



STAATSIINSTITUT FÜR SCHULQUALITÄT  
UND BILDUNGSFORSCHUNG  
MÜNCHEN



MITTELSCHULE

AUFGABENSAMMLUNG

## Qualifizierender Abschluss der Mittelschule

Besondere Leistungsfeststellung  
im Fach Englisch

### Listening Comprehension

Illustrierende Aufgaben

Englisch



Erarbeitet im Auftrag des Bayerischen Staatsministeriums für Bildung und Kultus,  
Wissenschaft und Kunst

#### **Leitung und Redaktion**

Hella Tinis-Faur, M. A.  
Staatsinstitut für Schulqualität und Bildungsforschung (ISB)

#### **Wissenschaftliche Begleitung**

Dr. Gyula Tankó, Eötvös Universität Budapest

#### **Sprachliche Beratung**

David Gough, München

#### **Autorenteam**

Lilian Bayer, Königsdorf	Ilse Petersen, München
Jochen Düll, Schongau	Michaela Pöschl, München
Anna Heindl, Moosburg	Matthias Ramming, Waging am See
Margit Kast, Diedorf	Franz Simmerl, Weiden
Ulrike Kraus, Eitmann	Markus Schratzenstaller, Straubing
Roman Kofler, Gaißach	Heribert Thöne, Mainburg
Birgit Kuhlmann-Deutz, Gochsheim	Anna Weber, Taufkirchen/Vils
Brigitte Mücksch-Klein, M. A., Türkheim	Ursula Wehner, Dittelbrunn

#### **Herausgeber**

Staatsinstitut für Schulqualität und Bildungsforschung, München

#### **Anschrift**

Staatsinstitut für Schulqualität und Bildungsforschung (ISB)  
Abteilung Grund-, Mittel- und Förderschulen  
Schellingstraße 155  
80797 München  
Tel.: 089 2170-2674  
Fax: 089 2170-2815  
Internet: [www.isb.bayern.de](http://www.isb.bayern.de)  
E-Mail: [abt.gmf@isb.bayern.de](mailto:abt.gmf@isb.bayern.de)



# QUALIFIZIERENDER ABSCHLUSS DER MITTELSCHULE

Besondere Leistungsfeststellung im Fach Englisch

## LISTENING COMPREHENSION

Illustrierende Aufgaben

## Inhaltsverzeichnis

<b>Vorwort</b> .....	<b>4</b>
<b>1 A big night for Derek (Sentence completion)</b> .....	<b>5</b>
1.1 Aufgabe.....	5
1.2 Aufgabenbeschreibung.....	5
1.3 Transkript.....	6
1.4 Lösungen .....	6
<b>2 At the Natural History Museum in London (Multiple choice)</b> .....	<b>7</b>
2.1 Aufgabe.....	7
2.2 Aufgabenbeschreibung.....	8
2.3 Transkript.....	8
2.4 Lösungen .....	8
<b>3 Radio broadcast: Volunteer interviewed (Short answer questions)</b> .....	<b>9</b>
3.1 Aufgabe.....	9
3.2 Aufgabenbeschreibung.....	9
3.3 Transkript.....	10
3.4 Lösungen .....	10
<b>4 Get on your bikes, Londoners! (Short answer questions)</b> .....	<b>11</b>
4.1 Aufgabe.....	11
4.2 Aufgabenbeschreibung.....	11
4.3 Transkript.....	12
4.4 Lösungen .....	12
<b>5 Future plans of school leaving students (Multiple matching)</b> .....	<b>13</b>
5.1 Aufgabe.....	13
5.2 Aufgabenbeschreibung.....	13
5.3 Transkript.....	14
5.4 Lösungen .....	14
<b>6 Going to a party (Multiple choice)</b> .....	<b>15</b>
6.1 Aufgabe.....	15
6.2 Aufgabenbeschreibung.....	15
6.3 Transkript.....	16
6.4 Lösungen .....	16
<b>7 At the party: Who's who? (Multiple choice)</b> .....	<b>17</b>
7.1 Aufgabe.....	17
7.2 Aufgabenbeschreibung.....	17
7.3 Transkript.....	18
7.4 Lösungen .....	18
<b>8 After the party (Short answer questions)</b> .....	<b>19</b>
8.1 Aufgabe.....	19
8.2 Aufgabenbeschreibung.....	19
8.3 Transkript.....	20
8.4 Lösungen .....	20
<b>9 Boo! It's good for you. (Multiple choice)</b> .....	<b>21</b>
9.1 Aufgabe.....	21
9.2 Aufgabenbeschreibung.....	22
9.3 Transkript.....	22
9.4 Lösungen .....	22

## Vorwort

---

Die nachfolgende Aufgabenzusammenstellung illustriert, wie Aufgaben<sup>1</sup> gestaltet sein können, die im Bereich *Listening Comprehension* in der besonderen Leistungsfeststellung im Fach Englisch zum Erwerb des qualifizierenden Abschlusses der Mittelschule vorkommen. Es handelt sich dabei nicht um Formate, die den gesamten *Listening*-Teil der Prüfung abdecken, sondern um einzelne Aufgaben, die den angezielten Schwierigkeitsgrad verdeutlichen sollen. Dieser wird von verschiedenen Faktoren mitbestimmt:

Einerseits hängt er von der Textkomplexität und dem Textumfang ab. Allerdings ist ein längerer Text mit einem hohen Anteil an häufig vorkommendem Wortschatz und überwiegend einfachen Satzstrukturen leichter zu verstehen als ein kurzer Text mit weniger gebräuchlichen Wörtern bzw. komplexen Satzkonstruktionen.

