



**SACHSEN-ANHALT**

Ministerium für Bildung

**ZENTRALE KLASSENARBEIT 2019**

**GYMNASIUM**

Englisch

Schuljahrgang 6

Teile A und B

Arbeitszeit: Teil A: 10 Minuten  
Teil B: 35 Minuten

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**Thema: Books**

Name, Vorname: \_\_\_\_\_

Klasse: \_\_\_\_\_

**Teil A: Listening Comprehension**

**I Why I Love Books**

*Listen to three people talking about why they love books. While listening, match the speakers (1 – 3) with the headings (A – D). There is one more heading than you need.*

*You will hear the recording once only.*

*You now have 10 seconds to look at the task.*

Heading	
A	Books are the best teachers
B	Books always make me feel good
C	Books are my ticket to a new universe
D	Books help me to read and write better

Speaker	1	2	3
Heading			

	<b>3</b>
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## II New Generation

*Listen to the following talk between a girl and her grandmother. While listening, tick the correct statements. There is only one correct answer.*

*You will hear the recording once only.*

*You now have 30 seconds to look at the task.*

### 1. Grandma thinks real books are too ...

- a) boring.
- b) expensive.
- c) heavy to carry.
- d) difficult to read.

### 2. Grandma's e-book can ...

- a) play songs.
- b) send emails.
- c) read out loud.
- d) record messages.

### 3. On her e-book, Grandma has got ...

- a) many different books.
- b) books about technology.
- c) her favourite cookbooks.
- d) only her granddaughter's favourite books.

### 4. When grandma presses a button, she can ...

- a) start her e-book.
- b) talk to her e-book.
- c) choose a new title.
- d) change the language.

	<b>4</b>
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### III Paddington Bear

*Listen to the following report about Paddington Bear. While listening, complete the information in the following table.*

*You will hear the recording twice.*

*You now have 20 seconds to look at the task.*

1	Where did Mr and Mrs Brown find the young bear? (two facts)	- -
2	What does Paddington Bear usually wear? (two facts)	- -
3	What is in his suitcase? (one fact)	-
4	Where does he keep his marmalade sandwich?	-
5	Who was Michael Bond?	-
6	In how many languages can you read Paddington Bear books?	-

	<b>6</b>
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**Teil B Reading Comprehension, Mediation, Language in Use and Writing**

**I Reading Comprehension**

*Read the following text and find positive aspects of using libraries and the Internet. Complete the table below with keywords. Write three facts each.*

**Libraries vs. Internet**

For young people today, surfing the Internet is as normal as watching TV, and everything seems just a few clicks away. Why go to a library and open a book if you can find all the information you need for your school presentation on Wikipedia?

Well, it is true that many Internet sites offer many things that books cannot: they often include not only texts and pictures but also videos and audio clips. Secondly, you can use online resources 24 hours a day, 7 days a week. There are no opening hours! And if you use the search function, it is very easy to find a single word or topic very quickly.

But believe it or not, sometimes a library can be better than the Internet. Often it is difficult to know which information is useful and correct. The people who work in libraries know a lot and can help you find the right book. That way you can be sure that you get your facts right. Finally, libraries usually have archives with old books, local newspapers and magazines which you don't find on the Internet. You can really get a feel for history when you touch and smell a book that is hundreds of years old.

So what should you do? Just use the Internet AND the library, and you will get the best out of both.

<b>Libraries</b>	<b>Internet</b>
-	-
-	-
-	-

## II Mediation – A German Notice Board

*A British friend is visiting you and you are showing her your school. She is very interested in the information on this notice board but does not know much German. Answer her questions in English.*

### Lesefest

„Unsere Schule liest“

Montag, 17.06.2019 – Freitag, 21.06.2019

Die Schülerinnen und Schüler aus der Literatur-AG präsentieren ihre *Geschichten* und *Gedichte*.

