

Name	Klasse
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Schriftliche Reifeprüfung aus Englisch

**1. Nebentermin
18. September 2012**



Reading Test

Instructions

- 1. This test contains 4 tasks and 27 questions.**
- 2. Write all your answers on the answer sheet.**

Hinweise zum Beantworten der Fragen

1. Es werden ausschließlich Antworten auf dem Antwortblatt gewertet. Bitte schreiben Sie daher sämtliche Antworten auf das Antwortblatt.
2. Um Fehler bei der Übertragung von Antworten vom Prüfungsheft auf das Antwortblatt zu vermeiden, empfehlen wir, grundsätzlich keine Antworten in das Prüfungsheft, sondern ausschließlich auf das Antwortblatt zu schreiben.
3. Das Ausfüllen der Antwortblätter erfolgt innerhalb der Arbeitszeit.
4. Verwenden Sie einen blauen oder schwarzen Stift.
5. Bitte kreuzen Sie bei Aufgabe 1 und Aufgabe 2 (Multiple Choice) jeweils nur 1 Kästchen an. Falls Sie versehentlich das falsche Kästchen ankreuzen, malen Sie es vollständig aus und kreuzen 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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6. Bitte schreiben Sie Ihre Antworten bei Aufgabe 3 (Zuordnen) leserlich in Blockbuchstaben. Falls Sie eine Antwort korrigieren möchten, malen Sie das Kästchen aus und schreiben den richtigen Buchstaben rechts neben das Kästchen.

Q20	Q21	Q22
<input checked="" type="checkbox"/> B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> G
		<input checked="" type="checkbox"/> F

7. Falls Sie bei Aufgabe 4 (Kurzantworten) eine Antwort korrigieren möchten, streichen Sie bitte die falsche Antwort durch und schreiben die richtige daneben oder darunter. Alles, was nicht durchgestrichen ist, zählt zur Antwort.

Q16	falsche Antwort richtige Antwort
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Viel Erfolg!

NAME:

ANTWORTBLATT

Task 1 (Learning holidays)

0	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input checked="" type="checkbox"/>
Q1	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q2	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q3	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q4	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q5	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"/>

___ / 5 P.

Task 2 (New UK immigrants)

0	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q6	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q7	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q8	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q9	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q10	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
Q11	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.

NAME:

ANTWORTBLATT

Task 3 (Ballad of a South African Football Fan)

0	Q12	Q13	Q14
F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q15	Q16	Q17	Q18
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q19			
<input type="checkbox"/>			

von der
Lehrperson
auszufüllen:

	richtig	falsch
Q12	<input type="checkbox"/>	<input type="checkbox"/>
Q13	<input type="checkbox"/>	<input type="checkbox"/>
Q14	<input type="checkbox"/>	<input type="checkbox"/>
Q15	<input type="checkbox"/>	<input type="checkbox"/>
Q16	<input type="checkbox"/>	<input type="checkbox"/>
Q17	<input type="checkbox"/>	<input type="checkbox"/>
Q18	<input type="checkbox"/>	<input type="checkbox"/>
Q19	<input type="checkbox"/>	<input type="checkbox"/>

___ / 8 P.

Task 4 (Fully Focused: Chris Del Bosco)

0	<i>killed him</i>
Q20	
Q21	
Q22	
Q23	
Q24	
Q25	
Q26	
Q27	

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.

___ von 27 P.

Task 1**5 P.**

Read the text about a different kind of holiday, then choose the correct answer (A, B, C or D) for questions 1-5. Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

Learning holidays

Libby Purves learned survival skills in Canada and painting in Kent - forget lying on a beach

The best trips teach you something, even if it is only a few Mexican dance steps or how to do Compostage des Billets. But I have a particular weakness for being formally taught rather than picking things up. Some of the best holidays I ever had were physically or mentally quite strenuous, as I willingly revert to the status of a somewhat unpromising pupil. There is something inspiring about going away to learn something.

Part of the attraction is being taught by a local. It beds you into the country faster than anything else. Where's the fun in taking your own British ski instructor, for instance? All they know is the right way to bend your knees. Ski with a proper Austrian, Swiss or Norwegian and you learn the stories of the mountain, the legends of trolls or Krampus, the local lore of avalanche and blizzard.

Go white-water rafting on the Dalaman river and an authoritative Turk takes charge of you and lectures you about the environmental evils of dams as you hurl yourself from side to side and dig the paddle in. Canoe the rapids of the Athabasca, as we did, under the command of a tough Canadian hunter, and you find yourself strangely thrilled as you obey his instructions to put mothballs round the tent at night and hang your food-box in a tree to deter marauding bears.

