

Name:	
Klasse:	



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

19. September 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.

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.

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.

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:



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

ANTWORTBLATT

1

The Queen and William

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"/>
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3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
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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

Saving the American Dream

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Von der Lehrperson auszufüllen

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8	<input type="checkbox"/>	<input type="checkbox"/>	9	<input type="checkbox"/>	<input type="checkbox"/>	10	<input type="checkbox"/>	<input type="checkbox"/>
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Cheating in the digital age

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An unforgettable rush

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ANTWORTBLATT

Read the text about the relationship between Queen Elizabeth II and Prince William, her grandson. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–10) in the text. Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.



The Queen and William

The Queen and William have a very special relationship. In the months before the wedding, he saw her every week and if their diaries (0) ☐ a meeting, they had lengthy discussions on the phone. She is the one (1) ☐ he seeks. She is the one he looks to as a (2) ☐ in life. He admires her integrity and her modesty – also the way she (3) ☐ her privacy – and like her, he does not care for celebrity. He was just 15 when his mother died, and since then, Granny, as he calls her, (4) ☐ particularly important to him. When he was at Eton, he (5) ☐ to nip over the river to Windsor to have tea with her and there is a closeness, perhaps because of the generation gap, that she has never had with his father. When William (6) ☐ to New Zealand in February 2011, after the earthquake that devastated Christchurch, and on to visit the victims of the floods in Australia, he had a letter of congratulations from the Queen when he came back. The Prince of Wales has almost never had praise from either of his parents. It's not something the older generations of the family go in for very much.

It is not just that she has a soft spot for William. He says of her that, "She's my grandmother first and then she's the Queen." She (7) ☐ probably say of him that he is her grandson first but then he is her heir. Her priorities were never more acutely demonstrated (8) ☐ in the days after Diana died when she resolutely stayed in Scotland to help both boys come to terms with their loss. Rightly, some would say, she put their (9) ☐ before that of the country that was baying for her to show her face in London. She seemed to misjudge the mood and (10) ☐ it seemed that the future of the monarchy was in jeopardy. But the professional in her quickly reasserted itself and a moving last-minute live television broadcast saved the day.

0	A might not permit	B haven't permitted	C didn't allow	D cannot allow
1	A that's support	B who's supporting	C advising that	D whose advice
2	A fine example	B majestic character	C royal figure	D role model
3	A has maintained	B is continuing	C had preserved	D was keeping
4	A has been	B had been	C is	D is being
5	A wished	B used	C was enjoying	D was going
6	A left	B would travel	C flew	D had gone
7	A ought	B might	C must	D would
8	A rather than	B than	C even	D even though
9	A feeling	B kindness	C welfare	D goodness
10	A for a while	B as from now	C since then	D some time

Read the text about the dream of becoming a U.S. citizen. Some words 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.



Saving the American Dream

Although it has been nearly 30 years since I came to the United States to attend graduate school, it was only a decade ago that I decided to become an American citizen. I hadn't thought "(0) ____ American" would be meaningful or emotional, but it was. I had to turn in my Indian passport and pledge allegiance to the United States, and I worried about (1) ____ a piece of my identity. Midway through the process, I was ambivalent. But like generations of immigrants before me, I went through the interview, (2) ____ the citizenship exam, and entered a majestic room—in my case, Boston's Faneuil Hall—to take the oath. Standing there, (3) ____ I was proud to be an American, and that, (4) ____ my new commitment to the United States, I was never going to lose my Indian heritage. This opportunity for newcomers to hold on to a piece of their (5) ____ while embracing the promise of a better future as an American is, I've come to (6) ____, just one important attribute of the (7) ____ of values we know as the American Dream.

As anyone who (8) ____ attention to the 2012 U.S. presidential race can attest, it's a dream that seems to be in great peril. "The American Dream is slipping away," the historian Jon Meacham wrote before last summer's political conventions, calling this (9) ____ "the crisis of our time." We're right to be (10) _____. The American Dream is the country's most important asset, more valuable than its extraordinary natural (11) ____, deep financial capacity, or unparalleled workforce. It's so valuable (12) ____ a narrative that continues to draw people here from other countries, and it inspires those of us who are already here to work hard every day to better ourselves and our children. To watch this powerful force deteriorate is troubling—and understanding what might be done to stop the deterioration is imperative.

A	because it is	G	having left	M	resources
B	becoming	H	I realized that	N	set
C	believe	I	issue	O	took
D	deeply concerned	J	losing		
E	despite	K	paid		
F	getting over	L	past		

Read the text written by a student about cheating nowadays. Some words are missing. Complete the text by writing one word for each gap (1–9) in the spaces provided on the answer sheet. The first one (0) has been done for you.



