

Name:

Klasse:

Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

13. Jänner 2023

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.

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
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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!

ANTWORTBLATT

Detroit

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

Von der Lehrperson auszufüllen

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

___ / 11 P.

Making an impression

0	A	<input type="checkbox"/>	B	<input checked="" 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"/>
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"/>
11	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
12	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
13	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"/>
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<input type="checkbox"/>	<input type="checkbox"/>

___ / 13 P.

How I learned German

0	graduate
1	
2	
3	
4	
5	
6	
7	
8	

Von der
Lehrperson
auszufüllen

richtig falsch

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

___/ 8 P.

Getting a job on a cruise ship

0	vacancies
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"/>

___/ 9 P.

ANTWORTBLATT

1

11 P.

Read the text about Detroit, the centre of the American automobile industry. 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.

Detroit

Situated in the northern Mid-West of the USA, Detroit became the centre of American car production at the beginning of the twentieth century. The "Big Three", Chrysler, Ford and General Motors, (0) ____ the ultimate "Motor City". It was here that the first street was surfaced with concrete; here that Davison Freeway, the first city motorway, was built. Detroit was long able to boast of unparalleled economic (1) _____. During the nineteen-twenties, one skyscraper was built after another; department stores and palatial cinemas lined the streets. It is (2) ____ that the number of inhabitants rose from 285,700 to 1.85 million between 1900 and 1950.

After 1950, the boom town became one (3) ____ to experience the drift of population to the edge of town. The suburbanisation of Detroit took place against a background marked (4) ____ by the rise of the car, but also by racial (5) _____. Between 1940 and 1960, the proportion of Black people in the population grew to one-third. The white middle classes, full of resentment against the black lower classes, fled to the periphery. In 1998, 78 percent of those living in the suburbs were white, (6) ____ 79 percent of those in the inner city were black. At this time, the average (7) ____ in the metropolitan area was almost (8) ____ that in the inner city.

The suburbanisation of Detroit was no creeping reduction in density. It was dramatic. Nowadays, one third of the (9) ____ city area lies derelict. Countless buildings have been demolished. Four thousand of those still standing are vacant and (10) ____: locked, boarded and walled-up. Street signs are rusting away. Grass grows over the pavements. Feral dogs roam in packs. Visitors to Detroit should prepare themselves for dystopian scenery. The city's blatant (11) ____ found its way into textbooks on town planning long ago. In spite of it, attempts at re-urbanisation are still undertaken: in the Seventies, the Renaissance Center, which failed in this respect, and in the Nineties, Greek Town, which succeeded.

A abandoned

G growth

M though

B already there

H income

N while

~~C~~ created

I no wonder

D decline

J not only

E double

K of the first

F entire

L tension

Read part of a text giving advice to teachers. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1-13). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

Making an impression

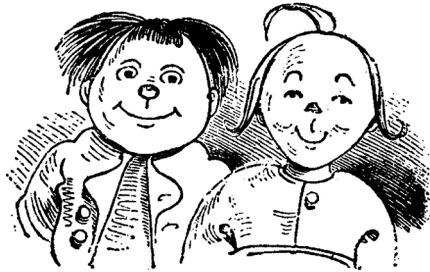
A boring teacher will soon create for himself or herself a bored class, which is a boring class, and leads to a bored teacher: this is a vicious circle and can become worse and worse. On the other (0) ____, an enthusiastic teacher is hard to resist and, except in the presence of very adverse additional factors, (1) ____ a responsive enthusiasm in his or her class: the students' enthusiasm reaches him or her as feedback and stimulus to (2) ____ enthusiasm in a reciprocal process, which leads to a (3) ____ for students and teacher.

The obvious next question is: how do students differentiate between a teacher who is interested and enthusiastic (4) ____ one who is not? This brings me to my title: a teacher is his or her own (potential) best audiovisual aid. Students, consciously or unconsciously, judge a teacher by the visual and aural stimuli he or she sends out, starting from the very first (5) ____ of contact with a new teacher. The "signals" that the teacher sends out are what the students (6) ____ their first measure of his or her personality, his or her attitude to teaching, to students (7) ____, to individual learning problems, to his or her materials. This first instinctive judgment, (8) ____, is hard to alter, so we need to make sure it's a positive one. (9) ____, it can be altered if a teacher starts behaving differently and keeps (10) ____ long enough, but it's much easier to start by creating the atmosphere you *want* in your classroom.

(11) ____ that I'm not talking about language proficiency, qualifications, teaching experience, (12) ____ of grammatical theory, or of how to use a language laboratory, or any of those things that an EFL [English as a Foreign Language] teacher might have missed out on and (13) ____ do anything about. I'm talking about improving our appearance, the way our students perceive us – and that's something that every teacher *can* do something about.