Even an Azorean taxi-driver guide can exert pleasing authority: in thick fog at the top of a mountain I suggested we go back down, but he said: "No-no! Mist will go soon. Best view of volcano. Is necessary that you see." Ten minutes later he was proved right.

I suppose there are people who don't like being bossed around when they're on holiday, but I love it. Putting yourself under authority and instruction, you discard your dull competent daily self and believe for a while that you hold untapped potential: there is a future again, as there was when you were a child.

One of my best trips ever involved signing on as a somewhat past-it cadet on the Norwegian square-rigger Staatsraad Lehmkuhl and racing through a North Sea gale: if you shout "Blue Watch 23!" at me even now, eight years later, I snap to attention and reply "Hoy!".

The latest addiction is the short learning break. These work best when you accept your limitations. Once you grasp that you will probably never be any good, there are any number of things to attempt under kindly instruction within the UK – hurdle making, carving decoy ducks, singing.

I am devoted to the ramshackle and ineffably artistic Flint House, in Broadstairs, where I first spent a blissful weekend painting an icon under Peter Murphy's tutelage (proper egg tempera, natural paints, rubbing gold-leaf down with an amethyst). The aim was not to become a painter of icons, but to understand them better.

The following year I signed up there with Martin Cheek, the mosaic artist, and became a slapdash mosaicist. I clipped tesserae for two days (sending shards everywhere), learnt what andamento means and created a startling owl with mad glass eyes of Venetian millefiori.

Part of the appeal, admittedly, is that sitting round a big table with glue and art materials and a teacher is exactly like being back at nursery school, only with coffee instead of milk. Let others lie in warm hammocks reverting to the womb. I revert to four years old instead, and life is good again.

- 0 When on holiday, the author very much likes
- A learning from watching.
 - B learning by doing.
 - C dancing with locals.
 - D attending formal courses.
- Q1 According to the author, enjoyable holidays are quite
- A expensive.
 - B demanding.
 - C helpful.
 - D relaxing.
- Q2 The advantage of native teachers is their knowledge of
- A tales and folktales.
 - B the skill they teach.
 - C local traditions.
 - D local people.
- Q3 In contrast to other holidaymakers, the author
- A tries to avoid strict guidance.
 - B is happy about strict guidance.
 - C is happy to get rid of routines.
 - D tries to use her routines.
- Q4 One of the author's most unforgettable holidays involved
- A a breathtaking view from a volcano.
 - B being informed about environmental problems.
 - C being a sailor.
 - D white-water rafting.
- Q5 Through her painting experience, the author
- A realized that she was a gifted person.
 - B learned to overcome her limitations.
 - C learned to make strange animals.
 - D got an insight into the artist's work.

Task 2

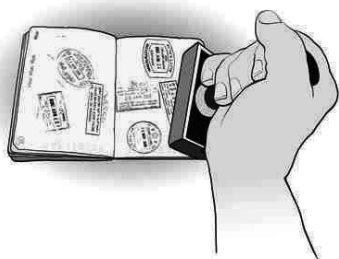
6 P.

Read the text about eastern Europeans migrating to Great Britain, then choose the correct answer (A, B, C or D) for questions 6-11. Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

New UK immigrants

About 1.5 million eastern Europeans have arrived in the UK since 2004 – and their effect on Britain's society and its economy has been debated at length. Now a major study has analysed just how the country has changed.

They have spread rapidly in cities across the country, a wave of retailers that visibly reflects our changing times. *Polskie delikatesy* – the convenience stores that sell Polish essentials such as Kabanos smoked sausage, Makowiec poppy-seed cakes and Kubus, a carrot-based vegetable drink – have become an essential resource for a new generation of immigrant workers.



Rewind five years and such places did not exist; there was no market for their products. Instead, immigrants tended to come from countries that were once part of the Commonwealth, not those that had shivered for decades behind the Iron Curtain. But the accession to the EU in 2004 of eight eastern European countries – the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia – has had consequences not just for the

UK's immigration system, but its social fabric.

Much of what has happened since 2004 has been genuinely unexpected and unplanned. While the majority of EU states initially kept their doors closed, the UK, Denmark and Ireland welcomed the immigrants – reassured by assessments that, at most, tens of thousands would come. But with few options at home and the UK economy then booming, they came in their hundreds of thousands, all seeking a better life. How many has been difficult to gauge. Some entered the black economy; others did not work; many quickly returned home.

