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Vorwort

In den bundesweit gültigen Bildungsstandards für die Fremdsprachen, die auf dem Gemeinsamen Europäischen Referenzrahmen für Sprachen basieren, wird für den mittleren Bildungsabschluss festgelegt, dass die Schüler sich mit verschiedenen Textsorten aus Themenfeldern beschäftigen sollen, die sie motivieren, da sich die Inhalte auf ihre Interessens- und Erfahrungsbereiche beziehen. Texte, insbesondere Lektüren, fördern auch im Englischunterricht den sprachlichen Zugewinn und bieten den Lernenden darüber hinaus vielfältige kulturelle und persönlichkeitsbildende Erfahrungsmöglichkeiten.

Neben geeigneter Textauswahl kommt dabei vor allem auch passendem Übungs- und Vertiefungsmaterial zunehmende Bedeutung zu. Mit dessen Hilfe können die Lernenden inhaltliche Aspekte zum einen besser erschließen. Zusätzlich werden sie zum anderen dazu angeregt, sich auch über den eigentlichen Inhalt einer Lektüre hinaus mit dem Thema des Werks auseinanderzusetzen.

Wenn Englischlehrkräfte eine geeignete Lektüre für ihre Lerngruppe auswählen, spielt daher die Verfügbarkeit von Zusatzmaterial eine wichtige Rolle. Die vielfach angebotenen *Exercises* im Anschluss an Lektüretexte reichen ihnen oft nicht aus, daher erstellen sie zusätzlich – und mit großem Zeitaufwand – eigenes Material, das den Bedürfnissen ihrer Schüler gezielter Rechnung trägt. Viele Lehrkräfte wünschen sich aus diesem Grund nicht nur spannende Lektüren, sondern auch darauf abgestimmtes Zusatzmaterial mit bewährten Aufgabenformaten, die auch in den schriftlichen Prüfungen im Rahmen der Sekundarstufe I relevant sind.

Das vorliegende Arbeitsmaterial zu *School on Fire* ist auf die einzelnen Kapitel der Lektüre abgestimmt und leitet die Lernenden dazu an, sich systematisch mit dem Text auseinanderzusetzen.

Zu jedem der 17 Kapitel aus der Lektüre werden (bis auf wenige Ausnahmen) zwei Seiten mit unterschiedlichen Aufgabenformaten angeboten. Auf der ersten Seite (*A Let's check.*) finden Sie immer bekannte und gängige Aufgabenformate, die das Textverständnis des jeweiligen Kapitels sichern. Hierzu gehören u. a.:

- Fragen zum Text: *Questions*
- Aussagen, deren Richtigkeit bewertet werden soll: *True – false – not in the text?*
- Satzteile inhaltlich sinnvoll zusammensetzen: *Connect the sentences.*
- Sätze inhaltlich in die richtige Reihenfolge bringen: *Find the right order.*
- Multiple-Choice-Formate: *Which ending fits the best?*
- Angefangene Aussagen zum Text inhaltlich korrekt beenden: *Finish the sentences.*
- Eine kurze Kapitelzusammenfassung mithilfe von *keywords* schreiben.
- Wortschatzsicherung: *Find the correct expression for ...*
- Englische Definitionen zu neuem Vokabular: *Explain the following words in English.*

Auf der zweiten Seite – in Einzelfällen direkt im Anschluss an die Textverständnisformate – gibt es weiterführende Aufgaben zum Thema des jeweiligen Lektürekapitels (*B Time to think*).

Die Lernenden sollen sich hierbei vertiefend mit dem Gelesenen auseinandersetzen, indem sie z.B. Stellung zu Handlungsweisen der handelnden Personen beziehen, sich in deren Lage versetzen, Tagebucheinträge und E-Mail-Nachrichten schreiben, Dialoge formulieren, den Fortgang der Handlung am Ende eines Kapitels antizipieren, Personen beschreiben oder charakterisieren etc. Diese Aufgaben eignen sich bestens zu Differenzierungszwecken, da sie häufig einen versierteren Umgang mit der englischen Schriftsprache voraussetzen.

