objection 10) Colonel V. M. 11) appropriate 12) authorities

#### III.

1) reference to 2) seasonal wishes 3) honour to convey 4) acknowledgement 5) Begins 6) verykind message 7) our warmest wishes 8) happiness, peace and prosperity 9) the people of Hungary 10) Ends

#### IV.

1) Ambassador 2) express 3) warm 4) follow-up 5) kindness 6) my request 7) obliged 8) By the way 9) to reiterate 10) great success 11) high and difficult task

**V./ 1.**

3&5) 4) 2) 1)

**V./ 2.**

3&5: Ambassador and Foreign Secretary (UK)/ Secretary of State (US)

4: Minister

2: Minister-Counsellor

1: Chargés d'Affaires acting and *ad interim*

**4.3.****I.**

XY

President of the Republic  
of Hungary

to

Her Excellency

Mrs. XY,

President of the Republic of ....

Excellency,

Being desirous of maintaining and promoting the friendly relations that exist between Hungary and the Republic of ..., I have decided to accredit

Mr. XY

as Ambassador Extraordinary and Plenipotentiary to Your Excellency.

The outstanding qualities the Ambassador is endowed with assure me that he will discharge the duties of his mission with dedication in such a manner as to merit the esteem and benevolence of Your Excellency as well.

I, therefore, request that Your Excellency receive him favourably and give full credence to all that he shall say to Your Excellency in my name, especially when he shall convey to Your Excellency my personal best wishes and the assurances of my highest consideration.

Given in Budapest,  
on the        day of                    the year of 2020

(Signed XY)

Certified as original:

(Signed: XY)

Minister of Foreign Affairs and Trade

Certified as a true translation by  
(XY)

Chief of Protocol

**II.**

XY,

Magyarország

köztársasági elnöke

Őexcellenciája

XY asszonynak,

a ..... Köztársaság elnökének

Excellenciás Asszonyom!

Tájékoztatni kívánom Excellenciádat arról, hogy XY úr, Magyarország rendkívüli és meghatalmazott nagykövete más megbízást kapott, ennek folytán Excellenciádhoz szóló küldetése véget ért.

Hiszem, hogy XY úr, aki küldetését megelégedésemre látta el, elnyerte Excellenciád elismerését is.

Mivel XY úr személyesen nem adhatja át visszahívó levelét, ezzel a feladattal utódját bízom meg.

Megragadom ezt az alkalmat, hogy kifejezzem Excellenciád iránti legmélyebb nagyrabecsülésemet.

Kelt Budapesten,  
a 2019. év                      hó                      napján

..... XY s.k.

A másolat hitelélül:

XY

külgazdasági és külügyminiszter

## 5. MEDIATION SKILLS

### I. Ambiciózus Európához ambiciózus költségvetés kell<sup>144</sup>

2020. február 21. 18:25

Nem fogadható el, hogy négy nettó befizető ország, Ausztria, Hollandia, Dánia, Svédország – Charles Michelnek, az Európai Tanács elnökének 1,074 százalékról szóló ajánlatát elutasítva – továbbra is bruttó nemzeti jövedelmük (GNI) 1 százalékát fizetné be az uniós költségvetésbe. Ha ambiciózus Európát akarunk, akkor ahhoz ambiciózus költségvetés kell – jelentette ki Orbán Viktor miniszterelnök Brüsszelben, a 2021 utáni uniós keretköltségvetésről rendezett EU-csúcstalálkozón pénteken.

A miniszterelnök újságíróknak nyilatkozva azt mondta, a kohézió barátai országcsoport úgy döntött, átalakul az „ambiciózus Európa költségvetése” elnevezésű csoporttá, és azt az álláspontot fogadták el, hogy “ha ambiciózus Európát akarunk, akkor ahhoz ambiciózus költségvetés kell”. Az országcsoport tagjai indítványozták, hogy az Európai Parlament azon javaslatához kell viszonyítani a számításokat, amely alapján a 27 tagállam egyaránt bruttó nemzeti jövedelmének (GNI) 1,3 százalékát fizetné be a költségvetésbe.

Orbán Viktor szerint nincs lehetőség arra, hogy a két álláspont között kompromisszum jöjjön létre. Ha pedig nincs megegyezés arról, hogy mennyi lesz a költségvetés befizetési oldala, akkor nem lehet arról sem beszélni, hogy miként legyen szétosztva – mondta.

„Ebben a pillanatban nagyon messze vagyunk a megállapodástól, két távoli álláspont van, valamikor a jövőben folytatni fogjuk a megbeszéléseket” – fogalmazott.

