

Name:

Klasse/Jahrgang:



Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

AHS

6. Mai 2015

Englisch

(B2)

Lesen

Hinweise zum Beantworten der Fragen

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben. Die Zeit zur Bearbeitung dieser vier Aufgaben beträgt 60 Minuten.

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.

| | |
|----------------------------|------------------|
| falsche Antwort | richtige Antwort |
|----------------------------|------------------|

Beachten Sie, dass bei der Testmethode *Richtig/Falsch/Begründung* beide Teile (*Richtig/Falsch* und *Die ersten vier Wörter*) korrekt sein müssen, um mit einem Punkt bewertet werden zu können.

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



Coping with traffic problems

| | | | | |
|---|----------------------------|---------------------------------------|----------------------------|----------------------------|
| 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

___ / 7 P.

1

Kids addicted to technology

| | T | F | First four words |
|---|-------------------------------------|--------------------------|-------------------------|
| 0 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <i>It turns out her</i> |
| 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"/> | |

Von der
Lehrperson
auszufüllen

richtig falsch

___ / 8 P.

2



⊥

ANTWORTBLATT

×

3

When Big Brother is watching Sydney

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| 0 | 1 | 2 | 3 |
| G | <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 | 9 | | |
| <input type="checkbox"/> | <input type="checkbox"/> | | |

Von der Lehrperson auszufüllen

| richtig | falsch | richtig | falsch | richtig | falsch | richtig | falsch |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | 1 | | 2 | | 3 | |
| | | <input type="checkbox"/> |
| | 4 | 5 | | 6 | | 7 | |
| <input type="checkbox"/> |
| | 8 | 9 | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | |

___ / 9 P.

4

The white rabbit

| | |
|---|-----------------------|
| 0 | <i>look after Amy</i> |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |

Von der Lehrperson auszufüllen

| richtig | falsch |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

___ / 9 P.

+

___ von 33 P. ⊔

Bitte umblättern

Read the text about measures to cope with traffic problems in a Chinese city, then 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.

Coping with traffic problems

China's teeming cities, home to millions, are blanketed in smog. The country is now trying to fight air pollution and traffic chaos by expanding public transportation.

China's rapidly growing cities are grappling with massive pollution. At the start of the year, Beijing made headlines around the world with images of the Chinese capital blanketed in a cloudy haze.

Yet the city is just one of many urban centers in China where air quality has drastically plummeted. As the country's middle class continues to grow, so too, has the demand for cars. China has the highest number of new car registrations in the world. In 2011, 14.5 million new cars were registered – a stark contrast from some 600,000 vehicles in 2000.

With so many new cars, air quality has deteriorated rapidly and roads are badly congested. Local governments and city planners are looking for ways to relieve the traffic and pollution by providing eco-friendly, sustainable transport.

Too often, say analysts, developing countries end up copying the car-based transportation concept they see in industrialized countries. "Instead of reducing individual transit and expanding public transportation, officials focus too much on building up infrastructure and easing the flow of traffic," says Jüren Perschon, an expert at the European Institute for Sustainable Transport (EURIST), in a strategy paper.

Guangzhou BRT – fast, green and clean

But there are signs of progress - take Guangzhou, for example. Located on the Pearl River in southern China, the city is an important manufacturing hub for everything from textiles to high-tech electronics and auto parts. Booming industries have attracted millions of people to Guangzhou, and the city – which is already home to some nine million people – is growing rapidly.

To keep traffic from spiraling out of control, officials introduced the Guangzhou BRT (Bus Rapid Transit) in February of 2010. The buses now transport nearly a million passengers a day, far more than most of China's subway systems.

Guangzhou constructed a special corridor with designated bus lanes in the middle of the street that are exclusively for the BRT. Hoping to inspire residents to leave their cars behind, the city also introduced a bike sharing program that boasts 15,000 bicycles at some 200 stations.

"When you organize transportation, you have to think about the people, not about the cars," says Karl Fjellstrom, the regional director at the Institute for Transportation and Development Policy, which helped design and plan the Guangzhou BRT project.

What's more, the city has also opened the Donghaochong Greenway alongside the bicycle path. The lush network of green spaces, parks and playgrounds offers residents a peaceful oasis in the heart of the city.