Andererseits beeinflussen vorkommende Geräusche bzw. die Anzahl der Sprecherinnen und Sprecher, deren Alter, Geschlecht und regionaler Akzent den Schwierigkeitsgrad einer Aufgabe. Sind beispielsweise zwei Mädchenstimmen zu hören, so kann es schwierig sein, deren Aussagen voneinander abzugrenzen. Entsprechend einfacher wird die Informationsentnahme bei einem Gespräch zwischen einem Mädchen und einem Jungen. Eine bedeutende Rolle spielen aber auch das Sprechtempo sowie die Deutlichkeit der Aussprache.

Zu weiteren Faktoren gehören die Vertrautheit der Schülerinnen und Schüler mit der Thematik und der Hörsituation sowie mit methodischen Kompetenzen wie Erschließungsstrategien, welche die Lernenden dabei unterstützen, relevante Informationen zu entnehmen, auch wenn unbekannte oder schwierige Wörter in einem Hörtext vorkommen.

Die hier enthaltenen Aufgaben wurden entsprechend der erwähnten Faktoren ausgewählt. Demzufolge weisen zwar manche Aufgabenstellungen ein ähnliches Format auf; sie unterscheiden sich jedoch in einzelnen Aspekten in Bezug auf den Schwierigkeitsgrad. Alle Aufgaben sind für Lern- und Übungszwecke gedacht. Deshalb ist es durchaus möglich, dass die Anzahl der Teilaufgaben, die Textkomplexität sowie -länge nicht zwangsläufig denen in der Prüfung entsprechen.

Inhaltlich ist die Aufgabensammlung wie folgt gegliedert: Nach jeder Aufgabe wird diese in tabellarischer Form kurz beschrieben. Die Aufgabenbeschreibung enthält Informationen zur Thematik, Textsorte, Textlänge, Sprechercharakteristik, Geräuschkulisse bzw. Textkomplexität. Auch der Link für den Download der Audiodatei befindet sich hier. Auf der jeweils gegenüberliegenden Seite stehen Transkript und Lösungen, die beide allerdings nur zum Überprüfen der eigenen Lösungen gedacht sind. Für die Aufgabebearbeitung sollte lediglich die Audiodatei verwendet werden.

Die Zusammenstellung zeigt Möglichkeiten der Überprüfung von globalen, selektiven, detaillierten oder inferierenden Hörverstehensleistungen, die zur Vorbereitung der Schülerinnen und Schüler auf die besondere Leistungsfeststellung eingesetzt werden können. Zudem ist sie als Anregung für Lehrkräfte gedacht, die entsprechend dem Leistungsstand ihrer Lerngruppe selbst Aufgaben zum Hörverstehen erstellen wollen.

Hella Tinis-Faur

München, im November 2015

---

<sup>1</sup> Aufgabe ist hier zu verstehen als *task*, d. h. als Kombination aus Hörinput (*listening text*), dazu gehörender Arbeitsauftrag (*instruction*) und den jeweiligen Teilaufgaben (*items*).

## 1 A big night for Derek (Sentence completion)

### 1.1 Aufgabe

Jamie is talking about Derek Jeter and the Kids' Choice Sports Award Night. Listen and fill in the gaps with one word from the text. There is an example (0) at the beginning.

(0) The 'Kid's Choice Awards' is a yearly awards show.

- (1) Nickelodeon is a private American TV \_\_\_\_\_ for children.
- (2) The 'Kids' Choice Sports Awards' honors \_\_\_\_\_ sportsmen.
- (3) Derek Jeter, a \_\_\_\_\_ superstar, has won the Legend Award.
- (4) Those athletes get this award who are \_\_\_\_\_ models to kids.
- (5) Derek has been 'World Series Champion' \_\_\_\_\_ times.
- (6) Derek got another award as the most valuable player in \_\_\_\_\_.
- (7) In his message to young people, he said, " \_\_\_\_\_ big,
- (8) work extremely \_\_\_\_\_, and
- (9) be a good \_\_\_\_\_."
- (10) After that, Derek was showered and covered with \_\_\_\_\_ slime.



### 1.2 Aufgabenbeschreibung

Thematik	Berühmte Persönlichkeiten
Sprecher	2 (beide männlich)
Geräuschkulisse	Anfang und Ende: kurzes Anspielen von Musik
Textsorte	Radiobericht, Monolog mit eingefügtem Zitat
Textkomplexität	einige schwierige Wörter, einige komplexe Satzstrukturen
Textlänge	Dauer insgesamt: 05:52 / Anzahl Wörter: 308
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien</a>