Tájékoztatása szerint az említett nettó befizető országok azt mondták, Charles Michel múlt héten bemutatott javaslata nem tárgyalási alap. Közölték, mandátumuk a nemzeti parlamentjük részéről az, hogy az 1 százalékról nem mozdulhatnak el.

Az 1 és az 1,3 között akkora a távolság, hogy azt nem lehet áthidalni, tehát ma megállapodás nem lesz. Ez a helyzet magyar értékelése – mondta a miniszterelnök.

Orbán Viktor aláhúzta, hogy egy dolgot tisztázni kell: nem lehet folytatni azt, hogy a gazdag országok nemzeti össztermék arányában számolva kevesebbet fizetnek be, mint a szegény országok. Ha nincs igazságosság a büdzsé alapjait illetően, lehetetlen stabil költségvetést elfogadni. Ez a magyar álláspont – húzta alá.

„Ha valóban akarunk csinálni valamit Európában a hatérvédelem, a digitalizáció, az iparpolitika, a mezőgazdaság, a kohézió, az infrastruktúra-fejlesztés területén, akkor nem állhatunk meg 1 százaléknál, hanem vállalni kell, hogy 1,3 százalékot kell mindenkinek befizetnie” – fogalmazott.

A miniszterelnök a brüsszeli megbeszéléseket nehéznek, de „nagyon jó” tárgyalásoknak nevezte. Ezzel összefüggésben kiemelte, hogy a pénzzel párhuzamosan Európa jövőjéről szól a vita.

„A vita arról szól, hogy mennyire ambiciózus Európát akarunk. Nyilvánvaló, ha fenn akarjuk tartani Európát, belső piacra van szükségünk, amelynek két pillére az agrártámogatás és a kohéziós forrás” – közölte.

A számoknak tehát összhangba kell kerülniük az Európai Unióról alkotott jövőképpel. Az ambiciózus célokat ugyanis nem lehet ugyanannyi pénzzel finanszírozni, mint amennyi a 2020-ig tartó költségvetési időszakban állt rendelkezésre. Az uniónak újabb kihívásokkal kell szembenéznie. Az új feladatok pedig további forrásokat követelnek – húzta alá.

Kérdésre válaszolva kijelentette: a tárgyalások jelenlegi szakaszában nem volt szó arról a javaslatról, amely az uniós pénzek kifizetését a jogállamiság kritériumainak betartásához kötné. Szavai szerint ez a kérdés a költségvetési tárgyalások végső szakaszában kerülhet napirendre.

(MTI)

<https://www.kormany.hu/hu/a-miniszterelnok/hirek/ambiciozus-europahoz-ambiciozus-koltsegvetes-kell>

## II. Péter Szijjártó opens Hungarian diplomatic representation in Oman<sup>145</sup>

October 21, 2019 8:00 PM

Minister of Foreign Affairs and Trade Péter Szijjártó officially opened a Hungarian diplomatic representation in Muscat, the capital of Oman, on Monday.



In a telephone statement to Hungarian news agency MTI, Mr. Szijjártó stressed that Oman is one of the largest oil and gas producers in the Middle East, and strategic cooperation with Oman is in Hungary's energy security interests.

Following the opening of the new Hungarian Embassy, the Hungarian Foreign Minister concluded a cooperation agreement with Oman's Minister of Foreign Affairs Yusuf bin Alavi bin Abdullah, and met with Minister of Trade and Industry Dr. Ali bin Masoud al-Sunaidi, Finance Ministry Secretary General Nasszer bin Hamis bin Ali Al Jashmi, President of the Oman Chamber of Commerce and Industry Qais Mohammed al-Yousef, and Minister for Higher Education Dr. Rawya al-Busaidi.

In his statement to MTI, the Minister emphasised that the Middle Eastern region is one of the world's most rapidly developing regions, as well as being one of the centres of oil and gas production, and accordingly, with its open economy it is in Hungary's interests to maintain the closest possible cooperation with the countries of the Persian Gulf.

"It is important that we have strategic partners, which creates an opportunity for Hungarian enterprises. The expansion of relations is beginning from a good foundation in view of the fact that MOL and the Oman Oil Company have been strategic partners for several years, with the latter owning a significant stake in the Hungarian energy company. MOL has begun more exploratory drilling on a prospective new oil field with its Omani partner, the results of which could be extremely promising", the Minister stated.

"Oman highly appreciates the fact that Hungary is undertaking an important role in the education of the Sultanate's oil industry engineers, affording 50 scholarship places within its higher education system every year." Oman, which is over three times the size of Hungary, has a population of 3 million.

