

Name:	
Klasse/Jahrgang:	



Standardisierte kompetenzorientierte schriftliche
Reifeprüfung/ Reife- und Diplomprüfung/ Berufsreifeprüfung

Haupttermin 2021

Englisch

Lesen 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"/>
---	--------------------------	---	-------------------------------------	---	-------------------------------------	---	--------------------------

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"/>
---	--------------------------	---	-------------------------------------	---	-------------------------------------	---	--------------------------

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
---	-------------------------------------	---	---

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
----------------------------	------------------

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!

NAME: _____



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

ANTWORTBLATT

Mount Everest

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

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"/>
--------------------------	--------------------------

___ / 7 P.

1

How hurricanes are named

0	1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7
<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		
<input type="checkbox"/>	<input type="checkbox"/>	

5		
<input type="checkbox"/>	<input type="checkbox"/>	

6		
<input type="checkbox"/>	<input type="checkbox"/>	

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

___ / 7 P.

2



ANTWORTBLATT

3

Running a marathon

0	1	2	3
<input checked="" type="checkbox"/> F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7
<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		3	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5		6		7	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

___ / 7 P.

4

Millennials and the gig economy

	T	F	First four words
0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>In case you aren't</i>
1	<input type="checkbox"/>	<input type="checkbox"/>	
2	<input type="checkbox"/>	<input type="checkbox"/>	
3	<input type="checkbox"/>	<input type="checkbox"/>	
4	<input type="checkbox"/>	<input type="checkbox"/>	
5	<input type="checkbox"/>	<input type="checkbox"/>	
6	<input type="checkbox"/>	<input type="checkbox"/>	
7	<input type="checkbox"/>	<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"/>

___ / 7 P.

___ von 28 P.

Bitte umblättern

Read the text in which a mountaineer writes about the highest mountain in the world. Then choose the correct answer (A, B, C or D) for each question (1-7). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

Mount Everest

Secretly I dreamed of ascending Everest myself one day; for more than a decade it remained a burning ambition. By the time I was in my early twenties climbing had become the focus of my existence to the exclusion of almost everything else. Achieving the summit of a mountain was tangible, immutable, concrete. The incumbent hazards lent the activity a seriousness of purpose that was sorely missing from the rest of my life. I thrilled in the fresh perspective that came from tipping the ordinary plane of existence on end.

And climbing provided a sense of community as well. To become a climber was to join a self-contained, rabidly idealistic society, largely unnoticed and surprisingly uncorrupted by the world at large. The culture of ascent was characterized by intense competition and undiluted machismo, but for the most part, its constituents were concerned with impressing only one another. Getting to the top of any given mountain was considered much less important than *how* one got there: prestige was earned by tackling the most unforgiving routes with minimal equipment, in the boldest style imaginable. Nobody was admired more than so-called free soloists: visionaries who ascended alone, without rope or hardware.

In those years I lived to climb, existing on five or six thousand dollars a year, working as a carpenter and a commercial salmon fisherman just long enough to fund the next trip to the Bugaboos or Tetons or Alaska Range. But at some point in my midtwenties I abandoned my boyhood fantasy of climbing Everest. By then it had become fashionable among alpine cognoscenti to denigrate Everest as a “slag heap” – a peak lacking sufficient technical challenges or aesthetic appeal to be a worthy objective for a “serious” climber, which I desperately aspired to be. I began to look down my nose at the world’s highest mountain.

Such snobbery was rooted in the fact that by the early 1980s, Everest’s easiest line – via South Col and the Southeast Ridge – had been climbed more than a hundred times. My cohorts and I referred to the Southeast Ridge as the “Yak Route”. Our contempt was only reinforced in 1985, when Dick Bass – a wealthy fifty-five-year-old Texan with limited climbing experience – was ushered to the top of Everest by an extraordinary young climber named David Breashears, an event that was accompanied by a blizzard of media attention.

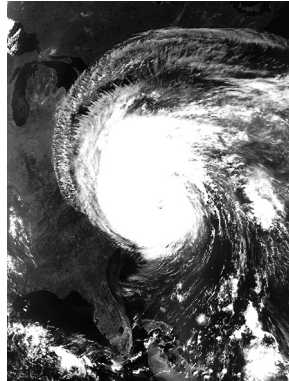
Previously, Everest had by and large been the province of elite mountaineers. In the words of Michael Kennedy, the editor of *Climbing* magazine, “To be invited on an Everest expedition was an honor earned only after you served a long apprenticeship on lower peaks, and to actually reach the summit elevated a climber to the upper firmament of mountaineering stardom.” Bass’s ascent changed all that. In bagging Everest, he became the first person to climb all of the Seven Summits, a feat that brought him worldwide renown, spurred a swarm of other weekend climbers to follow in his guided bootprints, and rudely pulled Everest into the postmodern era.

