

**EGYNYELVŰ
MINTAFELADATSOR**

ANGOL

**B2
KÖZÉPFOK**

2016

KIADJA: BME NYELVVIZSGAKÖZPONT

WWW.BMENYELVVIZSGA.BME.HU

Tartalomjegyzék

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Előszó

A BME általános nyelvvizsgarendszerének mintafeladatsorát tartod kezvedben. A kötetben mind a szóbeli mind pedig az írásbeli részvizsga összes megoldandó feladattípusából találsz mintát, amelyek segítségével pontos képet kaphatsz arról, hogy a vizsgán milyen feladatok várnak Rád.

A kötet első része táblázatos formában mutatja be a vizsga felépítését, az azzal kapcsolatos legfontosabb tudnivalókat és közli a szóbeli feladatok témaköreit. Ezt követően egy teljes beszédkésztség feladatsor következik, amit a beszédértés, az olvasáskésztség és az íráskésztség feladatok követnek. A kötet végén közöljük a beszédértés és az olvasáskésztség feladatok megoldásait valamint a beszédértés feladatokhoz tartozó hanganyagok írott változatát. A feladatok mellett a válaszlapok is a kiadvány részét képezik.

A beszédértés feladatokhoz tartozó hanganyag kétféleképpen tölthető le az internetről:

1. Az alábbi linkről:

<http://bit.ly/2cVwEQn>

2. Az alábbi QR kódról:



A felkészüléshez kitartást, a vizsgához pedig sok sikert kívánunk.

BME Nyelvvizsgaközpont

Budapest, 2016. szeptember 30.

Az általános egynyelvű vizsga felépítése B2 (középfok)

| B2 | Mért képesség | Feladattípus, szövegtípus | Itemek száma | Pontszám feladatonként | Pontszám képességenként | Teljesítési minimum 40% | A vizsga sikeres 60%-tól | Szótár- használat | Idő | |
|---------------------|---------------------|---|---|---------------------------|----------------------------|-------------------------------|--------------------------------|----------------------|----------------|---------|
| Szóbeli részvizsga | Beszéd- képesség | személyes beszélgetés egy témáról kérdések alapján | 6-7 kérdés | 60 pont | 60 / 1,5 = 40 pont | 16 pont | 48 pont | nem | kb. 15 perc | |
| | | önálló témakifejtés (monológ) képi stimulus alapján, amelyet kérdés/kérdések zár(hat)nak le | két téma közül választ | | | | | | | |
| | | párbeszéd célnyelven leírt szituációs feladat alapján | egy szituáció | | | | | | | |
| | Beszéd- értés | jegyzetkészítés | 10 item | 20 pont | 40 pont | 16 pont | | | kb. 25 perc | |
| | | háromopciós feleletválasztás | 10 item | 20 pont | | | | | | |
| Írásbeli részvizsga | Írás- képesség | magánlevél (e-mail) | 4 szempont | 20 pont | 40 pont | 16 pont | 48 pont | igen | 150 perc | |
| | | internetes fórumhozzászólás | 4 szempont | 20 pont | | | | | | |
| | Olvasásképesség | kiemelt szövegrészek/címek hozzárendelése szöveg(ek)hez | újságcikk, híryanagy, riport, beszámoló, kommentár, tudósítás, történet | 5 item | 10 pont | 40 pont | | | | 16 pont |
| | | kérdésekre válaszadás | | 10 item | 20 pont | | | | | |
| | | lyukas szöveg kiegészítése menüből | | 10 item | 10 pont | | | | | |

A vizsga során mindig a
kérdésekre válaszolj,
igyekezz világosan és
természetes módon beszélni.
Ha valamit nem értesz,
nyugodtan kérdezz vissza,
de ezt idegen nyelven tedd!