(MTI)

<https://www.kormany.hu/en/ministry-of-foreign-affairs-and-trade/news/peter-szijjarto-opens-hungarian-diplomatic-representation-in-oman>

## 6. LANGUAGE SKILLS

### Level B

#### I.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
b	a	c	b	d	d	c	a	c	b	b	c	d	c	a	d	b	d	d	b	c	a	b	c	c

#### II.

1. travelling 2. check 3. facing 4. introduced 5. subscribe 6. undertake 7. go  
8. reflect 9. impact 10. jailed 11. Check 12. emailing 13. need 14. required 15. visiting

#### III.

1. peaceless 2. annual 3. facilitate 4. boost 5. bridges 6. Eastern 7. Opening 8. expanding 9. awareness 10. praised 11. reception. 12 cooperation<sup>16</sup>

<https://www.kormany.hu/en/ministry-of-foreign-affairs-and-trade/news/cultural-diplomacy-can-help-create-peace-in-a-troubled-period>

**Level C1****I.**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
d	c	a	d	c	b	c	c	b	a	a	c	b	d	c	c	c	b	a	b	d	a	d	a	b

**II.**

1. footprint 2. expansion 3. launch 4. positioned 5. secure 6. enhance 7. disarmament 8. diaspora  
9. heritage

Adapted from:<sup>117</sup>

<https://www.ireland.ie/global-diaspora/stories/global-ireland---irelands-global-footprint-to-2025.php>

**III.**

1. advice
2. advised
3. effect
4. affected
5. complement
6. compliment
7. uninterested
8. disinterested
9. immigrate
10. emigrate
11. historic
12. historical
13. principal
14. principle

**7. DIPLOMATIC SKILLS****QUESTIONS 7.1. & 7.2.**

1. taboos and the sanctity related to rulers
2. "forbidden" behaviour in the presence of the "sacred"
3. The former express forbidden, the latter polite behaviour.
4. the emperor
5. the Catholic Church
6. They were linked in a hierarchical order of rule subject to a double hierarchy (religious and political)

7. the name and the rank of their sovereigns
8. constant rivalry and power struggle
9. republics
10. through a series of difficult negotiations following religious wars
11. They challenged hierarchical authority in favour of sovereign equality.
12. An anarchical international order based on the formal/ legal equality of states.
13. Disputes between sovereigns can no longer be settled by a hierarchical authority (the Church or the empire), but only through diplomatic means: the soft power of persuasion, or war.
14. Minimizing frictions, easing communication between sovereigns, thereby helping the preservation of peace.
15. Most countries upgraded their relations to the ambassadorial rank. Diplomatic ranks have become simplified, some ranks and titles disappeared.

## 7.3.

### I. Exercise sample keys

2. It is generally advised not to show excessive cordiality or friendliness that could be misinterpreted as lack of discreetness or tact.
6. Humiliating a state official can be seen as humiliation of a country. Some could see the mistake as proving the ineptness of the person for holding an official position.

## SZÓSZEDET MAGYAR – ANGOL

### A, a / Á, á

a konvenciók figyelmen kívül hagyása	disregard/ violation of conventional rules
a másolat hitelül...	certified copy
ábra	diagram
ágyúlövés/ sortűz	cannon/ gun salute
ajándékcsere	exchange of diplomatic gifts
ajánlatot elutasít	decline an offer
ajánlatot tesz (cég felvásárlására)	make a bid for a company
akadályokat lebont	bring down barriers
alárendelt	inferior to
alkalmatlanság	ineptness for
alkotmányos vádeljárás alóli felmentés	acquittal from impeachment charges
államfő	head of state
állami látogatás/fogadás	state visit/ reception
államtitkár	State Secretary
amerikai külügyminiszter	Secretary of State
Amerikai Külügyminisztérium	US Department of State/ State Department
átfut (utasításon)	skim through instructions
átmegy (üzenet)	go through
átszállási csomópontok lezárása	closure of key transit hubs
áttekintés/ leírás/ vázlat	outline of
az utazókra vonatkozó esetleges szabályok	laws that (may) impact travellers
azonos jegyzék	identical note

