

Name:

Klasse:

Standardisierte kompetenzorientierte  
schriftliche Reifeprüfung

AHS

21. September 2023

Englisch

# Sprachverwendung im Kontext B1

# 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"/>
---	--------------------------	---	-------------------------------------	---	-------------------------------------	---	--------------------------

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

1

Let them eat cake

0	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
N							
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"/>

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>
			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
		4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>
			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
		8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>
			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
						11	<input type="checkbox"/>
							<input type="checkbox"/>

\_\_\_/11 P.

2

Car beats bus

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

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"/>

\_\_\_/9 P.

NAME:

# ANTWORTBLATT

4

## Flower men

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

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"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

\_\_\_ / 11 P.

3

## Our new family member

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

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"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

\_\_\_ / 12 P.

1

11 P.

Read the text about a trend in the working world. 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.



## Let them eat cake

Workplace cakes have become a victim of the war on sugar. As evidence mounts that (0) \_\_\_ can affect our health, many organisations have begun to discourage employees from (1) \_\_\_ snacks at work. Dental surgeons at the Royal College of Surgeons have called for an assault on “cake culture” at work. In its office canteen, Google has nudged its employees to eat healthier food by making it (2) \_\_\_ to get hold of sweets. One NHS [National Health Service] hospital in Manchester entirely (3) \_\_\_ sugar from its menus and banned sugary snacks and drinks. Now, executives are considering banning the sale of sugary drinks across the entire NHS. In some US technology firms, bosses take it upon themselves to patrol (4) \_\_\_ to ensure it is entirely sugar-free. Employees in these firms who have a sweet tooth feel they are (5) \_\_\_ like smokers. They are forced to leave the building to eat in secret.

There are many good reasons for reducing the amount of sugar we eat. But introducing sugar bans and (6) \_\_\_ employees who eat a slice of cake is going (7) \_\_\_. Rituals of sharing food are just (8) \_\_\_ to modern office workers as they were for primitive hunter gatherers. Sharing food bonds a group together and increases trust. Getting a colleague a cake on their birthday is (9) \_\_\_ to do. I find it hard to imagine a group of grizzled office workers jumping up from their chairs, rubbing their hands together with glee and declaring: “Goody! The fruit platter has just arrived!”

Shaming people (10) \_\_\_ eating cake is part of a new kind of discrimination (11) \_\_\_ personal wellness. Some people now assume that if you don’t look like an athlete and have the diet to match then you must be a bad worker. Diet and body shape are bad indicators of how good someone is at their job. Making judgments about people on the basis of what they eat could prove far more dangerous than eating the odd biscuit.

A a sociable thing

G looking down on

M too far

B as important

H much more difficult

~~N~~ too much sugar

C based on

I put

D being treated

J removed

E eating sweet

K strong

F for

L the workplace

Read the text about public versus private transport. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1-9). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.



## Car beats bus

We are always told that we should leave the car at home and use public transport to get to work. We are all (0) \_\_\_ the advantages for the environment of using public rather than private transport. However, there are many disadvantages to public transport. The fact of the matter is that public transport is in general inconvenient, (1) \_\_\_, uncomfortable and expensive.

Public transport (2) \_\_\_ suitable for those who can travel at off-peak times, who do not have to change bus, train or tram to reach their final (3) \_\_\_ and who live and work close to the (4) \_\_\_ stops or stations. Public transport may even be the cheaper option for these people if they travel regularly at least five days a week all year round. But how many of us actually (5) \_\_\_ this category?

Let us look at the reality of a typical weekday trip to work on the bus. (6) \_\_\_ there is the walk to the stop, (7) \_\_\_ is no joke on a cold, dark winter morning. Smart office shoes are rarely suitable for tramping through rain and snow, so one is obliged to carry them along with all the other things one needs for work. Then there is the wait, hoping that the number 34 bus will actually turn up when it (8) \_\_\_. Most workers have to travel during the rush hours. In the morning this may mean competing for a seat on the bus with crowds of school children. There is little chance of being able to sit in comfort! Having held on to the strap on the bus for fifteen minutes, swaying and staggering and being stood on by small children, one gets off to change to the number 15, only to see it disappearing round the corner.

(9) \_\_\_ this to a warm, comfortable private car. Is it any wonder that people cannot be persuaded to leave the car at home and use public transport instead, even if it may cost a little more?

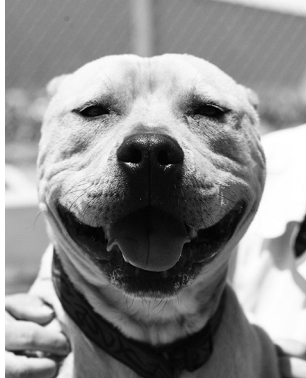
0	A aware of	B involved in	C confident about	D motivated by
1	A unlikely	B unexpected	C unfortunate	D unreliable
2	A is to be	B may be	C has been	D is being
3	A destination	B location	C position	D goal
4	A most	B beside	C immediate	D nearest
5	A are among	B respond to	C fall into	D take part in
6	A Then	B First	C As	D Because
7	A what	B whichever	C which	D whatever
8	A is told to	B may	C should	D is said
9	A Like	B Compare	C Link	D Check



3

12 P.

Read the text about how a dog was adopted by a family. Some words are missing. Complete the text by writing an appropriate word for each gap (1-12). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



## Our new family member

We have a pit bull.

