

Name:	
Klasse:	



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

21. September 2016

Englisch

(B2)

Sprachverwendung
im Kontext

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.

1

T

Globalized is better than Americanized

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

Von der
Lehrperson
ausfüllen

richtig falsch

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Alice Waters

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8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
12	<input type="checkbox"/>	13	<input type="checkbox"/>	14	<input type="checkbox"/>		

Von der Lehrperson ausfüllen

richtig falsch richtig falsch richtig falsch richtig falsch

1	<input type="checkbox"/>	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	5	<input type="checkbox"/>	<input type="checkbox"/>	6	<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"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	13	<input type="checkbox"/>	<input type="checkbox"/>	14	<input type="checkbox"/>	<input type="checkbox"/>

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3

An immigrant's life

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___ / 10 P.

4

The early history of coffee

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Von der Lehrperson auszufüllen	richtig	falsch									
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___ / 9 P.

ANTWORTBLATT

Read the text about globalization. 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.



Globalized is better than Americanized

A friend, well-traveled and educated, recently viewed the evils of globalization in very simple terms.

“Everyone will be drinking coffee at Starbucks, listening to Lady Gaga and (0) ___ at mega-malls,” he said. “It’ll just be absolutely awful.” What I told him then is that globalization is not the same as Americanization, though sometimes it’s hard for Americans to (1) ___ that distinction. And that the most (2) ___ aspect of globalization is the psychological transformation that’s affecting people everywhere.

Let me offer my own biography as an example. I grew up a patriotic South Vietnamese living in Vietnam during the war. I remember singing the national anthem, swearing my allegiance to the flag. Wide-eyed child that I was, I believed every word.

But then the war ended and I, (3) ___ my family (and eventually a couple of million other Vietnamese), betrayed our agrarian ethos and land-bound sentiments by fleeing overseas to lead a very different life.

Almost three decades later, I make a (4) ___ traveling between East Asia and the United States of America as an American journalist and writer. My relatives, once all concentrated in Saigon, are (5) ___ across three continents, speaking three and four other languages, (6) ___ citizens of several different countries.

Once sedentary and communal and bound by a singular sense of geography, we are now bona fide cosmopolitans who, when we get online or meet (7) ___, still marvel at the difference between our past and our (8) ___ mobile if intricately complex present.

Yesterday my inheritance was simple — the sacred rice fields and rivers that defined who I was. Today, Paris and Hanoi and New York are no longer fantasies but my larger community, places to which I feel a strong (9) ___ of connection due to familial relationships and friendships and personal ambitions. Once great, the distances are no longer daunting but simply a matter of rescheduling.

0	A shopping	B Internet-shopping	C shoplifting	D shopkeeping
1	A have	B take	C do	D make
2	A crucial	B extensive	C general	D accurate
3	A along with	B across	C around	D apart from
4	A suggestion	B decision	C difference	D living
5	A divided	B separated	C scattered	D isolated
6	A turning	B becoming	C growing	D getting
7	A us	B ourselves	C personal	D in person
8	A costly	B highly	C lately	D deeply
9	A sense	B possibility	C will	D impression

Read the text about a famous American chef. Some words are missing. Choose the correct word (A–Q) for each gap (1–14). There are two extra words 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.



Alice Waters

Forty years ago, Alice Waters was going broke hosting lavish dinner parties for her friends in Berkeley. The logical (0) ____: take the same loving attention to detail and (1) ____ it to a restaurant. Enter Chez Panisse, which from its start in August 1971 has felt like an (2) ____ of Waters's home (her actual house, (3) ____ garden once supplied the eatery, is just five minutes away).

From her ingredient-revering restaurant, the New Jersey (4) ____ and University of California grad changed the face of fine (5) ____ in America and spearheaded a food movement, (6) ____, as of August, will officially adopt a national platform. Relaunching (7) ____ the Edible Schoolyard Foundation, the not-for-profit organization's mission is to (8) ____ elementary-school students in planting, harvesting and cooking so they can become (9) ____ eaters and feeders. She has also started (10) ____ food projects at Yale and the American Academy in Rome, where students (11) ____ organic farms on campus, and serves as vice president for Slow Food International.