### B, b

bankkártya	debit card
Bármennyire furcsán hangzik	Strange as it may be
Bécsi Egyezmény/ szerződés a diplomáciai kapcsolatokról (1961)	Vienna Conventions on Diplomatic Relations (1961)
Bécsi Egyezmény/ szerződés a konzuli kapcsolatokról (1963)	Vienna Conventions on Consular Relations (1963)
bécsi kongresszus (1815)	Congress of Vienna
bemutatja a megbízólevelét/ ajánlását	present one's credentials
beszéd a törvényhozói testületben	address to Congress/ Parliament
betűszó jelentése	acronym stands for
beutazási feltételek	entry requirements
bizalmas/ belső anyagok	confidential/ internal documents
(információ) bizalmasságának mértéke	degree of confidentiality

bizalmatlanságot vált ki	arouse mistrust
bókol vkinek	pay sy a compliment
borospohár/ homokóra modell	wineglass/ hourglass model
brit külügyminiszter	Secretary of State for FCO/ Foreign Secretary
Brit Külügyminisztérium	British Foreign Office
büfévacsora	buffet-dinner
bűntudata van	feel guilty about

## C, c / CS, cs

cím	title
csevegés	small talk
csokornyakkendő	bow tie
csőd(be megy)	go bankrupt, bankruptcy

## D, d

demars (lépés, eljárás, akció)	démarche
Demokrácia Központ Közalapítvány (DEMKK)	Centre for Democracy Foundation
diplomáciai jegyzék	diplomatic note
diplomáciai képviselő	diplomatic representation
diplomáciai kiküldetés	diplomatic mission
diplomáciai mentesség	diplomatic immunity
diplomáciai protokoll	diplomatic protocol
diplomáciai rang	diplomatic rank
diplomáciai rangsor	order of precedence
diplomáciai testület doyenje/ rangidős nagykövet	Dean of the Diplomatic Corps
diplomáciai viselkedés szabályai	protocol/ etiquette of diplomacy; norms of international courtesy
diplomaták rangsorolása	ranking of diplomats
díszkréció/ tapintat	discreetness/ tact
díszőrség	guard of honour
díszvacsora/ ebéd (a vendéglátó államfő rezidenciáján)	state dinner/luncheon/ state banquet (at the residence of the host)
doyen cím megadása	grant the title of the Dean

## E, e / É, é

egy sor intézkedést kivitelez	implement a range of measures
egyengeti az útját	smooth its way
egy-egy szempontokat kiemel	to highlight (some aspects of)
Egyesült Királyság Külügyi és Nemzetközösségi Hivatala	UK Foreign and Commonwealth Office (FCO)

egyetértési nyilatkozat (memorandum)	memorandum of understanding
elérhető (telefonáláshoz)	be available
életbe lép (szabály)	come into effect (rule)
elfogulatlan, kiegyensúlyozott	unbiased/ objective/ impartial/ balanced/ nonpartisan
elfogult	biased/ prejudiced/ partial/ partisan
elírás	misspelling
elismerés	appreciation of sy/ sg
elkészítés (dokumentumé)	drawing up of (a document)
ellenállás	pushback
elnézést két	offer an apology/ apologize
Elnök Úr	Mister President
elnöki utódlási sorrend (USA)	(US) presidential line of succession
(elnök akadályoztatása esetén)	
élő társalgás	live conversation
előadás/ teljesítmény	performance
előírt viselet/öltözködés előírt szabályai	dress code
elpártolás (szavazásnál)	defection from party lines
első az egyenlők között	first among equals/ <i>primus inter pares</i>
első érkezési pont	first port of arrival
elsőbbség sorrendje	order of precedence
(...) elterjedése világszerte	worldwide spread of...
elvi okból	as a matter of principle
emberiség elleni bűncselekmény	crime against humanity
emlékeztető	aide-memoire/ non-paper (less formal)
eredetiként hitelesítve	certified as original
értesít/ bejelent/ tudtul ad	notify sy of sg
érvelés menete	main line of argument
események rögzítése	chronicles/ record of events
(Nagy/Főméltóságú) Excellenciás Uram	Your Excellency
Eximbank	Hungarian Export-Import Bank Public Ltd.

## F, f

fejedelem(ség)	principality, prince(ss)
fejléc	heading
feladatot végrehajt	accomplish a mission
felfed információt	reveal information
felhívás cselekvésre	call to action
félhivatalos látogatás	official working visit
feljegyzést/ emlékeztetőt benyújt	submit/ file a memo(randum)
félreértések pontosítása	clarification of misunderstandings
Felséges Úr/ Felséged	Your Majesty
félünnepélyes esti alkalom (szmoking)	semi-formal/ black tie attire (dinner suit/ tuxedo)
félünnepélyes nappali alkalom (zsakett)	semi-formal/ day/ morning attire before 6 p.m. (jacket/ suit)

felveszi a kapcsolatot (pl. a követséggel)	to contact (the embassy)
Fenséged	Your Highness
fizetéseketlen	insolvent
fogadó állam hagyományos öltözete	traditional robes of the host country
fogadóbizottság	welcoming committee
folytatás (megbeszélésé), emlékeztető (levél)	follow-up
fordított piramis modell	inverted pyramid model
formai követelmények	formal requirements
fő ok	main/ principal reason
főcím (újság)	headline
frakció, képviselőcsoport	caucus
fúziók és felvásárlások	mergers and acquisitions

