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|--|----------------------|--|--|
| <b>Titel:</b> A sad day for Jasmin Patel   |                      | <input checked="" type="checkbox"/> <b>Testaufgabe</b><br><input type="checkbox"/> <b>Unterrichtsaufgabe</b> |  |
| <b>Themengebiet:</b> bullying  |                      |  |  |
| <b>Fertigkeit:</b><br>reading  | <b>Niveau:</b><br>A2 | <b>Aufgabenformat:</b>   |  |
|  |                      | <input type="checkbox"/> multiple choice   | <input type="checkbox"/> true/false/not given  |
|  |                      | <input checked="" type="checkbox"/> matching   | <input type="checkbox"/> short answer question |
|  |                      | <input type="checkbox"/> (table) completion  | <input type="checkbox"/> gap-filling           |
|  |                      | <input type="checkbox"/> text production   |  |
| <b>Standardbezug/GeR:</b>  |                      |  |  |
| Die Schülerinnen und Schüler können<br>Texten von kurzer bis mittlerer Länge gezielt Informationen entnehmen und zusammentragen. |                      |  |  |
| <b>Organisationsform:</b>  |                      |  |  |
| <input checked="" type="checkbox"/> Einzelarbeit <input type="checkbox"/> Partnerarbeit <input type="checkbox"/> Gruppenarbeit   |                      |  |  |
| <b>Zeitaufwand:</b>  |                      |  |  |
| 15'  |                      |  |  |
| <b>Materialien/Medien:</b>   |                      |  |  |
| worksheet  |                      |  |  |
| <b>Hinweise:</b>   |                      |  |  |
| Problembewusstsein schaffen - Vorsicht, falls das Problem in der Klasse besteht (persönliche Betroffenheit).                     |                      |  |  |
| <b>Varianten / Weiterarbeit:</b>   |                      |  |  |
| fächerübergreifender Unterricht  |                      |  |  |

Die Beispielaufgabe stammt aus dem niedersächsischen Band *Materialien für kompetenzorientierten Unterricht im Sekundarbereich I – Englisch*, online unter: [http://www.nibis.de/nli1/gohrgs/materialien/englisch\\_sekl/uebersicht\\_engl\\_h.htm](http://www.nibis.de/nli1/gohrgs/materialien/englisch_sekl/uebersicht_engl_h.htm)

## A sad day for Yasmin Patel

'Come quickly, Mrs. Beresford! It's Yasmin. She's really upset. She's crying. They've been terrible to her again.'

'All right, Sandra. Where is she?'

'She's in the girls' toilets. Anna and Vicki are with her.'

Mrs. Beresford walked downstairs quickly, along the corridor, and turned left into the girls' toilets. There Yasmin was sitting on the floor.

'What's wrong?' asked Mrs. Beresford.

'It was James and the others,' said Anna. 'They said stupid things to her again. Just because she's a different colour. They laughed at her because she's not allowed to meet boys after school and she has to be home at seven.'

'It's OK, Yasmin. Come with me to the staffroom and we'll talk about it. Right, girls. Thank you for your help. Now could you all go back to the classroom? It's the end of break.'

Mrs. Beresford and Yasmin walked back along the corridor and upstairs to the staffroom. They sat down in a little room next to the staffroom. They looked at each other for a few seconds and then Mrs. Beresford said, 'Tell me everything that happened.'

Yasmin started to speak very slowly and very quietly. 'It was the same as last time. I was with the others outside. We were talking and we were enjoying ourselves when James came over and pushed me. The others pulled my hair, took my bag from me and started to play football with it. But the worst thing was when they said stupid things about me. "Go home you black ...," they shouted and started to laugh. Then they told me I wear stupid clothes and can't speak English. I'm English like them. I was born here. I grew up here. I can't speak Urdu. We speak English at home. My mum and dad were born here, too. Why do they do it to me? I haven't hurt them! I don't want to go back into that class. Not with those boys!'

She cried and cried and Mrs. Beresford stayed with her for over an hour. In the fifth lesson Mrs. Beresford went into the classroom of 9KB and asked James to come out of the lesson. 'Why me?' he shouted.

(369 words)



## Reading Comprehension/A2: A sad day for Yasmin Patel

### Task 1:

**Put a tick (✓) under the name of the person who said these things. There is an example at the beginning [0].**

|          |  | Mrs Beresford            | Yasmin                   | James                    | Sandra                              | Anna                     |
|----------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| <b>0</b> | They've been terrible to her again.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <b>1</b> | Anna and Vicky are with her.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>2</b> | Go back to your classroom.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>3</b> | It was James.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>4</b> | Just because she's a different colour. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>5</b> | Tell me everything that happened.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>6</b> | They pushed me.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>7</b> | I'm English like them.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| <b>8</b> | Why me?                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

### Task 2:

**Put the sentences into the right order. There is one example [0].**

- Anna, Vicky and Sandra went back to the classroom.
- Sandra fetched Mrs Beresford from the staffroom.
- Mrs Beresford talked to James.
- Yasmin told Mrs Beresford about the boys.
- Mrs Beresford went with Sandra to talk to Yasmin.
- Mrs Beresford took Yasmin to a room near the staff room.

|          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>b</b> |          |          |          |          |          |

Quelle:

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