

Name:	
Klasse/Jahrgang:	



Standardisierte kompetenzorientierte schriftliche
Reifeprüfung / Reife- und Diplomprüfung / Berufsreifeprüfung

7. Mai 2026

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: _____



ACHTUNG: Für wissenschaftliche Auswertung bitte hier abschneiden.

ANTWORTBLATT - Lesen

Ticking memories

0 <input checked="" type="checkbox"/> D	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>		

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"/>	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"/>	9 <input type="checkbox"/>	<input type="checkbox"/>				

1

___ / 9 P.

Beavers returning

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"/>

2

___ / 7 P.

ANTWORTBLATT - Lesen

3

EC Comics

	T	F	First four words
0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The pomp of EC</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"/>	
8	<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"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

___ / 8 P.

4

The mad business of bottled water

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

___ / 8 P.

___ von 32 P.

Bitte umblättern.

Read the text about a man who collects watches. Some parts are missing. Choose the correct part from the list (A-L) for each gap (1-9). There are two parts that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.



Ticking memories

There are roughly three billion seconds in a human lifetime. Wellington watch collector Conrad Smith is more aware of them than most. In his youth, he (0) ____, graceful in form and movement, that measure increments of time with remarkable precision.

And they represented the kind of success to which he aspired. The watches that (1) ____ were worn by people he admired: Ian Fleming, David Attenborough and Sir Edmund Hillary among them. On the Everest climb, Hillary took a Rolex Oyster Perpetual on which Rolex based its famous Explorer. “The Explorer became the watch that (2) ____ and to discover new things and to reach new heights.”

Conrad’s design sensibility and aesthetic appreciation runs in the family. He works as a digital product designer; his father, Neal, is a furniture designer. Conrad lives with his wife, Kat, and daughter, Olive, in a house designed by one of New Zealand’s most significant architects, the late Ian Athfield.

“You surround yourself with things you identify with that are important to you. Sometimes, objects hold memories or (3) ____ and say, ‘That reminds me of a time when a particular thing happened.’” He points to the Rolex Explorer he’s wearing. “I’d been on a waiting list for this for months. Finally, I got the call. I drove into the city and collected it. Kat was pregnant at the time, and the very next day, Olive arrived. This watch is a reminder of that moment and (4) ____.”

Watches weave together art, science and technology. Then, there is understanding time itself. What is it, and how does it work? “There’s something poetic and ethereal at work.” Time is outside the perception of the senses. It (5) _____. But it’s there. It impacts everyone. Watches harness a kind of magic pulse. A watch (6) _____. The wind isn’t detectable, but leaves of trees move. In a watch, time can be seen “moving” the second hand.

“Delve further, and that’s when you dive into concepts of time being linear,” says Conrad. “How do we measure it? How did we decide to break it down into a 24-hour day, which we then display on a watch face?” Time (7) _____. And it changes all the time. Whenever an earthquake happens, the rotation of the earth varies by a fraction of a second. “It’s fascinating. The moment you step outside of the earth, how we’ve defined time is irrelevant.”

Life, Conrad says, can seem very chaotic and random. It can be difficult to make sense of things day to day. “But certain patterns, rhythms and cycles give some structure. They (8) _____. I feel like watches capture that structure. They give you a sense of agency and a level of control.”

There’s a scientific rigour about measuring and keeping track of time. But the reality, says Conrad, (9) _____. “My first 10 years of life took forever. The past 10 years — they just disappeared. Yet, I’m the same person, and it’s the same scientific definition for each year.”

“I’m in constant debate: should I be relaxing because it’s important to unwind and forget about what day it is, versus I have to be productive because there are only so many hours in the day?”

A	makes life more organized
B	is based on a solar cycle unique to Earth
C	can’t be seen, tasted or touched
D	became enchanted with the small, mechanical objects
E	help us make sense of the world
F	makes visible something that is invisible
G	defined what it was to be an adventurer
H	become tokens you can look back to
I	is that everyone perceives time differently
J	provided several opportunities
K	connects me to that memory
L	attracted him then — and now —

Read the text from 2021 about the impact that a certain mammal has on the environment. 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.

Beavers returning

Standing at the edge of a precipice, under a scorching sun in eastern Utah, you can see nothing but the state's infamous red rocks and towering buttes for miles. No trees to offer welcome shade, the only vegetation being dry scrub that clings to the flat, dusty plains, while the sheer cliffsides are barren of life. But if you happen to glance down at the dizzying depths of the canyon that lies at the bottom of the desert sandstone mountains, you'd see a lush oasis, blooming with green vegetation, the Price River snaking through the rock even on the hottest of summer days. And if you scrambled down, and watched patiently for long enough, you might even spot some beavers – the very architects of this thriving wetland landscape, smack bang in the middle of the desert.

