

Name:	
Klasse:	



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

8. Mai 2024

Englisch

Sprachverwendung im Kontext B2

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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

Outdoor education

0	N	1	2	3
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	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"/>
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"/>	11	<input type="checkbox"/>
12	<input type="checkbox"/>	13	<input type="checkbox"/>				

___/13 P.

2

Take a book, leave a book

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"/>
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

___/10 P.



ANTWORTBLATT

4

Women in science and technology

0	engineering
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Von der
Lehrperson
auszufüllen

richtig falsch

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___ / 10 P.

3

Late for school

0	basis
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9	
10	

Von der
Lehrperson
auszufüllen

richtig falsch

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___ / 10 P.

Bitte umblättern

Read the extract from a text in which a teacher talks about what students can learn out in the wild. Some parts are missing. Choose the correct part (A-P) for each gap (1-13). 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.



Outdoor education

The outdoors is a great vehicle for students to develop interpersonal skills such as leadership, cooperation, communication and trust. Again, activities must be structured (0) ___ in order to aid the personal growth of students. Take white water rafting for example; it's more than just blindly putting your paddle in the water and floating down a river. A crew must listen to their guide and learn to react quickly (1) ___ a set of calls. In order to be successful, the group must paddle together with correct timing and change their paddle strokes (2) ___ the command of the guide. The crew must trust their guide and crew-mates, and demonstrate clear communication skills in the process. And rafting is (3) ___ confined to gnarly grade-five white water; the same results can be achieved through lower-risk white water environments.

The teacher in me always appreciates the clear "action and consequence" examples the outdoors (4) ____. If students cut corners in the classroom, the consequence is usually in line with the school pastoral care code, but the (5) ___ between action and consequence is not always crystal clear. If a student is building a bivouac (natural shelter) in the bush, (6) ____, and doesn't work hard enough to (7) ___ their roof is watertight, they get wet and have an uncomfortable night's sleep. The consequence and severity of that consequence is directly related to the knowledge and effort (8) ___ in the building of the bivouac. Another (9) ___ example relates to team-building activities. When students rush the activity and don't work together they (10) ___ fail, meaning they must repeat the activity again. If they don't change their tactics or method, they will (11) ___ to fail. The life lessons which can be (12) ___ these experiences can be transferred to the classroom and sports field, and enforce the idea of high personal standards. The key is effective instruction and guiding students to make those (13) ___ themselves.

Personally, sometimes the best thing about being in the outdoors with students is seeing them develop a passion in the arena, or a certain discipline within the realm.

A as well as

B at

C comparing

D continue

E displayed

F ensure

G findings

H however

I inevitably

J less extreme

K link

L not just

M provides

~~N specifically~~

O taken from

P to

Read the text about one way of sharing books. 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.



Take a book, leave a book

As a book lover, I haven't taken advantage of libraries as much as I should have. I was often (0) ___ to buy on impulse in stores, from Amazon or the iBook store. But new books or virtual ones deprive us of the intimate relationship with those unknown readers who have all thumbed the same pages, let their eyes scroll down the same lines and were (1) ___ to the same titles.

And how often have we traveled to remote locations, checked (2) ___ small bed and breakfasts and were thrilled at finding the paperbacks that someone had left behind, often leaving ours, too, for the next weary traveler? It's a way of keeping a story (3) ___, no longer read around a fire, but recounted to one reader at (4) ___, passing the books on and on and on.

For all the talk of paper books (5) ___, there is still a place for them. A couple of weeks ago, driving along a Santa Monica side street, I saw a pretty bookshelf placed in the median of the road, filled with books. "What the hell?" I thought. Next time I drove by, with the intent of taking a picture, it was gone. But the image stuck and a brief search online revealed the growing size of the Little Free Library movement.

Started in Wisconsin, it (6) ___ tiny libraries in all kinds of neighborhoods in 45 American states and in a dozen other countries around the world. Small and pretty wooden containers, often looking like large bird houses, can be (7) ___ by anyone and filled with the same books we would otherwise (8) ___ donating or recycling. The concept is "take a book, leave a book."

While I revel in not (9) ___ my filled-to-capacity-bookcases anymore, I often reach back to the experience of the paper book, especially if it means being able to place it in the hands of someone else, (10) ___ "you must read this." Books as treasures, as stories, as nuggets of experience passed along to friends and strangers alike.