0	A end	B hand	C side	D way
1	A it comes to	B it results in	C will generate	D will introduce
2	A further	B adding	C extra	D bigger
3	A responsible attitude	B friendly approach	C familiar situation	D rewarding experience
4	A and	B or	C than	D to
5	A times	B moments	C occasions	D possibilities
6	A use as	B accept as	C adopt for	D take for
7	A like personalities	B as humans	C on adolescence	D in character
8	A having been obtained	B having been taken	C once made	D once decided
9	A Therefore	B In contrast	C Of course	D It's obviously
10	A making it better	B hardly trying it	C it on	D it up
11	A Recognize	B Notice	C Meaning	D Seeing
12	A thorough knowledge	B higher education	C advanced facts	D clear instructions
13	A would not	B is unable to	C can	D will probably

Read the text about learning German as a foreign language. Some words are missing. Complete the text by writing an appropriate word for each gap (1-8). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



How I learned German

Foreign languages don't play an important role in education in the United States. In some places, it is possible to (0) ___ from secondary school without having studied any foreign language at all. If a foreign language is offered, it is most (1) ___ to be Spanish, which is a language many inhabitants as well as immigrants to the States speak, especially in Florida, which has a large Cuban (2) ___, and in those states which border Mexico: California, New Mexico, Arizona and Texas. A few schools also offer French. German is non-existent, and considered difficult, obscure, and even weird. It was the weirdness that got me, and the desire to learn what would be a secret language in (3) ___ I could converse with our school's one German-speaking exchange student, the extremely exotic and handsome Austrian, Franz Obermoser. Plus it would look good (4) ___ my college applications: what other 17-year-old girl in all of New Hampshire could speak German? Franz would be my tutor; my parents supported this plan, even to the (5) ___ of offering a rather generous hourly rate for my German lessons.

Our German lessons took place in the school's chemistry lab, vacant after 3 P.M., and so I will always (6) ___ the German language with a smell of sulfur, a rotten, fishy smell unfortunately. Franz was not a trained language teacher and he took an unexpected approach to my German lessons. He produced a book with the title "Max und Moritz", a rather large hard-cover book with cartoon-like colored drawings. Assuming this book was Franz's own personal property, I picked it up respectfully and read out the title. Franz laughed, then stopped himself, and my first pronunciation lesson (7) ___. What looked like a name I was familiar (8) ___, Max, became Maahx, and "und", which looks like the first part of "under" became uunt. How silly! But Franz was not kidding: this was real German and we forged ahead. I read on. "Vorwort" was the next word. "V" as in "very", of course, and "wort" is the thing that grows on your hand if you handle a frog. What a language!

Read the text about how to apply for a particular kind of job. Some words are missing. Use each word in brackets to form an appropriate word for each gap (1-9). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



Getting a job on a cruise ship

With the increasing popularity of the internet, many cruise lines now have worldwide websites and these can be a valuable source of information for job-seekers. Some cruise lines even advertise job (0) ____ (**vacant**) on the internet.

The application procedure

Having ascertained the name and business address of your target, present your details as (1) ____ (**profession**) as possible. Type or print all communications and always include a covering letter. Set out your CV (résumé) clearly and enclose photocopies of (2) ____ (**refer**) or other relevant information. Enclose a photograph, (3) ____ (**prefer**) one that shows some personality. For jobs in the social / (4) ____ (**entertain**) department, a large publicity shot is a good bet. Some companies will send you an official form to fill in. If so, don't be afraid to enclose additional information, as long as it is relevant to your application. The more skills and / or qualifications you can offer, the more likely it is that you will be offered a job.

Sometimes you may be offered employment (5) ____ (**sole**) on the strength of your application; at other times you may be required to attend an interview. Yet again, you may not even receive a reply. A follow-up telephone call may be (6) ____ (**benefit**) in the latter instance, on the lines of 'I just wanted to make sure you've received my details'. Remind them that you're still alive and waiting. (7) ____ (**Occasion**) it works.

Don't become too disillusioned if you hear nothing. Your details could lie for months in a filing cabinet, only to be dug out and a job offered, (8) ____ (**require**) you to join a ship in Acapulco in two days' time.

Company files are, however, regularly (9) ____ (**new**). So if you haven't been contacted within six months and you still wish to be considered for employment, it is advisable to send a fresh application. It is also worth noting that cruise line employers almost always telephone applicants to offer them an interview (or a job) rather than using other forms of communication.

Bildquellen

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<https://commons.wikimedia.org/w/index.php?curid=1576054>

Aufgabe 4: © susannp4 / www.pixabay.com

Textquellen

Aufgabe 1: Autor/in nicht genannt: Shrinking cities.
<http://www.shrinkingcities.com/index.php%3Fid=21&L=1.html> [31.01.2022] (adaptiert).

Aufgabe 2: Hamp-Lyons, Elisabeth: Your most essential audiovisual aid – yourself! In: *English Teaching Forum* 4/2012, S. 33–35 (adaptiert).

Aufgabe 4: Bow, Sandra: Working on cruise ships.
<https://www.gapyear.com/articles/travel-ideas/working-on-cruise-ships> [06.02.2019] (adaptiert).