Ein kleines *Glossary* vermittelt den Schülern darüber hinaus Hintergrundwissen zu den Kernthemen der Lektüre *diabetes* und *bullying* sowie zu englischen Längen- und Gewichtseinheiten.

Am Ende dieses Heftes finden Sie zu vielen Aufgaben Lösungen bzw. Lösungsvorschläge. Ausnahmen bilden Aufgaben, bei denen die Lernenden ihre eigene Meinung formulieren sollen.

Ich wünsche Ihnen, liebe Englischlehrerinnen und -lehrer, viel Erfolg und Spaß bei der Arbeit mit der Lektüre und diesen Arbeitsmaterialien.

Anette Ruberg-Neuser

Chapter 1: Outside

A Let's check.

① Questions

a) What did Phil think about her full Christian names?

b) Why was Phil overweight?

c) Why did she decide to lose weight? (*Give two reasons.*)

d) What did she do to lose weight? (*Name three things.*)

e) What did Phil like about her school?

f) Why did Phil run over to the school building?

② Write a profile of Phil.

Full name	
Age	
School	
Likes	
Dislikes	
Other important matters	

③ Find the correct expression for ...

a) to be interested in a certain person: _____

b) the opposite of big and overweighed: _____

c) to exchange angry words: _____

d) a coat that protects you against the rain: _____

e) the door into a building: _____

B Time to think



Find out facts about diabetes.

a) What are the symptoms of diabetes?

b) What must patients do to keep the symptoms under control?

c) Do you know anybody who suffers from diabetes? Ask him/her to tell you about the disease.



Here is a sentence from the text: *Slim girls had better chances to get boyfriends.* Is that true? State your opinion.



Overweight boys and girls are often bullied by their schoolmates.

a) Find reasons why they are bullied.

b) What can you do when you know that someone in your school / in your class is being bullied?



Do you like your Christian name? Why or why not?

Chapter 2: Inside

A Let's check.

① Which endings fit the best?

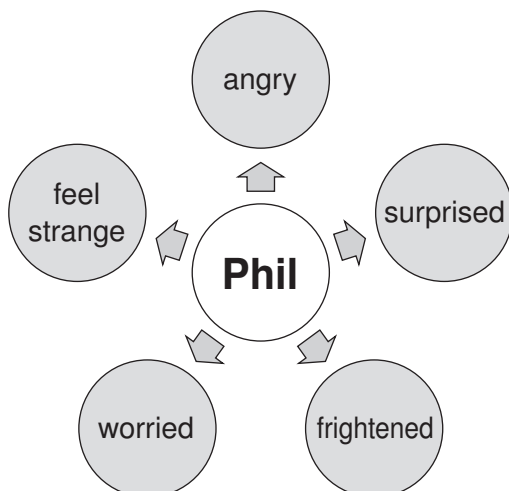
Be careful: Sometimes more than one ending fits.

- | | | |
|---|--------------------------|---|
| 1. Phil couldn't ring her mother because ... | <input type="checkbox"/> | a) she banged her fist on her mobile. |
| | <input type="checkbox"/> | b) she had forgotten to recharge it. |
| | <input type="checkbox"/> | c) she was a stupid cow. |
| 2. When she realized that the entrance door wasn't locked ... | <input type="checkbox"/> | a) she knew it was 7:00 pm. |
| | <input type="checkbox"/> | b) she was surprised that Mr Ashton hadn't locked it yet. |
| | <input type="checkbox"/> | c) she thought the caretaker was still inside the building. |
| 3. She felt uneasy inside the school building because ... | <input type="checkbox"/> | a) there were no noisy pupils. |
| | <input type="checkbox"/> | b) some parents were waiting to see the headmaster. |
| | <input type="checkbox"/> | c) she couldn't find a light switch. |
| 4. Phil was sure that ... | <input type="checkbox"/> | a) her mother was worried that she hadn't come home yet. |
| | <input type="checkbox"/> | b) that her sister would get into contact with her. |
| | <input type="checkbox"/> | c) a wild animal was waiting for her somewhere in the dark. |
| 5. She knew she wasn't alone in the building when ... | <input type="checkbox"/> | a) she heard a man's voice shouting. |
| | <input type="checkbox"/> | b) she heard a female voice shouting. |
| | <input type="checkbox"/> | c) she smelled smoke. |

② Explain the following words in English.

