

GYMNASIUM

**MEHR
ERFAHREN**

KLASSENARBEIT

Englisch 10. Klasse

HEIDI SCHMITT

mit MP3-CD

STARK

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MP3-CD

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Autorin: Heidi Schmitt

Vorwort

Liebe Schülerin, lieber Schüler,

in diesem Buch findest du zahlreiche Aufgaben-Sets, mit denen du dich auf Tests und Klassenarbeiten im Fach Englisch vorbereiten kannst. Die Klassenarbeiten und Tests orientieren sich an den Lehrplanthemen und die Aufgabenformen sind vielfältig und entsprechen denen, die du aus dem Unterricht kennst. Folgende Hinweise helfen dir bei der Arbeit mit dem Buch:

- Vor den Tests und Klassenarbeiten steht immer eine **Zeitangabe**, die angibt, wie lange du für die Bearbeitung brauchen darfst. Halte dich bitte an die vorgegebenen Zeiten, damit du bei einem Test oder einer Klassenarbeit in der Schule nicht in Zeitnot gerätst.
- Natürlich kannst du auch nur einzelne Aufgaben aus den Tests und Klassenarbeiten bearbeiten. Verkürze deine Arbeitszeit dann entsprechend!
- Damit du die Aufgaben selbständig bearbeiten kannst, findest du nach jedem mit Punkten versehenen Aufgabenteil entsprechende **Lösungsvorschläge**. Hier stehen auch immer **nützliche Tipps und Hinweise**, die dir bei der Bearbeitung helfen sollen. Probiere jedoch zunächst die Aufgaben selbstständig zu lösen, bevor du dir die Hilfen anschaust.
- Außerdem findest du hier einen **Notenschlüssel**, damit du weißt, welche Note du erzielt hättest.
- Die den Tests und Klassenarbeiten vorangestellte **Kurzgrammatik** steht dir zum schnellen Nachschlagen bei grammatikalischen Schwierigkeiten zur Verfügung.
- Die Hörtexte zu den *listening comprehensions* findest du auf der beigelegten **MP3-CD**.

Wähle die Klassenarbeiten und Tests, die du vor einer Prüfung übst, nicht nur nach dem Thema aus, sondern auch nach den Kompetenzbereichen. In der nächsten Klassenarbeit kommt eine Mediation dran? Dann übe die Mediation! Ihr habt im Unterricht die richtige Verwendung der Zeiten wiederholt? Dann löse die entsprechenden Aufgaben!

Viel Spaß beim Üben und viel Erfolg bei der nächsten Klassenarbeit!

Heidi Schmitt

Klassenarbeit 3

Schwerpunkte: *Vocabulary, reading and listening comprehension*

45 minutes

I Listening: A little light (Track 6)

(20 pts)

The text you are going to listen to is taken from a film by CEWEP, the Confederation of European Waste-to-Energy Plants. Read all the tasks first. Then listen to the text and complete the tasks.

1. Decide whether the statements are true or false. Correct them if they are false.

a) A reading light uses about 15 watts. true false

b) Waste that is produced all over Europe is transformed into energy.

c) It takes eight power plants to produce the energy people need to use their reading lights.

d) Waste-to-energy plants can only use waste that is suitable for recycling.

2. While listening to the text, complete the following sentences.

Half of our energy comes from _____, so it is _____ and doesn't affect _____.

Our energy already _____ 16 million tonnes of CO₂ every year. This is equal to the CO₂ produced by 7 million _____.

Our story of waste-to-energy has many highlights. Our energy runs through all of Europe, providing people with _____ and _____.

3. How is energy used in the different parts of Europe? Match the corresponding words and explanations.

City	Energy use	Company
I Amsterdam	A heating from heating network	a AEB Waste-to-Energy plant
II Nottingham	B warm water from heating network	b local Waste-to-Energy plant
III Munich	C power for tram, metro and city	c Eastcroft Waste-to-Energy plant

I		
II		
III		

II Working with a text

India's Poor Risk 'Slow Death' Recycling E-Waste

Young rag-pickers¹ sifting through rubbish are a common image of India's chronic poverty, but destitute children face new hazards picking apart old computers as part of the growing "e-waste" industry.

- Asif, aged seven, spends his days dismantling electronic equipment in a tiny, dimly-lit unit in east Delhi along with six other boys.

"My work is to pick out these small black boxes," he said, fingers deftly² prying out³ integrated circuits from the pile of computer remains stacked high beside him.

- His older brother Salim, 12, is also hard at work instead of being at school.

