

Name:	
Klasse:	



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

12. Jänner 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 ausgefülltes Kästchen als Antwort wählen, kreisen Sie dieses Kästchen ein.

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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.

Jede richtige Antwort wird mit einem Punkt bewertet. Bei jeder Aufgabe finden Sie eine Angabe zu den maximal erreichbaren Punkten.

Viel Erfolg!

2

A first lady visits Africa

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____/12 P.

ANTWORTBLATT

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ANTWORTBLATT

3

Are group decisions better?

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Von der
Lehrperson
auszufüllen

richtig falsch

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4

New York's High Line Park

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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"/>

Von der
Lehrperson
auszufüllen

richtig falsch

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____/9 P.

Read the text about the Cornish Pasty, a famous food from Cornwall, England. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–10). Put a cross (X) in the correct box on the answer sheet. The first one (0) has been done for you.



The Cornish Pasty

The Cornish Pasty started life as the working lunch for the tin miners to take underground with them. The Pasty was easy (0) ____, could be eaten with dirty fingers, was nourishing and could even have savoury at one end and sweet at the other.

The underground miner would not return to the surface or (1) ____ clean his hands when he paused for a lunch break. An added danger was that arsenic was often found with tin, so that might be on his hands. He could hold the folded crust and eat the filling, then throw away the dirty pastry. Another tradition believes that it is bad luck for fishermen to take Pasties to sea.

The Cornish Pasty's dense, folded pastry stayed hot until lunchtime. Traditional bakers in former mining towns, until fairly (2) ____, would bake Pasties with fillings to order, marking the customer's initials with raised pastry. This was originally done because the miners (3) ____ to eat one half of their Pasty for breakfast and leave the (4) ____ half for lunch, meaning that a way to identify their Pasties from the other miners' was needed.

(5) ____ centuries the Cornish have been filling pasties with a wide (6) ____ of fillings. In 1985 a group of Young Farmers in Cornwall spent 7 hours making a record-breaking Pasty – over 32ft long. This (7) ____ to have been beaten in 1999 when bakers in Falmouth made their own giant Pasty during the town's (8) ____ Pasty festival.

Although the "traditional" Pasty was made from beef, potatoes, onions and turnips, other fillings are just as common. The "tiddy oggie" is filled only with potatoes, and you will (9) ____ ones with anything from rabbit to egg and bacon or cheese.

(10) ____ the Cornish Pasty has become over-commercialised here. The market is not prepared to pay the price of a decent Pasty, and hence has become flooded with cheap Pasties for a mass tourist market that demands nothing better.

(Fortsetzung 1)

0	A carried	B carry	C to carry	D carrying
1	A be able to	B had to	C could	D being able to
2	A recently	B lately	C presently	D newly
3	A were used	B used	C are used	D would be used
4	A rest	B resting	C remain	D remaining
5	A Since	B For	C While	D During
6	A offer	B option	C variety	D variance
7	A was saying	B believed	C was believed	D said
8	A first place	B first-hand	C first of all	D first ever
9	A come round	B come across	C get across	D get round
10	A Moreover	B Doubtfully	C Unfortunately	D Nevertheless

Read the text about Michelle Obama visiting Africa. Some words are missing. Complete the text by writing one word for each gap (1–12) in the spaces provided on the answer sheet. The first one (0) has been done for you.



A first lady visits Africa

First Lady Michelle Obama has often said that it wasn't easy getting to where she is today. Raised (0) ___ the South Side of Chicago and a descendant of slaves, Obama credits her success to hard work and a passion for education – values that she and President Barack Obama hope to instill in their own children. This week, the First Lady is extending this message to others, too, in South Africa and Botswana.

The visit will mark Obama's second solo trip outside the U.S. as First Lady. Her first solo trip was to Mexico in April 2010. Obama's goal for the visit is to (1) ___ relations between the U.S. and Africa, as (2) ___ as encourage the African youth to become more involved (3) ___ their communities through education, health and wellness. Two (4) ___ of every three residents in South Africa are younger than 30 years old.

It was in Mexico that the First Lady began her (5) ___ to encourage young people to step (6) ___ as leaders. "The fact is that responsibility for meeting the defining challenges of our time will soon fall to all of you," Obama (7) ___ college students in Mexico City. "Soon, the world will be looking to your generation to (8) ___ the discoveries and to build the industries (9) ___ will fuel our prosperity and ensure our well-being for decades to come."