Oral exam topics

1. Personal characteristics

- describing appearance
- describing character and personality
- the ideal man and woman
- fashion, trends
- beauty care, cosmetics

2. Friends and relationships

- friendship
- fellow students and colleagues
- partners

3. Family

- family models (only child, large family, single-parent families)
- division of tasks within the family
- generations living together

4. Man and society

- social benefits (pension, health insurance, unemployment benefit)
- social movements (NGOs, trade unions, clubs, associations)
- public safety, crime and criminal investigation
- unemployment

5. Place of living

- candidate's flat/house
- furnishings, pieces of furniture
- household chores and appliances
- flat-related costs, maintenance
- the ideal home

6. Housing

- living in the city or in the country
- living conditions (own property, rented accommodation, lodgings, hostel)
- flat or house
- neighbourhood

7. Holidays and celebrations

- family celebrations (birthdays, name days, anniversaries)
- Christmas, Easter
- public holidays
- customs and traditions

8. Reading; television, video, cinema

- reading (books, newspapers, libraries, Internet)
- TV, cinema, video
- reading vs TV
- TV vs cinema

9. Culture

- music (listening to music, concerts, opera, playing an instrument)
- theatre
- museums, exhibitions

10. Free time activities

- going out
- parties, balls, festivals
- hobbies
- other ways of recreation

11. Learning, education, the school system

- school system, school types in Hungary
- school system, school types in English-speaking countries
- candidate's school experiences
- tertiary education
- learning outside school: courses, etc
- student exchange programmes, student mobility

12. Learning foreign languages

- the role and importance of foreign languages
- language learning opportunities
- language learning experiences

13. Work and the individual

- working hours (part-time, casual work, shift work, several jobs)
- fashionable jobs / dream jobs
- ways of finding a job
- working abroad (advantages, disadvantages)
- career and/or family

14. Work and society

- job prestige
- unemployment, benefits
- telework
- graduates entering the labour market

15. Sports

- sports facilities
- candidate's sporting activities, favourite sports
- mass sports
- sports events, professionals
- extreme sports

16. Health

- characteristics of a healthy lifestyle
- healthy and unhealthy diet/dishes
- healthcare

17. Illnesses

- common illnesses
- addiction (alcohol, drugs, smoking)
- stress, psychic diseases

18. Services

- catering facilities
- banks
- repair and maintenance
- emergency services (ambulance, police, Automobile Association)

19. Shopping

- everyday shopping
- buying consumer durables
- shopping habits
- sales, discounts
- the role of advertisements
- consumer society

20. Transport

- everyday transport
- public transport in the city
- intercity transport
- individual transport (cars, motorbikes, bicycles)
- public transport problems
- individual transport problems

21. Travelling in Hungary and abroad

- preparations
- favourite destinations
- types of trips (holiday, official, business, study, conferences)
- package tour (advantages, disadvantages)

22. Weather, seasons, environment protection

- environmental problems
- environment protection
- home environment protection (selective waste collection, energy saving at home)
- weather, seasons

23. Telecommunications

- telephones
- computers
- e-mail
- Internet

24. Hungary

- major tourist attractions
- main places of interest
- tourism
- Hungary as a destination

25. English-speaking countries

- general information, personal experiences

Speaking

1. Exchanging personal information

In this part of the exam you will be asked questions which are related to a particular topic. Your answers should reflect your personal views and experiences.

You might be asked questions like these:

Family

- How many people are there in your nuclear family?
How do you benefit from having a brother or sister / being an only child?
- Tell us about the last time you turned to your parents for help or advice.
- What role do your relatives play in your life?
- Which do you prefer: spending time with your family or friends?
Why?
- If you were offered a job abroad, could you leave your family for a long time?
Why?/Why not?
- Do you (think you'll) rely on your parents or grandparents' help in bringing up your own children?
(If yes) What kind of help do you (think you'll) need?
(If not) Why not?

2. Discussion on a topic stimulated by photographs

You will be given a set of photographs, which illustrates a certain topic. You should talk about the topic on your own for about four to five minutes. You should not describe the photographs in detail; you could develop your talk rather by comparing and contrasting them, commenting on them and raising problems related to them.