## G, g

globális közönség	global audience
gúnyolódás	mockery
Gyakorlat teszi a mestert	Practice makes perfect

## H, h

háborús bűnök kivizsgálására létrehozott bíróság	war crimes tribunal
hallatja a hangját a politikában	develop political voice
hangszin	tone of voice
hatalommal való visszaélés	misuse of power
helyettes államtitkár	Undersecretary of State
herceg(ség)nő/né	duke, duchy, duchess
híryanagot bevezető mondat a sajtóban	lead
hirdetés/ reklámozás	advertising/ marketing
hírérték	news value/ news worthiness
híresség	celebrity
hírszerkesztés	news editing
hírszolgáltató	news provider
hitelkártya	credit card
hivatalának/ tisztségének köszönhetően	by virtue of his office
(program) hivatalos elindítása	formal launch of programme
hivatalos felvonulás	official procession
hivatalos igazolás/ irat	certificate/ official document
hivatalos látogatás	official visit
hivatalos levél	formal letter
hivatalos levelezés	formal/ professional correspondence
hivatalos pozíciót tölt be	holding an official position
hozzáfér a dokumentumokhoz	access documents



**I, i / Í, í**

idejétmúlt	obsolete
információ terjedése	spread of information/ news
Információs Hivatal	Information Office
inkognitó látogatás	incognito visit
interaktív felület	interactive platform

**J, j**

javasolt viselkedés	advised behaviour
jegyzetekkel ellát	annotate
jelentés/ beszámoló	report
jelentkezik	submit an application
jelmondat	motto
jó táncos	safe dancer
jobb helyzetben van	is better positioned
jobb/ bal irányultságú	right/ left leaning
jóindulat	benevolence/ goodwill
jókívánság/ köszöntés	greeting

**K, k**

kapcsolatba kerül	engage with sy/sg
Kapcsolná az üzenetrögzítőjét?	Could you put me through to her voicemail?
kapcsolódik	connect to
kARRIERDIPLOMATA	career diplomat/ postholder
katonai hatalom, erő alkalmazása	use of hard/ military power/ force
kettős állampolgár	dual national
kevésbé hivatalos látogatás	less formal visit
kiáll valami mellett/vki nevében	lobby for sg/ on behalf of sne
kiegészítés	complement
kiérdemli az elismerését/ jóváhagyást	merit his/ her approbation
kigúnyol/ nevetség tárgyává tesz	ridicule
kinevezés ideje szerinti (rangsorolás)	ranking in chronological order of accreditation
(miniszter) kinevezés előtti meghallgatása	confirmation hearing
kinevezés jóváhagyása	recognition of appointment
kinevezés/ meghatalmazás	accreditation
király(ság)	king(dom)
kisebb képviselő	smaller post
kitüntetett tisztelettel	most distinguished consideration
kiváltság	privilege
konzuli szolgálat	Consular Service

kormánybiztos	Government Commissioner
kormányfő	chief of government
körjegyzék	circular note
körülír, más szavakkal elmond	paraphrase
köszönetnyilvánítás	acknowledgement
köszöntés (levélben is)	salutation, greeting
kötelező	compulsory
kötelező oltás és ... napos karantén	mandatory vaccination and a quarantine period of ... days
követ	envoy
Követ Úr	Mr. Minister
követelmény	requirement
közbeszerzés	public procurement
Közép-európai Gazdasági Fejlesztés Hálózat Nonprofit Kft. (CED)	Central European Economic Development Network Nonprofit Ltd.
közlemény	statement
közönséges alkalom (öltöny, nyakkendő)	informal/ cocktail attire/ <i>tenue de ville</i> / business wear
közönséges/ világias (nyelvhasználat)	profane language use
közönségszolgálat, PR	public relations
közös/kollektív jegyzék	collective note
közösségi média	social media
köztársaság	republic
kritikus tömeg	a critical mass of...
kulturális határok	cultural confines
kulturális örökség	cultural heritage
kultúránk bemutatása	showcasing our culture
külföldi tőkebefektetés	foreign capital investment
külgazdasági és külügyminiszter	Minister of Foreign Affairs and Trade
Külgazdasági és Külügyminisztérium	Ministry of Foreign Affairs and Trade
Külügyi és Külgazdasági Intézet	Institute for Foreign Affairs and Trade (IFAT)
külügyminiszter pozíciója/ rangja	position/ rank of foreign minister