“To aging Walter Mitty types like myself, Dick Bass was an inspiration,” Seaborn Beck Weathers explained in a thick East Texas twang during the trek to Everest base Camp last April. A forty-nine-year-old Dallas pathologist, Beck was one of eight clients on Rob Hall’s 1996 guided expedition. “Bass showed that Everest was within the realm of possibility for regular guys. Assuming you’re reasonably fit and have some disposable income, I think the biggest obstacle is probably taking time off from your job and leaving your family for two months.”

For a great many climbers, the record shows, stealing time away from the daily grind has not been an insurmountable obstacle, nor has the hefty outlay of cash.

- 0 **The author believed that mountaineering**
- A gave meaning to his existence.
 - B was as exciting as flying.
 - C was less dangerous than generally assumed.
 - D can be too hard for most people.
- 1 **According to the author, mountaineers were**
- A almost all sociable men.
 - B similar to each other in many ways.
 - C always in the public eye.
 - D often influenced by society's opinions.
- 2 **Among mountaineers, those who took risks**
- A sometimes seemed less competitive.
 - B ignored the opinions of others.
 - C often failed to reach the summit.
 - D were looked up to by others.
- 3 **A change took place in that Everest became**
- A a realistic option for the author.
 - B trendy for enthusiastic European climbers.
 - C more expensive to climb than other mountains.
 - D a less desirable goal for mountaineers.
- 4 **Bass's achievement convinced mountaineers that**
- A their opinion of Everest was justified.
 - B Bass's guide was the best new talent in mountaineering.
 - C Everest was now a priority for rich Americans.
 - D good press coverage made anything possible.
- 5 **Before Bass's achievement, climbing Everest was**
- A a popular topic with journalists.
 - B only written about in specialist publications.
 - C a privilege offered to special people.
 - D only very rarely attempted.
- 6 **Bass became famous because he**
- A introduced new techniques for climbing Everest.
 - B used his achievement to promote his business.
 - C did something that had never been done before.
 - D reached the top of several mountains alone.
- 7 **Concerning climbing Everest, Seaborn Beck Weathers said that**
- A keeping up with younger climbers was a challenge.
 - B being away from home was a problem.
 - C paying the guide was the biggest expense.
 - D training to be in top condition was necessary.

Read the text about the history of naming hurricanes. Some parts are missing. Choose the correct part from the list (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.



How hurricanes are named

The idea of naming hurricanes after women is believed to have been less confusing than naming them by the military's phonetic alphabet, which had also been tried, so the U.S. Weather Bureau made it official policy in 1953.

"People may think it's an easy job, but it isn't," Norman Hagen, a planning official in the U.S. Weather Bureau, told TIME in 1955, because, as he explained, he couldn't use names of states, cities, months, time of day (i.e. Dawn, Eve) or names (0) _____. He pored over baby-naming handbooks to come up with the 1955 list of names, (1) _____.

The joking implications of that system were not lost on its users, with subtle political insults giving way to a common wisecrack about (2) _____, as the Encyclopedia of Hurricanes, Typhoons and Cyclones puts it.

But not every American thought that joke was a funny one.

By the late 1960s, as women spoke out on gender inequality throughout society, so too did they speak out against the gender inequality of hurricane names. For example, at the Republican National Convention in Florida in 1968, activist Roxcy Bolton approached National Organization for Women (NOW) founder Betty Friedan about the issue, as Friedan would recall in her memoir. By March 1970, Bolton had become a Vice President of NOW and continued to lead on the issue, writing a letter to the National Hurricane Center in Miami requesting that officials "cease and desist" from using female names to describe hurricanes, (3) _____ who "deeply resent being arbitrarily associated with disaster." The letter also pointed to a dictionary definition of hurricane as "evil spirit" to help back up its point. In another letter, dated New Year's Day 1972, she called for storms to be named after U.S. Senators because (4) _____.

She visited the National Hurricane Center in Miami, and told weather experts that storms should also be called "himicanes" because "I'm sick and tired of hearing that 'Cheryl was no lady as

she devastated such and such a town,'" the Associated Press reported on Jan. 20, 1972. When another list of female names came out that spring, a headline for a UPI report published in the New York Times read, "Weather Men Insist Storms Are Feminine." The paper also reported on Bolton's belief (5) ____, even as Arnold Sugg of the National Hurricane Center insisted that her opinion was overblown and not representative of the general public. "A lot of women even ask us to name hurricanes for them," he added.