### 1.3 Transkript

Kid Reporter	<p>Good morning and welcome to our show. Today we are talking about the 'Kids' Choice Awards', also known as the KCAs. It is a yearly awards show hosted by Nickelodeon and aired on the Nickelodeon cable channel, a private American TV station for kids. It honors television, movie and music celebrities.</p> <p>The 'Kids' Choice <u>Sports</u> Awards' celebrates kids' favorites in the sports world. During the festivity a number of top sportsmen are honored with prizes in various categories. The winners receive a trophy and, for the fun of it, are showered with tons of slime. One of them is baseball superstar Derek Jeter.</p> <p>He is one of the best players of his generation and he has won this year's Legend Award. This is given to athletes who are the ultimate role models to kids all over the world and who inspire generations year after year.</p> <p>Jeter has been 'World Series Champion' five times while he has been playing for the Yankees over the last twenty years. He has also received many other awards, including the 'Most Valuable Player Award' in 1998 and the title of 'World Series Most Valuable Player' in 2000.</p> <p>When he accepted the Legend Award and was presented with a trophy, he had a message for young people all over the globe. Addressing the kids, he said,</p>
Derek	<p>Dream big. Set your goals high. Work extremely hard, and make sure to surround yourself with positive people. But most importantly, be a good person. If you do that, everything else will work out.</p>
Kid Reporter	<p>After his speech Jeter was showered in gold slime. It was sprayed from a gigantic Yankees symbol hanging above the stage. All covered in gold slime, Derek just smiled like the good sport that he is.</p> <p>You are listening to Radio Kids' and after a short break we'll be back with an interview ...</p>

### 1.4 Lösungen

- (1) station
- (2) top
- (3) baseball
- (4) role
- (5) five / 5
- (6) 2000
- (7) Dream / dream
- (8) hard
- (9) person
- (10) gold

## 2 At the Natural History Museum in London (Multiple choice)

### 2.1 Aufgabe

Listen to an audio guide of the Natural History Museum in London. While listening, tick (✓) the correct answers. There is an example (0) at the beginning.

**(0) Dippy lived ...**

- 15 million years ago.
- 150 million years ago.**
- 50 million years ago.
- 115 million years ago.

(1) He is ...

- 4 metres wide.
- 4.5 metres wide.
- 5 metres wide.
- 5.4 metres wide.

(2) Dippy was ...

- dangerous and clever.
- harmless and clever.
- dangerous and not clever.
- harmless and not clever.

(3) Dippy has been at the museum since ...

- 1905.
- World War I.
- World War II.
- 1979.

(4) The Londoners love Dippy although he's ...

- from the USA.
- just a copy.
- on T-shirts and postcards.
- been in newspaper cartoons.

(5) Dippy's tour of the UK will ...

- continue in September.
- start in 2017.
- last till September.
- end in 2017.

(6) A museum will have to keep Dippy for ...

- four weeks.
- about three months.
- minimum four months.
- fourteen months.

(7) When Dippy has gone, the Great Hall will ...

- be empty.
- be closed.
- show a blue whale's skeleton.
- show a copy of a blue whale.



## 2.2 Aufgabenbeschreibung

Thematik	Reisen, Orte, Sehenswürdigkeiten
Sprecher	1 (weiblich)
Geräuschkulisse	Stimme von einem Audio-Guide
Textsorte	Beschreibung, Bericht, Monolog
Textkomplexität	einige schwierige Wörter, einige komplexe Satzstrukturen
Textlänge	Dauer insgesamt: 07:05 / Anzahl Wörter: 403
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien</a>

## 2.3 Transkript

Guide	<p>Welcome to the Natural History Museum. Our tour starts in the Great Hall. Right in front of you, you can already see one of our most popular and biggest attractions: Dippy the Dinosaur.</p> <p>Dippy is the skeleton of a diplodocus, an animal that lived about 150 million years ago. The diplodocus is one of the biggest animals that ever lived. Dippy is 21 metres long, 4.5 metres wide and more than 4 metres high. As you can see, he has a very long neck and tail, strong legs and a very small head. Inside his head there was a very small brain so Dippy wasn't very clever, but he was a nice guy. He only ate leaves rather than other dinosaurs.</p> <p>Dippy has been at this museum for quite some time now. The skeleton arrived in 1905. During World War II he was in the cellar of the museum because everybody was afraid that the bombs might destroy him. Since 1979 he has been here in the Great Hall of the museum.</p> <p>Dippy is not actually a real skeleton, just a copy of a skeleton found in the United States. But the Londoners don't mind; they love him. You can buy T-shirts, postcards and coffee cups with pictures of him. And he's been in newspaper cartoons, news reports and even played starring roles in film and television.</p> <p>However, his days in London will soon be over: in 2017, Dippy will go on a tour of the UK. The tour will enable more people than ever to see the dinosaur. From September on, museums across GB can apply online to host Dippy for a while. Any museum that wants to do this has to have enough space to present him, of course. And they'll have to keep him for at least four months because it takes a lot of time to put the skeleton together.</p> <p>So you see, you are very lucky that you are here today and are able to look at him while he's still in London. But don't worry; when he's gone the Great Hall will not be empty. On the contrary, where Dippy stands now, there will be an even bigger animal: the skeleton of a blue whale, the biggest animal that has ever lived on earth. And it will be a real one instead of a copy.</p> <p>But now let's move on. We've only just started our tour ...</p>
-------	---

## 2.4 Lösungen

- |                             |                   |                                  |
|-----------------------------|-------------------|----------------------------------|
| (1) 4.5 metres wide         | (4) just a copy   | (7) show a blue whale's skeleton |
| (2) harmless and not clever | (5) start in 2017 |                                  |
| (3) 1905                    | (6) four months   |                                  |

### 3 Radio broadcast: Volunteer interviewed (Short answer questions)

#### 3.1 Aufgabe

Melanie is at a radio station. She is interviewed by the radio host. Listen to the interview. While listening, answer the questions below. Write short answers. There is an example (0) at the beginning.