The measures have helped Guangzhou not only to ease its traffic chaos, but also to cut its greenhouse gas emissions. Thanks to the bus system alone, the city cut carbon emissions by around 45,000 tons in 2010. And it's aiming to save another 86,500 tons each year over the next 10 years.

- 0 **China wants to cope with environmental problems by**
- A slowing down economic growth.
 - B increasing transport services.
 - C employing environmental experts.
 - D introducing new technologies.
- 1 **The high number of new automobiles in China is caused by**
- A rapid urbanization.
 - B car imports from abroad.
 - C people with money to spend.
 - D the removal of trade barriers.
- 2 **This many new vehicles has led to**
- A new speed limits.
 - B more traffic jams.
 - C protests by residents.
 - D cuts in public transport.
- 3 **The traffic policy of less developed states is mostly influenced by**
- A developed nations.
 - B ecological experts.
 - C local requirements.
 - D existing infrastructure.
- 4 **The population growth of Guangzhou can be put down to**
- A political activities.
 - B resettlement programmes.
 - C urban traffic management.
 - D expanding businesses.
- 5 **Guangzhou's BRT system is more successful than China's**
- A rail companies.
 - B highway busses.
 - C underground networks.
 - D state-run airlines.
- 6 **People who design urban traffic systems must consider the needs of**
- A automobiles.
 - B local infrastructure.
 - C environmentalists.
 - D city residents.
- 7 **Guangzhou's transport policy has led to an increase of**
- A road building.
 - B air quality.
 - C subway passengers.
 - D traffic problems.

Read the text by a New York-based writer and mother about the influence of technology on modern family life. First decide whether the statements (1-8) are true (T) or false (F) and put a cross (☒) in the correct box on the answer sheet. Then identify the sentence in the text which supports your decision. Write the first 4 words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.



Kids addicted to technology

This summer a mom I know told me her 12-year-old bookworm daughter regretfully handed back her Kindle Fire, saying she couldn't handle the temptation to play games rather than read. Her mom was stunned. She assumed that all of those hours on the Kindle were being spent pouring over the school summer reading list. It turns out her daughter couldn't resist *Doodle Jumping* her days away.

I was impressed that a young girl could admit this growing addiction and hand over her Kindle, but she's the exception, and not the norm. Most parents are slowly recognizing that what starts out as an innocent distraction and fun way to integrate tech into our lives can easily turn into a full blown addiction to the games and gadgets that our kids now have access to all the time.

One of the reasons I chose my daughters' overnight camp this summer was because of their "no electronics" rule. No gadgets are allowed – and there's no electricity in the bunks. I admit, I needed them to be completely unplugged, and it's much easier to do that in a place where there are literally no plugs. At home, somehow, the one hour of allowed screen time easily morphs into two or three.

When a Taiwanese 18-year-old died in July after playing *Diablo 3* for 40 straight hours, the Internet was abuzz with tales of the dangers of prolonged gaming. But those cases of extreme use aren't what most modern parents are dealing with. Closer to home, my Facebook wall and real life chatter have been lighting up with tales of kids addicted to *Minecraft*, glued to their iPod Touches, and clocking in the hours watching YouTube videos or playing *Angry Birds* and *Temple Run* on iPads. One friend announced she was cutting off her son cold

turkey from *Minecraft* after he had a temper tantrum at 7:00am because she wouldn't let him play as soon as he woke up.

So what is a digital parent to do? We have pretty strict rules in our house – no screen time during the week at all, and the supposed one hour a day on the weekends. I had a fantasy that when my daughters returned from camp they would eschew the computer. And, they tried. But the lure was too great. They had virtual pets to check up on, stats to look at, and basically, their online world has become an extension of their normal world. Part of assimilating back into post-camp world was getting back into their tech groove too. Like most aspects of parenting, balance is key. Technology is an incredibly positive part of our lives, and our kids should be able to create and use it to their benefit. My twin daughters are 10 years old and they need to use a computer for school. By the time most kids reach middle school they will need to conduct research, write papers and, if their school is moving into the 21st century, they'll most likely have classroom blogs, assignments and school communication online as well. This is where it gets more difficult. Just as adults have a difficult time shutting off the email when they get home – kids will need rules to merge their “work” and home lives with technology.