Remember that in your talk you have to speak from a general perspective and include the ideas represented by the photographs.

You might be given a set like this:

Transport in Hungary



3. Situation

You are asked to act out a situation. You will be given a card which describes what you have to do. Study the card and begin the conversation.

Going on holiday
(making requests)

Candidate's copy

You are leaving for a two-week holiday. Ask your neighbour (the examiner) to look after your house while you are away.

Tell him/her about your holiday and explain what help you need regarding

- your pet
- your garden
- the post
- the bills

You start the conversation.

Listening

Az első meghallgatás előtt
nagyon alaposan ismerkedj
meg a feladattal és próbálj
következtetni az elhangzó
szöveg tartalmára!



You will hear a text. Read the candidate copy beforehand. You will have 1 minute for that. Then listen to the text and make notes in English. You will hear the text twice. After the first listening you will have 1 minute to write your answers, after the second listening you will have 2 minutes to finalise them.

Copy your answers in English onto the answer sheet.

The following text is about different toys you get with Happy Meals.

THE MADAME ALEXANDER DOLL

The Madame Alexander doll is distributed by:

0. *McDonald's*

The length of time Happy Meals have been on offer:

1.

Two characteristics of the miniature doll:

2.

3.

The customer group McDonald's finds easier to please:

4.

At the age of 12 boys and girls show differences in:

5.

The role models for boys:

6.

The role models for girls:

7.

Newly offered health-conscious products for girls:

8.

9.

The way the number of girl customers has changed:

10.

(Total: 20)

You will hear a text. Read the candidate copy beforehand. You will have 2 minutes for that, then listen to the text and choose the correct answer. You will hear the text twice. After the first listening you will have 1 minute to choose the correct answer, after the second listening you will have 1 minute to finalise your answers.

Copy your answers onto the answer sheet.

The following text is about a pilot's career.

AN AIRCRAFT PILOT

1. As a kid John McMillan's first destination by air was ...
 - A Liverpool
 - B Majorca
 - C The Isle of Wight
2. At the age of 16 he was permitted to fly a plane ...
 - A alone
 - B with his instructor
 - C with a senior colleague
3. What did he get from the Air Training Corps?
 - A A scholarship
 - B His private pilot's licence
 - C His commercial pilot's licence
4. He finished his secondary school studies...
 - A while doing a course at British Airways
 - B at the age of 18
 - C in 1976
5. For him to find a job after finishing his training was ...
 - A easier than for the others
 - B as easy as for the others
 - C more difficult than for the others
6. How did he feel about flying a big plane?
 - A Quite worried
 - B Glad
 - C Scared
7. When flying, he enjoys seeing ...
 - A the cloudless sky
 - B the stars
 - C the rising sun
8. Why does a pilot occasionally have to put off private arrangements? Because ...
 - A he is too tired to attend them
 - B he might find something more interesting
 - C his timetable might be altered
9. A captain's salary compared to a first officer's salary is about ...
 - A twice as much
 - B three times as much
 - C four times as much
10. What is the most important for John McMillan about his job?
 - A The promotion
 - B The challenge it involves
 - C The good salary

(Total: 20)

Először próbáld meg szótár
nélkül megérteni a szövegeket és
csak ezután nézd meg a
legfontosabb szavak jelentését!
Ne feledd:
a nyomtatott szótár használatát is
be kell gyakorolni!



Reading

Write the letter of the most suitable sentence (A-F) in the text below. There is one extra sentence, which you do not need.

Write the letter of your answers on the answer sheet.

VSO to Target Education Have-Nots

VSO, the UK-based charity that sends volunteer workers to developing countries, will be refocusing its educational work on the world's most disadvantaged, according to a new five-year policy document published this month.

...(1)... Women's educational opportunities will also be targeted by prioritising support to girls' schools and mixed schools with a commitment to achieving gender equality.

...(2)... This will be achieved by working directly in poorer areas and by working with those who will go on to help the poor by increasing access, through English, to international support and information.