- a) to recharge (l. 7): _____
- b) noisy (l. 21): _____
- c) to shiver (l. 44): _____
- d) display (l. 5/48): _____
- e) upstairs (l. 55/58/67): _____

③ Write sentences using these five adjectives. Some you can use more than once.



Phil was angry because _____

Glossary

Diabetes

Diabetes is a disease that influences how the body makes use of blood sugar, also called glucose. Glucose is important to keep body functions running. The body gets glucose from the food we eat, especially bread, pasta, rice, fruit, vegetables and milk products. When the glucose from the food gets into the bloodstream, the pancreas¹ produces a hormone called insulin. Insulin helps the glucose to get into the body cells which provides² the body with the energy it needs. If the pancreas does not produce enough insulin the sugar level in the blood gets too high and causes diabetes.



There are two types of diabetes.

Type 1 diabetes is also called juvenile³ diabetes because it starts in early childhood. It is believed that the disease has genetic⁴ causes. The pancreas can't produce enough insulin, and glucose stays in the blood because it can't get into the cells. Therefore a person suffering from type 1 diabetes needs regular insulin injections in order to control the blood sugar level.

Type 2 diabetes mainly affects⁵ adults, however an increasing number of children suffer from it, too. Very often it is caused by malnutrition⁶, overweight and a lack⁷ of exercise or sports activities. The pancreas is still able to produce insulin, but it cannot sufficiently⁸ provide the body cells. Type 2 diabetes patients are either given tablets or insulin injections.

When people suffer from high blood sugar they often feel tired, thirsty and hungry. They have to go to the toilet a lot because the body tries to get rid⁹ of the extra blood sugar.

If a diabetic happens to have dangerously low blood sugar or dangerously high blood sugar, then a life-threatening coma can occur.

A low sugar level can be caused, for example, if insulin is not injected regularly, if the time span between an injection and a meal is too long, or after unusual bodily stress. The diabetic may start to sweat or shiver, suffer from headaches, blurry vision¹⁰, dizziness¹¹ and can finally fall into a coma. In emergencies, if an immediate insulin injection is not possible, the diabetic can be given dextrose¹² or drinks containing sugar.

When the blood sugar level gets too high, the blood becomes thick. The extra sugar then passes from the blood into the urine, and drains¹³ from the body. This condition basically happens in type 2 diabetes and is often caused by infection, heart diseases and wrong medication¹⁴.

High blood sugar can cause life-threatening dehydration¹⁵ and coma. In order to prevent severe health problems the dehydration must be corrected.

¹ pancreas – Bauchspeicheldrüse

² (to) provide – bereitstellen, versorgen, liefern

³ juvenile – Jugend-

⁴ genetic – genetisch, erbbiologisch

⁵ (to) affect – hier: betreffen

⁶ malnutrition – schlechte Ernährung

⁷ lack – Mangel

⁸ sufficiently – ausreichend

⁹ (to) get rid to – loswerden

¹⁰ blurry vision – verschwommenes Sehen

¹¹ dizziness – Schwindel

¹² dextrose – Traubenzucker

¹³ to drain – entleeren, austrocknen

¹⁴ medication – Medikamente

dehydration – Flüssigkeitsmangel

Glossary

Bullying

Bullying very often occurs¹ among school children (but also among adults). It is a basically aggressive behaviour often repeated over a certain period of time in order to intimidate² or openly hurt others. There are four types of bullying:

1. Verbal bullying (name-calling, teasing and threatening);
2. Social bullying (spreading rumours³ about a person, putting somebody in a bad light or ignoring somebody on purpose⁴);
3. Cyberbullying (sending rumours or lies, embarrassing⁵ photos or videos by e-mail, WhatsApp or on social network sites);
4. Physical bullying (kicking, punching, pushing, spitting or taking away or breaking someone's things)

The persons who are bullied often have no power to stand up to the bully because they are physically weak or quieter and more timid⁶ than their classmates. Bullies feel dominant and powerful, and because of that they enjoy carrying on with their bullying. The reasons for bullying can vary between differences of race, religion, social class, appearance, behaviour, ability, size or strength.

