

Name:	
Klasse:	



Standardisierte kompetenzorientierte  
schriftliche Reifeprüfung

AHS

13. Jänner 2017

Englisch

(B2)

Sprachverwendung  
im Kontext



# Hinweise zum Beantworten der Fragen

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben. Die Zeit zur Bearbeitung dieser vier Aufgaben beträgt 45 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.

<del>falsche Antwort</del>	richtige Antwort
----------------------------	------------------

Beachten Sie, dass die Rechtschreibung der Antworten im Prüfungsteil *Sprachverwendung im Kontext* korrekt sein muss, damit Antworten als richtig gewertet werden können. Dies gilt auch für Groß- und Kleinschreibung sowie etwaige Akzente, die aus der Antwort klar erkennbar sein müssen.

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

1

## Motivation

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"/>
8	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
9	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
10	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"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_ / 10 P.

2

## How to get better at tennis

0	<input checked="" type="checkbox"/>	H
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"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_ / 10 P.

NAME: \_\_\_\_\_

✂️ ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

### ANTWORTBLATT

4

#### Community Servings

0	neighborhood
1	
2	
3	
4	
5	
6	
7	
8	

Von der Lehrperson auszufüllen

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

3

#### Taking action

0	speaking
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

Von der Lehrperson auszufüllen

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

\_\_\_ / 11 P.

Read the text about Motivation, a charity organization. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–10). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.



## Motivation

In my travels I have been to many countries where those with physical disability are pariahs – sidelined, ignored, seen as cursed and beyond hope. In poorer societies someone's usefulness (0) \_\_\_ by their ability to do their share of physical labour. It's (1) \_\_\_ to see a human being discarded, left in a corner of a room, mutely watching life go by (2) \_\_\_ to offer any contribution.

When I first met *Motivation's* co-founder David Constantine, himself disabled at the age of 21, I was struck by his indomitable spirit and down-to-earth approach. (3) \_\_\_ I talk to David, I feel that what motivates him is the thought of another person, like himself, whose life does not have to end with injury.

It's this personal touch that makes *Motivation* one of the most humanising of charities. Its teams often work in (4) \_\_\_ conditions – in poorer countries where the need is greatest. They make a point of engaging closely with the community, (5) \_\_\_ by making the wheelchairs in situ and using those who have suffered themselves to help and advise new wheelchair users.

The idea for *Motivation* came from the winning entry in a competition run by the Royal College of Art, so not surprisingly a lot of thought (6) \_\_\_ the design of the chairs. They are modelled to deal with dirt roads and rough terrain, yet light enough to operate easily. Local materials are used if possible and each chair is adapted to the person using it. The Paralympics showed how the disabled (7) \_\_\_ their lives transformed – not just to be the equal of the rest of us, but in many cases to be more successful.

Across large parts of the world, (8) \_\_\_, disability remains a stigma. *Motivation* is working to change (9) \_\_\_ by showing that investing in mobility makes practical good sense, to communities, families and governments, too. The combination of its aims and its organisation on the ground (10) \_\_\_ one of the most inspired charities I know. Everything you do to help *Motivation* means that somebody, somewhere, gets their life back.

0	A was decided	B was developed	<del>C is defined</del>	D is described
1	A tragically	B sadly	C hurtful	D heartbreaking
2	A and he wants	B instead of wanting	C although unable	D without being able
3	A Since	B Whenever	C Concerning	D Because
4	A lacking	B strict	C challenging	D provocative
5	A creating jobs	B make work	C giving chances	D offer opportunities
6	A went into	B made up to	C put up with	D brought about
7	A allow	B let	C could make	D can have
8	A there is that	B however	C I mean that	D additionally
9	A considering	B thoughts	C minds	D meaning
10	A manages to make	B makes it	C as a consequence	D is consequently

Read the text in which a woman talks about learning to play tennis. Some words are missing. Choose the correct part (A–M) for each gap (1–10). There are two extra parts 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.



Quelle: Fotolia

## How to get better at tennis

I am realising a 30-year ambition as I step out onto the court at my local tennis club and meet Steve Savage, the head coach.

Ever since I was a primary-school pupil, I (0) \_\_\_ tennis lessons. I coveted the cute tennis outfits and was glued to Queen's and Wimbledon each year. My friends and I would (1) \_\_\_ in the park with our Woolworths tennis racquets doing no more than lobbing balls into the air. My school did not do tennis as a sport, and so my interest and keenness to learn were never (2) \_\_\_.

Now, at almost 38, I am having lessons. The inspiration is my eight-year-old son, who had lessons last summer and, with his alarmingly swift (3) \_\_\_ rate, is soon going to match me in height, (4) \_\_\_ him an ideal (and no doubt superior) tennis partner.