Getting these beaver populations to thrive in Utah's desert landscape has been a challenging task for Emma Doden, a master's student in translocated beaver ecology at Utah State University. Doden and several other researchers set out to reintroduce beavers to the drought- and fire-stricken land. Water shortages are severe here, and much of the river ecosystem is degraded. Doden's primary goal is to restore the quantity and quality of water in eastern Utah, whose waterways sustain an array of wildlife, riverbank vegetation and endangered fish species.

"In desert environments, water can be very limited, but it serves as the lifeline to so many species that live out there, including livestock," she says. Water shortages in the region have been made worse by river degradation, caused by irrigation, pollution and mismanagement. Seeing the effects of this played a large part in Doden's drive to bring beavers back to Utah.

Beavers used to be a prevalent species worldwide, ranging from Scotland to Spain, Syria to Russia, Canada to Mexico. The fur trade of the 1500s to 1800s saw the creatures hunted to almost extinction, but a recent resurgence of research and lobbying by conservationists has seen their numbers climb again. One study estimates global numbers to be around 10 million – still a far cry from times when they numbered 100 million in North America alone.

The animals are best known for their skill at building dams in rivers, which create wetlands and standing ponds. These changes in the watershed contribute to a number of improvements in the environment, including better stream quality, leading to healthier fish populations; carbon capture via the shallow ponds which hold back silt and sequester the gas; increasing resistance against wildfires; and providing a habitat for other animals. All this contributes to their status as a "keystone" species, essentially defined as an animal that multiple other species rely on within an ecosystem. As the world heats up and extreme weather becomes more frequent, scientists have been rushing to reintegrate beavers into struggling ecosystems and dry landscapes.

For Doden, relocating beavers into the desert posed some unique challenges. The availability of water being the obvious one. The drought was so bad last year that one of Doden's study sites completely dried up. "And the intense heat," she adds. "In the summertime it can be above 100F (37.8C) for weeks or even months at a time. And so we initially tried to avoid relocating animals during the hottest months." In these desert systems, beavers hide out in their burrows all day, and come out at night.

Doden's focus is on two rivers in Utah: the Price and San Rafael rivers, both of which flow through some of eastern Utah's driest areas. She specialises in passive river restoration, meaning there is no manmade manipulation of the landscape.

0 The Price River Valley

- A provides a contrast to the surrounding landscape.
- B is a popular place for research biologists.
- C is characterized by an exceptional variety of plants.
- D gives a home to endangered species.

1 The beavers down in Price Valley

- A are damaging plant ecology.
- B show up in large numbers.
- C have created a bend in the river.
- D have shaped the surroundings.

2 Doden and her colleagues mainly aim to

- A analyse beavers' engineering abilities.
- B improve the water situation with the help of beavers.
- C attract a wider variety of wetland wildlife.
- D monitor the water balance in the area.

3 Water in the territory has become increasingly low because

- A the demand for water exceeds the supply.
- B water resources were handled badly.
- C dry seasons are tending to get longer.
- D farming uses up too much groundwater.

4 For hundreds of years, beaver populations

- A were valued for their environmental benefits.
- B were feared for the diseases they carry.
- C had to fight for their survival.
- D helped preserve the landscape.

5 Due to beavers' activities,

- A local species are threatened.
- B dryland ecosystems were restored.
- C public appreciation has been expressed.
- D natural habitats gain in quality.

6 Beavers today hold a special position because they

- A adapt easily to their surroundings.
- B play a vital role for the local wildlife.
- C have incredible dam-building skills.
- D are eaten by many other species.

7 At the beginning of the project, Doden

- A suffered from heat stroke.
- B was faced with economic problems.
- C arranged a seasonal schedule.
- D intended to work at night.

Read the text about EC Comics, a publishing house which produced educational and entertaining comics. First decide whether the statements (1-8) 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.

EC Comics

You need only glance at a list of the top-grossing films worldwide to see the enduring influence of the “Golden Age of Comic Books” on popular culture. In the more than 60 years since that period ended, its foremost surviving publications, Marvel and DC, have grown into entertainment empires, their pages reinvented as cinematic “universes”.

There is a third name missing from this roster. The pomp of EC Comics was brief - lasting less than a decade - and its legacy, while immense and profound, is also diffuse and, crucially, unbranded. Marvel and DC have logos, lawyers and corporate behemoth owners. EC Comics belongs to a collective memory. Its style and ideas live on in a realm beyond copyright, free for all to plunder.