But, in 1978, the agency finally changed course.

NOAA Administrator Richard A. Frank announced (6) ____, too, due to the work of Bolton and NOW, as well as other women outspoken on this cause, Deborah Yates and Patricia "Twiss" Butler. "In this day and age, it was the sensible thing to do," he told the New York Times that May.

The first hurricane given a male name would be "Bob", which hit the Gulf Coast region on July 11, 1979.

Still, while alternating male and female names for storms may seem more equal, members of the public don't necessarily view both kinds of storms equally. A 2014 study found (7) ____. The reason pinpointed by those researchers suggests that Bolton and her colleagues were right all along that it matters what you call a storm: people tended not to prepare as well for them, on the idea that storms named after women didn't sound as aggressive.

A	how hurricanes and women were both hard to predict
B	that weather officials didn't even realize the single-gender system was "casting a slur on women"
C	that sounded like weather formations (Gail)
D	people offering important scientific information
E	hurricanes would start getting male names
F	which ran from Alice to Zelda
G	which "reflects and creates an extremely derogatory attitude toward women,"
H	that hurricanes named after women have happened to be deadlier than the ones named after men
I	they "delight in having streets, bridges, buildings" named after them
J	how explanations would help improve the situation

Read the text about how to prepare for a marathon. Some sentences are missing. Choose the correct sentence from the list (A–J) for each gap (1–7). There are two extra sentences 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.



Running a marathon

The Guardian, April 2017

The first step is to choose a realistic training plan and a realistic timeframe. Such plans usually range from 12 to 20 weeks, but even those for beginners tend to assume that you are already capable of running three times a week. (0) ____ The London marathon ballot results come out in October, so if you bag a place for 2018, you need to spend October to January gently building up. Then do your research and find a plan that is right for you and which has been devised by a reputable coach, either online, or in a book or magazine. (1) ____ Marathon training is a fine balance between pushing yourself, and recovering properly. Feeling knackered is normal, being unable to get up in the morning is not. Niggles are par for the course and a few days' rest may sort them – proper injuries may disrupt your plans. (2) ____

How much commitment does it take?

Let's not beat about the bush. Marathons can be brutal. (3) ____ There will be freezing Sunday mornings when your alarm shrills at your groggy head and your body is a bundle of mysterious aches, facing the prospect of a training run longer than you have ever tackled before. You will have to alter your schedule to sneak in extra miles, perhaps running to work, running at lunchtime or forgoing social occasions. There will be moments when you question your sanity. (4) ____ If you have a partner, they must, for all practical purposes, sign up, too, whether it's by having a hot bath ready for your return, or by happily acquiescing to quiet Saturday nights in. A running buddy training for the same race is invaluable, as are running clubs, or look online and find a forum for people with similar goals. Or, of course, join the Guardian running blog.

Why London anyway? Aren't there other marathons?

There are – and most have a distinct, special atmosphere. (5) ____ However, I have run marathons in New York (epic), Tokyo (unbelievably friendly), Berlin (flat and fast) and then I've run London three times – four, come Sunday. London simply blows the others out of the water. I ran my first

in 2014, cynical hack, fully prepared to be underwhelmed. I've never experienced anything like it. The support is spine-tingling. Marathon day is a little flashback to the 2012 Olympics, when cynicism evaporated overnight and total strangers shared eye contact – even (gasp!) conversation – on the Tube. What's more, London's organisation is unbelievably slick. You stagger across that finish line on the Mall, wobble fawn-legged as a kind soul puts a medal around your neck. Seconds later, someone is holding out your bag to you. Yes, your odds of a ballot place are slim, and fundraising for the charity ones is onerous. (6) ____ It's simply the best race in the world.

Setting a goal

It doesn't matter how fast you can zip round a 5k parkrun, or how much you fancy your chances of smashing a colleague's personal best. (7) ____ Anything else is just the icing on the well-earned cake.

A	It's a long-term commitment.
B	The primary goal before your first marathon should be to finish it.
C	But if you get the chance: do it.
D	Accept that, and listen to your body.
E	Your performance really depends on numerous factors, such as your level of experience, age, and gender.
F	So if your running shoes have been left in a musty cupboard for years, you need to get to that point first.
G	Whether you prefer a big city marathon or something a lot smaller and off road, there's a race for you.
H	Don't, however, be a mindless slave to this plan.
I	The encouraging cheers are extremely motivating.
J	This all takes support, sometimes lots of it.

Read the text, published in 2018, about new short-term employment conditions for young adults. First decide whether the statements (1-7) 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.

