

Name:

Klasse:

Standardisierte kompetenzorientierte  
schriftliche Reifeprüfung

AHS

30. September 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"/> |
|---|--------------------------|---|-------------------------------------|---|-------------------------------------|---|--------------------------|

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.

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

|                            |                  |
|----------------------------|------------------|
| <del>falsche Antwort</del> | 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!**

How to get smart

|   |                                    |   |                        |    |                        |    |                        |
|---|------------------------------------|---|------------------------|----|------------------------|----|------------------------|
| 0 | <div><div></div><div>I</div></div> | 1 | <div><div></div></div> | 2  | <div><div></div></div> | 3  | <div><div></div></div> |
| 4 | <div><div></div></div>             | 5 | <div><div></div></div> | 6  | <div><div></div></div> | 7  | <div><div></div></div> |
| 8 | <div><div></div></div>             | 9 | <div><div></div></div> | 10 | <div><div></div></div> | 11 | <div><div></div></div> |

Von der Lehrperson auszufüllen

|   | richtig                | falsch                 | richtig                | falsch                 | richtig | falsch                 | richtig                | falsch |                        |                        |
|---|------------------------|------------------------|------------------------|------------------------|---------|------------------------|------------------------|--------|------------------------|------------------------|
| 1 | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | 2       | <div><div></div></div> | <div><div></div></div> | 3      | <div><div></div></div> | <div><div></div></div> |
| 4 | <div><div></div></div> | <div><div></div></div> | 5                      | <div><div></div></div> | 6       | <div><div></div></div> | <div><div></div></div> | 7      | <div><div></div></div> | <div><div></div></div> |
| 8 | <div><div></div></div> | <div><div></div></div> | 9                      | <div><div></div></div> | 10      | <div><div></div></div> | <div><div></div></div> | 11     | <div><div></div></div> | <div><div></div></div> |

\_\_\_ / 11 P.

A great survivor

|    |   |                        |   |                        |   |                        |                        |                        |   |                        |
|----|---|------------------------|---|------------------------|---|------------------------|------------------------|------------------------|---|------------------------|
| 0  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | X                      | <div><div></div></div> | D | <div><div></div></div> |
| 1  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 2  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 3  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 4  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 5  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 6  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 7  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 8  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 9  | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |
| 10 | A | <div><div></div></div> | B | <div><div></div></div> | C | <div><div></div></div> | <div><div></div></div> | <div><div></div></div> | D | <div><div></div></div> |

Von der  
Lehrperson  
auszufüllen

richtig falsch

|                        |                        |
|------------------------|------------------------|
| <div><div></div></div> | <div><div></div></div> |
| <div><div></div></div> | <div><div></div></div> |
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\_\_\_ / 10 P.

Coffee and climate change

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

\_\_\_ / 11 P.

First impressions

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

|                                |                          |
|--------------------------------|--------------------------|
| 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"/> |

\_\_\_ / 9 P.

ANTWORTBLATT

Read the text about Mr Goodman's research, showing one advantage of learning maths. 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.



## How to get smart

Mr Goodman has found that each extra required maths course raised the annual income of Black males by 15%. (More reading classes had a negative or no effect (0) \_\_\_ earnings.) More maths also increased the likelihood of young Black men going to university and someday having a job requiring quantitative skills. But an advanced degree or better job accounts for only a fraction of the earnings increase. Mr Goodman (1) \_\_\_ most of the wage increase reflects greater worker (2) \_\_\_.

One reason why people who learn more mathematics earn more is because doing maths makes you smarter and more productive. According to Clancy Blair, a professor of psychology at NYU, the act of (3) \_\_\_ mathematical calculations improves reasoning, problem-solving skills, behaviour, and the ability to self-regulate. These skills are (4) \_\_\_ with the pre-frontal cortex part of the brain, which (5) \_\_\_ to develop into your early 30s. Solving maths problems improves the way your brain (6) \_\_\_ and, according to Mr Blair, this can translate into an ability to earn more money and form (7) \_\_\_ relationships.

Curiously, Mr Goodman found that requiring more maths did not have much (8) \_\_\_ on the income of Black women or whites. He suspects that these groups already had basic maths skills, and the reforms he studied did not teach more advanced maths. But for many Black males, learning even basic maths (9) \_\_\_ an improvement. Mr Goodman's research suggests more rigorous requirements will be necessary to reach the other students.