A new, lavishly illustrated volume - written by EC aficionado-cum-archivist Grant Geissman and published by Taschen, an art-book specialist - seeks to make that memory into something more solid. “The History of EC Comics” divides its account into three distinct eras that span the lives of two men: founder Maxwell Gaines, and his son, William.

Max and Bill, as they were known, were contrasting types. Max, pithily summarised as a “hard-nosed, pain-wracked, loud, aggressive man”, was a dynamic opportunist. Born into a family of Jewish immigrants, he was driven to drag himself up by the bootstraps. Like many American Jews making their way in the world - without whom there would be no comic-book industry, nor a Hollywood to make films out of its characters - he had felt it necessary to anglicise his name (his parents went by Ginsberg). Bill, by contrast, was unassuming, shy and academic.

What linked them, other than blood, is that each initially had no interest in comics as a form, yet grew to cherish it, then transfigure it. Max pioneered comic books purely as a business proposition, binding newspaper “funnies” in bulk for resale in what his longtime editor, Sheldon Mayer, described as “[a] schlock operation. We bought the material for practically nothing and slapped the books together. Max wasn’t concerned with the literary or entertainment part of it. I had to argue with him to run story strips in chronological order.”

Max would go on to co-found, then part ways with, All-American Comics, the forerunner to DC. He was instrumental in the era-defining arrival of Superman, and it was thanks to him that Wonder Woman, conceived as an early icon of women’s liberation, became the first major female superhero. By the time he died in 1947 in a boating crash, aged just 52, Max was dedicated not only to the success but the integrity of the venture he had established three years earlier, under his sole ownership, as Educational Comics.

Bill reluctantly took over the family business aged 25. Following wartime military service he had planned to become a chemistry teacher, yet he found his feet with remarkable speed. By 1950 his father's Educational Comics, with their well-rendered Bible stories and wholesome adventure heroes, had been replaced with his own "New Trend" of Entertaining Comics. These more than lived up to their billing: they were a vivid and thrilling panoply of horror, science fiction and war titles that would help define the visual and storytelling language of American pop culture.

Bill was the right man at the right moment. Although closely involved in the construction of storylines, his genius did not lie on the creative side. He was one of those people with a supreme gift for guiding other talents.

He assembled a stable of artists and writers (his core team of Al Feldstein, Harvey Kurtzman and Johnny Craig worked as both; the separation of these disciplines, and the hierarchy of the writer as auteur and artist as hired hand, came later). Each was assigned to the genre they best suited.

EC's "Tales from the Crypt" developed a deliciously gruesome and lurid horror idiom that would inspire Stephen King, the film-maker George Romero and the "body horror" genre.

0	EC's success was short-lived.
1	The new book about EC devotes a section to each of the figures leading the company.
2	The founder of EC thought he should appear more American.
3	Both father and son were fascinated by the opportunities cartoons offered from the very start.
4	The founder of EC singlehandedly established a second publishing house.
5	As he had wanted to become an educator, it took the son some time to match his father's business skills.
6	The new EC genres influenced the following generations' artistic forms of expressions.
7	The founder's son was a gifted artist.
8	The artists could choose which type of comic they wanted to create.

Read the text from 2016 written by Sophie Elmhirst about luxury bottled water brands. Then choose the correct answer (A, B, C or D) for each question (1-8). Put a cross (☒) in the correct box on the answer sheet. The first one (0) has been done for you.

The mad business of bottled water

Take an investigation into the bottled water industry to its logical conclusion and you find yourself drinking melted icebergs. Last year, the Merchant hotel in Belfast launched its water menu to a global chorus of tabloid mockery. "Would you pay £26 for a bottle of water (even if it IS from a Canadian glacier)?" ran the Daily Mail headline. Gavin Carroll, the Merchant's general manager, gave the whole episode its only possible name: Watergate. When I visited this summer to sample the menu, he still seemed a little puzzled by the reaction. "We're like, 'Really? It's just water.'" For £26? "We're a five-star hotel. We have to offer our customers choice."

The Merchant's executive chef, and the chief architect of the water menu, Patrick Leonard – a man so passionate about water that before every sip I took, I could sense him shuffling to the edge of his seat in anticipation – brought out the notorious £26 bottle, called Iceberg. The water comes from the Canadian Arctic ice shelf in Newfoundland, frozen around 10,000 years ago. "They're not allowed to remove parts of icebergs," said Leonard, "so they have to wait until they separate. They detach naturally, and then they're netted, brought on a boat to land and allowed to melt."

