

Name:	
Klasse/Jahrgang:	



Standardisierte kompetenzorientierte
schriftliche Reife- und Diplomprüfung

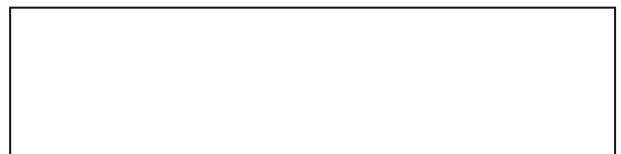
AHS

6. Mai 2014

Englisch

(B2)

Lesen



Hinweise zum Beantworten der Fragen

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, 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 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 bei der Testmethode *Richtig/Falsch/Begründung* beide Teile (*Richtig/Falsch* und *Die ersten vier Wörter*) korrekt sein müssen, um mit einem Punkt bewertet werden zu können.

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

Viel Erfolg!



Angaben zur Person

Bitte kreuzen Sie die untenstehenden Kästchen neben jenen Aussagen an, die für Sie zutreffen. Ihre Angaben sind wichtig, um auch weiterhin faire Prüfungsfragen gestalten zu können und werden vertraulich behandelt.

Geschlecht:

weiblich

männlich

Was ist Ihre Muttersprache:

(Mehrfachauswahl möglich)

Deutsch

Bosnisch, Kroatisch,
Montenegrinisch,
Serbisch

Englisch

Französisch, Italienisch,
Spanisch oder eine
andere romanische
Sprache

Türkisch

eine andere Sprache



NAME:



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.



Tutoring with YouTube

0 B	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"/>

Von der Lehrperson auszufüllen

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

1

___ / 7 P.

Walking keeps people healthy

0	<i>professor of public health</i>
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Von der Lehrperson auszufüllen

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2

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3

Global English

	T	F	First four words
0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Odd, because in the</i>
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Von der
Lehrperson
auszufüllen

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4

History of Las Vegas

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

Von der
Lehrperson
auszufüllen

richtig falsch

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Bitte umblättern

Read the text about one way of revolutionizing teaching and learning. Some parts are missing. Choose the correct part (A-J) for each gap (1-7). 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.



Tutoring with YouTube

In 2006, Salman Khan worked as an analyst at Wohl Capital. Today, he is (0) ___ through his website, KhanAcademy.org.

Khan Academy is an online teaching system whose goal is to reshape and improve education by (1) ___ to anyone. The tool was born with simplicity as its focus, and this has fueled its broad appeal.

Five years ago, Salman Khan's young cousin, Nadia requested that he tutor her in math. Khan, being the amiable and supportive type, cheerfully obliged. He began (2) ___ via the internet using Yahoo Messenger and Microsoft Paint. This was going extremely well, until one day Khan recorded a few lessons by himself and posted them to YouTube for Nadia (3) ___. The next day, Nadia called up her big cousin and said that she didn't want him (4) ___ anymore. Instead, she requested that he continue to post videos.

Khan was somewhat taken aback. "[She] told me she preferred me on YouTube rather than in person," he joked. But it made perfect sense! Nadia was granted (5) ___. If she missed something, she could pause and rewind. There was no pressure. She could learn at her own pace.

This became the basic and brilliant premise behind Khan Academy: (6) ___. As of this week, there are now over 2,700 instructional videos on Khan Academy on a host of different topics ranging from simple algebra, to biology and chemistry, to American civics and history, to finance and the Paulson Bailout. Khan narrates all of the videos himself, utilizing only pictures and a computerized pen on a black background to elucidate the topics. His videos are brief and his teaching style is quirky, easygoing, and above all, comprehensible. It is as if you are being tutored by your best friend.

The design of Khan Academy makes it (7) ____, but what is really drawing students is the game-like spin it is putting on education. Khan pupils can gain energy points for watching videos and completing lessons. They can also earn badges by completing difficult challenges. For example, one can garner a "Double Power Hour" Earth Badge by correctly solving 180 questions and watching thirty minutes of video in two hours.