A quarter of VSO's 1,800 volunteers are currently working in ELT* in more than 30 countries. ...(3)... These practitioners provide curriculum support at national or provincial level.

...(4)... One of the priorities will be to place teachers in schools that are

unable to attract local English language teachers, including schools in disadvantaged regions and schools with low levels of school fees.

Rhodes-Jiao accepts that it will be harder to recruit volunteers, but she also stresses the rewards of the job. "A placement in a remote region provides a unique opportunity to integrate with communities in a way that is impossible in more accessible areas," she says.

Meanwhile VSO is recruiting some well-known ELT practitioners and authors as temporary volunteers to host workshops for volunteers overseas. ...(5)... They will focus on local ELT issues and will help raise the profile of VSO's education work.

*ELT: English Language Teaching

- A. *According to Jo Rhodes-Jiao, who is VSO's team manager for ELT*, the new policy will inevitably put greater pressure on volunteers whose work takes them to remote and deprived areas.*
- B. *In the document, entitled Disadvantage To Opportunity, VSO states that it will be re-evaluating all its education activities, including ELT*, so that priority is given to children and adults who are most in need or who are currently denied access to education.*
- C. *In return, you will receive a comprehensive package including return air fare, training, accommodation and a local wage.*
- D. *The document also highlights the role ELT* can play in helping disadvantaged groups, particularly in countries where English is used as the medium of education.*
- E. *The workshops will start in spring and follow on from a series of successful London workshops.*
- F. *They range from classroom teachers and local teacher trainers to senior practitioners*

(Total: 10).

Read the text and answer the questions which follow the article in English. Only include information from the text. Give short answers, write full sentences only if necessary.

Treasures in the Sand

Walnuts, piggy banks, turtle bones and shoes: for Japan's growing legions of beachcombers, it's a lot more than junk

Adashi Ishii's fascination with beachcombing began about 35 years ago near his home on the north side of Kyushu island. While collecting seashells with his 3-year-old daughter, Ishii, a junior-high history teacher and avid stamp collector, noticed several interesting objects washed up on the shore – including a basket made of palm leaves and unusual seeds from the tropics. He became entranced by the mystery of how and why they got there. Since then he has walked the sandy beach every day, rain or shine, gathering everything from pencils and plastic dolls to an ancient wooden drum.

The rest of Japan can now enjoy the fruits of his obsession. Ishii, 65, recently opened a small museum attached to his home, containing more than 10,000 of his collected items: rare seashells from the Philippines, dolphin jaws, whalebones, giant turtle skulls, medicine bottles, containers of Chinese insecticide and South Korean piggy banks. Ishii has also published a 380-page "Encyclopedia of Drifted Items." As he sees it, the treasures of the sea offer a unique education. "We can learn about ecological problems, politics, culture and even international relations from them," he says.

Ishii's passion is spreading. Last year he helped establish the Japan Driftological Society, which now boasts nearly 200 members. Hiroki Nakanishi, a professor of plant ecology at Nagasaki University and cofounder of the society, says the group's purpose is to lend legitimacy to a favorite pastime. He invented the term "driftology", he says, because there was no word to describe the area of their studies. "Japan is surrounded by various ocean currents which bring tons of drifting objects to its shores," he says. "[But] there was no

serious attempt to look at the drifted items scientifically before."

Few nations are better situated for beachcombing. Japan – a group of islands at the crossroads of several major bodies of water – has 30,000 kilometers of coastline. In June, according to the Japan Coast Guard, some 5,000 students collected nearly 30,000 kilograms of washed-up "garbage." Around the country, other organized beachcombing expeditions are drawing new fans. In the city of Hiratsuka, 63 kilometers south of Tokyo, more than a dozen people – including housewives, salarymen and retirees – routinely participate in a monthly search. On one recent Saturday morning the group, led by Tetsuichi Hamaguchi, a curator of the Hiratsuka City Museum, gathered on a windy beach facing the Pacific Ocean. Holding plastic bags, tongs, containers and cameras, they began to scour the sand. After looking for an hour, they displayed their findings: cigarette filters, walnuts, a glass bottle, a lighter and steel cans.

