

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



Standardisierte kompetenzorientierte  
schriftliche Reife- und Diplomprüfung

BHS

11. Jänner 2018

Englisch

(B2)

Hören

BMB

Bundesministerium  
für Bildung

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|  |
|--|

# 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

What's new in technology?

|                           |                           |                           |                           |
|---------------------------|---------------------------|---------------------------|---------------------------|
| 0<br>E                    | 1<br><input type="text"/> | 2<br><input type="text"/> | 3<br><input type="text"/> |
| 4<br><input type="text"/> | 5<br><input type="text"/> | 6<br><input type="text"/> |                           |

Von der Lehrperson auszufüllen

| richtig | falsch | richtig                   | falsch               | richtig                   | falsch               | richtig                   | falsch               |
|---------|--------|---------------------------|----------------------|---------------------------|----------------------|---------------------------|----------------------|
|         |        | 1<br><input type="text"/> | <input type="text"/> | 2<br><input type="text"/> | <input type="text"/> | 3<br><input type="text"/> | <input type="text"/> |
|         |        | 4<br><input type="text"/> | <input type="text"/> | 5<br><input type="text"/> | <input type="text"/> | 6<br><input type="text"/> | <input type="text"/> |

1

\_\_\_ / 6 P.

Teens on house arrest on GPS

| 0 | charge their batteries |
|---|------------------------|
| 1 |                        |
| 2 |                        |
| 3 |                        |
| 4 |                        |
| 5 |                        |
| 6 |                        |
| 7 |                        |

Von der  
Lehrperson  
auszufüllen

| richtig              | falsch               |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> |
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2

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NAME:



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

## ANTWORTBLATT

3

### Girls' education

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

Von der  
Lehrperson  
auszufüllen

richtig falsch

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
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|                          |                          |
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| <input type="checkbox"/> | <input type="checkbox"/> |
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| <input type="checkbox"/> | <input type="checkbox"/> |
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| <input type="checkbox"/> | <input type="checkbox"/> |
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4

### Laura Tenison

|                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 0                        | 1                        | 2                        | 3                        |
| <input 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"/> |

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"/> |
|---|--------------------------|--------------------------|

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\_\_\_ von 26 P.

You are going to listen to 4 news recordings on technologies from 2012. First you will have 45 seconds to study the task below, then you will hear the recordings twice. While listening, match the recordings with the statements (A–I). There are two extra statements 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.

## What's new in technology?

|             |   |   |
|-------------|---|---|
| Recording 1 | 0 | 1 |
| Recording 2 | 2 |   |
| Recording 3 | 3 | 4 |
| Recording 4 | 5 | 6 |

### Quellen:

Recording 1 *Distracted Pedestrian ER Visits Rise*. In Scientific American.

Verfügbar unter <https://www.scientificamerican.com/podcast/episode/distracted-pedestrian-er-visits-ris-12-08-02/> [2. August 2012].

Recording 2 *Can I, Robot, Mow Your Lawn?*. In Scientific American.

Verfügbar unter <https://www.scientificamerican.com/podcast/episode/can-i-robot-mow-your-lawn-12-08-23/> [23. August 2012].

Recording 3 *Look, Computer, No Hands!*. In Scientific American.

Verfügbar unter <https://www.scientificamerican.com/podcast/episode/look-computer-no-hands-12-05-14/> [14. Mai 2012].

Recording 4 *Protect Privacy When Recycling Smart Phones*. In Scientific American.

Verfügbar unter <https://www.scientificamerican.com/podcast/episode/protect-privacy-when-recycling-smar-12-08-30/> [30. August 2012].

|   |                                                                            |
|---|----------------------------------------------------------------------------|
| A | The sound waves of movements will be transformed into commands.            |
| B | Four times more walkers using a mobile device have got badly hurt.         |
| C | Phones you don't use any more may still contain sensitive material.        |
| D | You should return these devices to the factory.                            |
| E | Not only drivers use electronic devices dangerously.                       |
| F | Four times more drivers using a mobile device are taken to hospital.       |
| G | This device can connect to the power source by itself and turn itself off. |
| H | For protecting private data, the storage device must be taken out.         |
| I | The internet may be accessed by hand motion.                               |

You are going to listen to a recording about a way of checking on youngsters who have broken the law. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (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.

## Teens on house arrest on GPS

|   |                                                                                            |
|---|--------------------------------------------------------------------------------------------|
| 0 | What do the teenagers have to do at the same time every day?                               |
| 1 | Where does Jackson wear the GPS device?                                                    |
| 2 | What does the GPS device look similar to?                                                  |
| 3 | How big is the zone the teenagers are restricted to at home?                               |
| 4 | What do the teenagers need if they want to move away from home or school?                  |
| 5 | What are the daily costs of keeping a youngster in prison?                                 |
| 6 | According to Mr Pinkney, what is wrong with GPS surveillance?<br>(Give <u>one</u> answer.) |
| 7 | How do teenagers under GPS surveillance eventually feel, according to Mr. Pinkney?         |

You are going to listen to a conversation about what influences girls' chances to go to school. 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 (1–6). 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.



Queller: Riccardo Nels Mayer / Fotolia

## Girls' education

- 0 If girls can go to school depends on
- A their religious beliefs.
  - B the parents' educational level.
  - C where they are from.
  - D many different aspects.
- 1 Girls are blocked from education because
- A there are not enough places.
  - B they need to earn money.
  - C they are legally not allowed.
  - D there are religious concerns.
- 2 A strategy to make girls' access to education easier is to
- A build more schools.
  - B eliminate direct costs.
  - C support families financially.
  - D adapt to local customs.
- 3 In the countryside, school clothes may
- A hinder girls from going to school.
  - B not be available.
  - C be given to girls for free.
  - D be a way to eliminate differences.

- 4      **In Kenya a large number of pupils**
- A   cannot afford school clothing.
  - B   are still excluded from education.
  - C   go to school because of free education.
  - D   get support from the state.
- 5      **After removing educational costs, many schools**
- A   got money from the state.
  - B   improved a lot.
  - C   had to deal with badly qualified teachers.
  - D   suffered from a shortage of almost everything.
- 6      **As schools have expenses, cutting educational costs**
- A   is an entirely unsuitable option.
  - B   must be carefully thought about.
  - C   should only be considered in rural areas.
  - D   reduces the number of schools.

You are going to listen to an interview with Laura Tenison, a successful businesswoman. 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.

## Laura Tenison

|   |                                                                 |
|---|-----------------------------------------------------------------|
| 0 | Laura's first business venture ____.                            |
| 1 | Towards the end of her student days, Laura ____.                |
| 2 | In the course of her traineeship Laura ____.                    |
| 3 | Having sold clothes, Laura ____.                                |
| 4 | Someone Laura knew ____.                                        |
| 5 | Having renovated her own apartment, Laura ____.                 |
| 6 | Laura realized that some people on the European continent ____. |
| 7 | After some time, Laura ____.                                    |

|   |                                                                   |
|---|-------------------------------------------------------------------|
| A | created extravagant clothes for guys                              |
| B | wanted to start a clothing business                               |
| C | sold the business in order to return to the initial business idea |
| D | made clothes for other children                                   |
| E | intended to obtain property on the European continent             |
| F | dates back to her childhood                                       |
| G | did not know what people from the UK were looking for             |
| H | copied famous British designs                                     |
| I | had experience in construction                                    |
| J | repeatedly requested new tasks                                    |