Datum: 18.06.2019

Zeit: 14.00 - 16.00

Ort: Raum 204

*An allen Tagen gibt es eine große Auswahl an belegten Broten, Kuchen, Würstchen, Salat und Obst !!!*

#### **Vergesst das Literaturquiz nicht!**

Frau Bussmann erwartet euch täglich mit interessanten Fragen und tollen Preisen.  
10.00 Uhr - 11.00 Uhr

Am Mittwoch findet der **Vorlesewettbewerb** der Klassen 6-8 statt.

Treffpunkt: **11.00 Uhr**  
Raum 007

Die Gewinner werden im Anschluss prämiert.

Die Schülerinnen und Schüler, die an der **Bücherbörse**

teilnehmen wollen, treffen sich **am 21.06.2019 um 12.00 Uhr** mit Frau Stein in der **Bibliothek**.  
Bringt die Bücher mit, die ihr preiswert verkaufen möchtet.

**Example:** Your friend: *Oh, "Lesefest" – that sounds interesting. What is it?*

You: *It's our special week in June with a lot of activities about reading and books.*

**1. Your friend:** *What can pupils do at "Bücherbörse"?*

You: \_\_\_\_\_  
\_\_\_\_\_

**2. Your friend:** *Ah, I see there is a reading competition. Where and when is it?*

You: \_\_\_\_\_  
\_\_\_\_\_

**3. Your friend:** *Which activity is planned for 18<sup>th</sup> June?*

You: \_\_\_\_\_  
\_\_\_\_\_

**4. Your friend:** *I hope there will be something to eat. What can we have?*

You: \_\_\_\_\_  
\_\_\_\_\_

### III Language in Use – Working with the Dictionary

Do the following tasks. The dictionary below will help you.

1. Das englische Wort „dizzy“ kann ein Verb und ein \_\_\_\_\_ sein.

2. Bei welchem Wort spricht und hört man den gleichen Vokal wie bei „do“?

a) alone       b) go       c) got       d) shoe

3. “Do” is a *regular*  / an *irregular*  verb.

Write down the *simple past* \_\_\_\_\_ and *past participle* \_\_\_\_\_.

4. Translate into German: *They do not learn from their mistakes, do they?*

5. Translate into English: *Wir können nicht auf dich verzichten.*

**dizzy** ['dizi] **1.** *Adj* schwindelig **2.**  
*Verb tr* schwindelig machen

**do** [du:] {did, done} **1.** *Hilfsverb*  
|| ~ you know him? kennen Sie ihn? || I ~ not believe it ich glaube es nicht || ~ come in! kommen Sie doch herein! || so ~ I ich auch || he does not work hard, does he? Er arbeitet nicht viel, nicht wahr?  
**2.** *Verb tr* tun, machen; *Geschirr* abwaschen; *Zimmer* aufräumen; *Rolle* spielen; *Strecke* zurücklegen; *umg* besichtigen || ~ better sich verbessern || ~ one's hair sich frisieren || ~ one's teeth (sich) die Zähne putzen || ~ one's face sich das Gesicht waschen; *intr* handeln, tun || how ~ you ~ ?

guten Tag! *od* ich freue mich, Sie kennenzulernen || that will ~ das genügt; ~ **away with** *tr* beseitigen; umbringen; ~ **well** *intr* Erfolg haben (*with* bei, mit); viel Geld verdienen; in guten Verhältnissen leben; ~ **with** *tr* fertig werden mit, sich begnügen mit; ~ **without** *tr* fertig werden ohne; verzichten auf

<sup>1</sup>**dock** [dɒk] **1.** *Subst Mar* Dock **n** **2.**  
*Verb tr Schiff* am Kai festmachen; *intr* am Kai anlegen; ~s *Pl* (Schiffs-)Werft *f*

<sup>2</sup>**dock** [dɒk] *Jur* Anklagebank *f*

**docker** ['dɒkə] Hafenarbeiter *m*

**doctor** ['dɒktə] Doktor *m*; *umg* Arzt *m*