A major report, drawing on official data sources including the Labour Force Survey, the Worker Registration Scheme and national insurance statistics, has now attempted to chart what even its hyperbole-shy authors describe as "the almost unprecedented scale and speed of eastern European immigration".

Produced by the Migration Policy Institute and commissioned by the Equality and Human Rights Commission, it estimates that 1.5 million people have entered the UK since 2004. The scale of the influx suggests the migrants should make for a heterogeneous group, but the report concludes that they are remarkably similar. Roughly two-thirds are from Poland, with 70% aged between 18 and 35. Many are well-educated and highly skilled. The vast majority – 63% in the case of Poles – stay for less than 12 months. Many have relied on their own social networks to find housing, work and companionship. Inevitably, this has led to clustering – more than a quarter have ended up in London, for example. But there have also been inflows into rural areas, such as the East Anglian Fens and suburban enclaves such as Slough in the Thames valley.

Significantly, only around half – 700,000 – of those arriving since 2004 now remain. For every Polish worker who has carved out an enduring career, it seems there are scores more who became temporary plumbers, agricultural labourers and catering staff, saved their money then returned home. This short-termism, coupled with a reliance on their own folk for support, has presented challenges to the migrants and to British society. As the report's authors conclude: "The recent migrants receive low wages and are concentrated in unskilled work, often despite high levels of education. In many cases the new migrants have precarious employment and housing arrangements, are vulnerable to exploitation... [and] contrary to received wisdom, language barriers appear to be greater than for the UK's other immigrant groups."

Around 80% of working-age eastern European migrants who arrived after 2004 spoke a language other than English at home, compared with about 40% for other groups. This had consequences for their job prospects. About a quarter had work-related language difficulties, compared with about 6% for other immigrants. This trend is also being felt in the education system.

- 0 Eastern European immigrants
- A eat mainly sausage and cake.
 - B have given rise to a new type of shop.
 - C live in special districts in special cities.
 - D find Polish food in most British stores.
- Q6 British society has been strongly influenced by
- A new markets in eastern Europe.
 - B people from the former colonies.
 - C the disappearance of the Iron Curtain.
 - D Eastern European countries joining the EU.
- Q7 The new immigrants
- A sometimes took illegal jobs.
 - B came in tens of thousands.
 - C were unexpected and unwelcome.
 - D came by way of Denmark.
- Q8 A study of the recent wave of immigrants
- A claims that most immigrants do not work properly.
 - B tries to explain why some immigrants go back.
 - C states that it is especially large and fast.
 - D found that most immigrants are not insured.
- Q9 More than half of the Polish immigrants
- A stay in the cities.
 - B have no professional training.
 - C leave Britain within a year.
 - D are organized in online communities.
- Q10 Many of the most recent immigrants
- A did not go to high school.
 - B abuse the social welfare system.
 - C live in social housing.
 - D have problems with English.
- Q11 Of the recent immigrants from eastern Europe
- A 25% got jobs because of their language skills.
 - B 80% did not use English with their family.
 - C 6% had problems with immigrants from other countries.
 - D 40% spoke Polish at home and with their friends.

Task 3**8 P.**

Read the text about attitudes to football in 1970s South Africa. Parts of the text have been removed. Choose the correct part (A-J) for each gap (12-19). There is one extra part that you should not use. Write your answers in the spaces provided on the answer sheet. The first one (0) has been done for you.



Ballad of a South African Football Fan

In 35 years South African football has gone from the wilderness to staging the World Cup. Raymond Whitaker remembers life as a white follower of a largely black sport.

It was a T-shirt that first showed me the unifying powers of football, even in a country as isolated, violent and divided (0) _____. It had a skull and crossbones on the front, and the name "Orlando Pirates". One day I wore it down to the local Spar supermarket, (Q12) _____.

Pirates, also known as "Bucs", were South Africa's leading black football club, dominating the new black professional league, but (Q13) _____. Going to a football match was not seen as an adequate reason for being in a black area. I had no idea of the effect my T-shirt would have (Q14) _____ at the supermarket, where they were allowed to shift goods and stack shelves, but not to do anything more skilled, such as operating checkouts.

South Africa was so profoundly segregated in those days that (Q15) ___ without their eyes ever meeting, drifting past each other like ghosts. Now, in my skull-and-crossbones T-shirt, it was as though (Q16) ___ and they were seeing me clearly for the first time.

Laughing in delight, they all wanted to slap my hand (Q17) ___. Where had I got the T-shirt? Answer: from a black colleague at work, as a bit of a joke, though I didn't say so. Had I been to any Bucs games? No. I was beginning to feel a tinge ashamed at proclaiming my allegiance to the club while knowing next to nothing about them, but (Q18) ___, in the supermarket or the street, no black person I encountered took it as anything but a gesture of friendship.

