

Name:	
Jahrgang:	



Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

BAfEP / BASOP

8. Mai 2018

Englisch

(B2)

Hören

BMBWF

BUNDESMINISTERIUM
FÜR BILDUNG, WISSENSCHAFT
UND FORSCHUNG



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"/>
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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"/>
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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
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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
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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

1

The origins of Ironman

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"/>

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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Visions for the future

0	losing its home planet
1	
2	
3	
4	
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Von der
Lehrperson
auszufüllen

richtig	falsch
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<input type="checkbox"/>	<input type="checkbox"/>
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2



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

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ANTWORTBLATT

3

Saving chocolate

0	A	<input checked="" type="checkbox"/>	B	<input 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"/>
8	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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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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Interview with Sally Gardner

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"/>
8	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"/>
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Bitte umblättern

You are going to listen to a recording about how a famous sports competition first started. 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.



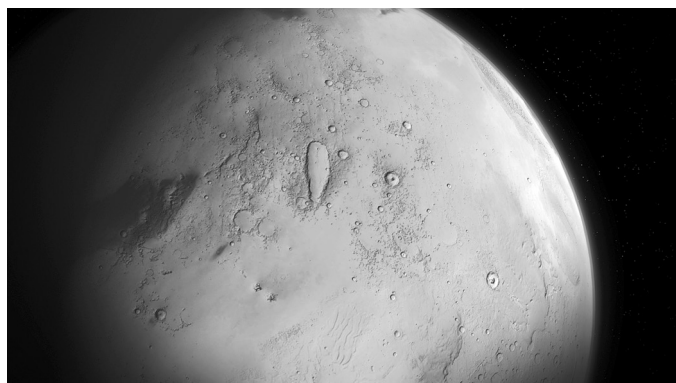
The origins of Ironman

0	The couple's experience of a triathlon ____.
1	Due to their surroundings, John and Judy ____.
2	John says that although he and Judy were fit, they ____.
3	Judy says that they ____.
4	The couple designed a competition which ____.
5	One soldier got a special name because he ____.
6	The initial competition ____.
7	John says his own experience ____.

A	enjoyed their first triathlon
B	refused to participate
C	had a particular ability
D	got little media attention
E	developed a liking for activities in the fresh air
F	resulted in their setting up Ironman
G	determined the fittest sportspeople
H	was challenging but exciting
I	made him want to do better
J	moved at a fairly slow pace

You are going to listen to a talk by an astronomer, Lucianne Walkowicz. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–9) 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.



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Visions for the future

0	At this moment in time mankind is in danger of ____.
1	The telescope provides information on how big planets are and their ____.
2	Based on their calculations, scientists can tell if new planets ____. (Give <u>one</u> answer.)
3	At present, mankind is failing to deal with the speed of the ____. (Give <u>one</u> answer.)
4	Concerning other planets, Walkowicz is dreaming of ____.
5	The longer Walkowicz is involved in her research, the more she ____.
6	On Mars, the space vehicle Curiosity is trying to gain information about ____.
7	Some exclusive agencies now try to sell ____. (Give <u>one</u> answer.)
8	Earth is a better place to live because the atmosphere is ____.
9	Concerning the plans to move people to Mars, Walkowicz ____.

You are going to listen to a broadcast about cocoa. 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 (1–8). 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.



Saving chocolate

- 0 There are concerns that
- A there will be too little cocoa soon.
 - B the cocoa farmers will earn too little.
 - C the market will be flooded with cocoa.
 - D there will be less demand for cocoa.
- 1 Professor Hadley is concerned with
- A regulating the cocoa exports worldwide.
 - B guaranteeing the quality of cocoa sold in England.
 - C preventing the use of pesticides on cocoa crops.
 - D ensuring that enough cocoa is produced.
- 2 Most cocoa is
- A farmed by chocolate manufacturers.
 - B planted on plots owned by big food chains.
 - C produced by large farming co-operatives.
 - D harvested by individual suppliers.
- 3 At Professor Hadley's institute, the plants are
- A watered by high-tech machinery.
 - B kept inside a glass building.
 - C grown in large garden plots.
 - D isolated in labs in the jungle.

- 4 **Professor Hadley's institute**
- A exposes the plants to viruses to study the results.
 - B tries to develop more climate-resistant plants.
 - C creates an ideal environment for the plants.
 - D studies the bugs that destroy the plants.
- 5 **The institute's task is to**
- A transfer different types of cocoa plants to interested parties.
 - B work on keeping the original characteristics of cocoa plants.
 - C develop genetically modified cocoa plants.
 - D treat infected cocoa plants from the Americas.
- 6 **South and Central America are the places**
- A where uncultivated cocoa can still be found.
 - B interested in getting plants from the institute.
 - C with few but very tough cocoa varieties.
 - D which supply the most productive plants.
- 7 **About two decades ago, Brazil**
- A produced the world's best cocoa.
 - B switched to growing coffee.
 - C was hit by a serious plant infection.
 - D started introducing organic growing methods.
- 8 **Today West Africa is**
- A fighting a rapidly spreading plant disease.
 - B the world's leading cocoa producer.
 - C the continent's largest importer of cocoa.
 - D experimenting with new methods of cultivation.

You are going to listen to an interview with author Sally Gardner, who has dyslexia. People with dyslexia have problems with spelling and writing. 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 (1–8). 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.

Interview with Sally Gardner

- 0 Sally tells the interviewer that she
- A had never really planned to become a writer.
 - B wanted to know more about history.
 - C had never attempted anything like *I, Coriander* in her career.
 - D did a little research before starting to write.
- 1 Sally compares intensive fact-finding to
- A spying on other people.
 - B taking too many photos on vacation.
 - C doing a lot of hard work.
 - D looking at interesting pictures.
- 2 Sally learned that she had to
- A look at the world with the character's perception.
 - B rely on her research findings.
 - C make the character interesting.
 - D include her own experiences.
- 3 Sally expects from literature that it should
- A make the reader retell the story to others.
 - B leave space for the reader's imagination.
 - C give the reader a message.
 - D give insight into the author's life.

- 4 **Sally says that schools largely**
- A teach to the test.
 - B ignore children who are less gifted.
 - C focus too much on personal achievement.
 - D fail to make the most of children's abilities.
- 5 **Sally believes too much importance is given to**
- A how long we live.
 - B how fast we grow up.
 - C our early years.
 - D our relationships and connections.
- 6 **According to Sally, schools should**
- A use a variety of teaching approaches.
 - B get enough money to support every single child.
 - C encourage teachers to be understanding.
 - D deal better with children from different backgrounds.
- 7 **The young man says developing a fresh approach to teaching**
- A should be left to experts.
 - B needs to be started immediately.
 - C is a challenging job.
 - D requires time and understanding.
- 8 **Britain is good at**
- A creating new technologies.
 - B providing equal opportunities for all.
 - C putting radical approaches into practice.
 - D creating original thinkers.

