

| | |
|---------|--|
| Name: | |
| Klasse: | |



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

23. September 2019

Englisch

(B2)

Sprachverwendung
im Kontext



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

Ergänzende Erklärung zur Testmethode „Editieren“: Bitte beachten Sie, dass sich in einer solchen Aufgabe 2-4 richtige Zeilen im Aufgabentext befinden. Die Beispielzeilen (0, 00) zählen nicht zu den 2-4 richtigen Zeilen.

Jede richtige Antwort wird mit einem Punkt bewertet. Bei jeder Aufgabe finden Sie eine Angabe zu den maximal erreichbaren Punkten.

Viel Erfolg!

NAME:

1

ANTWORTBLATT

Dating apps

| | | | | | | | | |
|----|---|--------------------------|---|--------------------------|---|-------------------------------------|---|--------------------------|
| 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

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"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

___ / 10 P.

2

Gender differences

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

___ / 11 P.

Of elephants and bees

| | |
|----|-----|
| 0 | For |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

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"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

___ / 10 P.

Clowns

| | |
|-----|-----------|
| 0 | ✓ |
| 00 | giving |
| 1 | |
| 000 | certainly |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

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"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

___ / 10 P.

Read the text, written in 2015, about new ways of finding a partner. 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.



Dating apps

PEOPLE over the age of 30 may not know what a “topless mirror selfie” is. For young women (0) a date in many American cities, however, it is a major blight: young men who think it alluring to post a photo of their shirtless (1) on dating apps. For men, the equivalent grumble is women who only post photos of themselves posing with more attractive friends.

Apps have transformed dating. There’s no need, as on traditional dating websites, to fill in lots of questions or pay a subscription fee. Choice seems endless. (2) many Americans seem to be using dating apps to find people as (3) as possible to themselves.

The market leader is Tinder, which allows you to filter potential matches by age, sex and location only; profiles (4) a few photos from Facebook and a couple of lines of text. A left swipe is (5) ; right, acceptance. If two people both swipe right, they match, and (6) they talk and arrange a date.

Many bright young things prefer a newer app called Hinge. This displays information about your job and education, and displays only potential mates with whom you have Facebook friends in common. Since the start of 2014, it (7) from four cities to 38. Justin McLeod, the firm’s boss, claims that 99% of its users have college degrees.

Ernesto, a 25-year-old student in Washington, DC, has dated 17 women since installing Hinge and Tinder on his phone in October. Hinge is better, he says: “It tells you what people are passionate about.” Christine, another Hinge user, says it is like meeting people at parties, but she is “even more selective on the app than I would be (8) .

Hinge is popular for a simple reason. Online, there are too many choices. (9) them down saves time—a blessing for busy young professionals—but (10) . When the elite date only friends of friends, it is hard for those outside this happy circle to break in.

| | | | | |
|----|-----------------|----------------------|-----------------------------|-------------------|
| 0 | A keeping | B that wish | C trying to find | D who make |
| 1 | A perception | B picture | C reflection | D perspective |
| 2 | A Although | B Instead | C Despite | D Yet |
| 3 | A suitable | B similar | C appropriate | D matching |
| 4 | A are showing | B ranging from | C would contain | D consist of |
| 5 | A denying | B disliking | C rejection | D disposal |
| 6 | A then only | B only then can | C after | D lastly |
| 7 | A has stretched | B grew | C has expanded | D extended |
| 8 | A by myself | B in private | C on my own | D in person |
| 9 | A Narrowing | B Putting | C Taking | D Decreasing |
| 10 | A at a cost | B it costs something | C it is costly | D they have costs |

Read the text about the differences between girls and boys. 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.



Gender differences

As the war continues against "lad culture" which, according to David Blunkett, is responsible for boys' consistently poor exam results, it may be worth considering some of the real differences between boys and girls, some of which persist throughout life. It is clear that there are real differences in the ways that boys and girls think and so it comes as (0) ___ that the ways in which they learn are different. For example, put a group of 7-year-old boys together with a pile of Lego blocks and they will generally try and build the biggest tower, each taking pride (1) ___ the latest block to the construction. Girls of the same age will generally build something more meaningful, like a house, and will discuss and evaluate the project (2) ___ it emerges, perhaps removing a piece here and there to improve the design and facilitate the addition of blocks elsewhere. (Removing someone's block from the boys' tower would be (3) ___ significant irritation!)

In education, the single-minded, goal-oriented approach of the boys would benefit from short lessons with well-defined individual goals, (4) ___ the girls may gain more from an ongoing thread running through a number of lessons with (5) ___ and coursework. It is often thought that boys thrive in a more competitive environment but this is probably (6) ___ a goal-oriented approach with competition. There is (7) ___ to suggest that boys who struggle would rather not compete than compete and lose.

Single-sex classes in certain subjects may be able to utilize these differences to get the most out of both boys and girls, but different (8) ___ must be employed; there is probably little to gain (and (9) ___) from just segregating the sexes. Blaming the boys themselves for their "lad culture" is clearly not helpful to anyone (except perhaps lazy journalists) but (10) ___ the bottom of the boys' discontent with school could go (11) ___.

