

Name:

Klasse/Jahrgang:

Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

21. September 2023

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.

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

The life inside the library

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

___ / 7 P.

1

Supercars

0	2019
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.

2

ANTWORTBLATT

3

Externships

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

___ / 6 P.

4

In praise of quinoa

0 <input type="checkbox"/> F	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"/>
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"/>
8 <input type="checkbox"/> <input type="checkbox"/>			

___ / 8 P.

Read the text from March 2017 about new developments in the world of books. 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.

The life inside the library

While the technology behind physical books hasn't changed much since Gutenberg, libraries have adapted to appeal to modern readers. The New York Public Library had to figure out the best way to quickly get books into the hands of patrons. It built a \$2.6 million rail line, which began operating in November, to move books from an enormous underground bunker to the main branch. Workers in the Milstein Research Stacks in Manhattan retrieve books from a "pick list" sent to them from the library above and set the books on the track in protective red cars for delivery. It takes about 5 minutes for books to make the 300-meter-long journey.

The 5,100-square-meter archive, kept at a climate-controlled 18 degrees and 40 percent humidity, houses about 1.5 million books. "The air in here is better than most of Manhattan," Johannes Neuer, the director of customer experience, told *The Times*.

The new delivery system in New York should help preserve the books, but libraries can be dangerous places — for a book. Damage from automated sorting machines and hard bins can shorten a book's life.

For the last 26 years, Donald Vass has spent his days mending books in the Seattle area. He talks of his repaired books "as if they were children heading out into a dangerous, unpredictable world," Kirk Johnson wrote in *The Times*. "I'm reluctant, many times," said Mr. Vass, who is based in the King County Public Library, "to send them out because I know what they're going to be up against."

His methods include using hypodermic needles to shoot wheat paste into the corners of dog-eared covers to stiffen them, and an old-fashioned screw press to hold pages in. Mr. Vass has a particular complaint with bookmakers from the mid-1800s, who switched from binding books with traditional stitching to using cheaper glues. Those adhesives were acidic time bombs that ate books alive, he told *The Times*. "The people who did that first adhesive binding — they really have a lot to answer for."

While Mr. Vass works to restore books, a group from Columbia University in New York is focused on another aspect: their smell. Jorge Otero-Pailos, a professor and director of historic preservation at Columbia, and a group of graduate students have teamed with the Morgan Library & Museum in Manhattan to preserve the odors of the private study of John Pierpont Morgan, one of America's wealthiest men when he built the library in 1906.

"Under normal circumstances, we would have been kicked out of any museum if we were behaving the way we behaved: We were on all fours, putting our heads under Morgan's desk," Mr. Otero-Pailos said after a recent trip. Instead, they were welcomed by Christine Nelson, curator of literary and historical manuscripts at the library. "For years people have come to me and said: 'Oh God, it must smell so great where you work! I remember that old-book smell from my favorite library so well'," Ms. Nelson told *The Times*.

The team is working with a fragrance company to isolate the odors and determine their smell profile. "For me as a librarian, I've always thought about the question: Is there really a single old-book smell?" she asked. "I feel very strongly that there's not, and now I'm going to get to see the proof."

0 The New York Public Library installed a new system to

- A make space for new publications.
- B attract young readers.
- C shorten waiting times.
- D improve the online ordering service.

- 1 **In the new system, books are**
- A stored in various buildings.
 - B transported in special containers.
 - C kept under constant surveillance.
 - D chosen from a moving belt.
- 2 **The books are stored in a room which**
- A is unique in America.
 - B requires security clearance.
 - C holds rare material as well.
 - D provides ideal conditions.
- 3 **Mr. Vass is hesitant to let go of the books he has restored because**
- A they might be treated badly.
 - B they are often too fragile to be handled.
 - C he puts so much effort into his work.
 - D he would like to add them to his private collection.
- 4 **At the Morgan Library, a research team is trying to**
- A regulate the atmosphere.
 - B attract more visitors.
 - C prevent a specific quality from being lost.
 - D compile a detailed list of books.
- 5 **According to Mr. Otero-Pailos,**
- A he was worried about invading people's privacy.
 - B doing the job required technical expertise.
 - C the team's work practices were challenged.
 - D the team was treated favorably.
- 6 **Christine Nelson is used to people saying that they**
- A greatly appreciate what she does.
 - B associate her job with personal experiences.
 - C select books according to their age.
 - D mainly visit libraries to recall their childhood.
- 7 **Together with a firm, the Columbia research group wants to**
- A design a special air freshener for libraries.
 - B find a formula to eliminate unpleasant odors.
 - C analyze the elements of distinctive scents.
 - D advise libraries on room ventilation.

Read the text about a trend in car ownership in the UK. Answer the questions (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.



Supercars

Wealthy people in the UK are buying more luxury supercars than ever before, according to Driver and Vehicle Licensing Agency figures shared with *The Guardian*.