In early summer, the local courts are full of Wimbledon wannabes heading (5) \_\_\_ for refresher courses. I am full of enthusiasm, but also (6) \_\_\_ that my creaky knees, excess stone of flab and post-baby body are not going to do me any (7) \_\_\_. I confess this to Steve. "I coach a man of 82," he tells me, "who now plays at competitive level. You are never too old."

Concerns somewhat allayed, we (8) \_\_\_ the task at hand: getting me to a decent-enough standard to join the club's (9) \_\_\_ squad for social play. My tennis prowess consists only of being able to whack the ball (10) \_\_\_ the net with passion — I have absolutely no technical skill, and being a "southpaw," I am more than a little cack-handed.

But Steve is encouraging and motivating. It is simply down to practice, he tells me, and while it is certainly preferable to get advice and guidance from a pro at an early age, anyone can learn and improve their game.

A	across	F	growing	K	making
B	encouraged	G	hang about	L	off
C	favours	H	have longed for	M	to succeed
D	fear	I	idea		
E	get down to	J	intermediate		



Read the text in which a student talks about protecting the environment. Some words are missing. Complete the text by writing one word for each gap (1–11) in the spaces provided on the answer sheet. The first one (0) has been done for you.



## Taking action

**Sophie Poulton is a student and a member of Climate Rush, an environmental action group inspired by the suffragettes.**

I was home-schooled in Somerset and came to London to study at the London College of Fashion. I heard Tamsin Omond, the founder of Climate Rush, (0) \_\_\_ at a festival two years ago and knew I (1) \_\_\_ to get involved. We do protests and campaigns about issues like Heathrow expansion and carbon emission, providing people with (2) \_\_\_ about how to help. I was drawn to the group by its emphasis on deeds not words. This isn't just about getting angry, but actually doing something (3) \_\_\_ it. As a student I couldn't donate money, so I joined up to donate my time instead.

Each generation has a cause. I was brought (4) \_\_\_ to mind about the environment in a way the generation before didn't. For the 1980s it was AIDS. For my generation our cause is to broach the fact our world is falling to (5) \_\_\_, and do something to help. I started thinking about this as a kid, and was quite active, getting my mum to take me to meetings. Most friends (6) \_\_\_ age are interested and supportive of what I'm doing, but quite a lot also think, "What's the point?" I understand this, when you (7) \_\_\_ stories about our recycling efforts going into landfill, for example, as it can be disheartening. People become indifferent when they feel their efforts are simply wasted, but I personally don't see (8) \_\_\_ you can know these things and not (9) \_\_\_.

I've changed my lifestyle. I recycle everything, avoid the car and (10) \_\_\_ fly unless I really can't help (11) \_\_\_. I wear Fairtrade and organic clothes, but as they're expensive I buy lots of clothes in charity shops.

Read the text about an organization that feeds people who are sick. Some words are missing. Change the word in brackets to form the missing word for each gap (1–8). Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.



## Community Servings

Community Servings was founded in 1989 by a diverse coalition of AIDS activists, faith groups, and community organizations to provide home-delivered meals to individuals living with HIV/AIDS. Over the past 22 years, Community Servings has evolved from a small (0) \_\_\_ (**neighbor**) meals program delivering a hot dinner to 30 individuals struggling with HIV/AIDS to a regional nutrition program serving nutritionally tailored meals and (1) \_\_\_ (**provide**) nutrition education to thousands of people per year across Massachusetts, all of whom are unable to shop or cook for themselves due to a critical illness.

As we celebrate 22 years in operation this year, we have served over 4.6 million free meals to the (2) \_\_\_ (**critic**) ill since 1990, helping those from Boston's most disenfranchised communities fight hunger and illness. In June 2004, after a successful pilot project, we expanded our mission beyond the HIV/AIDS community and now serve as an emergency program to the acutely ill, their dependents, and caregivers, (3) \_\_\_ (**regard**) of illness.

Today, we serve clients in 17 cities and towns who are battling more than 35 different types of illnesses, including breast and other cancers, multiple sclerosis, AIDS, Parkinson's disease, liver and kidney disease, hepatitis, and lupus. Ninety-five percent of our clients live below, at or just above the (4) \_\_\_ (**poor**) level. A transformative moment in our history came in June 2007, when we moved to a new state-of-the-art nutrition facility in Jamaica Plain. This enabled us to (5) \_\_\_ (**significant**) increase meal capacity to now produce 2,500 meals per day, improve food quality, engage (6) \_\_\_ (**great**) numbers of volunteers, expand nutrition services including on-site nutrition classes, offer a food-service job-training program and diversify our funding revenues through a social enterprise.

(7) \_\_\_ (**nation**), we have received the respect of colleagues in our field and public

(8) \_\_\_ (**recognize**) for our work.

In May of 2009, Community Servings was honored with the prestigious Innovation Award from the Massachusetts Nonprofit Network presented by Governor Deval Patrick.