10 He is extracting tiny transistors and capacitors from wire boards. The brothers, who decline to reveal how much they earn a day, say they are kept frantically⁴ busy as increasing numbers of computers, printers and other electronic goods are discarded by offices and homes.

Few statistics are known about the informal “e-waste” industry, but a United Nations report launched in February described how mountains of hazardous waste from electronic products are growing exponentially in developing countries.

It said India would have 500 percent more e-waste from old computers in 2020 than in 2007, and 18 times more old mobile phones.

20 The risks posed to those who handle the cast-offs⁵ are clear to T.K. Joshi, head of the Centre for Occupational and Environmental Health at the Maulana Azad Medical College in New Delhi.

He studied 250 people working in the city as recyclers and dismantlers over 12 months to October 2009 and found almost all suffered from breathing 25 problems such as asthma and bronchitis.

“We found dangerously high levels – 10 to 20 times higher than normal – of lead, mercury and chromium in blood and urine samples,” he told AFP.

“All these have a detrimental⁶ effect on the respiratory⁷, urinary and digestive⁸ systems, besides crippling immunity and causing cancer.”

30 Toxic metals and poisons enter workers’ bloodstreams during the laborious manual extraction process and when equipment is crudely⁹ treated to collect tiny quantities of precious metals.

“The recovery of metals like gold, platinum, copper and lead uses caustic soda¹⁰ and concentrated acids,” said Joshi.

35 “Workers dip their hands in poisonous chemicals for long hours. They are also exposed to fumes of highly concentrated acid.”

Safety gear such as gloves, face masks and ventilation fans are virtually unheard of, and workers – many of them children – often have little idea of what they are handling.

40 “All the workers we surveyed were unaware of the dangers they were exposed to. They were all illiterate¹¹ and desperate for employment,” said Joshi. “Their choice is clear – either die of hunger or of metal poisoning.”

And he warned exposure to e-waste by-products such as cadmium and lead could result in a slow, painful death.

45 “They can’t sleep or walk,” he said. “They are wasted by the time they reach 35–40 years of age and incapable of working.”

There are no estimates of how many people die in India from e-waste poisoning as ill workers generally drift back to their villages when they can no longer earn a living.

50 “The irony is that the amounts of gold and platinum they extract are traces – fractions of a milligram,” said Priti Mahesh, program coordinator of the New Delhi-based Toxic Link environment group. [...]

For Joshi, the sight of children working in appalling conditions taking computers apart is as potent a symbol of India's deep troubles as rag-pickers
55 sorting through stinking household rubbish dumps.

“India needs laws which will protect workers’ interests, especially the vulnerable and children. We have a lot to learn from Western societies about workers’ rights,” he said. (594 words)

© AFP (11.07.2010)

Annotations

- 1 rag-picker – a person who makes a living by picking up and selling old clothes and other rubbish
- 2 deftly – done skilfully and quickly
- 3 to pry out – to remove sth. from sth.
- 4 frantically – wildly and excitedly
- 5 cast-off – sth. that has been thrown away
- 6 detrimental – causing damage
- 7 respiratory – relating to the process of breathing
- 8 digestive – relating to the process of digesting food
- 9 crudely – not carefully
- 10 caustic soda – *Natronlauge*
- 11 illiterate – unable to read or write

1. Synonyms

(5 pts)

Read the following text and find words in the text that have the same meaning as the following words.

a) very poor

b) danger

c) to refuse

d) to throw away

e) terrible

2. Paraphrases (5 pts)
- Rewrite the following sentences from the text without using the underlined words.
- a) “He is extracting tiny transistors and capacitors” (ll. 9/10)
- _____
- b) “a United Nations report launched in February” (ll. 14/15)
- _____
- c) “All the workers we surveyed were unaware of the dangers they were exposed to.” (ll. 40/41)
- _____
- d) “the amounts of gold and platinum they extract are traces” (l. 50)
- _____
- e) “as potent a symbol of India’s deep troubles” (l. 54)
- _____

3. Questions on the text (40 pts)
- Read all the questions first. Then answer them in the given order. Use your own words as far as appropriate.
- a) Describe the “e-waste” industry in India.
- b) Outline the consequences that working in the “e-waste” industry can have.
- c) Explain the reasons why people work in the “e-waste” industry although they have to put up with these consequences.

