

Name:	
Klasse:	



Standardisierte kompetenzorientierte
schriftliche Reifeprüfung

AHS

7. Mai 2026

Englisch

Sprachverwendung im Kontext B2

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

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

Viel Erfolg!

NAME: _____



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

1

ANTWORTBLATT - Sprachverwendung im Kontext

Not just for kids

0	<input checked="" type="checkbox"/>	L
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"/>	
12	<input type="checkbox"/>	
13	<input type="checkbox"/>	
14	<input type="checkbox"/>	
15	<input type="checkbox"/>	

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	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"/>
1		2		3		4	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5		6		7		8	
<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		10		11		12	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13		14		15			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

___ / 15 P.

2

Diversity in the workplace

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"/>

Von der Lehrperson auszufüllen

richtig falsch

___ / 12 P.



3

Seeing and believing

0	cause
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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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___ / 11 P.

4

Sydney

0	exaggeration
1	
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3	
4	
5	
6	
7	
8	
9	
10	

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"/>
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___ / 10 P.

Bitte umblättern.

Read the text about the importance of playfulness for adults. Some parts are missing. Choose the correct answer (A–R) for each gap (1–15). There are two 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.

Not just for kids

The summer holidays are fading into memory and it's depressingly easy to look ahead to the following months and see nothing but work. But there is a way to hang onto some of that holiday spirit – and it's (0) ___ that will make you a better worker, spouse, parent and friend into the bargain: play. We tell ourselves that play is (1) ___ for children and growing up means leaving it behind but (2) ___ of research shows it can help relieve stress, improve brain function, help with trauma (3) ___ and enhance relationships. Play can be anything from board games and outdoor sports to crafts, dance or making music.

There's a catch, though: if you focus too much on the potential (4) ___, it stops being play. This is the paradox (5) ___ of play: it has many positive effects, but it's only really play if you do it, primarily, for (6) ___ – for the joy of engaging in the activity; (7) ___, it risks making life less enjoyable. Walking in the park on an autumn day can be blissful, but if you're wearing an exercise monitor hoping to (8) ___ your 10,000 daily steps, it's all too easy to become focused on that target, instead of the experience, and to see the walk as (9) ___.

To increase life's playfulness, we need more of (10) ___ philosopher Kieran Setiya calls 'atelic activities' – pursuits that have no end goal. Ask yourself what you enjoy, (11) ___, or even because of, the fact that you're not much good at it. As a writer, if I (12) ___ to attempt to produce a novel, I couldn't (13) ___ it as play; I'd be unable to stop myself hoping it might be a bestseller. But I love playing the piano, banging out classic Elton John songs, (14) ___ because I never need worry about getting good enough to perform, as my friends and family will (15) ___.

'By taking off the pressure of having to excel at or master an activity, we allow ourselves to live in the moment,' says Karen Rinaldi, author of *It's great to suck at something*. You can stop trying to be the best, and instead just... be.

A	a chore	G	dealing with aspects	M	otherwise
B	a large body	H	denied	N	precisely
C	at the heart	I	despite	O	recovery
D	attain	J	exclusively	P	treat
E	benefits	K	itself	Q	were
F	confirm	L	one	R	what

Read the text about what Mr Livermore says in his book about employing people from a variety of cultural backgrounds. Some parts are missing. Choose the correct answer (A, B, C or D) for each gap (1-12). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.



Diversity in the workplace

Diversity does not produce better results automatically, through a sort of multicultural magic. It does so only if it is (0) ___ well.

The biggest challenge is to do with trust. Employees need to trust each other if they (1) ___ their best work. This is particularly true if that work involves (2) ___ creative projects that have a high risk (3) ___ and a circuitous path to success. But it is easier to establish trust with those you have a lot in common with. Mr Livermore notes that diverse teams have a (4) ___ of variance in their performance than homogeneous teams. They are more likely to produce (5) ___ ideas, but they are also more likely to fail completely. He suggests that managers of diverse teams need to (6) ___ establishing bonds of trust. They need to set lots of (7) ___ goals so that teams can see the benefits of working together. They also need to recognise that different groups forge trust in different ways. Westerners tend to think that getting (8) ___ to the task at hand is the best way to do this, (9) ___ South Asians believe in establishing rapport over cups of tea first.

A second challenge is to do with culture. Too many companies fail to rethink their management styles (10) ___ they open their doors to new groups. They issue ambiguous instructions which presume that everyone comes from (11) ___. For example, one Western company urged its employees to “act like an owner” without realising that, in some cultures, acting like an owner means playing golf all day. They evaluate people on their (12) ___ to speak up without realising that some people – women especially, in many countries – are brought up to hold their tongues and defer to authority. Mr Livermore argues that managers need to work harder at getting members of silent minorities to speak up and, failing that, give them other ways of contributing to the collective effort.

