

Name:	
Klasse:	



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

9. Mai 2023

Englisch

Sprachverwendung im Kontext B2



Hinweise zum Bearbeiten der Aufgaben

Sehr geehrte Kandidatin, sehr geehrter Kandidat!

Dieses Aufgabenheft enthält vier Aufgaben.

Verwenden Sie für Ihre Arbeit einen schwarzen oder blauen Stift.

Bevor Sie mit den Aufgaben beginnen, nehmen 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 checked="" type="checkbox"/>	B	<input checked="" type="checkbox"/>	G	<input checked="" 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
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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

Which generation handles money best?

0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<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	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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10	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

___ / 11P.

2

The importance of seagrass

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	richtig	falsch
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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___ / 10 P.



ANTWORTBLATT

4

26.2 miles

0	annually
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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"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

___ / 11 P.

3

Fantastic Tolkien

0	best
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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"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

___ / 11 P.

Bitte umblättern

1

11 P.

Read the article about how people of different ages deal with money. 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.



Which generation handles money best?

Different life stages bring different financial priorities and, of course, this dictates how we spend the pounds in our pockets. Few 25-year-olds in their first job, with student loans, (0) ___ and living expenses, will have the same plans for their monthly income as a 55-year-old with a mortgage, children and parents to support, and retirement on the (1) ___. The short answer is that every generation has its financial strengths, and the smartest among us are those who can adapt to their changing landscape of monetary challenges.

We all want to save

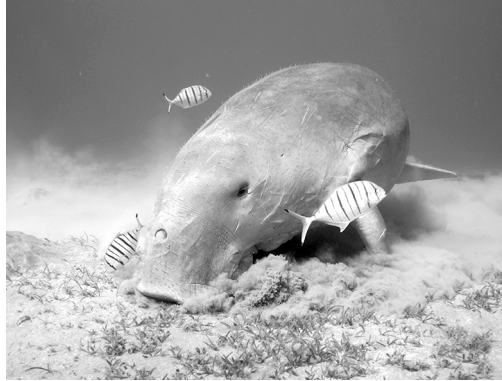
There tends to be more (2) ___ than dividing us. When we asked people about their savings, everyone wished they could save more. Over half of women (63%) said they wished they could put more (3) ___ but couldn't afford to, or that they saved some money but should probably do more. This is hardly surprising as the rising cost of living has affected all of us. Of course, this will affect the generations in different ways, which is why people in their twenties and thirties are worried about (4) ___ a decent pay packet (when wages have stagnated), while those who are older are more (5) ___ about stretching their pensions.

Savvier shoppers

While what we spend our leftover (6) ___ on may change, it seems that, no matter what our age, clothes, (7) ___, holidays and home improvements all feature high on the (8) ___ list. However, we are all getting much more savvy (9) ___ to how we buy and we're inclined to shop (10) ___. Of those surveyed, 79% said they always looked for the best deal, (11) ___ for groceries, insurance, appliances or holidays. And we're not loyal to a particular supermarket either – 52% of us will go to a different store if we can get a better deal.

- | | | | | | |
|---|------------|---|--------------------|---|---------------|
| A | around | G | horizon | M | when it comes |
| B | aside | H | priority | N | whether |
| C | cash | I | reasons for saving | | |
| D | concerned | J | rent | | |
| E | discussing | K | socialising | | |
| F | earning | L | uniting | | |

Read the extract from a text about endangered sea habitats. 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.



The importance of seagrass

You probably don't think about seagrass very often. (0) ____, diving amongst seagrass is probably not on your bucket list, and you probably don't have beautiful photos of seagrass adorning your walls at home. Even I, as a researcher of dugongs, an animal that totally relies on seagrass for its existence, have been (1) ____ underestimating the importance of seagrass. But seagrass ecosystems support 50 per cent of the world's fisheries, making it a critical ecosystem for the livelihoods of three billion people who depend on these fisheries for food and income. What is perhaps even more surprising is the importance of seagrass in protecting us against global warming: seagrass can absorb and store carbon 35 times more (2) ____ rainforests. Whilst we have been desperately trying to (3) ____ the last of our rainforests, seagrass is disappearing at (4) ____ of two football fields every hour. We have already lost an estimated 35 per cent of this resource.

Protecting seagrass, however, is difficult if we don't know where it is. Seagrass (5) ____ across many millions of hectares and a large proportion of seagrass is too deep in the water column to be seen from a boat or from the air. So keeping track of how healthy our seagrass beds are is also difficult. One answer (6) ____ monitoring the animals that rely on seagrass. And this is where the animal that has been the focus of my career (7) ____ — the dugong.

Dugongs can be found throughout the Indo-Pacific, in (8) ____ 46 countries. Their diet is made up (9) ____ of seagrass; hence, they are also called the sea 'cow'. So wherever you find dugongs, you are also likely to find seagrass. And, importantly, if your dugong (10) ____ disappears, you'd best start investigating your seagrass, because that's likely gone as well, and your fisheries will quickly follow suit.

