

Name:

Klasse:

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

21. September 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"/> |
|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|

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.

| | |
|----------------------------|------------------|
| 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: _____

ANTWORTBLATT

1

Write that thank-you letter

| | | | |
|----------|--------------------------|----|--------------------------|
| 0 | <input type="checkbox"/> | 1 | <input type="checkbox"/> |
| F | <input type="checkbox"/> | 2 | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| 8 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| 12 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 7 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 8 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 9 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 10 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 11 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 12 | <input type="checkbox"/> |
| | <input type="checkbox"/> | 13 | <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"/> |
| | | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| | | 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | <input type="checkbox"/> |
| | | 12 | <input type="checkbox"/> | 13 | <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"/> |

___ / 13 P.

2

Meet Aisha

| | | | | | | | | |
|----|---|--------------------------|---|--------------------------|---|-------------------------------------|---|--------------------------|
| 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"/> |
| 11 | A | <input type="checkbox"/> | B | <input type="checkbox"/> | C | <input type="checkbox"/> | D | <input type="checkbox"/> |

Von der Lehrperson auszufüllen

richtig falsch

___ / 11 P.

ANTWORTBLATT

4

Work today

| 0 | obsession |
|---|-----------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |

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"/> |
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| <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.

3

Modern hieroglyphs

| 0 | like |
|---|------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |

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"/> |

___/9 P.

1

13 P.

Read the text about the benefits of saying thank you. 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.



Write that thank-you letter

Have you written your thank-you letters yet? No, (0) ___ a text or an email but an actual letter. I consider it a vital part of the post-Christmas ritual, although I know many people regard it as an outdated practice.

But (1) ___ for someone's thoughtfulness is more than just good manners, it's a boost to one's mental health, too. Psychologists call it 'gratitude therapy' and it helps us focus on the pluses in our lives, and the people who love us enough to give us gifts.

(2) ___ out of a branch of psychotherapy called 'positive psychology', which represents (3) ___ from traditional approaches that tend to focus on the problems in our lives. Positive psychology, (4) ___, is all about exploring the good stuff — the things we should be grateful for.

If this sounds a bit new age and (5) ___ un-British to you, I sympathise. The approach has rather been hijacked by U.S. therapists and given a bit of nauseating spin. (6) ___ a result, we see endless saccharine social media posts from people giving (7) ___ for everything from the cream in their coffee, to a sunbeam, or the puppy they saw on their way to work.

This detracts from the sound psychological theory underpinning gratitude therapy, which is (8) ___ than a schmaltzy slogan on a fridge magnet. (9) ___ a robust association between high levels of gratitude and long-term mental well-being.

It works on several levels. (10) ___ the positive, we reduce toxic emotions such as anger, frustration, envy and regret. Research shows that saying thank you helps solidify friendships, improves empathy and reduces interpersonal conflict. It can also lead to new relationships — increasing one's social networks and boosting mood.

Developing this sort of mental strength helps limit (11) ____ . This is because people who express gratitude are (12) ____ to compare themselves unfavourably to others. Instead, they are able to appreciate the achievements and good (13) ____ of others.

Showing gratitude can also protect against other mental illnesses.

A appealing more

G I expect more

M somewhat

B As

H in contrast

N so much more

C a shift

I It has grown

O Studies have shown

D By focusing on

J less likely

P thanks

E fortune

K self-pity

~~F~~ I don't mean

L showing your appreciation

Read the article from 2018 about a woman from Java going to work in Britain. 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.

Meet Aisha

Aisha showed up on my doorstep in April 2010. My housekeeper Hana, an Indonesian woman who had worked for me (0) ___ three years, was leaving to get married, and she recommended her friend as a replacement. From the start, Aisha worked with impressive (1) ___. Her ironing was impeccable. Bathrooms sparkled and furniture shone. She oiled squeaky hinges, replaced blown light bulbs and revived wilted plants. And she showed (2) ___ about the inner workings of contraptions. She read instruction manuals; she opened up the Hoover to diagnose a (3) ___ with the suction; she took down the Roman blind to understand why it was listing to one side. Aisha carried out all of this with a reserve that discouraged questions.

(4) ___, she shared a few details of her life. She was (5) ___ and had an ex-husband, two younger brothers and a son who lived with her parents. She came from a small village in West Java, where people either tilled rice fields or went abroad to find work. I knew from Hana that Aisha had escaped from her previous employers while they were on holiday in London. (6) ___ many other domestic workers she knew, she hadn't been (7) ___ prisoner, kept working all hours or cheated of her wages. She simply felt that she would have a better life in Britain.

In the eight years (8) ___ worked for me, Aisha's circumstances have been transformed. She arrived (9) ___ penniless, but managed within seven years to save enough to buy two rice fields and construct a house in her village – she oversaw the building over Skype. She signed up for accountancy courses and passed all her exams, including the rigorous "Life in the UK" test, required by the Home Office (10) ___ indefinite leave to remain in Britain.

She became a political activist and lobbied for the rights of domestic workers in the House of Lords and the European Parliament. Aisha's career has been propelled by some of the world's most powerful social (11) ___ – migration, globalisation, the emancipation and empowerment of women.