In the afternoon, the combers gathered at the Hiratsuka City Museum to watch a video on how drifting pieces of plastic are harming the ocean environment. They discussed what to do with their collections. "The most wonderful aspect of beachcombing is that they can share the tales told by drifted items," says Hamaguchi. "If the children see the Korean language on the objects, they want to know more about that country. If the beachcombers find many half-eaten walnuts, they know that the river mouth is near and they can imagine squirrels dropping the nuts in." And in the process, they get to spend a few relaxing hours on the beach.

Questions:

1. Apart from beachcombing, what is Ishii's hobby? (1)
2. What is the oldest item he has found? (1)
3. Where exactly was his museum opened? (1)
4. Name two areas that we can learn about by studying drifted items. (a., b.) (1)
5. How many members does Ishii's society have? (1)
6. What kind of science is "driftology" according to the article? (1)
7. What makes Japan an excellent place for beachcombing? (1)
8. Name two occupations of people who are involved in beachcombing. (a., b.) (1)
9. What is the most basic equipment you need to collect drifted items? (a., b.) (1)
10. Do drifting items have any drawbacks? (Write only YES / NO) (1)

Now copy your answers on the answer sheet.

(Total: 20)

Complete the text below by writing a suitable word from the list in each space provided. There are 10 numbered gaps but 13 words given. Use each word **once only**. There is an example (0) for you.

Write the correct word in the chart on the answer sheet.

AIR QUALITY – EVERYBODY’S BUSINESS

The number of people who are ... **treated** ... (0)... for asthma has increased substantially over the past 20 years. An estimated seven million working days are (1) every year as a result of asthma and related problems. There is widespread concern that certain pollutants which are emitted from motor vehicles (2) have played a role in the recent rise in health problems.

Many people think that it’s mainly (3) who are at risk, rather than car drivers. Drivers feel safer in their cars. But the truth is they and their (4) can be more exposed to pollutants than people outside. A recent study found that concentrations of some pollutants can be substantially higher (5) vehicles than at the roadside. Remember: when you are sitting in your car, you’re still breathing in the fumes from the car in front. The air may be (6) cleaner in the car than it is outside.

Although we can’t reduce pollution overnight, there are a number of things drivers can do right away which will make a real (7). For example they should stop the engine if they are stuck in a jam for more than two minutes. They should (8) have their car serviced regularly in order to cut back on emissions.

The (9) over whether diesel or petrol is the “greener” fuel has been going on for some time. The truth is, however, that there is no such thing as a “green” motor fuel: they both pollute the environment, although in (10) ways. So drivers should focus on the maintenance and the use of their vehicle itself.

| | |
|-------------------|---------------------------|
| also | no |
| debate | outside |
| difference | passengers |
| different | pedestrians |
| inside | treated |
| lost | spent |
| may | study |

(Total: 10)

Writing

Tervezd meg a szöveg tartalmát és szerkezetét, gondolataidat tagold, és ügyelj a logikai összefüggések megteremtésére! Írj minden tartalmi szempontról! Próbálj nyelvileg változatos szerkezeteket használni! Ne feledd, mindkét feladatot meg kell oldanod!



In this part of the test you have to complete two tasks. In both tasks

- **create a coherent text in which the ideas are logically connected to each other;**
- **include and elaborate each of the four points given;**
- **use appropriate language;**
- **write complete sentences;**
- **avoid using abbreviations and slang expressions.**

Write your texts on the answer sheet.

Part 1:

You have decided to go on a **slimming diet**. Write a **170-200-word e-mail** informing your English friend (who is a vegetarian) **about your decision**.

Give

- the reason for your decision.

Mention

- some good or bad advice you have been given;
- the changes you are planning to make in your daily routine;
- your problem with vegetable dishes.

