

|           |  |
|-----------|--|
| Name:     |  |
| Jahrgang: |  |



Standardisierte kompetenzorientierte  
schriftliche Reife- und Diplomprüfung

BAKIP/BASOP

11. Mai 2016

Englisch

(B2)

Hören

# Hinweise zum Beantworten der Fragen

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben. Die Zeit zur Bearbeitung dieser vier Aufgaben beträgt zwischen 40 und 45 Minuten und endet mit der entsprechenden Schlussansage der Sprecherin/des Sprechers.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

Bevor Sie mit den Aufgaben beginnen, trennen Sie das Antwortblatt heraus.

Schreiben Sie Ihre Antworten ausschließlich auf das dafür vorgesehene Antwortblatt. Beachten Sie dazu die Anweisungen der jeweiligen Aufgabenstellung. Sie können im Aufgabenheft Notizen machen. Diese werden bei der Beurteilung nicht berücksichtigt.

Schreiben Sie bitte Ihren Namen in das vorgesehene Feld auf dem Antwortblatt.

Bei der Bearbeitung der Aufgaben sind keine Hilfsmittel erlaubt.

Kreuzen Sie bei Aufgaben, die Kästchen vorgeben, jeweils nur ein Kästchen an. Haben Sie versehentlich ein falsches Kästchen angekreuzt, malen Sie dieses vollständig aus und kreuzen Sie das richtige Kästchen an.

|   |                          |   |                                     |   |                                     |   |                          |
|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|
| A | <input type="checkbox"/> | B | <input checked="" type="checkbox"/> | C | <input checked="" type="checkbox"/> | D | <input type="checkbox"/> |
|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|

Möchten Sie ein bereits von Ihnen ausgemaltes Kästchen als Antwort wählen, kreisen Sie dieses Kästchen ein.

|   |                          |   |                                     |   |                                     |   |                          |
|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|
| A | <input type="checkbox"/> | B | <input checked="" type="checkbox"/> | C | <input checked="" type="checkbox"/> | D | <input type="checkbox"/> |
|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|

Schreiben Sie Ihre Antworten bei Aufgaben, die das Eintragen von einzelnen Buchstaben verlangen, leserlich und in Blockbuchstaben. Falls Sie eine Antwort korrigieren möchten, malen Sie das Kästchen aus und schreiben Sie den richtigen Buchstaben rechts neben das Kästchen.

|   |                                     |   |   |
|---|-------------------------------------|---|---|
| B | <input checked="" type="checkbox"/> | G | F |
|---|-------------------------------------|---|---|

Falls Sie bei den Aufgaben, die Sie mit einem bzw. bis zu maximal vier Wörtern beantworten können, eine Antwort korrigieren möchten, streichen Sie bitte die falsche Antwort durch und schreiben Sie die richtige daneben oder darunter. Alles, was nicht durchgestrichen ist, zählt zur Antwort.

|                            |                  |
|----------------------------|------------------|
| <del>falsche Antwort</del> | richtige Antwort |
|----------------------------|------------------|

Jede richtige Antwort wird mit einem Punkt bewertet. Bei jeder Aufgabe finden Sie eine Angabe zu den maximal erreichbaren Punkten.

Viel Erfolg!

NAME:



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.



## ANTWORTBLATT

### Rockanomics

|        |   |   |   |
|--------|---|---|---|
| 0<br>F | 1 | 2 | 3 |
| 4      | 5 | 6 | 7 |

Von der Lehrperson auszufüllen

| richtig                  | falsch                   | richtig                  | falsch                   | richtig                  | falsch                   | richtig                  | falsch                   |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                          |                          | 1                        |                          | 2                        |                          | 3                        |                          |
|                          |                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                          |                          | 5                        |                          | 6                        |                          | 7                        |                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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1

### A fascinating game

| 0 | which logos they represented |
|---|------------------------------|
| 1 |                              |
| 2 |                              |
| 3 |                              |
| 4 |                              |
| 5 |                              |
| 6 |                              |
| 7 |                              |

Von der  
Lehrperson  
auszufüllen

| richtig                  | falsch                   |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

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2





T

X

## ANTWORTBLATT

3

## American infrastructure

|   |   |                          |   |                                     |   |                          |   |                          |
|---|---|--------------------------|---|-------------------------------------|---|--------------------------|---|--------------------------|
| 0 | A | <input type="checkbox"/> | B | <input checked="" type="checkbox"/> | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 1 | A | <input type="checkbox"/> | B | <input type="checkbox"/>            | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 2 | A | <input type="checkbox"/> | B | <input type="checkbox"/>            | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 3 | A | <input type="checkbox"/> | B | <input type="checkbox"/>            | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 4 | A | <input type="checkbox"/> | B | <input type="checkbox"/>            | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 5 | A | <input type="checkbox"/> | B | <input type="checkbox"/>            | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 6 | A | <input type="checkbox"/> | B | <input type="checkbox"/>            | C | <input type="checkbox"/> | D | <input type="checkbox"/> |
| 7 | A | <input type="checkbox"/> | B | <input type="checkbox"/>            | C | <input type="checkbox"/> | D | <input type="checkbox"/> |