(0) On which day is the interview with Melanie?

*(on) Thursday*

(1) In which country did Melanie work as a volunteer?

\_\_\_\_\_

(2) What jobs did she do in the park? (Give **two** examples)

\_\_\_\_\_

\_\_\_\_\_

(3) How did she feel about her work at the beginning?

\_\_\_\_\_

(4) What is the minimum age for volunteers?

\_\_\_\_\_

(5) What did she have to share in her accommodation?

\_\_\_\_\_

(6) What is Fremantle?

\_\_\_\_\_

(7) How long was Paul and Melanie's sightseeing tour?

\_\_\_\_\_

(8) When did Melanie swim with dolphins?

\_\_\_\_\_



#### 3.2 Aufgabenbeschreibung

Thematik	Welt der Arbeit / Reisen, Abenteuer und Herausforderungen
Sprecher	2 (1 männlich, 1 weiblich)
Geräuschkulisse	Radiogong anfangs, Werbung am Ende von <a href="http://www.hartwigmedia.de">www.hartwigmedia.de</a>
Textsorte	Radiointerview
Textkomplexität	einige weniger häufig vorkommende Wörter, einige komplexe Sätze
Textlänge	Dauer insgesamt: 8:43 / Anzahl Wörter: 532
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien</a>

### 3.3 Transkript

Vincent	Hello and welcome to Radio BCB. I'm your host Vincent Turner and this is your local radio programme. Every Thursday evening we introduce someone from our area who has experienced something special. And today Melanie, a young lady from Smethwick, is my guest. Hello and welcome to you, Melanie.
Melanie	Hello, Vincent. It's nice to be here.
Vincent	As you have already told me, you spent nearly a year in Australia. Tell us what you did there.
Melanie	Well, after finishing school last July, I wanted to go abroad. I found out about "Volunteers worldwide" and contacted them. They offered me a job as a volunteer in a wildlife park in Western Australia. And then on September 3 <sup>rd</sup> I arrived in Perth and then started working two days later.
Vincent	What kind of work did you have to do?
Melanie	Well, there was a wide range of jobs I had to do. Preparing food and water for the animals, cleaning cages, filling the duck- and swan ponds, checking the various pieces of equipment, reporting what needed replacing or repairing, gardening, as well as laundry, ...
Vincent	Wow, that sounds quite a lot.
Melanie	Yeah, at the beginning it was quite hard, but after a while I got used to it, and I must confess, I really enjoyed it.
Vincent	What requirements or qualifications do you need to fulfil?
Melanie	Oh, no specific qualifications. Well, you have to be at least 18 years old, and you should be in good health, of course, and prepared for hard physical work, especially during the summertime when it can get extremely hot.
Vincent	What about accommodation? Where did you stay?
Melanie	I lived in a lodge located close to the main train station in Perth. A very friendly and relaxing place. I had my own room but had to share a bathroom with others on my floor, which was ok for me.
Vincent	Doesn't sound too bad. Could you tell our audience something about Perth?
Melanie	Perth is a modern and vibrant city in Western Australia, which is locally known as the "state of excitement". It's a friendly and 'laid back' place, with a sunny climate. There are a number of attractions. My favourite place was Fremantle, or as the locals call it, 'Freo'. It's the city's port and it's rich in history. And at the weekends, you will find markets and entertainment. There are plenty of cafés to laze in.
Vincent	Did you also have a chance to do some sightseeing in the rest of Australia?
Melanie	Of course. I just did 12 weeks in the wildlife park, and then with my friend Paul, who had volunteered as a sports coach in a primary school in Perth, I toured around Australia for the next six months.
Vincent	So, what was the place you enjoyed most?
Melanie	Err, the outback and Uluru – without any doubt. But we didn't climb the rock! Oh, and swimming with wild dolphins in Rockingham south of Perth. That was a never-to-be-forgotten experience. I'd recommend this to everybody; it's just amazing. I did it on Christmas Eve, which made it a rather special kind of Christmas present.
Vincent	Sounds as if you had the time of your life. A huge thank you for coming and sharing your experiences with us.

### 3.4 Lösungen

- |   |   |
|---|---|
| (1) (in) Australia  | (4) (at least) 18 (years) (old)         |
| (2) prepare food (and water) for the animals / clean cages / fill the duck and swan ponds / check the equipment / report what needed replacing or repairing / gardening / laundry | (5) bathroom                            |
| (3) (it was quite) hard   | (6) the city's port / Perth's port      |
|   | (7) six / 6 months                      |
|   | (8) (at) Christmas / (on) Christmas Eve |

## 4 Get on your bikes, Londoners! (Short answer questions)

### 4.1 Aufgabe

A radio presenter from Radio London is talking to the owner of London City bikes. While listening, answer the questions. Write short answers. There is an example (0) at the beginning.

(0) Where do Jamie and the radio presenter meet?  
*on a breakfast show*

(1) What are they talking about?

\_\_\_\_\_

(2) What should you check before using your bike? (Give **two** examples.)

\_\_\_\_\_

(3) How is London becoming cycle-friendly?

