

Name:

Klasse:

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

14. Jänner 2021

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"/>
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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.

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

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

Skills for the future

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

Von der Lehrperson auszufüllen

	richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>
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"/>			

___ / 11 P.

2

Putting you in the driving seat

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						
1	<input type="checkbox"/>	<input type="checkbox"/>						
2	<input type="checkbox"/>	<input type="checkbox"/>						
3	<input type="checkbox"/>	<input type="checkbox"/>						
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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"/>						

___ / 10 P.

NAME:

ANTWORTBLATT

4

Clearing the air

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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"/>
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___ / 12 P.

3

A morning in the life of the Queen

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11	

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"/>
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___ / 11 P.

1

11 P.

Read what Kelsey and Tom, two IB (International Baccalaureate) teachers, say about the skills students are going to need. 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.



Skills for the future

Kelsey Breen

In our fast-paced technological world, it is increasingly important for our students to be open-minded. This is central (0) ___ what I teach in the IB Learner Profile: (1) ___ other points of view and understanding other cultures. As educators, it's our job to encourage our students (2) ___ a step further and to enact it in their everyday lives. Our job also focuses on preparing our students for a world that does not even exist yet, for jobs that haven't been created yet. It may not be possible to know (3) ___, but it is possible to encourage students to continue working on skills they have been polishing over the last few years. Skills such as problem solving, critical thinking, and collaboration are practiced over and over through every part of the IB curriculum, and will be (4) ___ in the future. Although it may be impossible for us to predict exactly what skills our students will need, we can offer them the opportunity to find out for themselves, by giving them plenty of exposure to new and (5) ___.

Tom Triller

Broad background knowledge is a crucial skill for the future. This may seem (6) ___ at first glance, but cognitive science tells us that the kind of high-level critical thinking we value for our students is (7) ___ tied with knowledge stored in long-term memory that you really can't separate (8) ___. It's suggested that today's technology makes knowledge acquisition unimportant because you can just look up information (9) ___ an as-needed basis, but if you are using working memory to find information, you will have (10) ___ processing power left over to think and communicate at high levels. Engaging on issues within any community requires broad, general knowledge. Understanding and participating in discussions requires the possession of some presumed knowledge that comes from communicating a wide variety of topics and issues. Schools can help students acquire the knowledge they need for creative and critical thinking (11) ___

ensuring that the awareness-and-understanding phase of the inquiry cycle gets the attention it deserves alongside planning, action and reflection. Effective learning happens when knowledge is embedded in authentic contexts.

A appreciating

G little

~~M to~~

B by

H much to do

N to take this

C emerging technologies

I on

D essential

J so closely

E for learning

K surprising

F for sure

L the two

2

10 P.

Read the advertisement from 2014 for the British website Telegraph Cars. 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.



Putting you in the driving seat

These days, the internet is awash with car reviews, but the vast majority of them are written for car enthusiasts, the sort of people who know the difference between a camshaft and a crankshaft, and are more interested in how fast a car goes than what it's like to live with on a daily basis.

(0) ___ the few websites that aim to offer practical advice on cars tend to use plenty of jargon that makes little sense to the average person. Now, (1) ___, The Telegraph has created a new site for car buyers that doesn't fall into this trap.

Telegraph Cars tells you all the things you might want to know about the best-selling cars in Britain, and in language that's easy to understand.

(2) ___ starting work on the site, we asked more than 16,000 people who were planning to change their car in 2014 about their reasons (3) ___, and their priorities for their next car. Then *The Telegraph's* team of (4) ___ experienced motoring writers used this information to develop (5) ___ are the most useful, comprehensive and impartial reviews around.

When considering a new car, before we write the review we always put ourselves in the shoes of you, the buyer, making your priorities our priorities. And (6) ___ other motoring sites, Telegraph Cars lets you search for cars simply by clicking on your requirements; you won't need to have already decided which models you're interested in, (7) ___ which type of car you need.

Another thing that makes Telegraph Cars different is that we only drive cars in the UK before coming to our verdict. The (8) ___ is UK roads are generally in far worse condition than their continental counterparts, so this is the only way (9) ___ that what's reported is correct and relevant to you.

Of course, there is far more (10) ___ our reviews than just how a car drives. We use the latest data to tell you how safe and reliable you can expect it to be.

