

Name:	
Klasse/Jahrgang:	



Standardisierte kompetenzorientierte schriftliche
Reifeprüfung/Reife- und Diplomprüfung/Berufsreifeprüfung

10. Jänner 2020

Englisch

(B2)

Lesen



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:

ANTWORTBLATT

Disappearances in the Bermuda Triangle

0 A	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"/>			

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
		1 <input type="checkbox"/> <input type="checkbox"/>		2 <input type="checkbox"/> <input type="checkbox"/>		3 <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"/>	
		8 <input type="checkbox"/> <input type="checkbox"/>					

1

___ / 8 P.

Nature reclaiming urban environments

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
<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"/>

2

___ / 6 P.

ANTWORTBLATT

3

Gleaning

0	<i>enthusiasm</i>
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"/>
<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"/>

___ / 8 P.

4

The line between feedback and criticism

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

<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"/>

___ / 6 P.

___ von 28 P.

Read the texts about unexplained occurrences in the western part of the North Atlantic Ocean. Choose the correct texts (A-E) for each question (1-8). You can use a text more than once. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.



Disappearances in the Bermuda Triangle

A Flight 19

On the afternoon of December 5, 1945, five Avenger torpedo bombers left the Naval Air Station at Fort Lauderdale, Florida, with Lt. Charles Taylor in command of a crew of 13 student pilots. About an hour and a half into the flight, Taylor radioed the base to say that his compasses weren't working, but he figured he was somewhere over the Florida Keys. The lieutenant who received the signal told Taylor to fly north toward Miami, as long as he was sure he was actually over the Keys. Although he was an experienced pilot, Taylor got horribly turned around, and the more he tried to get out of the Keys, the further out to sea he and his crew traveled.

As night fell, radio signals worsened, until, finally, there was nothing at all from Flight 19. A U.S. Navy investigation reported that Taylor's confusion caused the disaster, but his mother convinced them to change the official report to read that the planes went down for "causes unknown." The planes have never been recovered.

B Flight 201

This Cessna left Fort Lauderdale on March 31, 1984, en route for Bimini Island in the Bahamas, but it never made it. Not quite midway to its destination, the plane slowed its airspeed significantly, but no radio signals were made from the plane to indicate distress. Suddenly, the plane dropped from the air into the water, completely vanishing from the radar. A woman on Bimini Island swore she saw a plane plunge into the sea about a mile offshore, but no wreckage has ever been found.

C Star Tiger

The Star Tiger, commanded by Capt. B. W. McMillan, was flying from England to Bermuda in January 1948. On January 30, McMillan said he expected to arrive in Bermuda at 5:00 a.m., but neither he nor any of the 31 people on board the Star Tiger were ever heard from again.

When the Civil Air Ministry launched a search and an investigation, they learned that the S.S. Troubadour had reported seeing a low-flying aircraft halfway between Bermuda and the entrance to Delaware Bay. If that aircraft was the Star Tiger, it was drastically off course. According to the Civil Air Ministry, the fate of the Star Tiger remains an unsolved mystery.

D Star Ariel

A Tudor IV aircraft like the Star Tiger left Bermuda on January 17, 1949, with 7 crew members and 13 passengers en route to Jamaica. That morning, Capt. J. C. McPhee reported that the flight was going smoothly. Shortly afterward, another more cryptic message came from the captain, when he reported that he was changing his frequency, and then nothing more was heard, ever. More than 60 aircraft and 13,000 men were deployed to look for the Star Ariel, but not even a hint of debris or wreckage was ever found. After the Ariel disappeared, Tudor IVs were no longer produced.

E The Spray

Joshua Slocum, the first man to sail solo around the world, never should have been lost at sea, but it appears that's exactly what happened. In 1909, the Spray left the East Coast of the United States for Venezuela via the Caribbean Sea. Slocum was never heard from or seen again and was declared dead in 1924. The ship was solid and Slocum was a pro, so nobody knows what happened. Perhaps he was felled by a larger ship or maybe he was taken down by pirates. No one knows for sure that Slocum disappeared within Triangle waters, but Bermuda buffs claim Slocum's story as part of the legacy of the Devil's Triangle.

Which of the above...

reported a technical problem?	0	
had possibly left its original route altogether?	1	
reduced the rate at which it was traveling for no obvious reason?	2	
sent positive messages?	3	4
probably got into trouble because the navigator became disorientated?	5	
was captained by a lone adventurer?	6	
may have been observed as it went down?	7	
was never located in spite of a huge search operation?	8	

Read the text about rooftop life in the city. Then choose the correct answer (A, B, C or D) for each question (1-6). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

Nature reclaiming urban environments

September 2015

Rooftop bars and gardens may be social hot spots in big cities, but humans aren't the only ones enjoying the view from above.