\_\_\_\_\_

(4) What are two great dangers for cyclists in London?

\_\_\_\_\_

(5) What life-saving tips does Jamie talk about? (Give **one** example.)

\_\_\_\_\_

(6) What kind of bike is not available this summer?

\_\_\_\_\_

(7) How much is a bike per day in 2016?

\_\_\_\_\_

✂-----

### 4.2 Aufgabenbeschreibung

Thematik	Dienstleistungen
Sprecher	2 (beide männlich)
Geräuschkulisse	Anfang und Ende: Musik
Textsorte	Interview
Textkomplexität	teils Fachwortschatz, teils komplexe Satzstrukturen
Textlänge	Dauer insgesamt: 08:20 / Anzahl Wörter: 436
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien</a>

### 4.3 Transkript

Radio presenter	That was the weather forecast for today and you are listening to Radio London. Welcome to Tuesday's breakfast show. Now that the weather is improving and people are getting on their bikes again, we thought we should talk to Jamie Ward, the owner of London City Bikes.
Jamie	Good morning and hello to all the listeners out there.
Radio Presenter	Good morning, Jamie. Welcome to our studio. We are going to talk about road safety for bikers in London. Now, Jamie, what should our listeners think about before jumping on their bikes?
Jamie	The first thing they should check is that their bike is in full working order.
Radio Pres.	You mean it hasn't gone rusty over the winter?
Jamie	Yes, but you should also make sure your brakes and lights are working and your bell is loud enough. But for your safety, it's essential to wear high-visibility clothing and perhaps to have flashing lights even in the daylight. And a helmet is not a bad idea.
Radio Pres.	And do you really think London is cycle-friendly?
Jamie	That's a tricky question. We are making progress. There are a couple of cycle lanes and they are going to install more. The London mayor is even planning some super-highways for cyclists. So, cyclists, you should stick to these lanes. It's safer. You will never get stuck in a traffic jam and you will arrive on time wherever you plan to go.
Radio Presenter	The greatest problem for London cyclists are buses and lorries. Do you have any life-saving tips for our listeners?
Jamie	I think you should show drivers what you plan to do. Make sure you always make eye contact and use your arms for signalling where you want to go. And don't get too close to these large vehicles.
Radio Pres.	Well, Jamie, what kind of bikes are you offering for hire?
Jamie	Oh, we've got different kinds of bikes. We usually offer mountain bikes, racing and city bikes. But this summer we are not offering any racing bikes. We are offering e-bikes instead and they are very popular even with youngsters.
Radio Pres.	A good choice. Sounds great. How about the costs?
Jamie	We don't charge a lot. Last year our bikes were £5 per day. In 2016 we have to charge £6 pounds per day. Renting a bike is still affordable for every Londoner and for tourists, of course, too.
Radio Presenter	So, Londoners, get on your bikes, and enjoy the summertime exploring London's sights and parks. Thanks for coming, Jamie.
Jamie	It was a pleasure. I wish all London bikers a safe trip. Bye bye.
Radio Pres.	Now we are going to listen to my fave song. It's one of the early releases from the ...

### 4.4 Lösungen

- |                                |  |
|--------------------------------|--|
| (1) road safety (for bikers)   | (5) eye contact / use arms for signalling /<br>not too close to large vehicles |
| (2) brakes, light, bell        | (6) racing-bike  |
| (3) cycle lanes /superhighways | (7) six / 6 pounds   |
| (4) buses and lorries          |  |

## 5 Future plans of school leaving students (Multiple matching)

### 5.1 Aufgabe

The school reporter is interviewing some students who are leaving school in July. Listen to the students. While listening, match the jobs (A to I) to the students' names. Use each letter only once. You don't need all the jobs. There is an example (0) at the beginning.

A	car mechanic
<b>B</b>	<b>computer technician</b>
C	decorator
D	doctor's assistant
E	electrician
F	interpreter
G	postman
H	secretary
I	shop assistant

<b>(0) Bethany</b>	(1) Susie	(2) Chris	(3) John	(4) Mark	(5) Becky
<b>B</b>					

### 5.2 Aufgabenbeschreibung

Thematik	Welt der Arbeit, Bildung und Ausbildung
Sprecher	6 (3 weiblich, 3 männlich)
Geräuschkulisse	Radiogong, Musik am Ende von <a href="http://www.hartwigmedia.de">www.hartwigmedia.de</a>
Textsorte	Interview mit mehreren Personen
Textkomplexität	überwiegend frequenter Wortschatz, einige komplexe Satzstrukturen
Textlänge	Dauer insgesamt: 10:04 / Anzahl Wörter: 575
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/ga_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/ga_aufgaben_listening/audiodateien</a>