With her many ventures, Waters, 67, is always on her feet and flitting about; the only time she takes a seat (and stays in it) is when eating or (12) _____. While she hasn't been the quickest to adapt to modern technology — (13) _____ to one staff member, "she has a force (14) _____ around her that causes electric things to break" — she is quite adept with her main form of communication, the iPhone she dials, texts and, since March, tweets (to 14,000 followers) from. To follow and photograph her for a day is both exhausting and inspiring.

A according

B apply

C as

D dining

E engage

F extension

G field

H letter-writing

I native

J outside

K responsible

L run

M solution

N sustainable

O which

P who

Q whose

Read the text about Moua, a former student of Brown University, Rhode Island. 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: http://www.browنالumnimagazine.com/images/stories/2011_julaug/pang_moua.jpg

An immigrant's life

Life in the United States wasn't easy for Moua and her family. Her parents (0) ___ tirelessly on assembly lines, her father inserting toys into vending (1) ___ and her mother sealing packages. They earned minimum wage and supplemented their jobs picking blueberries and cucumbers on (2) ___ during the summer. Until Moua's parents could afford their own place, they lived with Moua's great-aunt and great-uncle and the couple's five children in a three-bedroom home.

Adjusting to U.S. culture was traumatic at (3) ___, but, once Moua mastered English, she (4) ___ to excel at school. At Brown she concentrated on American Civilization while trying to learn as much as possible about the history of both Laos and her family.

"Before I left for college," she says, "I was in a city with (5) ___ of the largest Hmong populations in the world. Then I was in a place [Brown] where there were only five or so Hmong students. I took classes and began reading about my roots."

As a freshman, Moua took a course on Southeast Asian refugees (6) ___ helped her understand her family's trials. (7) ___ came a nonfiction-writing course that focused on the Vietnam War. She interviewed her parents for one of her papers.

"Growing up," Moua explains, "I had heard my parents' stories about the war and what they (8) ___ while they were escaping. But I didn't really have a context as to why they had to leave. (9) ___ of these classes, I was able to piece together the narrative of my parents' escape."

After graduating, Moua went to work at a (10) ___ of organizations that promote social justice for Asian Americans. "I knew that I wanted to give back to my community," she says. In 2005, she became director of community education and outreach for the Asian American Justice Center (AAJC), a Washington, D.C.-based organization that focuses on advancing human rights for Asian Americans living in the United States.

Quelle: <http://www.browنالumnimagazine.com/content/view/2920/32/>

Read the text about how coffee began to become popular. 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: Fotolia

The early history of coffee

The global spread of coffee growing and drinking began in the Horn of Africa, where, according to legend, coffee trees originated in the Ethiopian province of Kaffa. It is recorded that the fruit of the plant, known as coffee cherries, was (0) ____ (**eat**) by slaves taken from present-day Sudan into Yemen and Arabia through the great port of its day, Mocha. Coffee was certainly (1) ____ (**be**) cultivated in Yemen by the 15th century and probably much earlier. In an attempt to prevent its cultivation (2) ____ (**else**), the Arabs imposed a ban on the export of fertile coffee beans, a restriction that was eventually circumvented in 1616 by the Dutch, who brought live coffee plants back to the Netherlands to be grown in greenhouses.

Initially, the authorities in Yemen (3) ____ (**active**) encouraged coffee drinking. The first coffeehouses or *kaveh kanes* opened in Mecca and quickly spread throughout the Arab world, thriving as places where chess was played, gossip was exchanged and singing, dancing and music were enjoyed. (4) ____ (**no**) quite like this had existed before: a place where social and business life could be conducted in comfortable surroundings and where –for the price of a cup of coffee– anyone could venture. Perhaps predictably the Arabian coffeehouse soon became a centre of (5) ____ (**politics**) activity and was suppressed. Over the next few decades coffee and coffeehouses were banned numerous times but kept (6) ____ (**appear**) until eventually an acceptable way out was found when a tax was introduced on both.

By the late 1600's the Dutch were growing coffee at Malabar in India and in 1699 took some plants to Batavia in Java, in what is now Indonesia. Within a few years the Dutch (7) ____ (**colonize**) had become the main suppliers of coffee to Europe, where coffee had first been brought by Venetian (8) ____ (**trade**) in 1615. This was a period when the two other globally (9) ____ (**signify**) hot beverages also appeared in Europe. Hot chocolate was the first, brought by the Spanish from the Americas to Spain in 1528; and tea, which was first sold in Europe in 1610.