One place other creatures are flocking to is New York's Jacob K. Javits Convention Center. The center was once known for being deadly to birds that smashed into its mirror-like façade. Now, thanks to a five-year, half-billion-dollar renovation, the building is becoming a haven for birds, bats and other critters.

New patterned glass panels have lowered bird deaths by 90 percent, The Times reported, and a new green roof with about 2.5 hectares of sedum, a hardy ground cover, is attracting several species. So far, 11 types of birds – Northern mockingbirds, American kestrels, great black-backed gulls and more – have been spotted, plus five types of bats, and insects for all to feed on.

The goal of the renovation was to reduce energy consumption, but the architects also wanted to make sure they solved "the bird problem," Bruce Fowle, founding principal of FX Fowle Architects, told The Times. And now that the birds are happy, there is potential for bees, too. Three hives have been set up on the roof. "We're looking forward to Javits honey," Alan Steel, the center's resident and chief executive, told The Times.

This summer, city bee aficionados had to look no further than the Barclays Center, where a roof-above-the-roof is under construction a hundred or so meters above the basketball court used by the Brooklyn Nets. The roof's 1.2-hectare space is home to thousands of sedum plants – which are a favorite of bees. And, for a few days, "the green space was a four-star destination for hundreds, maybe thousands, of bees that suddenly showed

up to forage on the sedum," James Barron wrote in The Times.

Vincent DiMaio, a senior superintendent with Hunt Construction Group, was among the witnesses to the buzzing phenomenon. "You would look down here and see things hovering," he said. "I thought, Brooklyn is going to start mass-producing honey from this."

It was just a fleeting visit: The bees moved on after a few days. But their appearance was "an unexpected, amazing side effect" of the construction project, said Ashley Cotton, a vice president of Forest City Ratner Companies, which built the venue.

Another project that is bringing the natural world into an urban environment hopes to have a more lasting impact: a rooftop farm in St. Louis, Missouri, where organic vegetables are being grown as part of the Food Roof Farm.

The building's owner, Beau Reinberg, had planned to open a restaurant on the roof when he bought the space in 2008. But when he was approached three years ago by Mary Ostafi, founder of the nonprofit Urban Harvest STL, about leasing the space for an organic farm, he changed his plans. "I think that you get through four or five years of a rough economy in real estate and you start to become pretty creative in figuring out what's going to work," he told The Times.

So far the project includes a greenhouse and beehives, with hopes of adding a chicken coop later. There are also plans to rent garden beds to nearby residents. And as the garden comes to life, Mrs. Ostafi hopes it will help the surrounding community flourish too.

0 After changes to the Convention Center, it has

- A turned into a danger for birds.
- B turned into a hip meeting place.
- C increased in importance for humans.
- D increased in importance for animals.

- 1 **The Convention Center's danger has been reduced by**
 - A adapting the design of its surface.
 - B adding green spaces at the top.
 - C fitting mirrors all over the building.
 - D constructing a home for animals.

- 2 **The Barclays Center has**
 - A attracted numbers of animal species recently.
 - B installed a garden high above a sports area.
 - C renovated its garden in order to attract bees.
 - D become a meeting place for bee enthusiasts.

- 3 **This summer's unusual bee spectacle**
 - A was the first of its kind ever in New York.
 - B had been planned thoroughly in advance.
 - C was organized by a chain of luxury hotels.
 - D could only be observed for a limited time.

- 4 **When bees appeared at the Barclays Center,**
 - A New York City started producing honey.
 - B large crowds of tourists were attracted.
 - C its developers were delighted.
 - D their buzzing affected performance in sports.

- 5 **When buying the building in St. Louis, Reinberg's intention was to**
 - A grow healthy food for private use.
 - B deliver organic crops to restaurants.
 - C rent out its roof to a welfare group.
 - D set up a rooftop diner at some point.

- 6 **In the context of the Food Roof Farm, there are plans to**
 - A motivate locals to start gardening themselves.
 - B put up glasshouses to protect the vegetables.
 - C install more bee colonies to improve plant growth.
 - D provide the neighbors with job opportunities.

Read the text about a food recovery project. Complete the sentences (1-8) 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.



Gleaning

As volunteers wade through rows of low, leafy bean plants at Brigham Farm, the morning dew dampens their shoes and pant legs. But not their enthusiasm. The six men and women spread across the field and crouched between rows of plants are chatting, laughing and digging their hands into the foliage to find and pick the clustered beans.

