

Name:	
Jahrgang:	



Standardisierte kompetenzorientierte  
schriftliche Reife- und Diplomprüfung

BHS

5. Mai 2017

Englisch

(B2)

Hören



# 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.

<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.

<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!



## ANTWORTBLATT

### Precious water

0	1	2	3
<b>E</b>	<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"/>
8			
<input type="checkbox"/>			

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"/>						

1

\_\_\_ / 8 P.

### E-books for children

0	<i>on a screen</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"/>

2

\_\_\_ / 8 P.





## ANTWORTBLATT

3

### Video game attraction

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"/>
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"/>
<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.

4

### Changing health care by design

0	1	2	3
<b>F</b>	<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		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"/>

\_\_\_ / 7 P.



Bitte umblättern

You are going to listen to an interview about the water crisis with Karen Piper. 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.



Quelle: Andreas F. / Fotolia

## Precious water

0	There is still as much water as ____.
1	Despite the Earth's structure there is a lack of ____.
2	Water sources change their position because ____.
3	We take away too much of the ____.
4	The amount of one type of water is rising, but ____.
5	A big international organization for business says ____.
6	International companies want to use ____.
7	A recent guideline says ____.
8	Currently citizens are powerless if ____.

A	water is a commercial product
B	some parts of the world have no rain
C	there is too little water
D	it is difficult to measure
E	in former times
F	everybody must have free access to water
G	water without salt
H	water down in the earth
I	temperatures are rising
J	water from one particular country
K	there is less water which is safe





You are going to listen to part of an interview about the future of children's books. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (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.



Quelle: Oksana Kuzmina / Fotolia

## E-books for children

0	How do most children tend to read nowadays?
1	Of all children's books sold, how many are electronic?
2	What is Poynter's attitude concerning conventional books?
3	What aspect of electronic books does Poynter emphasize?
4	What type of printed children's books did Munro mainly write? (Give <u>one</u> answer.)
5	What kind of business does Munro's Dutch admirer run?
6	Which doors can be opened in the app book <i>Doors</i> ? (Give <u>one</u> answer.)
7	How does the reader navigate in the app book <i>Doors</i> ?
8	What determines whether a children's book works well as an e-book?

You are going to listen to an interview about computer games. 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.



## Video game attraction

- 0 The interviewer asks
- A how many hours people spend playing games.
  - B what influence games have on our mind.
  - C what effect games have on society.
  - D why some people are concerned about games.
- 1 According to a psychologist, playing games
- A activates one part of the brain.
  - B is something humans have learnt.
  - C is attractive to many living beings.
  - D can be taught to animals.
- 2 When we play, we
- A find out how to solve unfamiliar problems.
  - B stick to strategies we have already used.
  - C learn how games work.
  - D forget about our life.
- 3 One motivation for playing games is the
- A need to escape to a better place.
  - B fun of creating new societies.
  - C excitement of meeting virtual people.
  - D pleasure of discovering different worlds.

- 4 For some gamers it is attractive to
- A face virtual dangers.
  - B feel superior to others.
  - C challenge other players.
  - D design their own games.
- 5 Games make people continue to play by
- A hiding their results for a while.
  - B offering better design.
  - C recording their performance.
  - D rewarding them now and again.
- 6 People might spend too much time playing games because
- A they are unaware of the risks.
  - B their friends play as well.
  - C they feel unhappy.
  - D they like it so much.
- 7 Reflecting on a game when you are doing something else
- A is a waste of time.
  - B can be a sign of addiction.
  - C is seen as a useful activity.
  - D offers a special thrill.
- 8 Concerning the relationship between games and aggressive attitudes,
- A opinions are divided.
  - B scientists see clear connections.
  - C we will soon have scientific results.
  - D there are misunderstandings.

You are going to listen to an interview with a product designer, whose company helps to solve health care problems. 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.



## Changing health care by design

0	The job of product designers is to ____.
1	Now IDEO is helping to ____.
2	First, “design thinkers” ____.
3	An early project aimed to ____.
4	Special clothes helped patients to ____.
5	Taking part in the process helps those involved to ____.
6	In the end, all of us need to ____.
7	In future, Mr Brown wants to ____.

A	make a hospital unit less hectic
B	control children's weight problems
C	take over an organisation
D	concentrate on humans
E	take over responsibility for personal health
F	ensure things are useful and pretty
G	become a doctor or nurse
H	develop a new documentation system
I	recognise health professionals
J	accept a new system