Of course, (10) \_\_\_ qualified teachers to teach advanced maths courses will not be easy. According to a study published by the Education Trust in 2002, many middle- and high-school maths classes are taught by teachers who did not even minor in a mathematical field. Attracting qualified maths teachers (11) \_\_\_ paying them more. That presents a challenge, not only for strained state budgets, but for local teaching unions who often oppose market-based pay for hard-to-fill jobs.

A associated

G maintaining

M stable

B continues

H may have been

N will require

C finding

I on

D functions

J performing

E impact

K productivity

F in

L reckons

Read the text about problems with coral reefs. 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.



## A great survivor

THE Great Barrier Reef, which runs for 2,300km along the coast of Queensland, is one of the icons of environmentalism. Conservationists (0) ☒ that human activity, particularly greenhouse-gas-induced global warming, will harm or even destroy it. (1) ☐ are not foolish, but they do reflect a view of the reef's permanence that is at variance with the truth. For, a mere 10,000 years ago, the coral-covered seabed that now forms the Great Barrier Reef was dry land—a fact lamented in the songs, tales and dances of indigenous people living along the coast, which speak of homelands (2) ☐ by incoming waters.

The reality of the Great Barrier Reef's existence is that it is a movable feast. Reef-forming corals (3) ☐ shallow water so, as the world's sea levels have yo-yoed during the Ice Ages, the barrier reef has come and gone. The details of this have just been revealed in a paper published in *Nature Geoscience* by Jody Webster of the University of Sydney and her colleagues. The authors examined cores drilled through the reef in different places. They discovered that it (4) ☐ and then been reborn five times during the past 30,000 years. Two early reefs were destroyed by exposure as sea levels (5) ☐. Three more recent ones were overwhelmed by water too deep (6) ☐ to live in, and also smothered by sediment from the mainland. The current reef is (7) ☐ the sixth of the period.

The barrier reef's (8) ☐ to resurrect itself is encouraging. But whether it could rise from the dead a sixth time is moot. (9) ☐ now is different. It is called bleaching and involves the tiny animals, known as polyps, which are the living part of a reef, ejecting their symbiotic algae. These algae provide much of a polyp's food, but also generate toxins if the temperature gets too high, (10) ☐ the polyp throws them out. That causes the coral to lose its colour.

|    |                       |                        |                               |                      |
|----|-----------------------|------------------------|-------------------------------|----------------------|
| 0  | A are concerned about | B are frightened about | <del>C</del> constantly worry | D generally bother   |
| 1  | A Several doubts      | B Such fears           | C Some suspicions             | D Many arguments     |
| 2  | A being drowned       | B have been drowned    | C drowning                    | D had been drowned   |
| 3  | A benefit of          | B prefer               | C get on with                 | D select             |
| 4  | A went                | B has left             | C was dead                    | D has died           |
| 5  | A fell                | B reduced              | C dropped down                | D went back          |
| 6  | A that they could     | B for them             | C enabling them               | D making it possible |
| 7  | A nevertheless        | B though               | C therefore                   | D moreover           |
| 8  | A hope                | B talent               | C ability                     | D possibility        |
| 9  | A A danger            | B Another risk         | C Any challenge               | D The threat         |
| 10 | A in which case       | B just in case         | C for this case               | D in any case        |



Read the text about how coffee companies help coffee farmers. 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.



## Coffee and climate change

June 21, 2018

Howard Schultz wants to know if I drink coffee. The Starbucks boss is sitting on a balcony (0) at the company's leafy farm in the Costa Rican province of Alajuela, (1) where I'm told the coffee, harvested and roasted on-site, is a must-try. (2) Like more than 60% of Americans, I drink coffee at least once a day, and sometimes I indulge twice or even three times. The Costa Rican blend Schultz pours me has a special taste that mixes citrus and chocolate flavors.

But the future of my cup of Costa Rican Arabica is not guaranteed, Schultz says. (3) After nearly four decades at Starbucks, he is leaving at the end of June, and in the role of executive officer (4) for almost 15 months, he has been looking past Starbucks' day-to-day operations to its long-term challenges and opportunities. Climate change ranks high among them. As temperatures rise and droughts intensify, good coffee will become increasingly difficult to (5) grow and expensive to buy. Since governments are reacting slowly (6) to the problem, companies like Starbucks have stepped in to save themselves, reaching to the bottom of their supply chains to ensure reliable access to their product. "Make no mistake," Schultz tells me, "climate change is going to play a bigger role in affecting the quality and integrity of coffee."

