

**Kaufmännische Berufsmatura 2004
Kanton Zürich**

Englisch Lösungen

printed by www.klv.ch

Publiziert mit Bewilligung der kantonalen Prüfungsleitung. Eine kommerzielle Verwendung dieser Prüfungsaufgaben bedarf der Bewilligung der Autorinnen und Autoren bzw. der kantonalen Prüfungsleitung.

TASK 1

20 POINTS

ONE POINT PER ELEMENT AS INDICATED IN THE KEY

For questions 1-10, complete the second sentence so that it has a similar meaning to the first sentence. You must use the word given in bold print. **Do not change this word.** Use between **two and five words**, including the word given.

- 1 Several people saw the accident.

by

The accident **was seen / by** several people.

- 2 Tom can't go to Sue's party because he is sick.

well

If Tom **was (were) well, / he could go (he would go)** to Sue's party.

- 3 If you don't apologise immediately, you'll be in trouble.

better

You **had / better apologise** immediately, or you'll be in trouble.

- 4 We hadn't expected the weather to be as bad as it was.

much

The weather was **much worse / than** we had expected.

- 5 "Don't go too near the cliffs", the teacher warned his students.

not

The teacher warned his students **not to / go (too) near** the cliffs.

- 6 John started working here in 1993.

been

John **has been working (has been) / here since** 1993.

- 7 Can you give me directions for the Business School?

how

Could you tell **me how / to get to (I get to)** the Business School.

- 8 John regrets not taking music lessons when he was at school.

he

John wishes **he had / taken** music lessons when he was at school.

9 Beckham finished the match despite his injury.

he

Beckham finished the match **although (even though) / he was** injured.

10 Live in the bush for a year? Me?! – Forget it!

imagine

I **can't imagine / living** in the bush for a year.

TASK 2

10 POINTS

Read the text below and look carefully at each line. If a line is correct, put a tick ✓. If there is a word in a line which should not be there write down the word on the right. The first two lines have been done for you. Only numbered lines are relevant to the test.

BRITISH SOAP OPERAS ARE POPULAR

The British have a singular taste for TV soaps. Glossy soaps from the US	0	✓
are shown in Britain from time to the time but sooner, rather than	00	the
later, audiences get tired of too much glamour. Australia, too, does	1	does
supplies TV dramas to Britain. Yet, although they are popular with	2	✓
day-time viewers, they have failed not to find a place in the	3	not
all-important early evening schedules.		
Every week, at around 7pm, up to 35 million of Britons sit down to	4	of
watch one of the four major home-grown soaps. The most longest	5	most
running of these is Coronation Street, which has started in the sixties.	6	has
All soaps use the same basic formula. The lives of a dozen or so main	7	✓
characters are constantly in a mix of the love affairs, marriage,	8	the
divorce and sometimes even though a fatal accident or murder.	9	though
In real life, these kinds of incidents might be experienced by	10	✓
people occasionally, but not three or four times a week.		

Read the text and fill the gaps with **one** suitable word.

PRESERVING OUR PLANET

In spite (1) **of** decades of scientific research, no-one yet knows how (2) **much** damage human activity is doing to the environment. Humans are thought to (3) **be** responsible for a large number of environmental problems, ranging from global warming (4) **to** the hole in the ozone layer. What is not in doubt is the damaging effect (5) **which / that** humans are having on the animal and plant life of the planet.

Currently, an estimated 50,000 species become extinct every year. (6) **If** this carries on, the impact on all living creatures is likely to be intense. Dr Nick Middleton, a geographer at Oxford University, says, "All species depend in some way on (7) **one** another to survive. And the danger is that, if you remove one species from this very complex web of relationships, you have very little idea about the knock-on effects on the ecosystem. So, if you lose a key species, you might cause (8) **a** large number of other extinctions."

Complicating matters is the fact that (9) **there** are no obvious solutions to the problem. The latest solution is "sustainable management". This means humans should be able to use any species of animal or plant for (10) **their** benefit, provided enough individuals of that species are left alive to ensure its existence.

LISTENING COMPREHENSION**KEY****TASK 1****Film Review****24 points / two points per gap****Accept other reasonable answers.****Ignore spelling mistakes, unless understanding is hampered.**

Jami Bernard works both as a columnist and as a

1

film critic

The documentary explores what happened in Rio on

2

June 12, 2000

A

3

commuter

bus is hijacked by a young man.