In two hours, the empty boxes with which the group arrived will be weighed down with more than 80 pounds of green beans, destined, probably, for a food pantry in Medford. The volunteers are part of Boston Area Gleaners, a group that picks fields that have already been harvested in order to catch the last of the crop and take it to the needy. Last year, Boston Area Gleaners donated nearly 44,000 pounds of produce to food pantries, homeless shelters, and social service agencies. The group works with a network of about 25 farms and 20 recipient agencies.

On this dewy morning in Concord, volunteer Myriel Eykant, her fingers busy with green beans, glances around the abundant field, where corn stalks and tomato vines flank the beans, and explains why she's here. "To think that there are people who don't have food," she says. "It doesn't make sense."

The early-morning trip to the farm is part of the very traditional, but newly resurgent, practice of gleaning: a way of feeding those in need by harvesting the produce left in a field after the growers have picked what they need or want. Gleaning has roots in the beginning of agriculture. It plays a role in the biblical

story of Ruth joining a group of gleaners and meeting Boaz.

The practice has grown in popularity lately, as the local food movement increases public awareness of the importance of fresh fruits and vegetables for people at all income levels. The Virginia-based Society of St. Andrew coordinates gleaning programs in 20 states and offers guidance to those interested in gleaning in areas the group doesn't cover. Every year more than 30,000 volunteers glean more than 15 million pounds of produce.

The small, informal Massachusetts groups that organize gleaners are generally run by churches or charities. Besides Boston Area Gleaners, there are Grown Gleaning on Martha's Vineyard and Rachel's Table in Springfield. More groups are on the way. The Southeastern Massachusetts Agricultural Partnership is in the midst of building its own gleaning network, tentatively scheduled to launch next spring. In addition, the state Department of Agricultural Resources last fall launched the Massachusetts Gleaning Network, an initiative aimed at helping farmers, social agencies, and would-be volunteers form regional gleaning systems.

"If we can be helpful in connecting all these folks, can you imagine all the food that can be rescued?" says Rose Arruda, director of outreach for the DAR.

Gleaned foods are not rotting in the fields. The produce is fresh and could pass high standards. It's there because farmers regularly find themselves with

more than they can harvest or sell. Or the foods might have an unusual color or odd shape. Cucumbers may be too pale to appeal to consumers, or an unexpected bumper crop may produce too many beets, or a labor shortage may leave hundreds of ears of corn ready for picking and no one to do it.

Faced with any of those scenarios, farmers can call the gleaners. In the case of the Boston Area Gleaners, the organization sets a date and time to pick, then sends an e-mail alert to more than 400 volunteers.

At the specified time, gleaners head into the fields and harvest the plants the farmer has designated.

This year, Boston Area Gleaners have picked bok choy, strawberries, beets, peaches, turnips, and green beans. One week in August, they harvested more than 2,500 pounds of corn.

Over the past few years, the amount of produce the group gleans has increased steadily. Last year was the most successful season to date, says Natalie Brady, a recent college graduate who used to intern with the group and is now a regular volunteer.

Executive director Laurie “Duck” Caldwell says that the group operates effectively because of e-mail and cellphones. “This couldn’t really have happened the same way several years ago,” she says.

0	The people working on the fields are full of ____.
1	Volunteer pickers collect unwanted or leftover crops that are then ____. (Give <u>one</u> answer.)
2	Gleaning is an ancient procedure which is mentioned ____.
3	A recent increase in gleaning is due to people realizing the significance of ____. (Give <u>one</u> answer.)
4	Most of the existing Massachusetts gleaners are coordinated ____. (Give <u>one</u> answer.)
5	Gleaners rescue perfectly good food that would otherwise ____.
6	Growers who have extra produce and want it to be used ____.
7	In recent years, Boston gleaners have consistently managed to ____.
8	Boston gleaners work well together nowadays thanks to ____. (Give <u>one</u> answer.)

Read the text about different attitudes to giving feedback. Then choose the correct answer (A, B, C or D) for each question (1-6). Put a cross (☒) in the correct box. The first one (0) has been done for you.

The line between feedback and criticism

Learning how to both give and receive criticism is tricky. If we hear any comments that are less than positive as an attack, then we discard anything useful that the critic has to say. But taking all criticism to heart, no matter how unhelpful, isn't beneficial, either.

"Most people say feedback is important, but the hidden message is 'as long as it's good'," said Robert Brooks, an assistant clinical professor of psychology at Harvard Medical School.