Cheating in the digital age

My parents always tell me that when it comes to school, I have it a lot easier than they did. When they (0) ___ college in the 80s, the encyclopedia was still the go-to source for academic information, and your only tools in the classroom were a notebook, pen, and an open mind. This, to (1) ___, is unimaginable. Today's educational technology makes it a lot easier to learn, and a lot easier to cut corners.

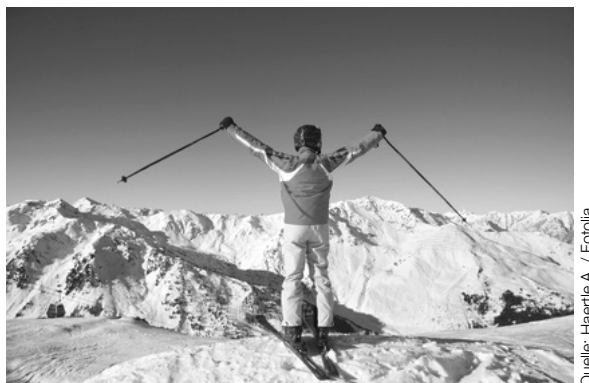
For many students, cheating in school has become the norm. As students come up with more sophisticated and high-tech ways to cheat, teachers become better at spotting the scams – often using their own digital tools. Let the cat-and-mouse game begin!

Though it is no (2) ___ that technological advancement has made cheating easier, it has actually made catching cheaters easier as well. Many schools now require students to submit their work through the anti-plagiarism site *Turnitin.com*, which sifts through thousands of essays, literary works, and webpages to ensure that students create original work.

But as educators build up their anti-cheating arsenal, the cheaters find new ways to outsmart their teachers. One of the most well-known and accessible cheating options is *noneedtostudy.com*, a website that says it all in the title. For \$900, the company (3) ___ to take an entire online course for a student. Popular courses include organic chemistry, calculus, finance, and nursing. Other websites like *onlineclasshelpers.com* provide test-taking, essay-writing, and online class-taking for “working” and “extremely busy” students. Some universities are experimenting with a new program called CourseSmart. It (4) ___ professors to track students' reading progress on their E-Readers, to check if someone is skipping pages, not highlighting passages, or just not reading at (5) ___. This software and other tools, like panoramic cameras and face-scanners at highly secure testing centers, are just a few of the high-tech measures universities have adopted to (6) ___ cheating.

Though cheating has changed with the technology, the central issue remains: where is the integrity? In my experience, my peers don't (7) ___ cheating as a matter of right and (8) ___, but whether or not they'll get (9) ___. But the blame isn't solely on the students or the teachers. I believe the real problem lies in the education system, where true learning is secondary to passing with the least effort.

Read the text about heli-skiing. 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: Haertle A. / Fotolia

An unforgettable rush

The *Kisaq*, a comfortable 25-metre ship, navigates the fjords and takes us to the base of a mountain situated in the middle of a vast icy wilderness, where the group loads the racks of (0) ____ (**equip**) onto a helicopter on the beach. We (1) ____ (**excite**) explore the possibilities amongst a collection of islands just off the coast. Although the pilots know the area, there is always a (2) ____ (**nerve**) buzz in the first few minutes. The excitement grows as the loud roar of the engines increases and the helicopter gently lifts off. The ride to the top of our first run is spectacular, with the helicopter rising over the peaks, ridges, glaciers and cirques covered in snow and dotted with rocks protruding above the pristine white landscape. At times we feel the helicopter gently buffeting in the wind turbulence, but that is not unusual in these mountainous regions.

We try to get a good view of the terrain and pick a good line down. Nearing the drop-off point, everyone begins to feel the rush of adrenaline. After we land and (3) ____ (**load**) the racks, the helicopter again lifts off and flies away, its rotors blowing the snow around us in all directions. That instant when you are suddenly left alone in complete silence is one of the most (4) ____ (**impress**) moments in heli-skiing, quite different from the slow approach of hiking up to the top. That sudden change to an isolated peak with the most (5) ____ (**credible**) mountainscape beneath you and the prospect of an exhilarating run down, can be better than the ride (6) ____ (**it**).

After a few minutes of taking in our (7) ____ (**surround**) we start to look at the best route to begin our descent. Our minds switch from excitement mode to fear mode. We saw from the other side of the valley and during the (8) ____ (**fly**) up that the slope is over 50 degrees, a realisation that (9) ____ (**define**) gets the adrenaline pumping and makes us focus on not making any mistakes. In Greenland, a ride down may be as long as 2,000 metres and it is even possible to finish on the beach at sea level.