There are all sorts of ways to set tech rules inside the house. In our family, it's no cell phones at the dinner table, or in bedrooms. Laptops are kept in the kitchen or living room. I do know first hand the hard part is having everyone follow the rules. The lure of technology in our lives is so strong; the goal has to be to figure out how to teach our kids to master technology and not let technology master them.

| | |
|---|--|
| 0 | A game on an e-book reader kept a girl busy. |
| 1 | Children are realizing that they are over dependent on technological devices. |
| 2 | The author felt that her children needed a break from technology. |
| 3 | The author does not always insist her children follow the family's rules. |
| 4 | Nonstop computer gaming is a problem concerned parents face everyday. |
| 5 | Parents exchange information about which games their children are hooked on. |
| 6 | The author's children are not allowed to use any gadgets at home anymore. |
| 7 | Nowadays, children need technology for school work. |
| 8 | It's not easy for anybody to cut down on modern technology in their free time. |

Read the text about how Sydney is monitored for various problems. Parts of the text have been removed. Choose the correct part (A-L) for each gap (1-9). There are two extra parts 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.

When Big Brother is watching Sydney

All around the city, tucked away in soundproof, blast-proof, high-security rooms, teams of men and women (but mostly men) (0) ____, monitoring, correcting, fixing, tweaking and handling crises large and small. Day and night they each play their vital role in a real-world, high-stakes version of *The Truman Show*.

These are Sydney's control centres. From water, traffic, buses and trains to planes, electricity, bushfires and security, these rooms (1) ____ and most of us don't even know they are there.

If Sydney were a living creature, they'd be the organs (2) ____ that keep it alive.

At the Sydney Transport Management Centre (TMC) in Eveleigh, about 18 specialists sit at desks staring at horseshoe arrays of four or five computer screens. Most of the wall at one end of the room is taken up by a vast video screen split into 20 or more smaller screens showing camera footage of rush-hour traffic around the city, (3) ____.

Bus, rail and ferry specialists sit alongside operators monitoring traffic lights and congestion, each concentrating on their little piece of the transport jigsaw and working together to solve problems that (4) ____.

At any moment they are ready to deal with anything from a car (5) ____ to a collapsing crane, as happened in Broadway in November.

"You never know what you're going to get in this place," spokesman Dave Wright says. "You've got to keep your cool. Everyone knows their job and everyone is an expert in their field. I've been here for three years and I've never seen anyone lose it. We just do the best with what we've got. There is a lot of pressure and assertiveness and after a major incident, we all go home pretty exhausted."

The minute level of control the operators have is astonishing. From manually tweaking the phasing of a particular set of traffic lights to ease traffic flow to shifting the median strips on the Harbour Bridge with the flick of a joystick, they are truly masters of all they (6) ____.

But regardless of how much the technology puts them in control, they are still at the mercy of natural events – particularly the weather – which can (7) ____ throughout the whole complex system.

While it's not quite the flapping of a butterfly's wing in the Amazon causing a tornado in China, rain can cause traffic problems right around the city simply because (8) ___ passengers take that much longer to get on and off buses.

The TransGrid control centre in Eastern Creek is a smaller version of the TMC with the video of streams of traffic replaced by a huge diagram of the state's electricity network, rendered in pleasing tones of white, green and purple. And here the weather is also a major preoccupation for the three operators sitting at their terminals, (9) ___ in the right places to meet demand.

"If nothing is going on, it can be a deadly boring job because they are sitting there, waiting for something to happen," says Lionel Smyth, the manager in charge of the network. "They are constantly looking at what happens next. What's the weather doing? Are there storms or wind? And they are looking at the load [demand], which is dependent on the weather."

And what happens when everyone switches on the kettle at half-time during the grand final? Smyth says it barely registers. It's the weather – particularly all those air conditioners – that drives demand above everything else.

| | |
|---|---|
| A | controlling all the vital processes |
| B | inconsiderately left in a clearway |
| C | fiddling with umbrellas means |
| D | have enormous knock-on effects |
| E | pop up minute to minute |
| F | providing the right amount of power |
| G | stare intently into banks of computer screens |
| H | checking the computer systems |
| I | interspersed with maps and bar charts |
| J | survey on their screens |
| K | find an appropriate solution |
| L | touch almost every aspect of our daily lives |

Read the story about a student's babysitting experiences. Complete the sentences (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.