0	A Instead	B As well	<input checked="" type="radio"/> C Even	D Except for
1	A though	B nevertheless	C additionally	D besides
2	A Since we were	B Since	C Before we were	D Before
3	A why changing it	B for a change	C for doing so	D doing this
4	A skilfully	B competently	C significantly	D highly
5	A which	B what we believe	C these ones that	D those
6	A contrasting	B in spite of	C unlike	D despite
7	A not mentioning	B leaving out	C or even	D either
8	A sad fact	B negative characteristic	C poor reason	D complicated matter
9	A making sure	B to ensure	C providing insurance	D to insure
10	A that offer	B of	C explaining in	D to

Read the text about the daily routine of the Queen. Some words are missing. Complete the text by writing one word for each gap (1-11) in the spaces provided on the answer sheet. The first one (0) has been done for you.



A morning in the life of the Queen

The Queen has many different duties to perform every day. Some are public duties, such (0) ___ ceremonies, receptions and visits within the United Kingdom or abroad. Other duties are carried (1) ___ away from the cameras, but they are no less important. (2) ___ include reading letters from the public, official papers and briefing notes; audiences with political ministers or ambassadors and meetings with her Private Secretaries to (3) ___ daily business and her future diary plans. Even when she is away from London, in residence at Balmoral or Sandringham, she receives official papers almost every day of every year and remains fully briefed (4) ___ matters affecting her realms. In front of the camera or away from it, the Queen's duties go on, and no two days in her life are ever the (5) ___.

The Queen's working day begins like many people's – at her desk. After scanning the daily British newspapers, the Queen reviews her correspondence. Every day, 200-300 (and sometimes many more) letters from the public (6) ___. The Queen chooses a selection to read herself and tells members of her staff how she would (7) ___ them to be answered. This enables Her Majesty personally to see a typical cross-section of her daily correspondence. Virtually (8) ___ letter is answered by staff in her Private Secretary's office or by a lady-in-waiting. The Queen will then see, separately, two of her Private Secretaries with the daily quota of official papers and documents. This process (9) ___ upwards of an hour. Every day of every year, wherever she is, the Queen receives from government ministers, and from her representatives in the Commonwealth and foreign countries, information in the (10) ___ of policy papers, Cabinet documents, telegrams, letters and other State papers. These are sent up to her by the Private Secretaries in the famous 'red boxes'. (11) ___ of these papers have to be read and, where necessary, approved and signed.

A series of official meetings or 'audiences' will often follow. The Queen will see a number of important people.

4

12 P.

Read the text from 2015 about smoking in China. 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 two examples (0, 00) that have been done for you.



Clearing the air

About 300m Chinese, or one in four, smoke every day. This	0
proportion has remained steady in fact recent years; efforts to publicise	00
the dangers have been half-hearted. This year persons, however,	1
may see improvements. On reaching June 1st stricter rules will be	2
enforced on smoking in public transport places in Beijing, including bars,	3
offices, stadiums and some outdoor areas such as those of hospitals	4
and schools. Fines for failing to keep up such places smoke-free	5
could be earning as high as 10,000 yuan (\$1,600); for smokers who	6
break the rules they could be up to 200 yuan. Cigarette advertising	
and tobacco-company sponsorships of making events will also be	7
banned. Similar to measures are included in a draft, published in	8
November, of new national regulations down on smoking. The new	9
regulations in Beijing are much more wide-ranging instead than those in	10
place in many big cities (almost all of which lack a complete ban on	11
smoking in offices). They are also compared tougher than the capital's	12
existing widely ignored rules, which specify much lighter penalties (e.g.	
ten yuan for smoking in the wrong place).	

Bildquellen

Aufgabe 1: Von ib - <http://www.ibo.org/img/imagebank/newlogo.gif>, Gemeinfrei
<https://commons.wikimedia.org/w/index.php?curid=16607372>

Aufgabe 2: Von Inkwina - Eigenes Werk, Gemeinfrei,
<https://commons.wikimedia.org/w/index.php?curid=3612265>

Aufgabe 3: © <https://www.royal.uk/her-majesty-the-queen>

Aufgabe 4: © bahram7 / www.fotolia.com

Textquellen

Aufgabe 1: Breen Kelsey und Tom Triller: What kind of skills will students need in the future? In: *IB World – The magazine of the International Baccalaureate* 74/2016, S. 31.

Aufgabe 2: Huntingford, Steve: The easy way to buy a new car.
<https://www.telegraph.co.uk/motoring/news/10697749/The-easy-way-to-buy-a-new-car.html> [16.04.2020] (adaptiert).

Aufgabe 3: Autor/in nicht genannt: The Queen's working day.
<http://www.royal.gov.uk/HMTheQueen/DayInTheLife/TheQueensworkingday/Morning.aspx> [19.04.2018] (adaptiert).

Aufgabe 4: Autor/in nicht genannt: Clearing the air.
<https://www.economist.com/china/2015/03/19/clearing-the-air> [11.03.2020] (adaptiert).