Millennials and the gig economy

The “gig economy” isn’t just a buzzword. It’s an accurate description of the state of the modern market; though the Bureau of Labor Statistics has admitted difficulty in counting the exact number of independent contractors and contingent workers, Intuit estimates that “gig” workers represent 34 percent of the workforce, and will grow to be 43 percent by 2020.

In case you aren’t familiar, the gig economy is a term that refers to the increased tendency for businesses to hire independent contractors and short-term workers, and the increased availability of workers for these short-term arrangements. Due in part to the popularity of the internet (and with it, the capability for remote work) and in part due to the nature of new apps like Uber and Airbnb (which give more power to independent contractors, and open up new opportunities for gig-based work), the gig economy has flourished in recent years.

But for millennials, who are either just beginning their careers or are reaching the end of the first phase of their careers, the gig economy is a mixed bag; it represents massive potential, but at the same time, fewer and more difficult opportunities.

A massive economic recession hit in 2008, when millennials were still in college or entering the workforce for the first time. This had a profound effect on the development of millennials’ careers: for millennials who found a secure career path before the recession developed, the economic downturn wasn’t a massive challenge, but for millennials trying to find work after companies instituted hiring freezes and lowered workers’ salaries, the job market was in a drought. This effect created a massive division between workers under 30, many of whom are doing well in established careers, and many of whom are unemployed.

For the unemployed, the gig economy represents both opportunity and challenge. Because lots of small, part-time jobs are available, even non-full-time employed workers can find gigs to help make ends meet. However, because gigs and contracts are more affordable for employers, it’s also harder to find the full-time jobs they crave. Despite loving the internet and being open to nontraditional career opportunities, millennials are still traditionally minded, with 91 percent wanting full-time work.

Student debt is another factor coloring millennials’ experiences with the gig economy. The average college graduate of 2003 left school with \$18,271 of debt to pay back, while the average graduate of 2016 left with \$37,172. That’s a hefty price tag for someone entering a floundering job market.

With fewer full-time opportunities, many young workers have resorted to finding gig work to make ends meet—and those small, part-time jobs are oftentimes insufficient to provide anything beyond basic needs and student debt payments. For those fortunate or vigilant enough to get more part-time work, the income is often inconsistent, making it harder to plan for the future.

Millennials get a bad reputation for job-hopping excessively, willing to abandon one opportunity for another at a moment's notice – but that's only partially true. It's undeniable that today's millennials stay in their jobs for less time, on average, than their older generational counterparts, but Pew Research found that this is largely attributable to age; that is to say, millennials aren't job-hopping any more than Generation X did when they were the same age.

Young people crave new experiences and new opportunities, especially when they aren't sure what they want to do. The gig economy gives them that opportunity without demanding excessive sacrifices or risks; in an economy that functions largely on part-time jobs and temporary gigs, turnover is expected, and loyalty isn't a guarantee.

This makes it easier for millennials to experiment, gain more experiences, and build bigger networks at a faster rate.

0	Few companies are prepared to employ people only for a limited period of time.
1	Through the gig economy, the chances for young adults become more complex.
2	In the first decade of this century, young adults still in training or just joining the labor market encountered a recovery in the economy.
3	The demanding current employment situation offers chances for the jobless.
4	Today's young adults prefer working 40 hours per week.
5	Those able to keep finding gig jobs have a steady income.
6	Young adults are accused of continuously replacing one employment offer with another.
7	Gig-economy jobs profit from less stability for employers and employed.

Bildquellen

Aufgabe 2: © Wikilimages / www.pixabay.com

Aufgabe 3: © Iuliia Sokolovska / www.fotolia.com

Textquellen

Aufgabe 1: Krakauer, Jon: *Into Thin Air*. New York: Pan Books 1998, S. 20–22 (adaptiert).

Aufgabe 2: Waxman, Olivia B.: The woman who helped change how hurricanes are named.
<http://time.com/4927889/hurricane-names-history/> [09.10.2020] (adaptiert).

Aufgabe 3: Carter, Kate: How to run a marathon – and why London's is the world's best.
<https://www.theguardian.com/lifeandstyle/2017/apr/16/how-run-marathon-london-months-preparation-carbs>
[15.12.2020] (adaptiert).

Aufgabe 4: Alton, Larry: Why the gig economy is the best and worst development for workers under 30.
<https://www.forbes.com/sites/larryalton/2018/01/24/why-the-gig-economy-is-the-best-and-worst-development-for-workers-under-30/#28a5af966d76> [06.11.2020] (adaptiert).