### 5.3 Transkript

Reporter	Next you're going to listen to an interview with some of our students who are leaving school in July. We have asked them to talk about their future plans regarding their jobs. Bethany, can you tell us what you're going to do?
Bethany	I think I'm very lucky. The firm I will work for has shops in Ireland and the US. It has always been my dream to work in other countries for some time. Now I hope to get the chance to do so. Because it's impossible to know everything in this field, I will have to specialize in one area or another like installing hardware and software systems or configuring networks. As I enjoy analyzing things, I think I am suitable for this job.
Reporter	Susie, what about you?
Susie	During the last two years I have had the chance to work in three different places: a department store, an office and a surgery. I really enjoyed the times there. My office and computer skills are quite good. I am a sociable person and I can talk to anybody. And I like listening to people's problems, but I would never ever tell anybody what I get to know. Most of all, I like helping others. That's why I would like to start an apprenticeship at the last place I've been. I enjoyed explaining treatment procedures and preparing people for examination.
Reporter	Chris, what are your plans?
Chris	Well, I applied for two jobs and both interviews went really well. So I had to decide which job to take. I've chosen the apprenticeship at the building site. But I won't have to work outside a lot; I can mainly work inside. And after I finish the technical training and gain some years of work experience, I can start my own business. Whenever somebody moves into a new house or flat, they will need someone like me for installing light systems or connecting up devices, like the oven, the fridge, ...
Reporter	And you John?
John	I am interested in any kind of technology. As a child I watched my father maintaining and repairing all sorts of vehicles. Whenever he allowed me to help him, I took the chance. And because of this I have been able to see the changes and improvements, for example diagnosing problems with the help of computers. Someday, I hope I can take over my father's workshop and be my own boss.
Reporter	Mark is sitting next to me. Tell us about yourself, Mark.
Mark	The kind of job I would like to do is something similar to my old part-time job. I spent a lot of time outside, and while delivering the mail, I often had the chance to meet and talk to different people. With the arrival of the Internet and e-mail, people thought that these kinds of jobs would disappear. Of course, they forget that there are many people who still prefer writing letters and these have to be delivered to people's doors.
Reporter	And what about you, Becky?
Becky	I have had two work-experience sessions in two different offices. In both of them people appreciated my organizing skills. They also noticed that my typing is quite good. But I have to improve my knowledge of foreign languages, maybe take a course in French. Foreign languages are necessary because the company has partners all over the world, and speaking another language can be helpful for telephone calls or writing letters.
Reporter	And now some more music from our school band.

### 5.4 Lösungen

(0) Bethany	(1) Susie	(2) Chris	(3) John	(4) Mark	(5) Becky
<b>B</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>G</b>	<b>H</b>

## 6 Going to a party (Multiple choice)

### 6.1 Aufgabe

Liz is on the phone to her friend Amy. Listen and tick (✓) the correct answers. There is an example (0) at the beginning.

**(0) Tom's birthday party will be ...**

- next Friday.
- tomorrow.
- tonight.**
- next week.

(1) Liz has to be at home by ...

- 10:30 pm.
- 11:00 pm.
- 11:30 pm.
- 12:00 pm.

(2) Tom invited the girls ...

- last week.
- last Saturday.
- a week ago.
- two weeks ago.

(3) Amy and Liz want to meet at ...

- 7:00 pm.
- 7:30 pm.
- 8:00 pm.
- 8:30 pm.

(4) As a birthday present, Amy bought a ...

- T-shirt.
- baseball cap.
- DVD.
- cinema ticket.



### 6.2 Aufgabenbeschreibung

Thematik	Feste und Bräuche
Sprecher	2 (beide weiblich)
Geräuschkulisse	Wählgeräusch, Telefonklingeln im Hörer, 1 Telefonstimme (Amy)
Textsorte	Dialog
Textkomplexität	überwiegend frequenter Wortschatz, einige komplexe Satzstrukturen
Textlänge	Dauer insgesamt: 04:28 / Anzahl Wörter: 228
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien</a>



### 6.3 Transkript

Amy	Hi, Liz. Are you going to Tom's party tonight?
Liz	Yes. But I won't be able to stay until midnight because my parents said I'm allowed to go as long as I'm home by eleven o'clock. And you know my parents: When Mum says eleven she doesn't mean half past eleven. Are you going?
Amy	Oh, yes. Do you think I'd sit at home all by myself on a Saturday night? I've been looking forward to it since we got the invitation two weeks ago. Shall we meet beforehand and go together?
Liz	Oh, yes. That would be nice. Why don't you pick me up at seven? That will give us plenty of time to get to Tom's by eight.
Amy	OK, I'll pick you up. But isn't seven a bit too early? What about seven thirty?
Liz	OK, that's fine. The party won't start before eight thirty, I'm sure.
Amy	Do you have a birthday present for Tom?
Liz	No, I haven't got anything yet. I just don't want to get him another baseball cap. I'm going into town today to see if I can find something, maybe a funny T-shirt. What about you?
Amy	Well, first I thought of a cinema ticket. But then I got him a DVD. It's a really funny film; I think he'll like it.
Liz	Right, I'd better get going. So, see you at seven thirty.
Amy	OK, see you then.