A	teaching how to use YouTube
B	changing the rules of education
C	tutoring Nadia remotely
D	providing free, world-class instruction
E	uniquely accessible to millions of people
F	direct control over the lesson
G	put the learner in complete control
H	to tutor her in person
I	to publish math videos
J	to view on her own time

Read the text about why walking is good for us. Answer the questions (1-7) using a maximum of 4 words. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.



Walking keeps people healthy

Jerry Morris died on 28 October 2009. He was 99 years old. You have probably never heard of him. He was a professor of public health. More than 50 years ago he produced one of the most famous epidemiological papers of the 20th century.

The study showed that bus conductors were much less likely to die of heart disease than bus drivers. Why? Because the conductors spent their working day walking.

It seems obvious now but in the middle of the last century doctors were genuinely puzzled by the rapidly rising incidence of heart disease. Jerry Morris found one of the main causes: a sedentary lifestyle. He started exercising for a few minutes each day and lived until his 100th year.

Forty years later, Morris's message was accepted but still largely ignored. The National Fitness Survey reporting in 1994 made depressing reading. The proportion of men who are unable to sustain uphill walking at 3mph rises from 4% among 16- to 24-year-olds to 81% of 65- to 74-year-olds. The equivalent figures for women are from 34% to 92%. Even walking on level ground at 3mph is a severe exertion for large numbers of older women. More than 50% of women aged 55-84 are not fit enough to continue walking on the level at this speed.

If you wish to protect your heart, you have to do more than potter in the garden. The exercise needs to be reasonably strenuous. Jogging is not for everyone and a round trip to the gym takes a couple of hours, plus the monthly membership fee is only good value if you visit regularly. The answer is simple: walk.

A half-hour purposeful walk five times a week will reduce your risk of heart disease, diabetes and strokes. Older people sometimes feel they have left it too late. But it is never too late to start and there are no upper age limits. Start gently. Take your time: a 15-minute flat walk in the nearest park, four or five times a week. Within a month or so you will, literally, be taking it in your stride. You are already beginning to protect your heart. Build the walks up. When you can comfortably walk for half an hour in the park, go further afield. Water doesn't flow up hills. Try following rivers and canal towpaths.

Regular walkers have their own natural gymnasium. There is no membership fee and no treadmill, just some of the finest scenery in the world. Great Britain is the walker's gym. When you have followed the rivers and canals, and are enjoying walking for a couple of hours, head for the undulating pathways on the coast. Once again, build it up slowly.

When you are comfortable with long coastal walks, you can begin to think of some of the challenges in our national parks. Last year, early on a misty spring morning, I arrived at the cairn at the top of Scafell Pike, the highest point in England, to find a fit-looking, elderly man sipping a cup of hot chocolate.

He told me he had first reached the summit as a teenager just before the war. We set off together towards Broad Crag but soon he pulled away. I had not asked him how old he was, but the maths wasn't difficult.

0	What was Mr Morris's job?
1	What made one group of workers in public transport healthier than others?
2	According to research, what do most older people have difficulty doing at a certain speed?
3	Why is garden work unsuitable for avoiding health problems?
4	Why do older people occasionally decide against taking up walking?
5	What is the best thing about walking for exercise, apart from saving money?
6	After walks by the sea, what should walkers try next?
7	What did the author soon realize about the older walker's ability?

Read the text about the effects of English as a global language. First decide whether the statements (1-10) are true (T) or false (F) and put a cross (☒) in the correct box on the answer sheet. Then identify the sentence in the text which supports your decision. Write the first 4 words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.



Global English

One of the odd stories to come out of the French-speaking province of Quebec last year was the announcement that intensive English courses would be offered to students in state schools. Odd, because in the past half-century, much of the Quebecois identity has been built on resisting English. Authorities throw the book at people for doing things that would be normal elsewhere in Canada. Last autumn, the Montreal newspaper *La Presse* revealed that two real estate executives had made presentations in English to a Montreal-based pension fund, violating the province's language laws, which give workers the right to a French-speaking environment.