0	A led	B managed	C constructed	D made
1	A must build up	B should make	C are to produce	D will do
2	A to handle	B tackling	C to cope with	D dealing in
3	A of failure	B at failing	C in failure	D for failing
4	A higher degree	B bigger area	C larger part	D wider portion
5	A entire new	B certainly unique	C absolute original	D truly innovative
6	A make an effort	B try their best	C work hard at	D do all for
7	A brief	B close	C short-term	D nearby
8	A quickly back	B straight down	C directly through	D right over
9	A thus	B nevertheless	C whereas	D yet
10	A providing	B because	C since	D as
11	A the same background	B identical circumstances	C equal conditions	D a related situation
12	A preference	B suitability	C objective	D willingness

Read the text about magicians. Some words are missing. Complete the text by writing an appropriate word for each gap (1-11). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



Seeing and believing

Watching magicians perform is great fun. They make things vanish or (0) ___ them to move in ways that defy the laws of physics. They change a handkerchief into a dove. The audience can't believe their (1) ___.

What we usually refer (2) ___ as "tricks", magicians themselves call "illusions" because that is exactly what they are. Magicians appear to (3) ___ doing things that are impossible in the real world, but the skill of stage magic is to divert the audience's attention away from what is really happening. The fact of the matter is that humans do badly when it comes to noticing things. (4) ___ our efficient brains and our high opinion of our own powers of perception, we have trouble concentrating on more than one thing at once.

Witness statements to the police demonstrate this well. More often than not, people who all saw the same incident will give varying or even contradictory versions of the event, (5) ___ it hard for investigators to get at the truth. This is not a deliberate attempt to mislead. On the (6) ___, most witnesses sincerely believe they are reporting accurately and that what they claim to have seen really (7) ___ happen.

We simply can't trust our senses. "Seeing is believing" is a well-known saying. Yet, time (8) ___ time, magicians show us that it's a mistake to take things at face value. Luckily, we have our rationality. Although it certainly looks as if the magician has sawn the assistant in half, reason tells us that what we have apparently witnessed cannot have (9) ___ place.

There are important lessons to be learned from a magic show. Our senses can and do let us down. Things are not always what they seem. We should not assume that there are (10) ___ to what a clever person can do to manipulate us. We are all too easily deceived, even when we know we're going to be tricked, (11) ___ is the case when we attend a magic show. But at the show we can at least just sit back and enjoy it all.

Read the text about the author's first visit to Sydney and their first impressions. Some words are missing. Change each word in brackets to form an appropriate word for each gap (1-10). Write only one word in each space provided on the answer sheet. The first one (0) has been done for you.



Sydney

I first went to Sydney as a student to visit relatives. It is no (0) ___ (**exaggerate**) to say I fell in love with the city the moment I (1) ___ (**lay**) eyes on it. The morning after my arrival at my uncle's house in the suburbs, I was (2) ___ (**awake**) by the cries of exotic birds. I still (3) ___ (**call**) how delightful it was to hear this, as opposed to the chirping of sparrows that I would have heard in London. Looking out the window, I was thrilled to discover that the garden was full of cockatoos. However, my uncle was unenthusiastic when I told him. I said how (4) ___ (**fortune**) they were to have cockatoos flying around. He (5) ___ (**agree**). "Damn nuisance, those cockatoos!" was his response. It seems some cockatoos have a tendency to peck at roofs. They can cause dreadful damage to buildings and, not surprisingly, this makes them unpopular. Well, that wasn't my problem, and those striking birds with their (6) ___ (**glory**) colours were, for me, a continual source of fascination.

Part of the reason I feel such (7) ___ (**affect**) for the city may be its resemblance to England. Admittedly, the weather in the Australian city is more appealing, and it has cockatoos and iguanas, but architecturally speaking, Sydney's British roots are clear to see. It's also noticeable in the locals' speech. The English of Sydneysiders, whose early forefathers came from southern England, shows many (8) ___ (**similar**) to the dialect traditionally spoken in London. Many Sydneysiders still feel a strong (9) ___ (**attach**) to Britain, too.

Among Sydney's most remarkable features are the numerous unspoiled beaches. Most are vast, with surfers riding the towering waves, but others are hidden away, charming little bays, each prettier than the next. Sydneysiders tend to take their beaches for granted in a way that

surprised me. One of my clearest memories is my cousin coming in from school to grab his surfboard and announce that he was off to the beach. Nobody in the family batted an eyelid, as if surfing were in fact the most normal after-school activity (10) ____ (*imagine*). Like the cockatoos, it's not quite so common in England!

Bildquellen

Aufgabe 2: © Gorodenkoff / www.shutterstock.com

Aufgabe 3: © KCADRC / www.pixabay.com

Aufgabe 4: © Danny Ye / www.shutterstock.com

Textquellen

Aufgabe 1: Burkeman, Oliver: The psychology of play: How to play as an adult.
<https://www.psychologies.co.uk/psychology-play-how-play-adult> [17.10.2025] (adaptiert).

Aufgabe 2: Schumpeter: Diversity fatigue.
<https://www.economist.com/business/2016/02/11/diversity-fatigue> [17.10.2025] (adaptiert).