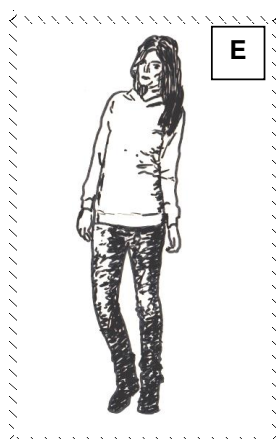
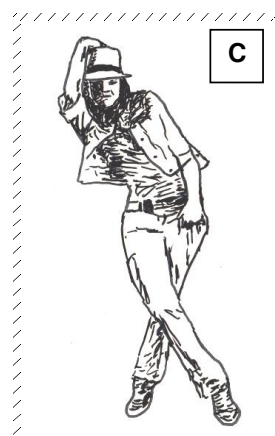
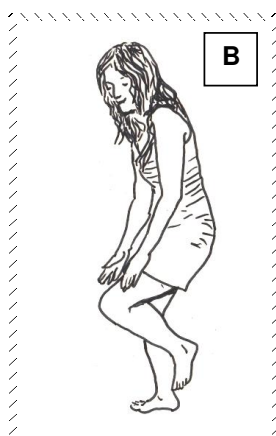
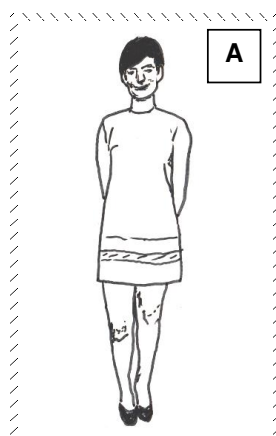
### 6.4 Lösungen

- (1) 11:00<sub>pm</sub>
- (2) two weeks ago
- (3) 30 minutes
- (4) DVD

## 7 At the party: Who's who? (Multiple choice)

### 7.1 Aufgabe

Liz is at Tom's party. She's talking to Dave. Listen and match the pictures (A-F) to the names of the girls (1-4). Write the letters of the pictures in the boxes next to the names. Use each picture only once. You don't need all the pictures. There is an example (0) at the beginning.



(0) Liz

A

(1) Amy

(2) Anna

(3) Emily

(4) Jane



### 7.2 Aufgabenbeschreibung

Thematik	Aussehen und Kleidung
Sprecher	2 (1 weiblich; 1 männlich)
Geräuschkulisse	Partystimmung im Hintergrund sowie Musik von <a href="http://www.hartwigmedia.de">www.hartwigmedia.de</a>
Textsorte	Dialog
Textkomplexität	hauptsächlich frequenter Wortschatz, einige komplexe Satzstrukturen
Textlänge	Dauer insgesamt: 04:05 / Anzahl Wörter: 215
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/qa_aufgaben_listening/audiodateien</a>

### 7.3 Transkript

Dave	Hi, Liz. Nice party, isn't it? Oh, you've got a new hairstyle. The short hair really suits you.
Liz	Oh, thanks. This is a great party, isn't it?
Dave	Yes, I really like the music. It's great for dancing. Who did you come with?
Liz	I came with Amy Ward.
Dave	Who's she?
Liz	That's her over there at the window: the dark-haired girl with the glasses
Dave	Oh, yes. I know her by sight but I've never spoken to her.
Liz	And who did you come with?
Dave	I came with Emily. I don't think you know her. She's the long-haired girl with the hat. She is crazy about hats.
Liz	The one with the jeans jacket?
Dave	No, that's Jane. Emily is the one with the glasses.
Liz	Jane's wearing a hat, too.
Dave	Yes, she is. Jane is Emily's best friend. They like to dress the same. It's the first time I've seen them looking different ... except for the hats, of course.
Anna	OUCH!
Liz	Oh, look at Anna! She's bleeding!
Dave	She was dancing in her bare feet. She must have stepped on some broken glass. Oh, it looks as if it really hurts.
Liz	Oh my God, she seems to be bleeding a lot ... I think we'd better take her to the hospital. It's just around the corner.
Dave	OK, let's go and look after her.

### 7.4 Lösungen

(0) Liz **A** (1) Amy **D** (2) Anna **B** (3) Emily **F** (4) Jane **C**

## 8 After the party (Short answer questions)

### 8.1 Aufgabe

Liz has just come home from Tom's party. She's talking to her Mum. While listening, answer the questions. Write short answers. There is an example (0) at the beginning.

(0) Why is Liz' Mum angry with her?

*She has been worried*

(1) What does Liz's Mum expect from her daughter?

\_\_\_\_\_

(2) Who went to the hospital with Liz and Anna?

\_\_\_\_\_

(3) Why did Dave leave earlier?

\_\_\_\_\_

(4) How long did they have to wait for a doctor at the hospital?

\_\_\_\_\_

(5) Why didn't Liz call her parents on her mobile phone?

\_\_\_\_\_

(6) How did Anna get home?

\_\_\_\_\_



### 8.2 Aufgabenbeschreibung

Thematik	Menschliche Beziehungen
Sprecher	2 (beide weiblich)
Geräuschkulisse	keine
Textsorte	Dialog
Textkomplexität	hauptsächlich frequenter Wortschatz, einige komplexe Satzstrukturen
Textlänge	Dauer insgesamt: 04:05 / Anzahl Wörter: 225
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/ga_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/ga_aufgaben_listening/audiodateien</a>

### 8.3 Transkript

Mum	Liz, thank God you're here. Do you realize how worried I have been about you? That's the last time you'll be allowed out late!
Liz	Mum, please give me a chance to explain what happened.
Mum	Well, you'd better have a very good story, Liz.
Liz	I do, Mum. You see, Anna stepped on some broken glass and cut her foot ...
Mum	Oh my God, the poor thing!
Liz	So, Dave helped me to take her to Queen's Hospital ...
Mum	Ah, good – he's really kind, isn't he?
Liz	He waited with us for about an hour, but then he had to get the last bus home.
Mum	Mmmm ...
Liz	And then it took about two-and-a-half hours for Anna to be seen by a doctor ...
Mum	Well, why didn't you ring and tell us that you'd be late?
Liz	We had no reception for our mobile phones ...
Mum	You could have used one of the hospital telephones, couldn't you?
Liz	Mum, can't you understand! Anna was hurt, and she was scared ... so I stayed with her until the doctor had seen her, and then I arranged for her to be taken home by taxi. I've had a horrible night ...
Mum	Oh, Liz, I'm so sorry. I should have known something had happened.
Liz	That's OK Mum. Let's chat about it tomorrow. I'm so tired now.
Mum	Of course, Liz, sleep tight darling.
Liz	Thanks, Mum, good night.