The drama ends after

4

4 hours

At first, Nascimento threatens

5

to kill

everyone on the bus.

The

6

authorities

forbid the police to shoot the hijacker in the presence of live TV.

A police officer shoots a female passenger

7

by accident

The Brazilian public is shocked by the police's

8

incompetence

and their brutality.

Information about the event is presented in interviews with

9

survivors

journalists and cops.

When Sandro was still very young, he witnessed

10

the murder

of his mother.

Jami gives the movie

11

4 stars

out of five possible ones.

What Jami likes best about the movie is the fact that it is

12

a moving

film.

TASK 2**A Customer's Complaint****16 points / two points per correct answer****1. What is the man trying to return to the store?**

- A** a dress shirt
- B** a sweatshirt
- C** a jumper

2. What is one reason why the man wants to return the item?

- A** The item was the wrong size.
- B** The fabric is coming apart.
- C** The item is clearly stained.

3. The customer damaged the item

- A** by having it improperly dry-cleaned.
- B** by using the wrong washing powder.
- C** by not hand-washing the item correctly.

4. What does the store clerk not offer to do for the man?

- A** return his money
- B** exchange the item
- C** give him store credit

5. The customer did not realise that he had bought a clearance item because

- A he had not read the price tag carefully enough.
- B he had not noticed important information in an ad.
- C the clothing racks had not been labelled correctly.

6. The sales clerk states that he cannot take the item back because

- A the customer no longer has the store receipt.
- B the customer bought the item six days ago.
- C the customer has returned to the shop too late.

7. What point does the customer not complain about?

- A the poor quality of the shop's products
- B the unreasonable prices of the shop's products
- C the dreadful after-sales service of the shop

8. How does the conversation end?

- A The customer gives the item to the sales clerk as a gift for his dog.
- B The customer leaves the store without taking the item with him.
- C The customer takes the item home so that his dog can wear it.

You are going to read a newspaper article about the British driving test. Choose from the list (A - I) the sentence which best summarises each part (1 - 7) of the article. There are two extra sentences which you do not need to use. Write your answers in the shaded boxes.

A	The video test was the better of two proposals.
B	If drivers were made aware of their weaknesses, the roads would be safer.
C	A new test for reaction times may soon be included in the driving test.
D	The majority of people think they are safer drivers than most others.
E	The video test will make it harder to qualify as a driver.
F	The video test will be easy to put into practice.
G	The video test is more attractive for young people than the written questionnaire.
H	People have the wrong idea about the relationship between age and good driving.
I	The video test involves reacting to various possible problems.

Learner drivers to face video test?

Government ministers are considering a video exam for learner drivers.

Christian Wolmar reports.

1 C

New drivers could be asked to play a sophisticated video game as part of their training and driving test, under proposals to be announced by transport ministers next week. The Department of Transport has been considering a test devised by researchers which tests people's 'hazard and perception skills', that is how quickly they are aware of a dangerous situation and how quickly they react to it. This is a particular weak point of new and learner drivers.

2 H

Dr Frank McKenna, the psychologist heading the £200,000 project, says: “Young people, despite popular belief and particularly their own estimation of their driving, do not have faster reaction times than older drivers. Although they may be slightly quicker once they notice something dangerous, they are much slower at spotting a possible crisis.”

3 A

Dr McKenna says that the video is a much better tool for training and testing than written questionnaires, which were an alternative suggestion put forward by the Department of Transport last August. “Questionnaires may be cheaper - though they are quite expensive to mark – but there is no relationship at being good at answering the questions and being good at avoiding accidents.”

4 F

Rather than developing a complicated programme involving high technology, Dr McKenna has concentrated on a scheme that could be carried out quickly and cheaply. “There will be no excuse for not implementing this test.”

5 I

Drivers being assessed watch a ten-minute video and press a button as soon as they see a dangerous situation. While some of the situations on the video were acted by the research team, several were not, including a dangerously wobbly cyclist, who cuts across traffic to go along the white lines in the middle of the road, and a woman stepping out into the traffic from a bus stop.

6 D

Dr McKenna is working on research funded by the Economic and Social Research Council on how drivers judge their own driving skills. His preliminary work suggests that people usually think that their skills are above average, which is, of course, statistically a nonsense. Indeed, in one similar survey in the USA not one person from a large sample thought their skills were below average.