0	A targeted	B tempted	C tried	D trialed
1	A interested	B appealed	C fascinated	D attracted
2	A over	B into	C their	D our
3	A advancing	B continued	C maintained	D going
4	A once	B home	C a time	D all
5	A disappearing	B will disappear	C disappeared	D have disappeared
6	A shows	B features	C represents	D appears
7	A build	B invented	C hang up	D set up
8	A be	B want	C rather	D possibly
9	A needing sorting	B having to sort	C have to sort	D need sorting
10	A explained with	B added by	C followed by	D said with

3

10 P.

Read the text about students' excuses for being late. Some words are missing. Complete the text by writing an appropriate word for each gap (1-10). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



Late for school

Is there anybody who has not, at some point in their life, been told by an annoyed teacher, "You're late!"?

The majority of students obviously don't intend to be late. It isn't something they do deliberately – not on a regular (0) ___ anyway! I'm sure that, as a rule, they do their best to arrive on time and are genuinely sorry when something unexpected (1) ___ them up. My brother Mike, a teacher, agrees.

However, (2) ___ Mike has only been in the job for a few years, he has already had plenty of experience with students being late. Apparently, the classic excuses are still the most common ones: oversleeping and transport problems. Traffic jams; cancelled trains; phones lost, broken or (3) ___ of charge; careless parents who forgot to wake them: these are the things students usually blame for making them late. Mike has also come (4) ___ some more original excuses, though.

On one occasion, a girl who turned (5) ___ almost two hours late told him that just as she was about to set off for school, she noticed that her pet sheep was preparing to (6) ___ birth. Her parents had already gone off to work, leaving her no choice (7) ___ to wait until the lamb was born and make sure that all was well. What intrigued Mike about this story was that the girl didn't live in the countryside – she lived in town!

Another time, an older teenager (8) ___ politely for being late and then explained discreetly that he had had to save somebody's life on the way to school. At first, Mike thought the boy was pulling his leg, but it turned out that he had indeed stepped in to help a man who had had a heart attack at the bus stop. Apart (9) ___ calling the ambulance, other passers-by hadn't reacted. Since he had recently attended a course and knew what to do, the boy gave him first (10) ___.

It seems unpunctuality is not always the inexcusable crime teachers make it out to be. Sometimes – just sometimes – there is an excellent reason for being late for school.

Read the text about women's choices at university. Some words are missing. Change each word in brackets to form an appropriate word for each gap (1-10). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



Women in science and technology

The number of women studying towards the highest-paid careers remains stubbornly low in Europe. A meagre 28% of graduates of STEM subjects – science, technology, (0) ___ (**engineer**) and maths – are female, a statistic mirrored across the Atlantic. As business leaders come to realise that gender diversity aids innovation in the workplace, some (1) ___ (**execute**) are questioning what can be done to convince more women to study these subjects.

One potential explanation for these statistics is that girls are less confident in their own abilities than boys. Even though studies have proven that girls are (2) ___ (**equal**) competent in STEM subjects, they tend not to believe in their ability to succeed. Even in Sweden, a country often (3) ___ (**associate**) with high gender equality, only 18% of the STEM workforce is female.

Surprisingly, countries with a less progressive outlook on gender equality tend to attract greater numbers of women into science and technology. The study shows that females (4) ___ (**present**) upwards of 40% of STEM graduates in Algeria. One explanation might be that they see it as the best way of getting a job. If women adhered more strictly to traditional gender (5) ___ (**expect**), for example, by staying at home and raising children, they would be (6) ___ (**capable**) of achieving both financial and economic independence. However, the fact remains that higher education is only available to a small proportion of women in many countries.

In Europe, very few women can (7) ___ (**call**) a time in which their access to university was restricted. This might explain why women feel (8) ___ (**power**) to choose degrees in other areas like the humanities. Many European countries have well-developed social security systems and most female graduates are (9) ___ (**familiar**) with the idea of poverty, nor are they any longer dependent on their husbands to provide for them.

Conversely, this freedom (10) ___ (**essence**) allows women to fall into the trap of conforming to gender stereotypes. The upshot of this is not that a higher degree of gender equality discourages girls from pursuing sciences. Instead, a general lack of belief in their own academic abilities is what holds them back.

Bildquellen

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Textquellen

Aufgabe 1: Meade, Dan: Outdoor education – dead and buried?
<https://cloud.3dissue.com/2389/3124/7031/is21-1/index.html?r=8> [04.04.2019] (adaptiert).

Aufgabe 2: Autor/in nicht genannt: Take a book, leave a book – The Little Free Library experiment.
<https://campariandsofa.wordpress.com/2013/09/03/little-free-library/> [16.11.2023] (adaptiert).