Though Aisha and I are both migrants, as much divides as unites us.

| | | | | |
|----|-----------------|--------------------|------------------|--------------------|
| 0 | A lasting | B through | C for | D since |
| 1 | A duty | B qualification | C efficiency | D fashion |
| 2 | A a sense | B consideration | C enquiry | D a curiosity |
| 3 | A fail | B fault | C poor condition | D wrong outcome |
| 4 | A At once | B Lastly | C At the end | D Eventually |
| 5 | A just 30 years | B already 30 years | C in her 30s | D in the 30s |
| 6 | A As not | B Unlike | C Comparing | D Contrasting with |
| 7 | A held | B caught | C put | D maintained |
| 8 | A that she has | B during that she | C where she | D while she had |
| 9 | A lately | B realistically | C consequently | D virtually |
| 10 | A by achieving | B for reaching | C for obtaining | D by getting |
| 11 | A forces | B conventions | C customs | D strengths |

3

9 P.

Read the text about a feature of digital communication. Some words are missing. Complete the text by writing an appropriate word for each gap (1-9). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



Modern hieroglyphs

Thousands of years after the Egyptians wrote the first hieroglyphic scripts, the spread of emoji seems to be bringing us back to a picture-based writing system. That may look (0) ___ a retrograde step to a more primitive, childish form of communication. But it isn't, because both hieroglyphs and emoji are far more powerful than they seem.

The hieroglyph for a mouth, for example, did not simply mean "mouth"; it also meant "towards", a different word that was pronounced the same way (like "write" and "right" in English). Crucially, it could also be read as a sound ("r"), (1) ___ as a pictogram of an eye can be read in English as "i". By combining multiple hieroglyphs with special symbols to indicate (2) ___ they should be read, it was (3) ___ to write any word. Hieroglyphs were a complete writing system through which one could (4) ___ complex ideas.

That may not be true of emoji. But if they can't be used to accurately convey the *Declaration of Independence*, say, they do have a potent expressive range. Sending a heart emoji, a shrug or an eye-roll is different from writing text. What do they mean, precisely? It is often hard to say in words. Emoji are useful in part because they enact emotions, (5) ___ than stating them. Surveys show many people (including a third of American millennials) (6) ___ it easier to communicate feelings with emoji than words. And unlike hieroglyphs, they can be used and understood by anyone.

Emoji also have fewer visible benefits. New ones are added to the global digital character set, Unicode, (7) ___ few months. Nobody wants to be (8) ___ behind when their friends start sprinkling their texts with lobsters, so they update their software and get the latest security patches with it. Emoji have made the internet safer.

Demand for emoji means more software is becoming Unicode compatible, allowing users to access not just new emoji (9) ___ unusual alphabets, such as Cherokee, that are released alongside them. That can help keep endangered languages alive.

Read the text about the changing world of work. Some words are missing. Change each word in brackets to form an appropriate word for each gap (1-9). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



Work today

Work is the master of the modern world. For most people, it is impossible to imagine society without it. It dominates and pervades everyday life – especially in Britain and the US – more completely than at any time in recent history. An (0) ___ (**obsess**) with employability runs through education. Even severely disabled welfare claimants are required to be work-seekers. Corporate superstars show off their epic work schedules. “Hard-working families” are (1) ___ (**ideal**) by politicians. Friends pitch each other business ideas. Tech companies persuade their (2) ___ (**employ**) that round-the-clock work is play. Gig economy companies claim that round-the-clock work is freedom. Workers commute (3) ___ (**far**), strike less, retire later. Digital technology lets work invade leisure.

In all these mutually reinforcing ways, work increasingly forms our routines and psyches, and squeezes out other influences. As Joanna Biggs put it in her quietly (4) ___ (**disturb**) 2015 book *All Day Long: A Portrait of Britain at Work*, “Work is ... how we give our lives (5) ___ (**mean**) when religion, party politics and community fall away.”

And yet work is not working, for ever more people, in ever more ways. We resist (6) ___ (**acknowledge**) these as more than isolated problems – such is work’s centrality to our belief systems – but the evidence of its failures is all around us.

As a source of subsistence, let alone prosperity, work is now insufficient for whole social classes. In the UK, almost two-thirds of those in (7) ___ (**poor**) – around 8 million people – are in working households. In the US, the average wage has stagnated for half a century.

As a source of social (8) ___ (**mobile**) and self-worth, work increasingly fails even the most educated people – supposedly the system’s winners. In 2017, half of recent UK graduates were officially classified as “working in a non-graduate role”. In the US, “belief in work is crumbling among people in their 20s and 30s,” says Benjamin Hunnicutt, a leading (9) ___ (**history**) of work. “They are not looking to their job for satisfaction or social advancement.” You can sense this every time a graduate with a faraway look makes you a latte.

Bildquellen

Aufgabe 1: © Styleuneeed / www.fotolia.com

Aufgabe 3: © TheDigitalArtist / www.pixabay.com

Aufgabe 4: © lenetsnikolai / www.fotolia.com

Textquellen

Aufgabe 1: Pemberton, Max: Write that thank-you letter and it will make YOU happy, says Dr Max the mind doctor.
<https://www.dailymail.co.uk/health/article-6559503/Write-thank-letter-make-happy-says-Dr-Max-mind-doctor.html>
[10.02.2023] (adaptiert).

Aufgabe 2: Mohsin, Moni: "I was lucky": the hidden past of a London housekeeper.
<https://www.1843magazine.com/features/i-was-lucky-the-hidden-past-of-a-london-housekeeper> [10.02.2023] (adaptiert).

Aufgabe 3: Standage, Tom: The emoji is the modern hieroglyph.
<https://www.1843magazine.com/design/rewind/the-emoji-is-the-modern-hieroglyph> [10.02.2023] (adaptiert).

Aufgabe 4: Beckett, Andy: Post-work: the radical idea of a world without jobs.
<https://www.theguardian.com/news/2018/jan/19/post-work-the-radical-idea-of-a-world-without-jobs> [10.02.2023]
(adaptiert).