

Name:	
Klasse/Jahrgang:	



Standardisierte kompetenzorientierte schriftliche  
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

9. Mai 2025

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

<del>falsche Antwort</del>	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

Is working four days a week enough?

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"/>
<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_ / 7 P.

1

The power of emoji

0	<i>all other devices</i>
1	
2	
3	
4	
5	
6	
7	
8	

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"/>

\_\_\_ / 8 P.

2



### ANTWORTBLATT

3

#### Alone on Everest

0 J	1	2	3
4	5	6	7
8			

Von der Lehrperson auszufüllen

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

\_\_\_ / 8 P.

4

#### What defines success?

0 L	1	2	3
4	5	6	7
8	9		

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1		2		3	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4		5		6	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		8		9			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

\_\_\_ / 9 P.

Bitte umblättern.

1

7 P.

You are going to listen to a report on companies trying out a four-day workweek. 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.



## Is working four days a week enough?

- 0 In the trial, it was nearly impossible for companies to assess
- A the benefits for all people involved.
  - B the output of a particular employee.
  - C the financial success of a four-day week.
  - D the long-term effects for a company.
- 1 One piece of advice given to companies in the trial was to
- A offer training on how to work more efficiently.
  - B focus on the success of the company as a whole.
  - C make employees define their own targets.
  - D involve the employees in re-structuring the business.
- 2 From a financial point of view, the four-day week
- A lowers expenses for recruiting new staff.
  - B requires lowering the employees' wages.
  - C encourages employees to work harder for their pay.
  - D means lower profits in the beginning.
- 3 In evaluating the trial, the companies indicated that they
- A are unsure whether to go on.
  - B need clearer regulations by the government.
  - C would like an economic study to be done.
  - D find the outcome very positive.

- 4 **Ms Schor points out that, regarding the trial, companies**
- A had too high expectations.
  - B were specifically chosen.
  - C consciously decided to participate.
  - D doubted a positive outcome.
- 5 **According to Mr Ryle, the four-day week is now a worldwide topic because**
- A workers are questioning old concepts.
  - B the media are advertising the benefits.
  - C labour unions have become involved.
  - D the trial has raised the public's interest.
- 6 **In one country, the majority of citizens**
- A are in favour of working fewer hours per week.
  - B have elected politicians who support a four-day week.
  - C participated in a poll on working fewer days per week.
  - D have chosen to work fewer days per week.
- 7 **As to the legal aspects of a four-day week,**
- A most governments are unwilling to support the trend.
  - B companies are protesting against regulations on this issue.
  - C relevant laws are being introduced.
  - D citizens are putting pressure on political parties.

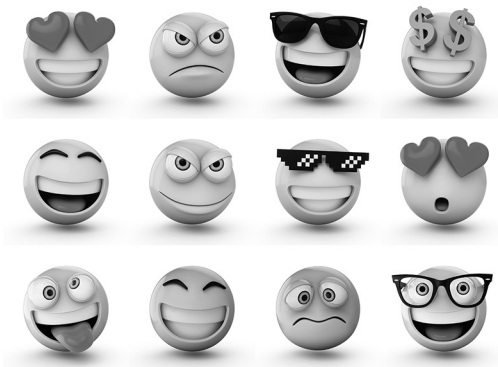


2

8 P.

You are going to listen to a recording on how emoji developed. First you will have 45 seconds to study the task below. Then you will hear the recording twice. While listening, complete the sentences (1-8) 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.



The power of emoji

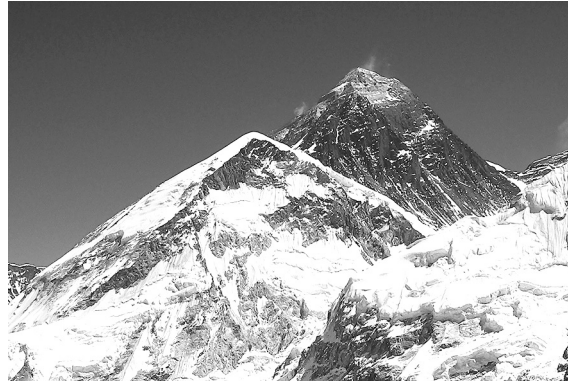
0	For phone manufacturers, it was a priority that their products were able to connect to ____.
1	Google intended to make its latest technological achievement go ____.
2	A corporation in competition with emoji had been founded by ____.
3	When the internet became more important, the common goal was to establish ____.
4	The breakthrough of emoji happened in ____.
5	When emoji were the same everywhere, the major companies got ____.
6	Because so many people used it, one emoji was announced ____.
7	Today, people more rarely interact ____.
8	When writing down spoken language, the challenge is that language does not happen in ____.

3

8 P.

You are going to listen to a recording about a memorable expedition. 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.



### Alone on Everest

0	Mallory thought that he was too sensible a climber to ____.
1	To climb Everest, Venables and his fellow climbers decided to ____.
2	The conditions on their way to base camp forced the climbers to ____.
3	At base camp, the climbers were trying to ____.
4	Venables thinks his success came from his ability to ____.
5	The atmosphere at his goal made Venables ____.
6	In view of his situation, Venables chose to ____.
7	During a forced break, Venables told himself to ____.
8	Having prepared a place to rest, Venables made himself ____.

A	turn to others for support
B	develop feelings of anxiety
C	rely on animals for transport
D	avoid additional danger
E	decide on the ideal path
F	climb relying on physical ability only
G	experience feelings of extreme happiness
H	climb at greater speed
I	overcome negative feelings
J	take on the challenge of one particular trail
K	use the provisions left

4

9 P.

You are going to listen to six people from the entertainment industry talking about factors that contribute to a successful life. First you will have 45 seconds to study the task below. Then you will hear the recording twice. While listening, match the speakers with their statements (A-L). 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 defines success?

Speaker 1	0	1
Speaker 2	2	3
Speaker 3	4	5
Speaker 4	6	
Speaker 5	7	
Speaker 6	8	9

A	I reject chances that would limit my freedom.
B	One must reject options that feel wrong.
C	It is crucial to put in effort and hard work.
D	I lost a job I loved very much.
E	In reality, the way to success is often unexciting.
F	I refused the traditional jobs in my area.
G	Long-term plans turn out to be an illusion.
H	I progressed to a better position, while others did not.
I	Success is not possible without a little luck.
J	Seize all chances as you might otherwise miss out on great things.
K	For any missed opportunity a different one turns up.
L	I specialized in an area that was much needed.



## Bildquellen

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## Tonquellen

Aufgabe 1: Sprechende: Ryle, Joe / Schor, Juliet / Simpson, Emma: Is a four-day working week the future? BBC World Service, Business Daily.  
<https://www.bbc.co.uk/programmes/w3ct4n81> [21.10.2024] (adaptiert).

Aufgabe 2: Sprechende: Broni, Keith / Peabody, Lizzie: Love in the time of emoji. Smithsonian: Sidedoor, Season 7.  
<http://www.si.edu/sidedoor/love-time-emoji> [21.10.2024] (adaptiert).

Aufgabe 3: Sprechende: Burns, Lucy / Venables, Stephen: Alone on Everest. BBC World Service, Sporting Witness.  
<https://www.bbc.co.uk/programmes/w3csvrkc> [21.10.2024] (adaptiert).

Aufgabe 4: Sprechende: Beres, Stephen / Brathwaite, Leslie / Lomax, Charity / Perez, Elbert / Switaj, Steve / Viers, Ric: What defines success? - Be Creative Roundtable Discussion. Full Sail University.  
<https://www.youtube.com/watch?v=c6C7sm8LcPU> [21.10.2024] (adaptiert).

