

Name:

Klasse/Jahrgang:

Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

21. September 2023

Englisch

Hören B2

Hinweise zum Bearbeiten der Aufgaben

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

Bevor Sie mit den Aufgaben beginnen, nehmen 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.

<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	G	<input type="checkbox"/>	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.

falsche Antwort	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:

ANTWORTBLATT

Cultural appropriation

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input checked="" 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"/>

___ / 7 P.

1

Sports tech

0	<i>triumph and disaster</i>
1	
2	
3	
4	
5	
6	

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"/>

___ / 6 P.

2

ANTWORTBLATT

3

The flexible work revolution

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

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1 <input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>
		4 <input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>	6 <input type="checkbox"/>	<input type="checkbox"/>
		7 <input type="checkbox"/>	<input type="checkbox"/>	8 <input type="checkbox"/>	<input type="checkbox"/>		

___ / 8 P.

4

The art of giving a speech

0 F	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>			

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1 <input type="checkbox"/>	<input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/>
		4 <input type="checkbox"/>	<input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>	6 <input type="checkbox"/>	<input type="checkbox"/>
		7 <input type="checkbox"/>	<input type="checkbox"/>	8 <input type="checkbox"/>	<input type="checkbox"/>		

___ / 8 P.

1**7 P.**

You are going to listen to a recording about fashion adopting elements of other cultures. 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 each question (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.

Cultural appropriation

- 0 According to Professor Matthes, cultural appropriation
- A needs to be avoided at all costs.
 - B can do little harm.
 - C is basically acceptable.
 - D is a source of great inspiration.
- 1 The speaker wonders at what point cultural appropriation
- A needs to be publicly criticized.
 - B starts to become damaging.
 - C helps people express themselves.
 - D benefits cultural identity.
- 2 Appropriating traditional outfits is all right in order to
- A highlight the beauty of some traditional clothes.
 - B reflect your belief in certain rituals.
 - C demonstrate your sense of fashion.
 - D show appreciation of other people's customs.
- 3 When well-known firms use traditional patterns, they might
- A create difficult situations.
 - B get the shape wrong.
 - C use different fabrics.
 - D require a license.
- 4 One star created tension when she
- A based her performance on a traditional song.
 - B got married in a traditional Asian outfit.
 - C used a traditional name for her costume.
 - D combined a traditional style with a revealing cut.

- 5 In order to determine whether something is culturally offensive, people should
- A research the issue on specific websites.
 - B look up the guidelines of social media use.
 - C ask representatives of that community.
 - D talk to experts in social history.
- 6 Society's disapproval of cultural appropriation might make some people
- A unfollow certain celebrities on social media.
 - B stop buying certain designer brands.
 - C reject taking ideas from other cultures.
 - D deny their background.
- 7 Trying not to hurt people's feelings could keep
- A celebrities from going to certain festivals.
 - B many Native Americans from making a living.
 - C Americans from promoting ethnic culture.
 - D authorities from taking legal measures.

2

6 P.

You are going to listen to an interview with Steve Haake from 2020 about the impact of technology on sports. First you will have 45 seconds to study the task below. Then you will hear the recording twice. While listening, complete the sentences (1-6) 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.



Sports tech

0	The presenter describes sports events as spectacles of ____.
1	A lot of Steve's professional life has focused on improving the performance of ____.
2	Steve started to promote a better lifestyle for everyone at the time of ____.
3	Steve was supposed to take part in a research meeting on the topic of ____.
4	Generally, the number of participants at the research meeting is ____.
5	When athletes depend too much on technology, Steve describes it as ____.
6	One athlete definitely did something forbidden when she installed ____.

3

8 P.

You are going to listen to an interview with a CEO who changed the way people work at his company. 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 (1-8) with the sentence endings (A-K). 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.



The flexible work revolution

0	The CEO was surprised that his idea ____.
1	During the test period they also arranged to ____.
2	From the beginning they managed to ____.
3	The need to hire new employees could ____.
4	The key economic requirement of the new model is that employees ____.
5	All employees were independently from others able to ____.
6	Some employees used the new advantages of the scheme to ____.
7	In the beginning, new employees ____.
8	The traditional scheme is chosen by people who prefer to ____.

A	decide if and how to take part in the project
B	increase output by a quarter
C	have to work according to a traditional schedule
D	keep output at the same level
E	make a list of tasks and duties
F	have the project assessed scientifically
G	be able to get a bonus for hard work
H	be reduced significantly
I	spread all over the world
J	combine job and family duties
K	be evaluated for the time they spend at work

4

8 P.

You are going to listen to an interview about tips on how to structure speeches successfully. 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 (1-8) with the sentence endings (A-K). 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.



The art of giving a speech

0	The way Steve Jobs begins his talk ____.
1	Telling the listeners how the talk is organised ____.
2	Steve Jobs tells one story about his professional path which ____.
3	As to the layout of his talk, Steve Jobs ____.
4	Lucinda has observed that influential speeches ____.
5	When giving speeches at work, the interviewer often ____.
6	Nowadays there is a strong desire for speakers who ____.
7	In the business world, managers often ____.
8	Lucinda finds it important that people in power ____.

A	are rather strictly limited timewise
B	deals with failure
C	can have a surprising effect
D	communicate their ideas badly
E	can help deal with dull parts
F	calms down the listeners
G	is asked to adopt a well-known pattern
H	only target a limited number of ideas
I	address the concerns of the listeners
J	can express thoughts skilfully
K	uses a traditional narrative technique

Bildquellen

Aufgabe 2: © Mimi Potter / www.fotolia.com

Aufgabe 3: © M-SUR / www.shutterstock.com

Aufgabe 4: © Peggy_Marco / www.pixabay.com

Tonquellen

Aufgabe 1: Sprecherin nicht genannt: Where's the line between cultural appropriation and appreciation? BrainStuff.
<https://player.fm/series/brainstuff-2139227/wheres-the-line-between-cultural-appropriation-and-appreciation> [13.02.2023]
(adaptiert).

Aufgabe 2: Sprechende: Al-Khalili, Jim / Haake, Steve. Technology, sport and health. The Life Scientific.
<https://www.bbc.co.uk/programmes/m000mcy6> [17.02.2023] (adaptiert).

Aufgabe 3: Sprechende: Barnes, Andrew / Leong, Lisa: The four-day work week: Utopian ideal or secret weapon to survive the COVID-19 recession? ABC: This working life.
<https://www.abc.net.au/radionational/programs/this-working-life/the-four-day-work-week-utopian-ideal-or-smart-business-move/12583098> [17.02.2023] (adaptiert).

Aufgabe 4: Sprechende: Holdforth, Lucinda / Leong, Lisa: Leading with words. ABC: This working life.
<https://www.abc.net.au/radionational/programs/this-working-life/speeches/10882794> [17.02.2023] (adaptiert).