It's a beautiful thing, this bottle – more like a premium vodka bottle, made of thick glass, decorated with white snowflakes. Leonard poured a portion of the ancient iceberg into a tumbler. The pressure mounted; I was painfully aware that the glass of water in front of me was worth a tenner, and I still had my bottle of airport-purchased Boots' own brand on the table. I sipped, swallowed, felt the passage of liquid down my oesophagus – and couldn't taste anything at all. This was not a total failure of my unsophisticated palate. Melted iceberg essentially has no taste, having the lowest TDS (9mg) of any water on earth. It is like the ur-water, the water that pre-dates all other waters. "This is your starting point," said Leonard, gravely. "Your baseline."

We moved on to Whitehole Springs, a Somerset-sourced, calcium-rich still water that passes through tufa rock; Vichy Catalan, a salty Spanish sparkler; and finally De L'Aubier Sap Water, from Canada, a byproduct of the maple syrup manufacturing process. Along the way, Leonard explained the origin of his water preoccupation: a radio interview he heard with – who else? – Martin Riese: "It just got me hooked; that was it." For a chef already infatuated by taste, water was the natural extension. "We pay so much attention to food and wine, but we forget about the water," he said. His favourite? Vichy Catalan. "I just had friends for dinner, and instead of bringing out the wine, I brought out three bottles of that." He looked absolutely delighted. "It was so much fun!"

It's hard to maintain cynicism in the face of a true enthusiast. Leonard loves water so much he has water parties. This is not to be mocked. And, I'll admit it, tasting this quartet of waters taught its own lesson. Pay attention, as with anything, and you notice more, appreciate more. These waters tasted dramatically different from each other, had their own peculiarities and characteristics. The maple sap water was sweet, earthy; Whitehole Springs thicker and chalky. And after the featureless purity of the melted iceberg, the Vichy Catalan was like snorting peppercorns.

Of course, there is something deranged about the idea of netting an iceberg and waiting for it to melt – apparently, applying heat would ruin the taste. There is also something disturbing about paying nearly £30 for the experience of drinking the end result.

- 0 **A hotel in the capital of Northern Ireland**
A was made fun of in the press.
B held a national choir convention.
C became famous for its wine selection.
D was involved in a scandal.
- 1 **When Sophie went to the hotel, she**
A expected to be hosted for free.
B suggested a new name for it.
C was confused by the manager.
D wanted to try their selection of waters.
- 2 **Patrick Leonard was**
A fascinated by the water bottle.
B excited to see what Sophie's reaction would be.
C previously a building designer.
D unhappy about Sophie's reaction to the tasting.
- 3 **The water Sophie first had was made from ice that**
A remains frozen right up until it is bottled.
B underwent a purification process.
C breaks off glaciers and falls into the sea.
D has been harvested for thousands of years.
- 4 **Sophie was embarrassed because she**
A had brought along a cheap bottle of water.
B knew very little about water tasting.
C did not notice the difference between the waters.
D knew the water came from a glacier.
- 5 **When tasting the first type of water, Sophie**
A was fascinated by its taste.
B realised her sense of taste had changed.
C had expectations that were not met.
D found that it lacked flavour.
- 6 **Sophie learned that another type of water**
A bubbles slowly up to the surface.
B is related to a different product.
C rises from a unique hot spring.
D has an unusually low mineral content.
- 7 **Patrick Leonard says that**
A top hotels should rethink their water sources.
B it is good that the hotel is focussing on water, not wine.
C his passion was sparked by something he listened to.
D wine is overrated as a drink.
- 8 **What Sophie learned from the water tasting was that**
A it has something in common with other experiences in life.
B the differences between the waters were minimal.
C she had developed an enthusiasm for water.
D she will note which water she drinks in the future.

Bildquellen

Aufgabe 1: © Simon Greig / www.shutterstock.com

Textquellen

Aufgabe 1: Ryn, Chris van: Why this Wellington man collects wonderful watches.

<https://thisnzlife.co.nz/why-this-wellington-man-collects-wonderful-watches/> [21.10.2025] (adaptiert).

Aufgabe 2: Sherriff, Lucy: The beavers returning to the desert.

<https://www.bbc.com/future/article/20210713-the-beavers-returning-to-the-desert> [21.10.2025] (adaptiert).

Aufgabe 3: Autor/in nicht genannt: Weird! Incredible! Mad! Of the golden age comics houses, EC was the greatest.

<https://www.economist.com/prospero/2020/09/23/of-the-golden-age-comics-houses-ec-was-the-greatest> [19.05.2022] (adaptiert).

Aufgabe 4: Elmhirst, Sophie: Liquid assets: how the business of bottled water went mad.

<https://www.theguardian.com/business/2016/oct/06/liquid-assets-how--business-bottled-water-went-mad> [21.10.2025] (adaptiert).

