

Name:	
Klasse:	



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

11. Mai 2016

Englisch

(B2)

Sprachverwendung
im Kontext



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

The birth of a university

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input checked="" 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"/>
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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"/>
11	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Von der
Lehrperson
auszufüllen

richtig falsch

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___ / 11 P.

2

The power of touch

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2	<input type="checkbox"/>	
3	<input type="checkbox"/>	
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
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10	<input type="checkbox"/>	
11	<input type="checkbox"/>	

Von der Lehrperson auszufüllen

richtig falsch richtig falsch richtig falsch richtig falsch

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___ / 11 P.





ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

T

X

ANTWORTBLATT

4

Ginger

0	1	2	3	4	5	6	7	8	9

Von der
Lehrperson
auszufüllen

richtig falsch

___ / 9 P.

3

The impact of climate change

0	1	2	3	4	5	6	7	8	9	10	11	12	13

Von der
Lehrperson
auszufüllen

richtig falsch

___ / 13 P.

+

___ von 44 P. 7

Bitte umblättern

Read the text about the founding of Stanford University. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–11). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.



The birth of a university

In 1876, former California Governor Leland Stanford purchased 650 acres of Rancho San Francisquito for a country home and began the development of his famous Palo Alto Stock Farm. He later bought adjoining properties totaling more than 8,000 acres. The little town that (0) ___ to emerge near the land took the name Palo Alto (tall tree) (1) ___ a giant California redwood on the bank of San Francisquito Creek. The tree itself is still there and (2) ___ the university's symbol and centerpiece of its official seal.

Leland Stanford, who grew up and studied law in New York, moved west after the gold rush and, (3) ___ many of his wealthy contemporaries, made his (4) ___ in the railroads. He was a leader of the Republican Party, governor of California and later a U.S. senator. He and Jane had one son, who died of typhoid fever in 1884 when the family was traveling in Italy. Leland Jr. was just 15. (5) ___ weeks of his death, the Stanfords decided that, because they no longer could do anything for their own child, "the children of California shall be our children." They quickly set about to find a (6) ___ way to memorialize their beloved son.

The Stanfords considered several possibilities – a university, a technical school, a museum. (7) ___ on the East Coast, they visited Harvard, MIT, Cornell and Johns Hopkins to seek (8) ___ on starting a new university in California. Ultimately, they decided to establish two institutions in Leland Junior's name – the University and a museum. From (9) ___ they made some untraditional choices: the university (10) ___ coeducational, in a time when most were all-male; non-denominational, when most were (11) ___ a religious organization; and avowedly practical, producing "cultured and useful citizens."

On October 1, 1891, Stanford University opened its doors after six years of planning and building. The prediction of a New York newspaper that Stanford professors would "lecture in marble halls to empty benches" was quickly disproved. The first student body consisted of 555 men and women.

0	A has begun	B would start	C was started	D was beginning
1	A after	B through	C following	D according
2	A will later stay	B would later become	C would always stay	D will always become
3	A as	B how	C like	D among
4	A fortune	B luck	C business	D success
5	A Just	B Within	C Throughout	D Over
6	A lengthy	B continuing	C constant	D lasting
7	A Because	B As	C Since	D While
8	A opinion	B advice	C instruction	D suggestion
9	A the outset	B opening	C a start	D first
10	A is going to be	B is	C will be	D would be
11	A informed by	B associated with	C granted by	D supplied with

Read the text about the effects of physical contact. Some parts are missing. Choose the correct part (A–N) for each gap (1–11). 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.



The power of touch

Touch is the first sense we acquire and the secret weapon in many a successful relationship. Here's how to regain fluency in your first language.

You're in a (0) ___ subway car on a Tuesday morning, or perhaps on a city bus. Still-sleepy commuters, lulled by vibrations, remain hushed, yet silently broadcast their thoughts.

A toddler in his stroller looks warily at his (1) ___ passengers, brows stitched with concern. He turns to Mom for reassurance, reaching out a small hand. She quietly takes it, squeezes, and releases. He relaxes, smiles, turns away – then back to Mom. She takes his hand again: squeeze and release.

A twenty-something in a skirt and blazer sits (2) ___, a leather-bound portfolio on her lap. She repeatedly (3) ___ a few blonde wisps off her face, then touches her neck, her subconscious movements both revealing and relieving her (4) ___ about her 9 a.m. interview.

A couple propped against a pole (5) ___ messages of affection; she rubs his arms with her hands, he nuzzles his face in her hair.