lebecsül/ lekicsinyel	dispraise
legátus	legation
legnagyobb tiszteletem	my highest consideration
legrégebben akkreditált nagykövet	longest-serving ambassador to a country
lekezelő/ lekicsinylő (stílus)	condescending/ derogatory style
levél címzettje	recipient/ addressee
levél fejléce	letterhead
lezser öltözet (nyakkendő nem kötelező)	casual wear
London felé tartó repülő	London-bound flight
Lordok szólítása	Your Lordship

**M, m**

magánlátogatás	private visit
magasabb szintre emelik a kapcsolatokat	upgrade relations to the (ambassadorial) rank
Magyar Exportfejlesztési Ügynökség	Hungarian Export Promotion Agency (HEPA)
Magyar Exporthitel Biztosító Zrt. (MEHIB)	Hungarian Export Credit Insurance Plc.
Magyar Konzuli Szolgálat	Hungarian Consular Service
megalázás	humiliation
megbíz valakit valamivel	entrust a duty to sy
megbízólevél	letter of credence
megbízólevéllel ellát	accredit sy to sy's services
megbízott/ meghatalmazott	commissioner
megelőző intézkedések	preventive measures
(nem) megfelelő	(in)appropriate
megfelelő tiszteletet mutat	show appropriate respect to sy
megfogalmazás	drafting/ wording of (a document)
megjelenítés, reprezentáció (hatalomé)	representation (of power)
megkülönböztetett tisztelettel	distinguished consideration
(meg)szólítás	form of address
méltóság/ kitüntetés	honour
mély és kedvező kapcsolat biztosítása	secure a positive relationship with
memorandum	memorandum/ mémoire
mindenek felett való	paramount
Mindenképpen tájékoztatni fogom a témában	I will make sure to keep you informed on the topic
miniszteri tárca	portfolio
munkalátogatás	working visit

**N, n**

nagy tisztelettel	high consideration
Nagykövet Úr	Mr. Ambassador
nagyrabecsülésem és tiszteletem	my high esteem and consideration
naprakész/lejáró útlevél	a passport in date/out of date
nehézségekkel találja szembe magát	face difficulties
nem érzi magát biztonságban	feel unsafe/ insecure
nem konzuli napok	extramural consular days
nem központosított/ellenőrzött kommunikáció	decentralized communication
német római császár(ság)	Holy Roman Emperor/Empire
Nemzeti Befektetési Ügynökség	Hungarian Investment Promotion Agency (HIPA)

nemzetközi jelenlét kiterjesztése	expansion of (the scope and impact of) international presence
népszerű nyomatok	popular prints
növeli a képességét	enhance one's ability to do sth
nyilvános beszéd	public speaking
nyilvános események	public events
nyilvános(ság), közös(ség)	public
nyilvánosan közli a véleményét	publicly offer one's opinion
nyomtatási technológia	printing technology
nyomtatott sajtó kizárólagossága	monopoly of the press

## O, o / Ó, ó

odaadás	dedication
odaadja magát (egy ügynek)	dedicate oneself to a cause
online kiadvány/ kiadás/ megjelenítés	online publication
országokon belüli beruházás	inward investment

## Ö, ö / Ő, ő

Ő császári felsége	His /Her Imperial Highness (H.I.H.)
Ő királyi felsége	His/ Her Royal Highness (H.R.H.)
Őeminenciája (bíboros)	His/ Her Eminency (H.E.)
Őexcellenciája	His/ Her Excellency (H.E.)
Őfelsége	His/ Her Majesty (H.M.)
Őfensége	His/ Her Highness (H.H.)
önzetlen tanács	disinterested advice

## P, p

pápai nuncius	papal nuncio/ <i>apostolic nuncio</i>
parancsnok	commanding officer
parlamenti államtitkár	Parliamentary Secretary of State
pártolás, támogatás, érdekvédelem	advocacy (of)
pénzügyi segítség, szubvenció	bailout
politikai alapon kinevezett diplomata	honorary diplomat/ postholder
politikai hivatal ellátására felkészít	train someone to be in/ for political office
politikai skála	political spectrum
politikai viták békés rendezése	the peaceful settlement of political disputes
pontos fordításként hitelesítve	certified as true translation
pozíciót betöltő rangja	title of the office-holder
protokoll (osztály) vezetője	chief of protocol
puha hatalom	soft power

