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| Name: | |
| Klasse: | |



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

5. Mai 2017

Englisch

(B2)

Sprachverwendung
im Kontext

BMB

Bundesministerium
für Bildung



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.

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| 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.

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| 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.

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| B | <input checked="" type="checkbox"/> | G | 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.

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|---------------------------------------------|
| 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!



ANTWORTBLATT

1

Eye contact

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| 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

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2

Vanilla orchids

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| 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> | 10 | <input type="checkbox"/> | 11 | <input type="checkbox"/> |
| 12 | <input type="checkbox"/> | | | | | | |

Von der Lehrperson auszufüllen

richtig falsch richtig falsch richtig falsch richtig falsch

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| 4 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | 6 | <input type="checkbox"/> | <input type="checkbox"/> |
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| 12 | <input type="checkbox"/> | <input type="checkbox"/> | | | | 11 | <input type="checkbox"/> | <input type="checkbox"/> |

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3

Fighting hunger

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4

Got happiness? Social comparison theory can help!

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ANTWORTBLATT



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

T

X

+

von 41 P.

Bitte umblättern

Read the text giving advice for teachers. 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.



Quelle: Biswarup Ganguly / Wikimedia Commons

Eye contact

It is extremely important to make good eye contact with each student in the class whenever you are addressing the class as a whole, and to make eye contact with an individual you are addressing or who is speaking to you. “Eye contact” means that your eyes look at (0) ___ as they look at yours—your eyes “meet”.

The teacher has to make the effort to keep her eyes lively, (1) ___, and interested, moving around the room taking in everything, fixing on a (2) ___ student long enough to make contact, but not long enough to seem to be staring and thus make the student (3) ___, taking in the whole room again, fixing on another student, and so on. It doesn’t take very long for the habit to become automatic. But don’t make the mistake (4) ___ always fixing on your “best” (or your “worst”) students—share your attention. If you look only at your textbook or the ceiling, or if your eyes are usually unfocused, the students will feel that they don’t have your attention, and they won’t give you theirs. (5) ___ a teacher demands eye contact keeps students alert (the eyes are the “mirror of the soul” and, some might say, of the brain!), and the act of making eye contact provides the teacher (6) ___ a form of immediate feedback on the (7) ___ of what she is saying. This feedback aspect is (8) ___ important in very large classes, where the teacher is forced to be more “distant” from her students (9) ___ wish. In smaller classes, good eye contact between teacher and students, and between the students, plays a very important part (10) ___ a feeling of group cohesiveness and of shared learning.

In some cultures, eye contact is discouraged, especially between the sexes or between inferior and superior (which may be how the student/teacher relationship is viewed), but I believe we should do everything we can to banish this attitude from the English classroom, while accepting it in native language situations.

| | | | | |
|----|----------------------|-------------------------|---------------------------------|------------------------|
| 0 | A them | B one's eyes | C the other person's | D individuals |
| 1 | A clear | B thoughtfully | C aware | D brightly |
| 2 | A disturbing | B special | C loud | D specific |
| 3 | A uneasy | B feeling uncomfortable | C a bad feeling | D unable |
| 4 | A on | B of | C in | D at |
| 5 | A The knowledge that | B Any possibility that | C If they feel | D Whenever they notice |
| 6 | A offering | B in | C giving | D with |
| 7 | A aim | B impact | C force | D meaning |
| 8 | A getting | B becoming | C real | D especially |
| 9 | A as she might | B than she would | C as they could | D than they should |
| 10 | A in developing | B for starting | C at making | D of building |

Read the text about the plant we get vanilla from. Some parts are missing. Choose the correct part (A–O) for each gap (1–12). 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.



Quelle: Subbotina Anna / Fotolia

Vanilla orchids

Vanilla extract is from the vanilla orchid plant and most of us don't realise that this well-used (0) ____ comes from an orchid plant. The species is named *Vanilla planifolia* and it is "the" primary orchid species of commercial enterprises in the sense of a food product. It was discovered during the 16th century by Aztec Indians. It is documented that the plant was given by Emperor Montezuma to the Spanish Conquistadors in 1518 and brought to Europe.

As it was introduced to European royalty, it started to make its way into the kitchens of Europe and especially into the flavouring of cocoa, (1) ____ known as chocolate. It was the French who started to (2) ____ this bean in a major way in the Indian Ocean area, especially Madagascar.