A middle-aged woman, squished into a corner, assuredly bumps the young man (6) ___ her with some elbow and hip. The message is clear; he instantly adjusts to make room.

Probing our ability to communicate nonverbally is (7) ___ a new psychological tack; researchers have long documented the complex emotions and desires that our posture, motions, and expressions reveal. Yet (8) ___, the idea that people can impart and interpret emotional content via another nonverbal modality – touch – seemed iffy, (9) ___ to researchers such as DePauw

University psychologist Matthew Hertenstein who study it. In 2009, he demonstrated that we have an innate (10) ___ to decode emotions via touch alone. In a series of studies, Hertenstein had volunteers attempt to communicate a list of emotions to a blindfolded stranger (11) ___ through touch. Many participants were apprehensive about the experiment. "This is a touch-phobic society," he says. "We're not used to touching strangers, or even our friends, necessarily."

A ability

F fellow

K solely

B anxiety

G hardly

L stiffly

C beside

H next

M trouble

~~D~~ crowded

I pushes

N until recently

E even

J shares

Read the text about the impact of climate change on a species of tropical fish. Some words are missing. Complete the text by writing one word for each gap (1–13) in the spaces provided on the answer sheet. The first one (0) has been done for you.



The impact of climate change

Clown fish are among the world's most commonly traded fish species. In the movie *Finding Nemo*, the orange clown fish (0) ___ saved. Now environmentalists say the species needs saving in (1) ___ life too. On Sept. 13, the Center for Biological Diversity (2) ___ a petition that it hopes will prevent clown fish and seven other coral reef-dwelling species from becoming (3) ___.

There is no evidence that clown fish (4) ___ are dropping. So why are scientists concerned? Shaye Wolf is an animal scientist for the Center for Biological Diversity. She says the coral reefs, where clown fish live, are becoming unhealthy. "We're asking for protection of the clown fish because it's in trouble from climate change," Wolf told TFK.

Clown fish protect (5) ___ from predators by living in sea anemones that grow on coral reefs. Scientists have warned that coral reefs are (6) ___ to become the world's first ecosystem to (7) ___ because of global warming. The reefs are (8) ___ risk from increased levels of acid in the ocean, (9) ___ comes from pollution from humans. The pollution damages a clown fish's sense of hearing, sight and smell. (10) ___ damaged senses, young clown fish have trouble (11) ___ coral reefs to make their homes.

Sometimes the fish will become so confused that they are drawn (12) ___ predators' smells by mistake. "The longer we wait, the harder it's going to be to save (13) ___ unique creatures," Wolf says.

Clown fish face other threats too. They are among the world's most commonly traded fish species.

Read the text about a very special pet. Some words are missing. Change the word in brackets to form the missing word for each gap (1–9). Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.



Quelle: Wikipedia

Ginger

When I lived in Blairton, Ginger was the enormous red tabby cat that lived next door. Ginger was a truly astonishing sight. He was not only the largest and fattest cat I had ever encountered but also the (0) ___ (**lazy**). His days were usually spent lying stretched out in the warmest spot he could find. He seemed capable of sleeping for hours on end and was frequently to be seen slumbering (1) ___ (**peace**) on some sunny windowsill. Other cats would have envied Ginger his freedom; his owners were rarely in and he was left outdoors most of the time. If he had been an (2) ___ (**adventure**) cat, he might have climbed trees, chased birds or caught mice, but instead Ginger's (3) ___ (**prefer**) was for fine dining and relaxation.

He often strolled over to visit Mrs. Carter, the elderly lady who lived opposite. She derived great (4) ___ (**please**) from spoiling him with tasty treats. The gratitude Ginger showed by rubbing himself affectionately around her legs, his magnificent tail brushing against her skirt, would have been touching if he had actually been a hungry cat. Ginger's (5) ___ (**appear**), however, made it perfectly clear that he was used to receiving much more food than he actually needed. But was that a reason for him to refuse a (6) ___ (**hand**) of finely chopped chicken or a dish of freshly cooked liver or a saucer of cream? Certainly not! Mrs. Carter once informed me that Ginger was (7) ___ (**impressed**) by tinned cat food – hardly surprising considering the alternatives he was offered!

(8) ___ (**practice**) the only energetic movement I ever saw Ginger make was when he jumped up on to the bonnet of my car. He liked to make himself comfortable there on a chilly evening when I got back from work, obviously (9) ___ (**joy**) the heat of the still warm engine. I was always struck by how elegantly Ginger performed this leap. He was able to calculate with absolute precision the distance he had to jump, landing lightly and silently and without ever slipping.