0	A However	B Eventually	C Indeed	D Obviously
1	A keen on	B responsible for	C worried about	D guilty of
2	A compared with	B efficiently than	C competently than	D comparing with
3	A hang on to	B stick to	C get hold of	D bring forward
4	A a quantity	B a speed	C a rate	D an amount
5	A arises	B expands	C grows up	D goes on
6	A contains	B comes up	C represents	D lies in
7	A gets back	B arises	C surfaces	D comes in
8	A a total of	B a number of	C entirely	D totally
9	A most commonly	B almost exclusively	C nearly perfectly	D near fully
10	A culture	B habitat	C population	D community

Read the text about J. R. R. Tolkien, the author of *The Lord of the Rings*. Some words are missing. Complete the text by writing an appropriate word for each gap (1-11). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.

Fantastic Tolkien

In literary circles, fantasy fiction was long regarded as trivial nonsense. It was generally looked down on: fantasy was, at (0) ____, fun for children, and, at worst, a complete (1) ____ of time. How things have changed! Nowadays, fantasy is a literary genre in its (2) ____ right and has a wider following than ever before. Admittedly, this is partly due to the popularity of the numerous films inspired by fantasy literature that have come out in recent years. The spectacular effects of film bring fantasy to life in a way that is totally captivating.

Returning to fantasy literature (3) ____ such, Tolkien is without doubt the author whose works are held in highest esteem. If it had not been for Tolkien, fantasy might never have lost its reputation for being trivial. So although *The Lord of the Rings*, the trilogy for which he is best known, was initially classed as children's literature, this is by no (4) ____ the case today. And rightly so: it is an extremely challenging read.

Tolkien's use of invented languages is just one example of how clever his work is. In his youth, he started reading Old English literature, which (5) ____ to a fascination with language that was to continue throughout his life. He experimented with making up languages while still at school, and by the (6) ____ of his life he had constructed at least 15 languages. The Elvish languages in *The Lord of the Rings* testify to this great talent.

Would it ever (7) ____ to anyone to suggest that Greek mythology is trivial? On the (8) ____, everyone agrees that these ancient narratives have a timeless appeal, (9) ____ to mention a great deal to teach us about human behaviour. The best of fantasy has much in (10) ____ with mythology. Both fire the imagination with their exciting plots and supernatural beings, but at the same time they deal with themes of universal relevance. The importance of such human qualities as commitment, courage and loyalty, to name but a (11) ____, often plays a central role. Well written fantasy, such as that created by Tolkien, is anything but trivial. It is fantastic.

Read the text about one runner of the Boston Marathon. Some words are missing. Change each word in brackets to form an appropriate word for each gap (1-11). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



26.2 miles

The Boston Marathon in Massachusetts, USA, is one of the most high-profile running events in the world. The race has been held (0) ___ (**annual**) for over 100 years now, attracting elite runners, as well as amateurs from all walks of life. However, this was not always the case. Beginning with its inception in 1897, the prestigious event was an (1) ___ (**exclude**) race for male runners. Until one woman decided to change the way the world defined a marathon runner.

Katherine Virginia Switzer, born in 1947, was an (2) ___ (**enthusiasm**) runner in her youth. She began attending Syracuse University in 1966, which had no athletics team for women at the time. Thus, Switzer began training with the men's cross-country team unofficially. This is where she met her coach, Arnie Briggs. It was (3) ___ (**suppose**) on one of their training runs in December 1966 that the idea of Switzer entering the Boston Marathon was born. Briggs (4) ___ (**initial**) dismissed the idea, insisting that 26.2 miles was much too far for a 'fragile' woman to complete; however, he quickly conceded.

Three weeks before the race, Switzer registered for the event, using only her initials K.V. rather than her full name. She paid the \$3 entry fee and began making the travel (5) ___ (**arrange**) for her trip to Boston.

On April 19th, 1967, Switzer, full of (6) ___ (**determine**), pinned her bib number on her sweatshirt and set off in the crowd of runners milling around the starting line of the marathon. (7) ___ (**Need**) to say, none of the race officials noticed she was female underneath her baggy sweater.

But Switzer's gender did not go (8) ____ (**notice**) for long. Around 4 miles into the marathon, race manager Jock Semple became aware that there was a woman among the (9) ____ (**competition**). He dashed up next to Switzer and (10) ____ (**patient**) tried to rip her bib off, (11) ____ (**repeat**) grabbing her arm in the attempt. Photos taken of the unprecedented incident made headlines the world over.

Switzer completed the race that day and became an inspiration for women runners everywhere. Five years later, the Boston Marathon established an official women's race.

Bildquellen

Aufgabe 1: © Gina Sanders / www.fotolia.com

Aufgabe 2: © Laura Dinraths / www.shutterstock.com

Aufgabe 4: © Iuliia Sokolovska / www.fotolia.com

Textquellen

Aufgabe 1: Autor/in nicht genannt: So which generation is the savviest? In: *Good Housekeeping* 10/2017, S. 57 (adaptiert).

Aufgabe 2: Hodgson, Amanda: Dugongs, Drones and Artificial Intelligence.

<https://www.thenakedscientists.com/articles/science-features/dugongs-drones-and-artificial-intelligence> [03.11.2022]
(adaptiert).