Although it may seem easier to give criticism than to take it, that's not always the case, at least not if you want to do it right. Leon F. Seltzer, a clinical psychologist who has written extensively on this subject, differentiates between criticism and feedback. In a blog he writes for *Psychology Today*, he notes that:

- Criticism is judgmental and accusatory. It can involve labeling, lecturing, moralizing and even ridiculing. Feedback focuses on providing concrete information to motivate the recipient to reconsider his or her behavior.
- Criticism involves making negative assumptions about the other person's motives. Feedback reacts not to intent but the actual result of the behavior.
- Criticism, poorly given, often includes advice, commands and ultimatums, making the person receiving it feel defensive and angry — and undermines any benefits. Feedback, on the other hand, looks less at how the person should change, but tries to prompt a discussion about the benefits of change.

This last point is one that Darren Gurney, a high school teacher in New Rochelle, N.Y., has thought a lot about. Mr. Gurney also coaches high school and college baseball teams and runs a summer baseball camp that my sons love. He has found that one of the most effective ways to criticize a player is not to tell him what he did wrong, but ask him to analyze what he thinks he could have done better.

"Listening skills are the most underrated skills," Mr. Gurney said. When coaching, he says, he asks the players to break down three things that went wrong that day and how they can do them better in the future.

"It transcends the playing fields to life skills," he said.

And although it may seem obvious, Dr. Brooks said, people take criticism a lot better if their boss (or spouse or parent) isn't too stingy with positive feedback.

Shinobu Kitayama, a professor of psychology at the University of Michigan, identified clear differences, for example, in the reaction to criticism in the American and Japanese cultures.

"In general, it seems as if criticism is very hard to take in contemporary American culture," Professor Kitayama said. "It's seen as a threat or an attack on self-esteem or as violating social rules. In Japanese culture, self-esteem is important, but more important is improving yourself."

In a large study of Japanese and American Olympic athletes, which Professor Kitayama co-wrote, Japanese athletes and commentators were twice as likely as Americans to criticize their performance or make negative comments about it.

"Americans say about four positive comments to one negative comment, while the Japanese tend to equally balance positive and negative comments," said Hazel R. Markus, a professor of psychology at Stanford and another co-author. This and other studies, she said, indicate that failure feedback is motivating for Japanese while success feedback is motivating for Americans.

Experts say that when hearing criticism the important thing is to listen. Don't go on the defensive, but don't assume the critic is right. Although it's not always easy, try to determine which information is valuable and relevant and which isn't.

While your first instinct may be to argue or apologize and quickly leave the room, stay and calmly ask questions to clarify the situation.

0 Negative criticism

- A is hardly ever beneficial.
- B should not be taken seriously.
- C is often difficult to understand.
- D should be accepted selectively.

1 People regard criticism as useful if

- A they are the ones who give it.
- B it has been asked for.
- C the meaning is positive.
- D it is given immediately.

2 According to one psychologist, the disadvantage of criticism is that it

- A conveys opinions instead of information.
- B ignores the person who is addressed.
- C makes it difficult to defend one's position.
- D focuses on the result of the behavior.

3 Feedback is considered valuable because it

- A focuses mostly on people's motives.
- B gets people talking about the advantages of change.
- C tells people how mistakes can be avoided.
- D stresses people's strengths rather than their weaknesses.

4 Athletes benefit most if

- A they understand why they lost.
- B they follow their coach's advice.
- C the coach analyses their mistakes.
- D they themselves suggest ways to improve.

5 Professor Kitayama found out that

- A Americans have difficulty accepting criticism.
- B Japanese prefer criticism that supports their confidence.
- C Americans only accept polite criticism.
- D Japanese react indifferently towards criticism.

6 According to psychological research,

- A Americans benefit less from feedback.
- B Japanese mainly emphasize mistakes.
- C Americans point out achievements rather than mistakes.
- D Japanese take balanced feedback more seriously.

Bildquellen

Aufgabe 1: © chocolatefather / www.fotolia.com

Aufgabe 3: @ ChristArt / www.fotolia.com

Textquellen

Aufgabe 1: The Editors of Publications International, Ltd and Willsey, Marie: 10 Disappearances in the Bermuda Triangle.
<http://adventure.howstuffworks.com/7-disappearances-in-the-bermuda-triangle1.html> [28.07.2013] (adaptiert).

Aufgabe 2: Felder, Tess: Room at the top for nature. In: *The New York Times International Weekly*
[Beilage der Tageszeitung Der Standard], 28.09.2015, S. 1 (adaptiert).

Aufgabe 3: Shemkus, Sarah: Picking the fields clean to take produce to the needy.
<http://www.bostonglobe.com/lifestyle/food-dining/2012/09/25/picking-fields-clean-take-produce-needy/xCdTPKRAeauWVp26KoREUI/story.html> [20.03.2019] (adaptiert).

Aufgabe 4: Tugend, Alina: For Best Results, Take the Sting Out of Criticism.
<http://www.nytimes.com/2009/08/29/business/29shortcuts.html> [20.03.2019] (adaptiert).