

| | |
|------------------|--|
| Name: | |
| Klasse/Jahrgang: | |



Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

AHS

13. Jänner 2015

Englisch

(B2)

Hören



Hinweise zur Aufgabenbearbeitung

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

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

1

A new generation of comic books

| 0 | <i>adults and children</i> |
|---|----------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

Von der
Lehrperson
auszufüllen

richtig falsch

___ / 7 P.

2

Where good ideas come from

| 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"/> |

Von der
Lehrperson
auszufüllen

richtig falsch

___ / 7 P.

NAME:

ANTWORTBLATT

Bringing back the mounted police

| | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 0 I | 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"/> |

3

___ / 7 P.

A woman in science

| | |
|----|------------------|
| 0 | <i>in a book</i> |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

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

4

___ / 10 P.

___ von 31 P.

You are going to listen to a recording about a new era in comic book design. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (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.

A new generation of comic books

| | |
|---|---|
| 0 | For decades Golden Apple's comic books have been bought by both ____. |
| 1 | One recent change has been the introduction of ____. |
| 2 | The costs of digital and printed comics ____. |
| 3 | Mark Wait works in a format which ____. |
| 4 | With Operation Ajax, it is possible for the reader to ____. |
| 5 | Comic book readers today want to see ____. |
| 6 | Luckily for Ryan Liewbowitz, the new development ____. |
| 7 | The new development is expected to appeal to ____. |

You are going to listen to Steven Johnson explaining how a “hunch”, a feeling that something is true or will happen, develops into an idea. 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 questions 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.



Where good ideas come from

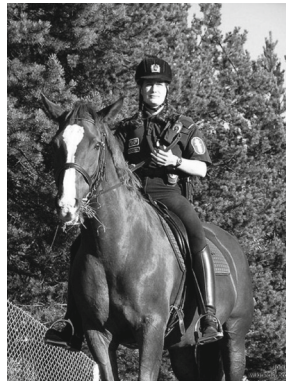
- 0 Finding out how good ideas originate is
- A relevant for everybody.
 - B a challenging task.
 - C very important for some people.
 - D a creative act.
- 1 When investigating where good ideas come from, the speaker
- A found out about unusual historical events.
 - B was surprised by the creativity involved.
 - C learned that spontaneity is important.
 - D frequently came across similar processes at work.
- 2 According to the speaker, revolutionary ideas
- A sometimes provide surprising insights.
 - B are seldom taken seriously.
 - C usually remain hidden over a lengthy period.
 - D often turn up rather unexpectedly.
- 3 When Berners-Lee first began his research, he
- A was short of time.
 - B had no clear goal in mind.
 - C doubted that he would succeed.
 - D imagined a quick breakthrough.

(Fortsetzung 2)

- 4 **Once ideas gradually start to develop, they**
- A have to meet and blend with each other.
 - B should be well-balanced.
 - C rarely disappear altogether.
 - D need to be placed in a clear context.
- 5 **Lately there has been discussion about how**
- A to improve our ability to multi-task.
 - B to cope with the dangers of the Internet.
 - C the Internet affects our minds.
 - D people's reading skills could be improved.
- 6 **Progress in science and technology is mainly due to**
- A highly developed empirical methods.
 - B expanding opportunities for communication.
 - C the invention of the computer.
 - D the increased speed of life.
- 7 **The speaker says that modern communication technology enables us to**
- A make friends more easily.
 - B recover lost information immediately.
 - C find the sources of essential ideas quickly.
 - D put the finishing touch to our ideas.

You are going to listen to a recording about re-introducing horses into the Philadelphia police force. 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 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.



Bringing back the mounted police

| | |
|---|--|
| 0 | An expert makes the newcomers ____. |
| 1 | The reporter says that horses and riders need to ____. |
| 2 | One officer is glad to ____. |
| 3 | According to an expert, horses are ideal when it is necessary to ____. |
| 4 | Mounted police units were closed to ____. |
| 5 | According to Forshaw, horses tend to ____. |
| 6 | An institution is going to help and ____. |
| 7 | With the old facilities gone, it has become necessary to ____. |

(Fortsetzung 3)

| | |
|---|------------------------------------|
| A | learn elementary things |
| B | involve maintenance costs |
| C | find new ways of solving problems |
| D | pay the expenses |
| E | return to mounted policing |
| F | rent accommodation |
| G | preserve employment |
| H | approach criminals with confidence |
| I | practice riding on horseback |
| J | separate masses of people |

You are going to listen to a recording about an early female scientist. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1-10) 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.



A woman in science

| | |
|----|--|
| 0 | How did Sandy Smith find out about Gertrud Elles? |
| 1 | How were female scientists who did on-site research regarded at the time? |
| 2 | What did Elles research after graduating? |
| 3 | What has happened to the organisms Elles studied? |
| 4 | What did Elles want to find out about the organisms she studied? |
| 5 | What does the presence of the same organisms in different stones tell us? |
| 6 | What has become of the paper Elles published? |
| 7 | Why could Elles not pick up her award? |
| 8 | What did a female scientist need in those days? (Give <u>one</u> answer.) |
| 9 | What did Elles do besides being a scientist? |
| 10 | Concerning geological research, what did Elles consider a necessity? |