Now, school authorities in Quebec City are questioning whether the time is ripe for introducing those English classes after all. Their hesitation has left French-speaking parents angry. On one hand, those parents want their children to cherish their own community and its language. On the other hand, English is the international language of business, and their children will have a hard time climbing the social ladder without it.

Self-contradiction besets all governments as they try to work out a role for English in their national culture. Long-time Malaysian prime minister Mahathir Mohamad was, as a young man, a promoter of Malay. He made it the language of school instruction two decades ago. But in 2003, he came up with a plan to teach mathematics and science in English, reasoning that most technical literature on those subjects

was in English. It was a flop. English-language ability, among both teachers and students, had dropped more precipitously since independence than Dr Mahathir cared to admit. But when the government suggested discontinuing the programme in 2009, parents flew into a rage.

Not all cultures have the same historical anguish over English that Malaysians and Quebecois do. But almost all are being dragged ineluctably towards giving English a bigger role in their societies. More than a dozen EU countries require that English be taught in schools. In Thailand and China, the government has fostered English-language learning circles. Francophone Rwanda switched over in 2009 to English school instruction. English spreads wherever there is democracy or markets or even the slightest inclination towards them.

So now we can all talk, we peoples of the world. The universalisation of English has happy consequences. But like the building of the Tower of Babel, it has negative ones, too. English as a *lingua franca* offers unfair advantages to the half-billion people who speak English as a native language. We sometimes assume that English is a world standard only for superficial interactions – hotel personnel saying “How was your stay?” or business consultants importing words like “benchmarking” into their own languages. But French and German professors, for instance, often grumble that it is hard to build a career when academic journals are all in English.

Meanwhile, there can be a diversity-stifling effect to “diversity”. When universities, whether in Quebec or Paris or Catalonia, teach classes in global English, they can adorn their student bodies with exotic people from around the world – the most talented ones, the flower of their respective cultures. But the net effect can be to turn these varied young people into extremely unvaried adults. Language shapes mentalities – how deeply is harder to say. But the spread of English may be limiting our ability to think in different ways.

In a fascinating piece written for the *New York Review of Books* last June, the novelist Tim Parks described his suspicion that world authors today write with an eye to the translatability of their work into English. They “had already performed a translation within their own languages”, he writes. Mr Parks was grateful for the directness this produced, but worried it came at a price in literary variety. Global English allows writers to go “not quite as far but in half the time”, as the old Cure song used to have it.

0	French Canadians encourage bilingualism.
1	Legally, English and French are regarded as equal in all parts of Canada.
2	Some French Canadians are annoyed because the government is so slow.
3	You can easily succeed in Canadian society without speaking English.
4	In Malaysia, the experiment to teach some classes in English failed.
5	Thai authorities oppose the study of English.
6	The use of English as a global language has hardly any positive aspects.
7	It can be difficult to succeed if you do not publish your research in English.
8	People’s attitudes are hardly ever influenced by the language they are taught in.
9	When writing, writers probably think about how well their text will work in English.
10	English as a universal language might make all literature seem very similar.

Read the text about how Las Vegas has developed over the years, then choose the correct answer (A, B, C or D) for questions 1-6. Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

History of Las Vegas

The first Las Vegas Strip hotel, the El Rancho, opened in 1941. It became famous for its "all-you-can-eat" buffet and a Las Vegas tradition was born. Five years later, "Bugsy" Siegel and his mob affiliates opened the Flamingo Resort on the Strip. It was the first Las Vegas resort to combine a luxury hotel name, entertainment, and gambling, and was to become the prototype for the lavish Las Vegas casino-resort in the 1950s.

Vegas in the 1950s

The Flamingo was followed by the Sahara, the Sands, the Tropicana, the Showboat, the Riviera, and several other casino resorts. By 1954, over 8 million people were visiting Las Vegas each year, drawn by the lavish resort and name entertainers as much as by the gambling. Top performers, such as Elvis Presley, Frank Sinatra, Bing Crosby, and Dean Martin played in intimate cabaret-style theaters.

