

Name:

Klasse:

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

14. Jänner 2022

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

New travel destinations

0	<input checked="" type="checkbox"/>	G					
1			<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"/>
3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1				2	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4				5	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		8				9	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		12				10	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
						11	
						<input type="checkbox"/>	<input type="checkbox"/>
						12	
						<input type="checkbox"/>	<input type="checkbox"/>

___ / 12 P.

2

Facebook's war on free will

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"/>
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___ / 10 P.

ANTWORTBLATT

4

The power of accents

0	<i>commonly</i>	
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Von der
Lehrperson
auszufüllen

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

___ / 10 P.

3

Singing can help

0	<i>there</i>	
1		
2		
3		
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5		
6		
7		
8		
9		

Von der
Lehrperson
auszufüllen

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

___ / 9 P.

1

12 P.

Read the text about how to plan a journey. Some words are missing. Choose the correct word (A-O) for each gap (1-12). 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.



New travel destinations

There's no shortage of resources available for the modern traveler. Pop into any bookstore and you'll likely (0) ___ a section dedicated to travel guides. There are big names like Frommer's and Fodor's, (1) ___ with smaller brands for practically any city you can think of. You'll find maps, reviews and, in some cases, (2) ___ schedule recommendations to help you plan your own self-guided tour.

But the bookstore is just the beginning. The Internet has revolutionized the travel industry. Not only can you use the web to book discount travel fares and hotel rates, but also (3) ___ your destination more thoroughly than ever before.

A good place to start is the official web page for the city you'll be visiting. Many cities (4) ___ a web page with links to points of interest, (5) ___ records and a calendar of events. The web site might give you a better idea of the geography of the city and what each neighborhood is like. If you're visiting a large city, you may even find web sites for particular neighborhoods. In addition, sites like Citysearch and Yelp will help you find (6) ___ and restaurants you might want to visit during your trip. These sites contain reviews from both seasoned critics and the (7) ___ traveler. A few quick searches will help you find destinations that suit your interests, whether it's fine dining or a hidden hole in the wall.

Regional blogs and weekly papers can also be great (8) ___. They can give you an idea of the local character of the city. They're also good for finding out (9) ___ local events and businesses. For example, you may even (10) ___ about a new restaurant that hasn't been around (11) ___ enough to be in a travel guide or on a review site.

Once you've (12) ___ your research, you can start sorting the information into a plan. Plans should be realistic and flexible; remember, there's always the chance something unexpected will happen that will set you off schedule.

A about

G find

M research

B along

H historical

N resources

C average

I learn

O rewarded

D businesses

J long

E conducted

K maintain

F even

L quite

Read the text from 2017 about strategies used by Facebook. 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.



Facebook's war on free will

All the values that Silicon Valley professes are the values of the 60s. The big tech companies present themselves as (0) ___ for personal liberation. Everyone has the right to speak their (1) ___ on social media, to fulfil their intellectual and democratic potential, to express their individuality. Where television had been a passive medium that rendered citizens inert, Facebook is participatory and empowering. It allows users to read widely, think for themselves and form their own opinions.

We can't entirely dismiss this rhetoric. There are (2) ___ the world, even in the US, where Facebook emboldens citizens and enables them to organise themselves in opposition to power. But we shouldn't accept Facebook's self-conception (3) ___, either. Facebook is a carefully managed top-down system, not a robust public square. It mimics some of the patterns of conversation, but that's a surface trait.

(4) ___, Facebook is a tangle of rules and procedures for sorting information, rules devised by the corporation for the (5) ___ of the corporation. Facebook is always surveilling users, always auditing them, using them as lab rats in its behavioural experiments. (6) ___ it creates the impression that it (7) ___ choice, in truth Facebook paternalistically nudges users in the direction it deems best for them, which also (8) ___ the direction that gets them thoroughly addicted. It's a phoniness that is most obvious in the compressed, historic career of Facebook's mastermind.

Mark Zuckerberg is a good boy, but he (9) ___ be bad, or maybe just a little bit naughty. The heroes of his adolescence were the original hackers. These weren't malevolent data thieves or cyberterrorists. Zuckerberg's hacker heroes were disrespectful of authority. They were technically virtuosic, infinitely resourceful nerd cowboys, unbound by conventional (10) ___. In the labs of the Massachusetts Institute of Technology (MIT) during the 60s and 70s, they broke any rule that interfered with building the stuff of early computing, such marvels as the first video games and word processors.