Measurements in Britain

Although the United Kingdom has been using metric units like meters, kilometres, grams and kilograms since the 1970s, old traditional measurements are still in use all over the country.

The most common units of length are

- miles (*mi*) (1 mile = 1.609 km)
- yards (*yds*) (1 yard = 0.9144 m) → 1.760 yds = 1 mi
- foot (*ft*) (1 foot = 30.48 cm) → 3 ft = 1 yd
- inch (*in*) (1 inch = 2.54 cm) → 12 in = 1 ft

Yards and miles are commonly used to measure distances.

Foot and inches are commonly used to describe a person's height.

The international standard symbol for foot is *ft*, for inch it's *in*. Often these standard symbols are not used. Instead they are replaced by apostrophes.

For example *4ft 3in* can be written 4'3".

The most common units of weight are

- ton (*to*) (1 ton = 1.016 t)
- hundredweight (*cwt*) (a hundredweight = 50.8 kg) → 20 cwt = 1 to
- quarter (*qu*) (1 quarter = 12.7 kg) → 1 qu = 2 st
- stone (*st*) (1 stone = 6.35 kg) → 1 st = 14 lb
- pound (*lb*) (1 pound = 0.45359 kg) → 14 lb = 1 st
- ounce (*oz*) (1 ounce = 28.35 g) → 16 oz = 1 lb

Tons, hundredweights and quarters are used to measure heavy items. Stone and pound are commonly used in body weight, pound and ounce in baking and cooking.

¹ to occur – vorkommen

² to intimidate sb. – jemanden einschüchtern

³ rumour – Gerücht

⁴ on purpose – absichtlich

⁵ embarrassing – peinlich

⁶ timid – schüchtern, ängstlich, scheu

Lösungen und Lösungsvorschläge

Chapter 1: Outside

Seite 5, A Let's check.

- 1** a) She hated her full Christian names.
b) She loved food, especially chocolate and potato crisps.
c) Phil decided to lose weight because slim girls had better chances to get a boyfriend. And she fancied Dean, a boy in her class.
d) She stopped eating potato crisps and chocolate. Phil ate apples, bananas, oranges and fresh salads instead. And she did power walking in the evenings.
e) It was renovated and the halls and classrooms were brightly coloured.
f) Because she wanted to find shelter under the school's main entrance against a heavy storm.
- 2** **Name:** Philippa Elizabeth Doherty; **Age:** 15; **School:** Park High School; **Likes:** power walking, the Redecorating Club, the colours yellow, red and blue, chocolate, potato crisps, chips with ketchup and mayonnaise, apples, bananas, oranges, fresh salads, Dean; **Dislikes:** her Christian names; her overweight, arguments with her sister; **Other important matters:** Phil has diabetes and has to inject insulin.
- 3** a) to fancy so.
b) slim
c) to have an argument
d) mackintosh
e) entrance

Seite 6, B Time to think

Musterlösung:

- 1** a) People suffering from diabetes often feel tired, thirsty and hungry. They have to go to the toilet a lot because their bodies try to get rid of the extra blood sugar.
b) They must have their medication (insulin) regularly, eat regularly and exercise, but they should not have physical stress.

Chapter 2: Inside

Seite 7, A Let's check.

- 1** 1b; 2b, c; 3a, c; 4a; 5a, b, c
- 2** a) to reload with electrical energy
b) the opposite of quiet
c) to shake because of cold or fear
d) a screen of a mobile showing data or pictures
e) on an upper floor of a building

3 Musterlösung:

Phil was angry because she had forgotten to recharge her mobile.
... was worried because she knew her mum would be worried.
... was worried because she couldn't switch on a light.
... was worried when she smelled smoke.