We found him a few weeks (0) \_\_\_\_, walking along the road in a rural area. He was jumping on cars, and we thought maybe his family was camping somewhere nearby, so we passed him by. A few hours (1) \_\_\_\_, on our return trip, he was still in the (2) \_\_\_\_ place, again, trying to get folks to stop for him. When he saw us, he lay down in the (3) \_\_\_\_ of the road, so we were unable to get around him.

We stopped the car and looked around for a (4) \_\_\_\_ minutes, trying to figure out if anyone was around from whom he was separated. It didn't appear so. Then we took a good (5) \_\_\_\_ at the dog. He had no collar and he was really thin. We decided he was abandoned.

My husband said, "If he doesn't bite me when I (6) \_\_\_\_ to pick him up to put him in the car, then we have a new dog." The dog happily joined us with no fight at all. The only thing we were in danger of was getting licked to death. He kept sticking his head between the two front seats and thanking (7) \_\_\_\_ for picking him up.

The dog had clearly been on the road for (8) \_\_\_\_ time. He was extremely underweight. He was covered in scars and new wounds. We have surmised that some of the scars were from when he was on the road, we think possible fights with coyotes, but he also looked as though he was used for fighting other dogs. We figured his incredibly sweet personality was the reason he was abandoned. He must not have (9) \_\_\_\_ a good fighting dog.

So, we fed him a lot over the course of the next two weeks and he gained over twenty pounds. We took him to the veterinarian, (10) \_\_\_ said the dog appears to be in good (11) \_\_\_, despite his having been abandoned. The vet guessed the dog is about two or three years of age, (12) \_\_\_ the condition of his teeth. The vet gave him all the required shots and sent us on our way.

Read the text from a journalist about flower sellers in India. 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.



## Flower men

A few years ago I was on an assignment in India. I had a day off, so I went to the Mullick Ghat flower market in Kolkata. It's one of the (0) \_\_\_ (**large**) floral wholesalers in Asia — a huge warren of stalls, more than a century old, with some 2,000 vendors setting up every day. Seasonal flowers arrive on trucks early each morning.

The crazy, hectic atmosphere fascinated me. But more than anything, I was (1) \_\_\_ (**draw**) to the way the male sellers (2) \_\_\_ (**carry**) their flowers. They were macho men, but they held their petals in an almost ladylike way. One guy looked like he (3) \_\_\_ (**be**) wearing a floral dress. Intrigued by this masculine-feminine contrast, I went back two years later to shoot a series of portraits

Flowers are (4) \_\_\_ (**use**) for everything in India, from festivals and parties to religious rituals. The variety is enormous: brightly hued hibiscuses, vivid crimson roses, jasmine bouquets, and fragrant lotus and magnolia flowers. But I decided to photograph only the species that I saw the vendors carrying.

I originally thought about (5) \_\_\_ (**include**) both sexes in this series, but the women I asked told me they were reluctant to have their pictures (6) \_\_\_ (**take**). So I focused exclusively on the male vendors.

A lot of these guys speak only Bengali. Some are there illegally; (7) \_\_\_ (**gain**) their trust was a challenge. But after a few days my (8) \_\_\_ (**assist**) and I connected with one of them, a (9) \_\_\_ (**location**) guy who speaks Bengali and Hindi. His help made it (10) \_\_\_ (**easy**) for us to get permission and access.

The market was too congested to frame the kind of clean pictures I like, so I photographed the men along the Hugli River, a tributary of the Ganges. I took my pictures from 12 to 3 p.m., to capture the moody (11) \_\_\_ (**mix**) of sunlight and smog. I also used a studio filter to soften the harsh midday light. Over the course of eight days I photographed about 55 vendors.

## Bildquellen

Aufgabe 1: © pressmaster / www.fotolia.com

Aufgabe 2: © Kzenon / www.fotolia.com  
© Jürgen Fälchle / www.fotolia.com

Aufgabe 3: By <http://www.marines.mil/unit/basecamp Pendleton/PublishingImages/2006/animal%20shelter2.jpg>, Public Domain,  
<https://commons.wikimedia.org/w/index.php?curid=23032416>

Aufgabe 4: © yamix / www.fotolia.com

## Textquellen

Aufgabe 1: Spicer, André: Why bosses cake-shaming their employees has to stop.  
<https://www.theguardian.com/money/shortcuts/2018/sep/18/why-bosses-cake-shaming-their-employees-has-to-stop>  
[02.02.2023] (adaptiert).

Aufgabe 3: Laurie: Our new family member.  
<https://www.sunnyskyz.com/story.php?id=59/Our-new-family-member%22%20/1%20%22t0S7OPqpRYKwgh3G.99>  
[10.02.2023] (adaptiert).

Aufgabe 4: Hermann, Ken und Jeremy Berlin: In a Kolkata market, the flower men wear their wares.  
<https://www.nationalgeographic.com/magazine/article/flower-men-market-kolkata-india> [02.02.2023] (adaptiert).