7 B

He believes that one way of reducing road deaths is to get people to realise that they are not as good as they think. He gets them to think of an accident they have caused and then to imagine the results. This training is successful at making drivers more careful, and Dr McKenna hopes it may become a routine part of driver instruction.

You are going to read an extract from an autobiography. For questions 8 - 15, choose the answer (A, B, C or D) which you think expresses best what the text says.

I left school at fifteen. I was an academically bright lad, who was urged by some of his teachers not to leave, but I wanted out, to see life, and I didn't want to reach beyond the expectations of the friends who left school with me. I worked for a year in a laundry, as a van-boy delivering dry-cleaning.

On turning sixteen I applied to be, and eventually began working as a trainee heating engineer with a medium-sized company in East Belfast. The first months were boring. The work was not demanding, but I found the environment of a factory annoying. I remember my first week. I left the factory to meet up with a friend and I realised that I had forgotten to collect my wages. My friend thought I was an idiot. After many months working in the factory, I was sent off to college to study for my Certificate in Heating Engineering. I found the classroom routine unpleasant and I remember feeling a sense of limitation. Five years of this – to end up as a heating engineer and continue with that for the foreseeable future was not an exciting thought.

*Although I had left school against the advice of my teachers, I had, without telling anyone, tried to continue my studies in literature at evening classes. It was a boring walk from one end of the city to the other, and to sit among adults was confusing. I was the youngest in the class, so the companionship I knew at school was absent. I put up with **it** (see question 11) for a short period. It was too long a walk on cold winter nights and it was hard to concentrate on Shakespeare with wet shoes and soaking trousers. So I carried on reading books and writing poetry at home.*

By chance, I won some prizes and literary awards in national competitions. A young woman from a TV company came to the college one day. She told me in the quiet of the corridor that I had won a national poetry award. I stared at her in astonishment and disbelief. She wanted to make a short film about me, to which I said: "No, I couldn't do that." Not that I had any real excuse. I was just unprepared. She eventually persuaded me that I should do it the following day.

Off I went to Shaws Bridge, on the outskirts of Belfast. They made a short film of me reading one of my poems and I was forever after occupied with a fascination for words. I wondered what I should do after this, and decided some weeks later that I could not stand the idea of spending the rest of my days working with pipes. So one evening, I hesitatingly told my parents that I wanted to return to school. They were shocked and, I think, a little afraid but they did not try to persuade me not to. They wanted to know if I was sure, if I knew what it meant and whether I was aware that if I gave up my training it would be very difficult to get a good job. But nothing could put me off, and they pursued the matter no further.

- 8 One reason why the writer left school at the age of fifteen was that he

8	B
---	----------

A didn't get on well with his teachers.
B didn't want to be different from his friends.
C simply had no other choice.
D thought he would get a good job.
- 9 What did the writer feel while he was training to be a heating engineer?

9	A
---	----------

A He was capable of doing something better.
B He preferred the college to the factory.
C He might fail to qualify as a heating engineer.
D He didn't always receive enough money.
- 10 What did the writer realise when he attended evening classes?

10	B
----	----------

A He learned a lot more when he studied at home.
B He was out of place among the other students.
C The behaviour of the other students annoyed him.
D The studies were less interesting than he expected.
- 11 What does "it" refer to in the third paragraph of the text?

11	C
----	----------

A companionship
B English literature
C the evening class
D the long walk
- 12 Why at first did the writer refuse to appear in the film?

12	A
----	----------

A He was taken by surprise.
B He wanted more time to think.
C He thought someone else should be in it.
D He felt he didn't deserve it.
- 13 Why did the writer decide to return to school?

13	A
----	----------

A He had discovered what really interested him.
B He needed to learn much more about pipes.
C He simply didn't know what else to do.
D The film producer advised him to do so.
- 14 How did the writer's parents react to his decision to return to school?

14	C
----	----------

A They got into an argument with him.
B They hid from him what they really thought.
C They pointed out how it would affect his future.
D They told him he was making a bad mistake.
- 15 What would be the most suitable title for this extract?

15	D
----	----------

A Pressures of fame
B Great expectations
C An unlucky beginning
D A change of direction