Almost 16,000 supercars – such as Ferrari, Bugatti, Aston Martin, Maserati and Koenigsegg models – were registered at UK addresses in the year to December 2019, according to figures released after a freedom of information request. They cost from hundreds of thousands to more than £1m each but concerns about the economy have done nothing to dampen enthusiasm for the trophy vehicles. The DVLA registered an increase of 12% from 14,000 in the previous year, according to the data released to the accountants UHY Hacker Young, and seen by *The Guardian*.

The City of Westminster, which includes the central London areas of Mayfair, Knightsbridge and Belgravia, is home to 532 supercars – making it the supercar capital of the UK. The underground car park at One Hyde Park, the most expensive block of flats in the country, is thought to hold one of the highest concentration of supercars in the world. Parking spaces in the Westminster development – in which one apartment was sold for £160m – have sold for as much as £300,000 each.

David Kendrick, a partner at UHY Hacker Young, said: “Despite all of the economic uncertainty around Brexit, UK celebrities, sports stars and business executives continue to snap up the latest supercars, leading to many manufacturers having lengthy waiting lists.

“Out of all of the brands, Ferrari is still the biggest selling but Lamborghinis and McLarens are quickly becoming the supercars of choice,” he added. “While Westminster maintains its supercar hotspot crown, we’re likely to see a bigger concentration of supercars outside of London as the wealthy seek more space as working from home becomes the new norm.”

In 2018, Ferrari sold its entire production run of a new Monza £1m-plus supercar before it had even begun making the vehicles. Luxury car producers are also cashing in on the expensive taste for personalising vehicles, with upgrades including televisions, champagne fridges and even paint mixed with crushed diamonds. One Swedish billionaire paid for a one million satin stitch rose garden fabric interior. Others have had the roof of a vehicle studded with more than 1,000 LED lights recreating the sky at night – complete with shooting stars.

The royal borough of Kensington and Chelsea, home to socialites, celebrities and City bankers, comes in a close second, with 479 supercars registered. There are so many supercars in the borough that the council has set up cameras to tackle drivers using streets as racetracks. The council said it introduced the technology after receiving dozens of complaints that some of its streets were becoming a “magnet for Lamborghinis and Ferraris”. More than 100 people were issued with warnings in only two weeks after the introduction of the first noise cameras brought in to tackle antisocial supercar drivers.

The devices detect when a 74-decibel noise threshold is exceeded and record the offending vehicle’s number plate. Drivers are warned that a second offence will lead to a fine.

0	In which year did a large number of British residents acquire luxury cars?
1	According to data, what was the price in pounds of the cheapest supercars acquired?
2	How many supercars were purchased in the UK in 2018?
3	What might potential supercar buyers have to be added to?
4	Where might supercars become more common as a result of changes in lifestyle?
5	How much was one model of car that was particularly in demand?
6	What can a manufacturer use to create a special effect on the exterior of a supercar?
7	What kind of effect does the neighbourhood of Kensington and Chelsea have on two particular makes of car?
8	How exactly does the author describe drivers that the authorities have taken measures to target?

Read the text from 2015 about a type of learning experience for school students. Some parts are missing. Choose the correct part (A-I) for each gap (1-6). 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.

Externships

SINGAPORE – The industries of the future will require people creative and innovative enough to work with technology, not be replaced by it. And workers will need resilience and grit, because failure, more often than not, (0) ____.

Unfortunately, secondary schools today are not providing a platform for imparting the skills necessary for their graduates to compete in the workplaces of the future. With some notable exceptions, mainstream schools in most countries remain insulated from the demands of industry, which all too often means they (1) _____. In order for students to be better prepared, schools and companies will have to learn to cooperate more closely than ever before in the formation of the workforce.

Several American companies are already working to close the gap. General Electric and IBM have both opened schools where students can benefit from a focus on math, engineering, and science. Udacity, the online education start-up founded by Stanford professor Sebastian Thrun, (2) _____, giving students an edge over applicants who have undertaken only classroom study. According to *The Economist*, more than 70 companies, including Microsoft, Verizon, and Lockheed Martin – all struggling to find innovative and tech-savvy skilled employees – (3) _____.

Schools thinking of collaborating with industry naturally think of internships. But for secondary-school students in particular, this approach can be problematic. Opportunities for placing young interns are rare, because they lack the skills and knowledge companies want. And companies (4) _____ for many other reasons. (For example, in Singapore, no one under 18 years old may sign a non-disclosure agreement.)

Those secondary-school students who do manage to get an internship often find the experience unrewarding; instead of learning anything of value, they are often relegated to (5) _____. Meanwhile, university admissions committees know that internships are not productive experiences, and therefore do not give interns precedence over other applicants.

Externships offer students a better way to acquire skills, because students are given an opportunity to help the company solve a real-world problem from the classroom. Examples include tackling innovation challenges related to delivering services in different markets, developing technology apps to optimize operations and cut costs, and (6) _____.

In many ways, externships are a close cousin of the apprenticeship programs that are common in secondary schools in Europe. What makes them different are the students' requirements: less technical knowledge and greater emphasis on foundational skills like entrepreneurship, leadership, communication, and the basics of technology.