Part 2:

Browsing the internet you have found an English forum where several people are sharing their opinions about **keeping pets**. You would like to take part in the discussion, too. In a post **give your opinion in about 120-140 words** writing about

- pets as family-members;
- their influence on the owner;
- risks (e.g. allergy);
- the costs of keeping pets.

(Total: 40)

Answer sheets

Ne maradjon üres hely a
válaszlapon, próbálj meg
minden kérdésre válaszolni!



Name: _____ No.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Date of birth: _____ Date: _____

Mother's maiden name: _____

Part 1

| Answers in English | |
|--------------------|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

Correct answers

| | |
|--|--|
| | |
|--|--|

 x 2 =

| | |
|--|--|
| | |
|--|--|

Part 2

| | A | B | C |
|----|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

| | A | B | C |
|-----|---|---|---|
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

Correct answers

| | |
|--|--|
| | |
|--|--|

 x 2 =

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| | | | | |
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|--|--|--|--|--|

1st examiner

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2nd examiner

Date: _____

No.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Part 1

VSO to Target Education Have-Nots

| Answers | |
|---------|--|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Correct answers x2 =

Part 2

Treasures in the Sand

| Answers in English | | |
|--------------------|-----|-----|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | a., | b., |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | a., | b., |
| 9. | a., | b., |
| 10. | | |

Correct answers x2 =

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

1st examiner

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2nd examiner

Date: _____

No.

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

Part 3

AIR QUALITY – EVERYBODY’S BUSINESS

| | Answers | |
|-----|---------|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

Correct answers

| | |
|--|--|
| | |
|--|--|

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

1st examiner

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2nd examiner

| |
|--|
| |
| |
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| |

End of Part 2

For examiner's use only:

| PART 2: | Maximum | Achieved |
|----------------------|-----------|----------|
| Communicative value | 5 | |
| Expressiveness | 5 | |
| Grammatical accuracy | 5 | |
| Overall impression | 5 | |
| | 20 | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

1st examiner

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

2nd examiner

Keys

Hozd magaddal a
nyelvvizsgára a
személyi
igazolványodat!



Part 1

THE MADAME ALEXANDER DOLL

| Answers in English | |
|---------------------------|--|
| 1. | 25 years |
| 2. | nicely dressed / 20-cm doll / 50 dollars (in the shops) any two |
| 3. | |
| 4. | boys |
| 5. | eating habits |
| 6. | sports heroes |
| 7. | models / movie stars |
| 8. | yoghurt ice-cream / new salads / smaller value meals any two |
| 9. | |
| 10. | it has grown / it has increased |

Part 2

AN AIRCRAFT PILOT

| | A | B | C |
|-----------|----------|----------|----------|
| 1. | | √ | |
| 2. | √ | | |
| 3. | √ | | |
| 4. | | √ | |
| 5. | | | √ |

| | A | B | C |
|------------|----------|----------|----------|
| 6. | | √ | |
| 7. | | √ | |
| 8. | | | √ |
| 9. | | √ | |
| 10. | | √ | |

Part 1

VSO...

| | Answers |
|----|---------|
| 1. | B |
| 2. | D |
| 3. | F |
| 4. | A |
| 5. | E |

Part 2

TREASURES IN THE SAND

| | Answers in English |
|-----|--|
| 1. | collecting stamps |
| 2. | an ancient wooden drum |
| 3. | next to his house |
| 4. | any two: politics / culture / ecological problems / international relations |
| 5. | 200 |
| 6. | a scientific look at the drifted items |
| 7. | a crossroads of several waters / 30,000 kms of coastline |
| 8. | any two: housewives / salarymen / retirees / history teacher / professor of plant ecology / museum curator / students |
| 9. | any two: plastic bags / tongs / containers |
| 10. | yes |

Part 3

AIR QUALITY

| Answers | |
|----------------|-------------|
| 1. | lost |
| 2. | may |
| 3. | pedestrians |
| 4. | passengers |
| 5. | inside |
| 6. | no |
| 7. | difference |
| 8. | also |
| 9. | debate |
| 10. | different |

Tapescripts

Tapescript 1

THE MADAME ALEXANDER DOLL

Jan Svijany: You've been studying differentiated marketing techniques employed by larger companies. Can you give us some examples of this approach?

