

Name:	
Jahrgang:	



Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

BHS

10. Jänner 2019

Englisch

(B2)

Hören

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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"/>
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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.

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

ANTWORTBLATT

Honey bees at risk

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"/>

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1

Running out of water

0	<i>increasing water bills</i>
1	
2	
3	
4	
5	
6	
7	

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"/>

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2

ANTWORTBLATT

3

Stress on the rise

0 <input type="checkbox"/> D <input type="checkbox"/>	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"/>	9 <input type="checkbox"/>	10 <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"/>		9 <input type="checkbox"/> <input type="checkbox"/>		10 <input type="checkbox"/> <input type="checkbox"/>	

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4

Rebuilding Chinatown

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

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"/>

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You are going to listen to a recording about beekeeping. 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.



Honey bees at risk

- 0 One of the reasons why the number of bees is decreasing is that
- A there are fewer beekeepers.
 - B climate conditions are changing.
 - C their natural environment is shrinking.
 - D the consumption of honey is declining.
- 1 According to people working in agriculture, chemicals are essential to
- A avoid harvest loss.
 - B guarantee an increase in production.
 - C be able to grow a variety of crops.
 - D fight hunger worldwide.
- 2 Walter Haefeker explains that
- A chemicals have been forbidden.
 - B authorities have ignored beekeepers.
 - C chemicals in agriculture will be banned.
 - D rules about chemicals have to become stricter.
- 3 The decision how to assess chemicals
- A is the responsibility of government officials.
 - B has been delayed several times.
 - C has been impossible due to opposition.
 - D requires support from the wider public.

- 4 **Bees are so important because they**
- A guarantee the survival of other insects.
 - B produce one of the healthiest foods.
 - C protect plants from harmful insects.
 - D help various plants grow.
- 5 **Over the course of time, honey bees have**
- A adapted to different beekeeping methods.
 - B had an enormous impact on the climate.
 - C survived different environmental conditions.
 - D been threatened with extinction.
- 6 **Currently a group of inexperienced beekeepers aims to**
- A improve the quality of the honey produced.
 - B maintain only a few bee colonies.
 - C do intensive professional training.
 - D make people aware of the declining bee population.
- 7 **If beginners want to keep bees successfully, they should**
- A collect honey regularly.
 - B have sufficient knowledge on the subject.
 - C share their experience with other beekeepers.
 - D provide enough food for the bees.

You are going to listen to a recording about people living in a dry region. 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.



Running out of water

0	What do the people who live in the dry region have to deal with?
1	Which people in particular are afraid of losing their water supply?
2	What has the shop lost because of the water shortage?
3	How much more does tap water cost now?
4	For which reason do local politicians refuse to help the people of Cantua Creek financially?
5	Who would help financially if absolutely necessary?
6	How much money could be provided?
7	Inside their houses, how do the residents save water? (Give <u>one</u> answer.)

You are going to listen to a recording about stress. 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 (1-10) with the sentence endings (A-M). 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.



Stress on the rise

0	Something that many claim to be the case ____.
1	Mental health problems are the main reason why people ____.
2	Research on why people feel under constant pressure ____.
3	A significant number of students ____.
4	More than half of the participants in one survey ____.
5	The question is whether feeling under strain and simply being very busy ____.
6	Challenges that are too demanding ____.
7	We now live farther away from people who could ____.
8	The amount of time we spend doing our job ____.
9	New developments make it difficult to ____.
10	A lot of companies make it impossible for their staff to ____.

A	offer advice
B	have a negative impact
C	make us feel more hopeless
D	is actually a fact
E	has decreased dramatically
F	feel their jobs cause them to suffer
G	seek professional support
H	has changed
I	keep up
J	work all the time
K	is a fairly recent development
L	are the same thing
M	stay at home

You are going to listen to a recording about how a district in San Francisco was affected by an earthquake and fire. 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.



Rebuilding Chinatown

- 0 Plans for a city center without Chinatown were developed
- A after the district was destroyed.
 - B before the city burnt down.
 - C while the Chinese were selling property.
 - D when a new mayor was elected.
- 1 The mayor's commission was set up mainly for the purpose of
- A speeding up fire-fighting.
 - B improving the situation in the suburbs.
 - C helping Chinatown's fire victims.
 - D rebuilding the district elsewhere.
- 2 The measures of the former residents in Chinatown were
- A in line with American legislation.
 - B criticized by the print media.
 - C examined by lawyers.
 - D supported by government officials.

- 3 Chinatown's community was helped most by
- A diplomatic efforts.
 - B anti-government protests.
 - C commercial interests.
 - D local politicians.
- 4 When Chinese businessmen said they would leave the city, the council
- A told them to do so.
 - B was afraid of losing income.
 - C ignored the warning.
 - D set up a commission.
- 5 After its residents had won, Chinatown's new concept
- A came from one of their businessmen.
 - B followed proposals by real estate agents.
 - C was developed by Chinese architects.
 - D lost the support of the city fathers.
- 6 Chinatown's new appearance was
- A shaped by contemporary San Franciscan architecture.
 - B influenced by Italian architects.
 - C based on Chinese building traditions.
 - D like the majority of Americans expected it to be.
- 7 One purpose of the new district architecture was to
- A make the Chinese feel at home.
 - B bring back old traditions.
 - C attract lots of visitors.
 - D challenge the American lifestyle.

Bildquellen

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Tonquellen

Seite 5: Sprecher/in: Waites, Rosie et al.: Bees and a ban on pesticides. Gespräch mit Haefeker, Walter; Öffentlicher Rundfunk, Stiftung öffentlichen Rechts.
<http://fm4.orf.at/stories/1760239/> [29.06.2015] (adaptiert).

Seite 7: Sprecher: Block, Melissa; Gonzalez, Richard: Amid Drought, Central Valley Residents Face Rising Water Prices. Gespräch mit Fernandez, Leticia; Perea, Henry; Maughan, James. NPR.
<http://www.npr.org/2015/04/02/397097050/amid-drought-central-valley-residents-face-rising-water-prices> [18.04.2018] (adaptiert).

Seite 8: Sprecher/innen: Orbach, Connie; Cooper, Cary and Graihagh, Jackson: Are we all getting more stressed? The Naked Scientists.
<http://www.thenakedscientists.com/HTML/interviews/interview/1001843/> [21.03.2018] (adaptiert).

Seite 10: Sprecherinnen: Davis, Chelsea; Davies, Andrea and Felicia Lowe: Hot Time in the Old Town Tonight; BackStory.
<https://www.backstoryradio.org/shows/fire/> [21.03.18] (adaptiert).