This farm, with its verdant vistas and a trickling waterfall, seems far removed from the rising sea (7) level, blistering heat and destructive storms that characterize climate change. But (8) because warming is exactly why Starbucks bought the 600-acre plot in 2013, and why Schultz makes the 3,500-mile (9) trip from Seattle a few times a year as he has (10) been on this March day. The farm is Starbucks' field laboratory into the threats posed to coffee by climate change and its testing facility for how it can (11) respond to the challenge. Schultz hopes that the research here will inform agricultural practices for millions of farmers across the globe, including the ones that supply the company. "We have to be in the soil, growing coffee, to understand firsthand how to rectify and fix the situation," he says.

Read the text about how we assess people. Some words are missing. Change 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.



## First impressions

If you are looking for love, here are the most important things to bear in mind.

The science of first impressions is complicated, (0) \_\_\_\_ (**influence**) by things outside of our control, neurological processes we don't understand, and (1) \_\_\_\_ (**accurate**) stereotypes. But if we can better understand what is going on, we might stand a chance of finding the one.

There is evidence that we are able to make an assessment of someone's attractiveness in the blink of an eye, but it doesn't necessarily mean that those assessments are accurate. By discounting some people in an instant we might also be missing out on far more suitable suitors.

Our environment, (2) \_\_\_\_ (**person**), and the emotions of the people we meet all contribute to the likelihood that we hit it off. So what is going on when we make a good romantic first impression? And how might apps have changed modern dating?

### First impressions

It takes less than 1/10th of a second to form an assessment of someone's face. These first impressions predict all kinds of important characteristics, not just attractiveness. For example, people's snap judgements of a politician's competence, based solely on their appearance, can predict their success in an election – even when the audience has no knowledge of who the politician is. These impressions we make in a split second are not random; they tend to be shared by the majority of the people (3) \_\_\_\_ (**survey**). But it doesn't necessarily make them correct.

"A first impression could be (4) \_\_\_\_ (**lead**)," says Professor Alexander Todorov, author of *Face Value: The Irresistible Influence of First Impressions* and an (5) \_\_\_\_ (**academy**) at Princeton University. "Trying to figure out what a person is like from a simple (6) \_\_\_\_ (**expose**) is basically ridiculous. We only make first impressions about strangers. So naturally they are superficial."

Whether our (7) \_\_\_\_ (**predict**) are accurate or not, we make them quickly and we stick to them. Even if we are (8) \_\_\_\_ (**give**) more time than 1/10th of a second to judge the attractiveness of a face, we are (9) \_\_\_\_ (**like**) to arrive at a different conclusion.

And in this snapshot, we make an assessment of a lot of different characteristics.

## Bildquellen

Aufgabe 1: © Nolte Lourens / [www.fotolia.com](http://www.fotolia.com)

Aufgabe 2: © Irmina Mamot / [www.fotolia.com](http://www.fotolia.com)

Aufgabe 3: © ljacobs3 / [www.pixabay.com](http://www.pixabay.com)

Aufgabe 4: © Antonioguillen / [www.fotolia.com](http://www.fotolia.com)

## Textquellen

Aufgabe 1: Autor/in nicht genannt: How to get smart.

[http://www.economist.com/blogs/freeexchange/2009/08/how\\_to\\_get\\_smart](http://www.economist.com/blogs/freeexchange/2009/08/how_to_get_smart) [15.01.2021] (adaptiert).

Aufgabe 2: Autor/in nicht genannt: Australia's coral barrier reef keeps dying and coming back.

<https://www.economist.com/science-and-technology/2018/05/31/australias-coral-barrier-reef-keeps-dying-and-coming-back/> [15.01.2021] (adaptiert).

Aufgabe 3: Worland, Justin: Your morning cup of coffee is in danger. Can the industry adapt in time?

<https://time.com/5318245/coffee-industry-climate-change/> [15.01.2021] (adaptiert).

Aufgabe 4: Park, William: How accurate are our first impressions?

<http://www.bbc.com/future/story/20190401-is-there-such-a-thing-as-love-at-first-sight> [15.01.2021] (adaptiert).