Von der  
Lehrperson  
auszufüllen

richtig falsch

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

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4

## Pet therapy

|                                     |                          |                          |                          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 0                                   | 1                        | 2                        | 3                        |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4                                   | 5                        | 6                        | 7                        |
| <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8                                   | 9                        |                          |                          |
| <input type="checkbox"/>            | <input type="checkbox"/> |                          |                          |

Von der Lehrperson auszufüllen

richtig falsch richtig falsch richtig falsch richtig falsch

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
|                          | 1                        | 2                        | 3                        |
|                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4                        | 5                        | 6                        | 7                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8                        | 9                        |                          |                          |
| <input type="checkbox"/> | <input type="checkbox"/> |                          |                          |

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+

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Bitte umblättern

You are going to listen to an interview about the similarities between rock music and the U.S. economy. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–7) with the sentence endings (A–J). There are two sentence endings that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



## Rockanomics

|   |   |
|---|---|
| 0 | Krueger spoke about how the music industry can teach us ____. |
| 1 | Springsteen can be seen as representative of ____.            |
| 2 | In many businesses most of the money is ____.                 |
| 3 | Krueger believes that some people ____.                       |
| 4 | An initially rejected song later became accessible to ____.   |
| 5 | A lot of musicians keep prices down because they ____.        |
| 6 | Krueger believes economic benefits should be ____.            |
| 7 | People who earn less than the average ____.                   |

|   |   |
|---|---|
| A | are as gifted as others but just not as lucky |
| B | do not want to put their fans off             |
| C | a famous university professor                 |
| D | earned by a small number of high achievers    |
| E | spent on music activities                     |
| F | things about the U.S. economy                 |
| G | enjoyed by the majority                       |
| H | millions of people                            |
| I | an economy that favors an elite               |
| J | are becoming progressively poorer             |

You are going to listen to a woman talking about her fascination with a game you can play on your smartphone. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–7) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



## A fascinating game

|   |  |
|---|--|
| 0 | The speaker looked at symbols to find out ____.                                  |
| 1 | It didn't take long until she became a ____.                                     |
| 2 | The moment you identify a logo you experience ____.<br>(Give <u>one</u> answer.) |
| 3 | Pressing 'play' means ____.  |
| 4 | All those should play who are fascinated by ____.<br>(Give <u>one</u> answer.)   |
| 5 | New research shows that the McDonald's logo helps us to ____.                    |
| 6 | We seem to remember logos rather than ____.<br>(Give <u>one</u> answer.)         |
| 7 | Our own set of logos also contributes to ____.                                   |





You are going to listen to an interview with Blaine Leonard on the state of American traffic and sewage systems. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–7. Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



Quelle: Wikipedia

## American infrastructure

- 0 In 2007, reports said that many U.S. bridges
- A were currently being repaired.
  - B showed faults and shortcomings.**
  - C were reopened after examination.
  - D were closed for safety reasons.
- 1 Obama wants the United States to
- A cut billions in public spending.
  - B increase taxes to finance infrastructure.
  - C give preference to public transport.
  - D improve their traffic system.
- 2 Since public demand for measures in 2007,
- A big steps have been made.
  - B nothing relevant has happened.
  - C the system has been improved.
  - D the infrastructure has not got worse.
- 3 Public money has
- A had no effect.
  - B brought about noticeable improvements.
  - C proved useful but did not solve the problem.
  - D led to a turnaround.

- 4      **Public resources were mostly used for**
- A    urgent repairs.
  - B    long-term projects.
  - C    bridge replacement.
  - D    planning procedures.
- 5      **Since the 1960s infrastructure spending has**
- A    slightly increased.
  - B    gone down noticeably.
  - C    remained the same.
  - D    risen dramatically.
- 6      **After completing their infrastructure, Americans**
- A    praised themselves for having done it so well.
  - B    thought it was as good as that of other countries.
  - C    started to make it even better.
  - D    were not really satisfied with it.
- 7      **Blaine Leonard thinks that America's infrastructure**
- A    can be used for many more years.
  - B    still serves its original purpose.
  - C    must be fixed and changed.
  - D    should better be left unchanged.

You are going to listen to a report on how animals can help humans. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–9) with the sentence endings (A–L). There are two sentence endings that you should not use. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.

After the second listening, you will have 45 seconds to check your answers.



Quelle: Fotolia

## Pet therapy

|   |  |
|---|--|
| 0 | People who have contact with animals can ____.                   |
| 1 | One institution is ____.   |
| 2 | During class, one little girl is ____.                           |
| 3 | According to an expert, the company of animals can ____.         |
| 4 | The body produces more of a particular hormone when people ____. |
| 5 | The same hormone helps the body ____.                            |
| 6 | Riding encourages Ryan to ____.                                  |
| 7 | Scientists want to ____.   |
| 8 | Dog walking programs help shelter dogs ____.                     |
| 9 | In one program, dogs are helping people to ____.                 |

|              |  |
|--------------|--|
| A            | speak  |
| <del>B</del> | extend their lifespan                              |
| C            | spend time with animals                            |
| D            | help patients reduce their weight                  |
| E            | find out about the advantages for animals          |
| F            | recover  |
| G            | made more attractive by the presence of a dog      |
| H            | get a place more easily                            |
| I            | brighten the spirits of children and parents alike |
| J            | feel comfortable back in their country             |
| K            | coming into contact with specially trained animals |
| L            | distracted by a dog                                |