Percy Harvey: Certainly, for example, McDonald's Corporation was expected last week to start distributing the most expensive toy in the Happy Meal's 25-year history: the Madame Alexander doll. Little girls who dine at the burger chain in the U.S. can get a miniature edition of the classic Madame Alexander doll, a nicely dressed 20-centimeter doll that sells for \$50 in the shops. For boys, meanwhile, McDonald's is offering Happy Meals with Matchbox classic cars, a toy that sells for as little as \$1.29.

Jan Svijany: So, why is there sexual discrimination?

Percy Harvey: Well, marketing experts say that the hamburger chain has to work harder to get girl customers than boys. Boys, it seems, don't need to be persuaded when it comes to hamburgers, fries and the whole McDonald's experience. Indeed, they grow up to become the fast-food industry's most loyal customers. But as girls grow older, they lose interest in dining at McDonald's more quickly than boys do.

Jan Svijany: And when does this become noticeable?

Percy Harvey: At around 12, girls and boys begin to exhibit very different eating habits. Boys develop enormous appetites and don't think twice about having burgers, fries and milkshakes. Meanwhile, girls at that age start to become aware of their looks. Many put on weight during puberty and start to diet. They begin to prefer salads and yoghurts.

Jan Svijany: And why is this?

Percy Harvey: Well, in general boys and girls have different role models. Already before their teens boys start looking at sports heroes while girls are influenced by the models and movie stars who are underweight.

Jan Svijany: So what are McDonald's doing about it?

Percy Harvey: Well, they are paying much more attention to girls. Recent innovations, such as yoghurt_ice-cream, new salads, and a smaller value meal have been introduced to please girls and women. McDonald's has also been offering gender specific Happy Meals for a decade. It isn't unusual that the girls' Happy Meal is based on a more expensive product. Industry experts say that the gender specific Happy Meals appear to be working. A survey in the past years found that the number of girl customers was growing.

Tapescript 2

AN AIRCRAFT PILOT

I'm John McMillan. I'm first pilot with Britannia where I mainly work on international flights.

I wanted to be a pilot ever since I was 10. I'd sit looking out of the classroom window, watching planes flying out of Liverpool and remember the excitement of my first flight at the age of six when we flew to Majorca.

I joined the Air Training Corps at 12, which was great because I got to learn about planes. I even got to do aerobatics in dual-control Chipmunk and went on various gliding courses until I was allowed to fly a gliding solo at the age of 16. A year later, the Air Training Corps awarded me a flying scholarship which paid for me to do my private pilot's licence.

I left school at 18 with 8 O-level and 4 A-level exams and went on to a two-year training course with British Airways to get my commercial pilot's licence.

When I finished in 1976, there was a glut of pilots so I didn't get a job with British Airways, like the majority on the course. I didn't have many job offers, finally I found work flying a six seater pleasure plane on the Isle of Wight. When a job as first officer came up with Britannia in 1987, I happily jumped at the chance to fly Boeings.

Suddenly I was piloting planes with 130 passengers instead of six.

As a first officer I copilot with the captain. He has final responsibility and authority in the plane, but otherwise our roles are the same.

I still find flying very thrilling. Sitting in the cockpit as you fly through the night still feels very romantic to me. I love seeing the stars and the setting sun.

The low spots are when you have to fly through the night when you'd much rather be asleep.

Also, there are always times when you suddenly have to cancel an outing with friends because flight plans have changed.

After 12 years, I'm about to be made captain after completing my training last year. It will mean a lot financially. As first officer I get around £ 22,000 a year, while a captain can earn more than £ 65,000. A pretty good pay, isn't it? All the same for me flying is not about making good money. Each time I line a plane up on the runway, it feels like the start of a great adventure.