The 1950s was also the era of nuclear arms testing in Nevada. Between 1951 and 1963, the Atomic Energy Commission detonated over 100 explosions. Despite the dangers (largely ignored and underplayed at the time), many casinos promoted the tests as tourist attractions and even built "sky rooms" from which to view the mushroom clouds.

The 50s also saw the city of Las Vegas develop from a casino town to a functioning city. McCarran Airport was built in 1948; The University of Las Vegas was established in 1957; and the Las Vegas Convention Center opened in 1959. By 1960, Las Vegas had a permanent population of over 64,000.

Howard Hughes and the 1960s

Many of the early Las Vegas casinos, such as "Bugsy" Siegel's Flamingo Hotel, had ties to, and received financing from, organized crime syndicates from the Midwest and East Coast. In the 1960s, this began to change. Corporations, led by the example of Howard Hughes' acquisition of the Desert Inn, started seeing Las Vegas casinos as legitimate business ventures. By the end of the decade, organized crime was all but out of the gaming business.

Steve Wynn, the 80s, and 90s

The opening of Steve Wynn's 3300-room Mirage Resort on the Strip in 1989 ushered in a new era of Las Vegas resorts. Gone and going were the simple gambling halls in favor of huge theme resorts, complete with resident attractions, headliners, and elegant restaurants as well as casinos. Funding for these mega-resorts was unique also. The Mirage was the first resort to be constructed with a junk bond offering. The free volcano attraction in front of the hotel as well as the resident Siegfried and Roy show became the model for Las Vegas resorts in the 1990s.

The city of Las Vegas boomed also. By 1995, the city's population had skyrocketed to over 350,000 residents, spurred by an incredible 9 percent annual increase in jobs.

Downtown Las Vegas also experienced a renaissance in the 1990s. Fremont Street transformed itself in 1995 into a pedestrian mall, enclosed by a 90-foot high domed screen onto which an elaborate sound and light show is projected every hour after dark. The area also boasts street performers, interesting shopping, and frequent free concerts.

To make more room for the new generation of Las Vegas resorts, developers began imploding, or blowing up, the old 1950s-style hotels and erecting new resort palaces in their ashes. Such was the fate of the Dunes, the present site of the Bellagio Hotel & Casino; the Sands, the present site of the Venetian Resort; and the original Aladdin Hotel in favor of the new Planet Hollywood Resort & Casino.

Las Vegas Today

Las Vegas today offers something for visitors of all ages. In addition to the lavish casinos, the city boasts theme parks, some of the nation's best restaurants, elaborate pool complexes, and one-of-a-kind shopping arcades. Over 34.7 million travelers visited Las Vegas in 2005.

0 **The Flamingo Resort**

- A was the most luxurious casino in the 1940s.
- B focused mainly on light entertainment.
- C offered all-inclusive package holidays.
- D was the first of its kind.

1 **In the 1950s show business celebrities**

- A performed to small audiences.
- B visited Las Vegas in huge numbers.
- C concentrated on comedy mainly.
- D always stayed in luxury hotels.

2 **The testing of nuclear weapons in the 1950s**

- A was viewed by huge numbers of tourists.
- B furthered the development of atomic war technology.
- C triggered the public's interest in atomic energy.
- D was advertised in order to draw visitors to Las Vegas.

3 **In the 1960s, Las Vegas casinos**

- A became the centre of large-scale money transactions.
- B had to close down due to criminal activities.
- C were eventually regarded as lawful enterprises.
- D had to cope with the pressures of competing businesses.

4 **Steve Wynn's Mirage Resort**

- A quickly became the most popular casino on the Strip.
- B set new standards for future Las Vegas resorts.
- C offered fine dining for hotel guests only.
- D was the first hotel to put on spectacular nightly entertainment.

5 **In the 1990s the city centre of Las Vegas**

- A was upgraded with a few high-tech cinemas.
- B attracted the entertainment industry.
- C became much more lively.
- D offered hourly outdoor laser shows throughout the day.

6 **A number of modern luxury hotels were built**

- A along the most attractive stretches of the Strip.
- B in an environmentally friendly way.
- C to appeal mainly to the younger visitors.
- D on the sites of the old hotels.