**R, r**

ragaszkodik a protokoll-szabályokhoz	stick to protocol
rang / cím/ jogcím/pozíció/ beosztás	title of a person
rangidősség figyelembevétele nélkül	regardless of seniority
rangsor szerinti tekintély/ hatalom	hierarchical authority
reklám	advertisement/ ad/ publicity/ commercial
rendkívüli és meghatalmazott nagykövet	Ambassador Extraordinary and Plenipotentiary
rendszeres plenáris és bizottsági üléseket tart	hold regular plenary and committee sessions
repülőtéri fogadtatás (a gép lépcsőjénél)	flight line ceremony
rövidítés	abbreviation

**S, s**

sajtóközlemény	press release
sajtószemle	press review
sajtótitkár	press secretary
sorfal	cordon
sorsdöntő pillanat	historic moment
Stratégiai partnerségi megállapodások	Strategic Agreements
súrlódások csökkentése	minimize frictions
szabadidő/ sportos öltözet (akár farmer is)	slacks
szaknyelv	terminology
szálláshely igazolása	proof of accommodation
szándéknyilatkozat	declaration of intent
szélesebb nézőpont/ távlat	wider/ general perspective/ viewpoint
személyes (kevésbé hivatalos) kapcsolat	more personal rapport/ relationship
személyes képviselő	personal representative
személyes megbeszélés	face-to-face conversation
személyes/ írásbeli jegyzék	personal note
szemléltet	visualize
szent és sérthetetlen	sacrosanct
Szentszék diplomáciai képviselete	diplomatic representation of the Holy See
szerkesztőbizottság	editorial board
szerkesztői kihagyás/ válogatás	editorial omission/ selection
szerkezeti felépítés	structure
szinonima szótár	thesaurus
szívélyes üdvözlettel...	(Yours) Cordially
szó szerinti fordítás	literal/ verbatim/ word-for-word translation
szóbeli jegyzék	Note verbale
szóbeli kommunikáció	verbal communication/ exchange of words

szógyűjtemény	glossary
szolgáltatási díj	service fee for
szórvány (pl. magyarok)	diaspora
szöveg egysége	cohesion of a text
szövegátirat (pl. nyilvános beszédé)	transcript of ...
szuverén (független) uralkodó; (tekintély/hatalom)	sovereign (authority)

## T, t

találkozó	appointment
tárca nélküli államtitkár	Minister without portfolio
társalgás	conversation
társalgás menete	flow of conversation
társas tánc	social dancing
(a képvisellel kapcsolatos) teendők ellátása	discharge the duties of the mission
telefonbeszélgetés	telephone conversation
(telefon)betyár	prankster
telefonhoz kér	ask to speak to someone
teljes megelégedésemre	to my entire satisfaction
teljhatalmú	plenipotentiary
témára tér	get to the topic
tézis/ tétel	thesis
tiszteletadás megsértése	breach of honour
tiszteletbeli cím	honorific title
tiszteletre méltó	hono(u)rable
Tom Lantos Intézet	Tom Lantos Institute (TLI)
tömegtájékoztatási eszközök	mass media
történet alakulása	story development
Tudja tartani a vonalat?	Can I put you on hold for a moment?/ Could you hold the line, please?
tudományos beszámoló	science report
tudósítás	news reporting/ coverage
tudósító	reporter
túllöltözi a vendéglátót	out-dress the host

## U, u / Ú, ú

udvariasság	courtesy
udvariassági záradék	complimentary close (US)/ valedictions (UK)
uralkodók közti kommunikáció megkönnyítése	ease communication between sovereigns
utazás idejére érvényes útlevél	passport valid for the duration of one's stay

utazási ajánlások és hírek  
 utazási korlátozások bevezetése  
 utóirat  
 útvonal fellobogóztatása

travel advisories and news  
 introduction of travel restrictions  
 postscript (P.S.)  
 flag street lining

## Ü, ü / Ű, ű

ügy támogatója  
 ültetés (állami vacsorákon)  
 ünnep/ szertartás részletes szabályai  
 ünnepélyes fogadást adó díszegység  
 ünnepélyes viselet (frakk)

advocate for a cause  
 table seating at state dinners  
 ceremonial details  
 colour guards  
 formal/ full dress/ white tie wear/ attire  
 (black tailcoat)

ünnepi alkalmak  
 üzenetet átvesz  
 üzenetet hagy  
 üzenetet közvetít/ átad

ceremonial events/ occasions  
 take a message for someone  
 leave a message  
 transmit a message