They could well have been asking why (Q19) ___. It was the black sport; rugby and cricket were the white sports. And even among the whites sporting enthusiasm was dictated by ethnicity: rugby was the Afrikaners' passion, while cricket mainly belonged to English-speaking South Africans like me. At my English-language boarding school we played rugby and hockey in the winter, cricket in the summer. We did not play football except among ourselves, for fun. No white school with aspirations to gentility would have a representative soccer team.

A	when I wore the shirt
B	blacks and whites went about
C	although blacks had no rights
D	I was interested in football anyway
E	on the black workers
F	as 1970s South Africa
G	very few whites had ever seen them play
H	I had given these workers a secret signal
I	where it caused a sensation
J	or engage me in a three-stage handshake

Task 4**8 P.**

Read the text about the skier Chris Del Bosco, then complete the sentences (20-27) 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.



Fully Focused: Chris Del Bosco

July 8, 2009

Every night, Chris Del Bosco lies in bed and imagines worst-case scenarios. Bad things can happen during ski-cross races, and Del Bosco visualizes overcoming endless pitfalls on the path to Olympic gold: crumbly patches, elbows to the face, skiers cutting him off and forcing a scramble from behind.

However, no matter what the Olympic course dishes out in February, it won't be as harrowing as the journey Del Bosco took to get there.

That path - potholed by years of addiction and wasted talent - nearly killed him. Along the way, he was stripped of two national titles by drug tests laced with pot. At 21, he was discovered drunk in a ditch, dangerously cold and with a broken neck.

There have also been unexpected turns: his sister, afraid he might die, pushed him into rehab; a judge helped him avoid a year-long jail sentence after yet another DUI. Then, finally sober by the fall of 2006, he received a call from the head of a new Canadian ski-cross team who had heard about the Colorado-raised athlete with a Canadian passport, and wanted to take a gamble.

It's a story of redemption that Del Bosco, now 27 and ranked second in the world in ski cross, has only begun to talk about publicly, in the hopes he might help others.

Sometimes, though, he can hardly believe it's his to tell. "This is a second chance, you know?" Del Bosco says. "A lot of times you don't get them."

Looking back, it's hard to understand how things went so wrong. He grew up in a close-knit family in Vail, Colo., the son of an American mother and a Canadian father who earned a hockey scholarship to the University of Denver and remained in the United States. A natural athlete, Del Bosco excelled early in hockey and skiing. He was the type of kid who asked for lunches small enough to stuff into his pockets, so he wouldn't have to stop until the last lift closed.

He devoted himself to ski racing at 14, and soon afterward, the party scene that came with it. While his talent led to medals, drug tests took them away. He was stripped of two national titles - one in junior alpine racing and another in downhill mountain biking - after marijuana was discovered in his system.

The U.S. national alpine team decided he wasn't worth the trouble, and kicked him off the development team.

He was drinking every day by the fall of 2005, and when he went to Los Angeles

to visit his older sister, Heather, she was frightened by what she saw. Her smart, fit brother now had no energy and extra weight; he walked the dog if it meant going to the liquor store. "I just said, this is the end. I'll find some place. We're going tomorrow," she says. He emerged clean and reinvigorated 90 days later on New Year's Eve.

Within weeks he won a bronze medal at the X Games in the roller-derby-like sport of ski cross. Buoyed by the belief he could dabble and still succeed, he began partying again until, finally, he wound up in court on another charge of drinking and driving and saw the writing on the wall.

"That was my last chance," he says. "I was facing up to a year in jail, and I didn't really have any other options. I had to get it together."

He quit drinking on Sept. 6, 2006, and joined Alcoholics Anonymous. The marijuana use ended soon afterward. And then, just six months after the drinking stopped, came that second chance: a call from Cam Bailey, who was recruiting for Canada's first ski-cross team in preparation for the sport's Olympic debut in 2010.

0	Chris' repeated drug consumption almost ____.
Q20	It was ____ who managed to prevent his going to prison.
Q21	Now, nearly 30 years old, he is ____ worldwide in this particular skiing discipline.
Q22	As a child Del Bosco showed a real talent for ____. (Give <u>one</u> answer.)
Q23	He took up an excessive lifestyle right after having started with ____.
Q24	When his drug abuse became official, he was expelled from ____.
Q25	His first success in competitions after rehab was ____.
Q26	After returning to his bad habits, he ended up ____.
Q27	To help him stay off alcohol, he ____.