The white rabbit

Susan, my older sister, and Amy, my little niece, had only just moved into their new house when I saw the white rabbit. I had offered to stay over to look after Amy while Susan had a well-deserved Saturday night out. I did, however, have an ulterior motive. On the Monday morning I had a Psychology exam and I knew there would be no distractions at Susan's to keep me from studying after Amy had gone to bed.

After a lively session on the trampoline, Amy and I snuggled up on the sofa with *Alice in Wonderland* in the DVD player. Disney films captivate me, and when Amy eventually dropped off, I finished watching alone before carrying her up to bed. Returning to the living room with my notes, a highlighter and a glass of chilled Chardonnay, I was determined to put the rest of the evening to good use. I sipped my wine and applied myself to Freud's dream theory. But the exertions of the day caused my eyelids to droop, and the next thing I knew, I was wandering in some kind of sinister garden with bizarre creatures, half-human, half-animal, grinning, babbling and hopping all around me.

It must have been well after midnight when I woke, stiff-necked and dry-mouthed. My binder lay open on my lap; I hadn't highlighted a single sentence. The empty wine glass stood on the coffee table. I shuffled into the kitchen to slake my thirst before going upstairs, and it was then, as I was running the tap and looking out through the kitchen window into the moonlit garden, that I saw the white rabbit.

I did all those things you're supposed to do when you can't believe your eyes: I rubbed them and blinked hard. But there it was: a large white rabbit, sitting up on its hind legs and looking straight at me with pink eyes. It twitched its whiskers, cocked its head knowingly, then turned and hopped off slowly and deliberately. I felt an irrational urge to follow it, but since I was wearing neither my shoes nor my glasses, I resisted and simply watched it vanish into the darkness of the hedge.

Next morning at breakfast, I felt drained. My head was heavy and my calves were aching. The strange creatures had plagued me all night, chattering nonsensically and insisting I have tea with them, when all I wanted to do was escape from the garden so I wouldn't be late for

my exam. I frowned at my toast, trying to clear my mind. Had I really seen the white rabbit or had I dreamed that as well? What was wrong with me? A spot of trampolining, one glass of wine – or was it two – and I was a wreck.

Susan and Amy, on the other hand, were in excellent spirits. Amy told Susan, in that detailed way five-year-olds do, about the DVD we had watched.

“*Alice in Wonderland?*” said Susan. “That reminds me – I’ve met the lady next door and guess what, Amy? She’s got a rabbit – a big white one! She says it’s the cleverest rabbit in the world. It can do all sorts of things. It can even get out of its cage on its own, but it never gets lost. She says you can go and visit it any time you like.”

I felt a rush of relief. Amy clapped her hands in delight. Susan glanced at us in turn.

“Why don’t the two of you go over and see the rabbit this morning?” she suggested. “I’m sure Mrs Carroll wouldn’t mind.”

I managed a weak smile. “As long as it’s not wearing a waistcoat and carrying a pocket-watch.”

Amy obliged me by laughing at the joke louder than was absolutely necessary.

“Oh, isn’t Auntie Alice funny!” said Susan. “By the way, Alice, how was the Chardonnay?”

| | |
|---|--|
| 0 | The narrator was at Susan’s in order to ____. |
| 1 | Susan’s was a good place to work because ____. |
| 2 | The narrator watched the film to the end because ____. |
| 3 | The narrator unintentionally ____. |
| 4 | When the narrator looked again at her text, she noticed ____. |
| 5 | The narrator’s first reaction when she saw the rabbit was ____. (Give <u>one</u> answer.) |
| 6 | When the rabbit moved away, the narrator really wanted ____. |
| 7 | In her dreams, the narrator was annoyed by ____. |
| 8 | On hearing Susan’s news, the narrator assumed that the white rabbit ____. |
| 9 | Amy was very amused by ____. |