4. Beyond the text (20 pts)
- Give your personal opinion on the following questions and a short explanation for it. Write about four sentences.
- a) Why is the dangerous waste treated in developing countries?
- b) Why will India probably have to deal with 500 percent more e-waste in 2020?
-
-

Solution

A little light (Tapescript)

▣ **Hinweis:** Bei diesem Hörverstehenstext handelt es sich um ein Werbevideo für die Energiegewinnung durch Müllverbrennung, d. h. diese Art der Energiegewinnung wird sehr positiv dargestellt. Dieses Vorwissen kann dir helfen, die entsprechenden Informationen aus dem Text zu entnehmen.

Reading a book, just before going to sleep is nice. When you're young, it takes all your energy. And about 15 watts for the reading light.

Some of this electricity is recovered from the waste that we all produce. This waste is transformed into precious energy by Waste-to-Energy plants.

In fact in Europe, we produce enough electricity to power eight reading lights in every household, every day of the year.

If we could use the waste that is not suitable for recycling, but is still buried today, then we could light as much as 14 reading lights in every household every day.

Half of our energy comes from biomass, so it is renewable and doesn't affect global warming.

Our energy already avoids 16 million tonnes of CO₂ every year. This is equal to the CO₂ produced by 7 million passenger cars.

Our story of waste-to-energy has many highlights. Our energy runs through all of Europe, providing people with heat and light.

A day out in Amsterdam (the Netherlands): electricity generated by the AEB Waste-to-Energy plant helps provide green certified power for the tram, metro and city.

Going ice skating is fun: in Nottingham (England) the National Ice Centre is on the city's district heating network, receiving energy generated by treating waste in the Eastcroft Waste-to-Energy plant.

The Glockenbrot bakery near Munich (Germany) emits 46 % less CO₂ than traditional bakeries by using innovative energy-efficient technologies such as warm water from the district heating network supplied by the local Waste-to-Energy plant.

In the winter 50 % of Paris (France), including the famous Louvre museum, is heated by three Waste-to-Energy plants, helping to keep the Mona Lisa smiling.

Waste-to-Energy has a lot to offer. If we can recover energy from waste, let's not waste this energy.

with the kind support of CEWEP

I Listening

- | | true | false |
|---|-------------------------------------|-------------------------------------|
| 1. a) A reading light uses about 15 watts. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b) Waste that is produced all over Europe is transformed into energy. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| c) It takes eight power plants to produce the energy people need to use their reading lights. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

In Europe, waste-to-energy plants produce enough electricity to power eight reading lights in every household, every single day.

- | | | |
|--|--------------------------|-------------------------------------|
| d) Waste-to-energy plants can only use waste that is suitable for recycling. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|--|--------------------------|-------------------------------------|
- Waste-to-energy plants use the waste that is not suitable for recycling.**
2. Half of our energy comes from **biomass**, so it is **renewable** and doesn't affect **global warming**.
Our energy already **avoids** 16 million tonnes of CO₂ every year. This is equal to the CO₂ produced by 7 million **passenger cars**.
Our story of waste-to-energy has many highlights. Our energy runs through all of Europe, providing people with **heat** and **light**.

3.

I	C	a
II	A	c
III	B	b

II Working with a text

1. Synonyms
- a) destitute (l. 2)
 - b) hazard (l. 2)
 - c) to decline (l. 11)
 - d) to discard (l. 13)
 - e) appalling (l. 53)

Klassenarbeit 16
Schwerpunkt: Oral exam

15–20 minutes

I One-minute-talk (1–2 minutes)

Choose **one** of the following topics and give your opinion on it. Try to weigh your arguments.

- a) Which is more important in **sports**: winning or taking part? Are you a good loser?
- b) Would you like to work as a **volunteer in a developing country**? If so, in which country, and how could you contribute to that country's development?

II Role play (4–5 minutes)

Read your role card (one of you is A, one is B), think briefly about suitable arguments, then act out the dialogue with your partner.

Candidate A

You are 12 years old and you want to have a computer with Internet access for your birthday. Your mother/father doesn't think that this is a good idea because of the dangers of the Internet. But you want to convince her/him that the Internet is a great opportunity to do a lot of useful things.

Put forward your arguments and try to find a compromise with your mother/father.

Candidate B

You are the mother/father of a 12-year-old daughter/son who wants to have a computer with Internet access for her/his birthday. You don't think that this is a good idea as there are many dangers and negative aspects and you want to protect your child.

Put forward your arguments and try to find a compromise with your daughter/son.

III Talking about cartoons (5 minutes)

Take turns to describe your cartoon in as much detail as possible. Then compare your cartoons and talk about the message together.

A



Clive Goddard / cartoonstock.com

B



Royston / cartoonstock.com



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