A	making photocopies and performing other manual tasks
B	cultivate a spirit of fearlessness
C	is part of the innovation process
D	are working on similar models with schools
E	producing prototypes for new products
F	are cut off from rapid evolution in the economy at large
G	show how hard they can work
H	are reluctant to have teenagers in their offices
I	delivers certified courses in partnership with companies

Read the text from 2017 about a trendy food. Some parts are missing. Choose the correct part from the list (A–J) for each gap (1–8). There is one extra part 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.

In praise of quinoa

PEOPLE are funny about food. (0) _____. In 1755 Samuel Johnson’s dictionary defined oats as “a grain, which in England is generally given to horses, but in Scotland supports the people”. Nineteenth-century Japanese nationalists dismissed Western culture as *bata kusai*, or “stinking of butter”. Unkind people today deride Brits as “limeys”, Mexicans as “beaners” and French people as “frogs”. (1) _____. George Orwell complained that socialism was unpopular because it attracted “every fruit-juice drinker, nudist, sandal-wearer [and] sex-maniac...in England”. In many countries today, politicians who wish to imply that their rivals have lost touch with ordinary voters sneer that they are latte-drinkers, muesli-munchers or partial to quinoa.

(2) _____. To its fans, it is a superfood. To its detractors, it is like the erotic sci-fi murals found in Saddam Hussein’s palaces—pretentious and tasteless. An advertisement for Big Macs once rified on this prejudice. “Foodies and gastronomists kindly avert your eyes. (3) _____,” it said, adding that “while [a Big Mac] is massive, its ego is not.” Even those who love quinoa sometimes fret that scarfing it may not be ethical. What if rising hipster demand pushes the price up, forcing Andeans to eat less of their beloved grain? Or what if the price falls, making Andean farmers poorer? A headline from *Mother Jones*, a left-wing magazine, perfectly captured the confusion of well-meaning Western foodies: “Quinoa: good, evil or just really complicated?”

This newspaper takes no view as to whether quinoa tastes nice. (4) _____. More and more people are chomping unfamiliar grains. Rich Westerners are eating less wheat and more of the cereals that people in poor countries traditionally grow, such as millet, sorghum, teff and yes, quinoa. (5) _____. West Africans are eating 25% more rice per head than in 2006; millet consumption has fallen by the same share.

All this is to be celebrated, for it is a symptom of rising prosperity and expanding choice. The spread of better farming techniques has raised yields, helping humanity feed itself despite a rising population. Rapid urbanisation means that fewer people grow their own grain, and more have the cash to try new varieties. Globalisation has allowed food and farming techniques to cross borders, meaning that people on every continent can experience new flavours and textures. (6) _____. Chinese visitors to France return home craving baguettes; Americans who live near Ethiopian immigrants learn to love *injera* (a soft teff flatbread that doubles as an edible plate).

The globalisation and modernisation of agriculture have contributed to a stunning reduction in hunger. (7) _____. People who are still underfed are less severely so: their average shortfall in calories fell from 170 a day to 88 by 2016. And between 1990 and 2012 the proportion of their income that poor people worldwide had to spend on food fell from 79% to 54%. (8) _____. A study by Marc Bellemare of the University of Minnesota found that Peruvian households became better off because of the quinoa boom, even if they didn’t grow the stuff, because newly prosperous quinoa farmers bought more goods and services from their neighbours.

A	Middle-class Asians are eating more wheat, in the form of noodles or bread, instead of rice
B	Migration and tourism have broadened people's culinary horizons
C	This South American grain gets a particularly bad rap
D	Between 1990 and 2015, the proportion of children under five who were malnourished fell from 25% to 14%
E	As for those quinoa farmers, don't worry
F	Throughout history they have mocked others for eating strange things
G	Rising prosperity has allowed an increasing number of people to become unhealthily fat
H	But its spread is a symptom of a happy trend
I	And food-related insults often have a political tinge
J	You can't get juiciness like this from soy or quinoa

Bildquellen

Aufgabe 2: © BlueSkyImages / www.fotolia.com

Textquellen

Aufgabe 1: Wasielewski, Matt: The life inside the library.

<https://www.pressreader.com/austria/der-standard/20170313/282076276672790> [21.03.2023] (adaptiert).

Aufgabe 2: Neate, Rupert: Wealthy people in UK still driven to splash out on supercars.

<https://www.theguardian.com/business/2021/feb/01/uks-wealthy-still-driven-to-splash-out-on-supercars> [21.03.2023] (adaptiert).

Aufgabe 3: Khanna, Ayesha: The case for externships.

<https://www.newtimes.co.rw/article/123802/Opinions/the-case-for-externships> [21.03.2023] (adaptiert).

Aufgabe 4: Autor/in nicht genannt: In praise of quinoa.

<https://www.economist.com/news/leaders/21718516-spread-exotic-grains-evidence-globalisation-works-praise-quinoa> [21.03.2023] (adaptiert).