Vanilla vines require three years before they bear (3) _____. Each spring the plant bears small, pale greenish-yellow orchids. Like most orchids, the blossoms (4) _____ stems branching from the main vine. The buds bloom and (5) _____ in sequence, each at a different time.

Although the vanilla bean grows (6) _____ on the vine it is not ready for harvest until maturity – (7) _____ nine months. Harvesting vanilla beans is as labour-intensive as pollinating the blossoms. Each bean ripens at its own time, (8) _____ a daily harvest for three or four weeks. To ensure the (9) _____ flavour from every bean, each individual pod must be picked (10) _____ just as it splits. One by one we pick them at the peak of their (11) _____. It is crucial that the vanilla bean not be harvested until it is yellow (12) _____ and is beginning to split on the end. If picked too green the bean will lack flavour and develop moulds that will eventually cause it to rot.

A approximately

B by hand

C cultivate

D finest

E fruit

F grow along

G mature

H on the tip

I otherwise

J perfection

K plants

L quickly

M requiring

~~N~~ spice

O whereas

Read the text about a program called *Food For The Poor*. Some words are missing. Complete the text by writing one word for each gap (1–10) in the spaces provided on the answer sheet. The first one (0) has been done for you.



Quelle: Blasius Mrowiec / Fotolia

Fighting hunger

What is REAL hunger? We've all had the experience (0) being hungry... but usually this only means skipping a (1) meal or going without food for several hours. But imagine going for days without anything to eat. Imagine (2) not having nothing to feed your suffering children, who cry out in (3) agony from hunger.

Food For The Poor invites you to (4) participate in our "first Friday fast" program, an initiative in (5) which a small monthly donation can make a tremendous difference. By dedicating one day each month to a small change in (6) your routine, and by sharing what you have with others, you can sustain the lives of those who have nowhere else to turn.

Participants in this program choose one day every month (often a "first Friday") (7) to set aside a day to break from the usual routine and focus on the issue of global hunger. By limiting meals that day and directing thoughts toward those living in poverty-stricken nations, participants grow in awareness of our brothers and sisters in Haiti. The money that would have been (8) spent on food is then donated to *Food For The Poor* to help feed hungry families. Your act of self-sacrifice will benefit those who go without food regularly.

You already (9) know the importance of feeding malnourished families. And through previous acts of compassion and generosity, you've helped provide lifesaving relief to those (10) in need. *Food For The Poor* invites you to take up the challenge once again by fasting one day a month and donating the proceeds to help others.

How much should you give? That's up to you. A gift of only \$12 will feed an entire family for a month. Larger gifts will help even more.

Read the text about how comparison can make us happy. Some words are missing. Use 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: Gennadiy Poznyakov / Fotolia

Got happiness? Social comparison theory can help!

We all want to be happy or at least satisfied with our lives. In order to increase the odds of happiness and life satisfaction we really need to be mindful of social comparison theory and how it may impact the (0) ____ (**reflect**) that we make on our lives. In a nutshell, we constantly compare ourselves with others and then make (1) ____ (**judge**) about the quality of our life based on these (2) ____ (**observe**). We reflect on how good or bad we have it based on the perceived good or bad comparisons found among others. There are *upward comparisons* (i.e., observing people who seem to have it better than us when it comes to money, looks, resources, talents) and *downward comparisons* (i.e., observing people who seem to have it worse than we do (3) ____ (**regard**) these qualities that we desire). We often feel better about ourselves and our lives when making downward comparisons and feel bad about ourselves when making upward comparisons.

With the advent of Facebook and other social media technology and (4) ____ (**serve**), as well as mass media in general, we have more opportunities than ever to compare our lives with those of others (including those we know and those we don't know at all). "(5) ____ (**Keep**) up with the Joneses" is no longer just a neighborhood thing but a national and global thing! This is both a good thing and a really bad thing in my view. For example, Facebook highlights upward comparisons. People generally post things about themselves and their loved ones that are highly (6) ____ (**favor**). Reality and talk shows cut both ways but often they highlight downward comparisons showing how (7) ____ (**mess**) up the lives of many really are... even some of the most famous (8) ____ (**celebrate**).

So, in order for you to (9) ____ (**maximum**) happiness and life satisfaction you'll want to be well aware of the influence and power of social comparisons and make efforts to avoid upward comparisons as much as you can. This is one of the reasons why people often feel good when they hear about the troubles of others.