As adults, men are often notoriously poor in situations where discrete goals are not identified. In my house this means housework!

- | | | | | | |
|---|------------|--------------|----------------------|---|---------------------|
| A | a long way | G | like that | M | teaching techniques |
| B | although | H | likely to cause | N | whereas |
| C | as | I | mixing up | | |
| D | evidence | J | much to lose | | |
| E | getting to | K | no surprise | | |
| F | in adding | L | plenty of discussion | | |

Read the text about how keeping bees in beehives can help farmers in India. 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.



Of elephants and bees

Farmers in southern India are replacing electric fences with beehives to keep elephants off their crops. (0) ___ years they have used low-voltage fencing to prevent wandering elephant herds (1) ___ devastating harvests, but the fences are expensive to maintain and sometimes kill the animals. Elephants, which are renowned for their intelligence, have also devised ways to get past the fences.

“They break a tree and throw it on the fence so the connections break and they then walk through,” said Prachi Mehta, a wildlife biologist and the executive director of the Wildlife Research Conservation Society, which is helping farmers to (2) ___ to beehives. There is no way around the bees, however. “Just the sound of the honey bees and the smell of the wax (3) ___ the elephants away,” said Dr Mehta. “Elephants are very afraid of bees.” In order to reduce costs, WCRS is helping farmers build natural beehives from fallen wet logs rather than man-made hives.

Once the farmer (4) ___ been shown the process – and seen that it works – he is left to manage the hives (5) ___. While Dr Mehta believes that the hives are more successful than fences, she said that it still (6) ___ time to educate and convince the farmers. “It’s a very difficult and very slow process explaining the concept, but we know that it works. It reduces crop damage (7) ___ about 50-60 per cent.”

Farmers are also encouraged by the extra crop that they can harvest: honey. “Because the honey is pure, they’re able to sell it for very good rates, up to 330 rupees (about £3.50) per litre,” said Dr Mehta.

The charity works with about 400 farmers across northern Karnataka, seventy (8) ___ whom are using natural bee defences. While not all the farmers have taken (9) ___ the beehive defence, some have opted for other natural defences instead, (10) ___ as burning a mixture of chilli and tobacco. While most electric fences are low voltage and designed to give a small shock, elephants can be hurt by them and they are often used deliberately to kill the animals.

Read the text about what it takes to be a clown. In most lines there is a word that should not be there. Write these words in the spaces provided on the answer sheet. 2-4 lines are correct. Put a ✓ in the space if the line is correct. There are three examples (0, 00, 000) that have been done for you.



Clowns

| | |
|---|-------|
| A good clown uses every possible tool to entertain the audience. Although | (0) |
| it is fun to clown, a clown performs for giving the enjoyment of others. This | (00) |
| is a point whereas many people fail to understand. It is the difference between | (1) |
| a clown and a practical joker or party goof-off, who perform certainly for | (000) |
| their own enjoyment. Frequently I receive requests from people who think | (2) |
| they would make also a good clown because they like to goof around. | (3) |
| Rarely do they make even passable clowns because they lack of the | (4) |
| necessary self-discipline and interest in others. A clown must love people | (5) |
| in order to be successful. In interviews and biographies offered of the great | (6) |
| clowns and comedians, this point is made up over and over. In order to | (7) |
| establish whose rapport with the audience, the performer must like them, | (8) |
| and unless this is an attitude that cannot be faked. Collectively, an audience | (9) |
| is very sensitive to this. Clowning serves as a channel for the performer's | (10) |
| love. They try to make others happy, and feel good about themselves. | |

Bildquellen

Aufgabe 1: By Jeremy Segrott from Cardiff, Wales, UK - Butchers' Bridge, Ljubljana, Slovenia, CC BY 2.0,
<https://commons.wikimedia.org/w/index.php?curid=44498512>

Aufgabe 2: © Vasily Koval / www.fotolia.com

Aufgabe 3: By Akash Satpathy - Eigenes Werk, CC BY-SA 4.0,
<https://commons.wikimedia.org/w/index.php?curid=49820097>

Aufgabe 4: By Rick Dikeman at the English Wikipedia, CC BY-SA 3.0,
<https://commons.wikimedia.org/w/index.php?curid=164188>

Textquellen

Aufgabe 1: Autor/in nicht genannt: Too many fish in the sea.
<https://www.economist.com/united-states/2015/04/04/too-many-fish-in-the-sea> [07.03.2019] (adaptiert).

Aufgabe 2: Westwell, Martin: The difference between boys and girls.
<https://www.thenakedscientists.com/articles/science-features/difference-between-boys-and-girls> [07.03.2019] (adaptiert).

Aufgabe 3: Hobson, Rebecca: Farmers swap fences for beehives to make elephants buzz off.
<https://www.thetimes.co.uk/article/farmers-swap-fences-for-beehives-to-make-elephants-buzz-off-dj36j7780> [22.03.2019] (adaptiert).

Aufgabe 4: Johnson, Bruce: What Is A Clown? A Comic Character That Performs.
<http://www.charliethejugglingclown.com/definition.htm> [07.03.2019] (adaptiert).