(Fortsetzung 2)

Obama arrived in Johannesburg on Monday with her two daughters, Malia and Sasha, her mother, and a niece and nephew. The President is not traveling with them on this trip. The family will (10) ____ their week-long visit stressing the importance of education to disadvantaged students and meeting with groups working to (11) ____ the spread of HIV/AIDS in Africa. More than five million South Africans currently (12) ____ with the disease.

On Wednesday, Obama will speak to a U.S.-sponsored group of young women leaders from sub-Saharan Africa.

Read the text about the process of making group decisions. 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.



Are group decisions better?

What do governments, airline pilots and NFL referees have in common? They all make decisions with the help of another person or group of people. Governments make huge policy decisions as a big group and also break down the big picture into scores of (0) ___ (**small**) committees. Airline pilots in distress consult and reaffirm one another. Referees in every sport huddle together when an important call needs to be (1) ___ (**make**). The general thinking among humans is that typically two heads are better than one. But are they? Is a group decision always best, or does all that discussion (2) ___ (**ultimate**) slow down or muddle the process? Thanks to some insightful studies, we have answers.

Psychologists, (3) ___ (**economy**) and historians are fascinated by the process of decision making because it says a lot about how humans interact, and by (4) ___ (**study**) it, we can learn how to make the best decisions with the most (5) ___ (**favor**) outcomes. Many studies have been performed on group decision making, and the results have all been fairly (6) ___ (**consistency**). The experiments typically don't involve social decisions, but are visual in nature because most (7) ___ (**research**) feel that simple visual recognition experiments eliminate bias.

For example, in one study, subjects studied circles on a screen to determine which one was darker. In another study, pairs put their minds together to decide which striped duos had the highest contrast. Many other studies have followed a similar model, and across the board, the results indicate that two heads are (8) ___ (**absolute**) better than one. But there's a qualifier: This is only the case when the subjects could converse about their (9) ___ (**confident**) in the decision. Not only that but honesty about one's own abilities is also necessary to ensure a positive result for a group decision.

Read the text about an innovative park in New York City. 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.



New York's High Line Park

Parks in large cities are usually thought of as refuges, as islands of green amid seas of concrete and steel. When you approach the High Line in the Chelsea neighborhood on the lower west side of Manhattan, what (0) ___ is the kind of thing urban parks were created to get away from – a harsh, heavy, black steel structure supporting an elevated rail line that once brought freight cars right into factories and warehouses and that looks, at least from a distance, (1) ___ an abandoned relic than an urban oasis.

(2) ___ the High Line was, in fact, an urban relic, and a crumbling one at that. Many of its neighbors, (3) ___ New York's mayor for much of the 1990s, Rudolph Giuliani, (4) ___ to tear it down. His administration, aware that Chelsea was gentrifying into a neighborhood of galleries, restaurants, and loft living, (5) ___ the surviving portion of the High Line, which winds its way roughly a mile and a half from Gansevoort Street to 34th Street (a section farther south was torn down years ago), was an ugly deadweight. They were certain this remnant of a different kind of city had to be removed for the neighborhood to (6) ___ its full potential.

Never have public officials been so wrong. Almost a decade after the Giuliani administration tried to tear the High Line down, it has been (7) ___ one of the most innovative and inviting public spaces in New York City and perhaps the entire country. The black steel columns (8) ___ abandoned train tracks now hold up an elevated park, part promenade, part town square, part botanical garden. The southern third, which begins at Gansevoort Street and extends to West 20th Street, (9) ___ Tenth Avenue along the way, opened in the summer of 2009. This spring a second section will open, extending the park ten more blocks, roughly a half mile, to 30th Street. Eventually, supporters hope, the park will cover the rest of the High Line.

(Fortsetzung 4)

0	A let us see	B at first sight	C you see first	D within sight
1	A most like	B more as	C more like	D mostly
2	A Years before	B Since then	C By now	D Until recently
3	A instead of	B as well as	C as long as	D in contrast
4	A couldn't expect	B couldn't wait	C didn't have	D didn't need
5	A felt	B meant	C saying	D thinking
6	A realize	B recognize	C become	D notice
7	A developed from	B turned into	C becoming	D transforming
8	A that once supported	B once supported	C which are supporting	D are supporting
9	A it passed	B was passing	C crossed	D crossing