0	A spaces	B lobbies	C platforms	D areas
1	A judgement	B mind	C attitudes	D ideas
2	A sections of	B things in	C parts of	D people in
3	A sincerely	B as likely	C likewise	D as sincere
4	A In reality	B On the contrary	C In comparison	D On second thoughts
5	A special reward	B big profit	C ultimate benefit	D huge support
6	A Providing	B While	C Whereas	D Suspecting
7	A offers	B displays	C presents	D shows
8	A links up with	B should be	C relates to	D happens to be
9	A wanted to	B was used to	C had to	D was asked to
10	A imagination	B techniques	C applications	D thinking

Read the text from 2013 about a study on foreign language learning. 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.



Singing can help

It is a source of national embarrassment: despite hours of lessons and listening to foreign language tapes, most of us can barely stammer our way through a simple drinks order while abroad. However, a new study suggests (0) ___ may be hope for those who struggle to get to grips with a foreign language – they should try singing it instead.

Research from the University of Edinburgh found that adults who sang words or short phrases from a foreign language while learning were twice as good at speaking it later. It is thought that by listening to words that are sung, and by singing them back, the technique (1) ___ advantage of the strong links between music and memory.

(2) ___ not clearly understood, music is known to help students when studying and can help to trigger memory recall. Dr Katie Overy, who supervised the study at the university's Reid School of Music, said singing could (3) ___ to new approaches to learning a foreign language. She said: "Most people have experience of remembering words from songs they have heard and songs are sometimes used (4) ___ language teachers with young children. We thought we would explore if there was a benefit and found singing was much more effective, particularly when it comes to the spoken language tests."

Dr Overy and her colleagues Dr Karen Ludke and Professor Fernanda Ferreira, whose findings were (5) ___ in the journal *Memory and Cognition*, used recordings of Hungarian words to teach 60 adults. They chose Hungarian as the participants were unlikely to (6) ___ encountered it before and none had any experience of learning this language. The participants either listened to words that were spoken and then had to repeat them back, much (7) ___ a standard teach-yourself tape, or the words were said rhythmically or sung. After a 15-minute learning period, they were then (8) ___ several tests to see how well they had learned the words. Those who had used the "listen and sing" approach (9) ___ highest. They were also better at recalling the words correctly in tests of long-term memory.

Read the text about language and accents. Some words are missing. Change the word in brackets to form the missing word for each gap (1-10). Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.

The power of accents

On 14 November 1922 the BBC broadcast its first radio report to the nation. We can't listen to it because it was not recorded, but we know this: the broadcast was read in flawless received pronunciation (RP), (0) ___ (**common**) known as the Queen's English. It is considered to be the language of elites, power and (1) ___ (**royal**).

For many years, the BBC would only allow RP accents to appear on its airwaves. That this accent became synonymous with the voice of a nation had clear connotations. RP was trusted, authoritarian and sincere. Fortunately, the BBC now allows all sorts of regional accents on its broadcasts – and even (2) ___ (**courage**) it, aiming to both represent the diverse audience the BBC has and to draw new people in.

While the BBC no longer broadcasts only in RP, it turns out that the bias that once existed for it is still ripe in (3) ___ (**social**) today. Our accents can provide a window into our social backgrounds – and our biases. Our partiality can be so strong that they even affect our (4) ___ (**perceive**) of who is, or is not, (5) ___ (**trust**).

Humans are very quick to judge a person based on accents, and are often (6) ___ (**aware**) we do so. "Accent can trigger social categorization in a prompt, automatic, and (7) ___ (**occasion**) unconscious manner," says Ze Wang of the University of Central Florida. We often can identify a person's accent as soon as they say hello.

Our trust for certain accents starts extremely young. There is (8) ___ (**evident**) to show that affinity for language even (9) ___ (**start**) before birth. We know for instance that babies prefer the language they heard most while in the womb. In one study, researchers (10) ___ (**repeat**) played a made-up word while women were pregnant. When the babies were born, brain scans showed that only babies who had heard this word responded to it.

Bildquellen

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Aufgabe 2: © Sepia100 / www.fotolia.com

Aufgabe 3: © PublicDomainPictures / www.pixabay.com

Textquellen

Aufgabe 1: Strickland, Jonathan: How to experience a city in a weekend.

<https://adventure.howstuffworks.com/destinations/travel-guide/tips/how-to-experience-a-city-in-a-weekend.htm#pt1>
[15.01.2021] (adaptiert).

Aufgabe 2: Foer, Franklin: Facebook's war on free will.

<https://www.theguardian.com/technology/2017/sep/19/facebooks-war-on-free-will> [15.01.2021] (adaptiert).

Aufgabe 3: Gray, Richard: Singing can help when learning a foreign language.

https://www.telegraph.co.uk/news/science/science-news/10188533/Singing-can-help-when-learning-a-foreign-language.html?source=post_page [18.01.2021] (adaptiert).

Aufgabe 4: Hogenboom, Melissa: What does your accent say about you?

<http://www.bbc.com/future/story/20180307-what-does-your-accent-say-about-you> [15.01.2021] (adaptiert).