### 8.4 Lösungen

- (1) (an) explanation
- (2) Dave
- (3) (he had to get) the last bus (home)
- (4) 2.5 hours / two and a half hours
- (5) no reception (for her mobile phone)
- (6) (by) taxi

## 9 Boo! It's good for you. (Multiple choice)

### 9.1 Aufgabe

Jane is Harry's mother. She is on the phone to her brother, Dr. Peter Miller, who is a psychologist. While listening tick (✓) the correct answers. There is an example (0) at the beginning.

(0) Harry, Jane's son, has got an invitation to a ...

- birthday party.
- pyjama party.
- Halloween party.**
- Christmas party.

(1) Jane is afraid because her son will ...

- not sleep well.
- not like the idea.
- not enjoy the party.
- not like his costume.

(2) The party guests will wear scary costumes with ...

- spiders and skeletons.
- skulls and blood.
- skeletons and blood.
- spiders and bones.

(3) Peter tells Jane to ...

- be happy.
- calm down.
- keep cool.
- feel safe.

(4) Peter talks about this scary noise:

- slamming windows
- banging doors
- cracking floors
- shattering glass

(5) For the party, Harry's mum has to make ...

- blood-red vampire drinks.
- biscuits with spider webs.
- noodle salad with worms.
- cut-off finger sausages.

(6) Scary feelings make a group of people ...

- feel excited.
- become better friends.
- become better people.
- feel strong.

## 9.2 Aufgabenbeschreibung

Thematik	Feste und Bräuche / Gesundheit und Befinden
Sprecher	2 (1 weiblich, 1 männlich)
Geräuschkulisse	Wählergeräusch, Telefonklingeln im Hörer, 1 Telefonstimme (Peter)
Textsorte	Dialog
Textkomplexität	einige weniger gebräuchliche Wörter, überwiegend einfache Sätze
Textlänge	Dauer insgesamt: 07:03 / Anzahl Wörter: 379
Anzahl Hören	zweimal
Link zur Audiodatei	<a href="http://www.isb.bayern.de/mittelschule/materialien/ga_aufgaben_listening/audiodateien">www.isb.bayern.de/mittelschule/materialien/ga_aufgaben_listening/audiodateien</a>

## 9.3 Transkript

Peter	Hello.
Jane	Hello, Peter. Jane here. I need your advice concerning Harry.
Peter	Jane? What's the matter with Harry?
Jane	Well, he has been invited to a Halloween party, and I'm not sure it's a good idea. I was hoping that you could tell me what to do. Harry is only twelve, and I'm afraid he'll end up having bad dreams.
Peter	I know you never used to like these things. But in fact, it is not as bad as you think.
Jane	Yes, but isn't it scary for a twelve-year-old? Just think of all those people wearing skull make-up and scary costumes, with skeletons and blood!
Peter	OK, Jane! Don't panic! Scary stuff can be cool. Surprisingly, it is known that it causes a chemical reaction in your body that makes you feel happy and safe. So calm down, Jane.
Jane	Oh, come on, Peter! I can't believe that!
Peter	As far as I know, scientific studies say that being frightened can be good for you. Think about your favourite scary book or movie. Or about what happens when something makes a loud noise in the night, or a door slams, or glass shatters? It often makes you jump. This reaction is caused by fear.
Jane	Well, maybe that is true for adults, but not for little children.
Peter	OK, if they are younger than six or seven, they don't really understand what is real and what is not. But Harry is twelve, Jane! Remember that.
Jane	I know. But he has to take some Halloween food to the party. They are going to have bloody vampire drinks, worms – well, actually noodle salad and biscuits with spider webs and bats ... horrible things! And I am supposed to prepare sausages that look like cut-off fingers or eggs that look like eyes! I can't possibly make things like that!
Peter	Listen, Jane. Scientists have found out that if you experience these scary feelings with a group of people, it can make you feel closer and stronger friends with them. So haunted houses, ghosts, and Halloween parties are quite a good idea. It will help Harry grow up.
Jane	Well, Peter, what may be fun for one person, could be scary for another.
Peter	Absolutely right. It will probably be great fun for Harry, but it's scary for you! That's the real problem, Jane.

## 9.4 Lösungen

- |                         |                             |
|-------------------------|-----------------------------|
| (1) sleep not well      | (4) shattering glass        |
| (2) skeletons and blood | (5) cut-off finger sausages |
| (3) to calm down        | (6) become better friends   |

# AUFGABENSAMMLUNG MITTELSCHULE



Staatsinstitut für Schulqualität und Bildungsforschung

Schellingstraße 155, 80797 München

Tel.: 089 2170-2101

Fax: 089 2170-2105

Internet: [www.isb.bayern.de](http://www.isb.bayern.de)