## V, v

valaki teljes bizalmát élvezi  
 valaminek a jelentősége/ tárgyhoz tartozása  
 valós idejű/ azonnali kommunikáció  
 veszélyhelyzet (Covid 19)  
 vészjelzés/ riadókézültség/ készenlét  
 visszahívás (nagyköveté)  
 visszahívó levél  
 visszajelzés  
 visszaüt/ visszafelé sül el  
 Vízummentesség

have one's complete confidence  
 relevance of sg to sg  
 instantaneous communication  
 state of danger  
 emergency alert  
 recall the services of ...  
 letter of recall  
 feedback  
 backfire  
 Visa Waiver Program

## Z, z

zenekar

band



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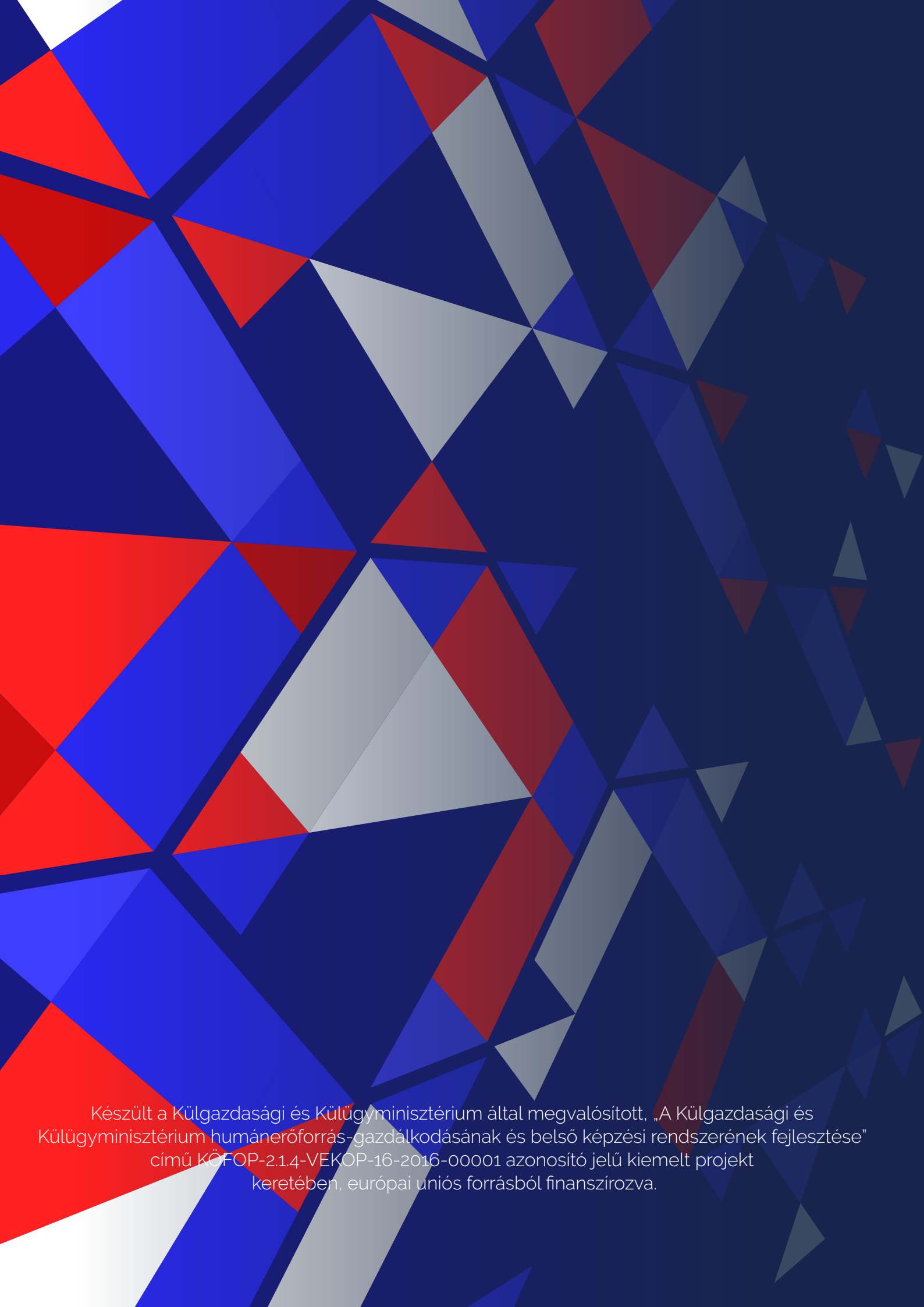
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