



# GEOGRAPHY LP+

Realschule Bayern  
13.07.23 Stefanie Hartl



## Geography LP+

1. **Neue Materialien**
  - 1.1 **Schnupperstunde: Where is your teacher going on holiday?**
  - 1.2 **El Niño: Besprechen eines Videos**
  - 1.3 **One Day at the Equator**
  - 1.4 **Geographical Distribution of Cities**
  - 1.5 **Worksheet Aral Sea**
2. **Zusätzliche Angebote**
  - 2.1 **Kochrezepte**
  - 2.2 **Rating Scale**
  - 2.3 **Geoguessr**
3. **Fragen, Wünsche, Anregungen**



## Geography LP+

# 1. Neue Materialien

## 1.1 Schnupperstunde:

### Where is your teacher going on holiday?

- Aufgabe zu wichtigen Sehenswürdigkeiten

- Zuordnung von Bild und Sehenswürdigkeit in Partnerarbeit
- Internetrecherche zu dazugehörigem Land
- Dialog über Urlaub

Bayern Bilingual – Realschule	Fach <b>Geographie</b>	LehrplanPLUS <b>Geo 6</b>	Thema <b>Schnupperstunde</b>
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Stand: 20.12.2022, Seite 1 von 2

### Where is your teacher going on holiday?

Kompetenzerwartung	Die Schülerinnen und Schüler <ul style="list-style-type: none"> <li>• lokalisieren unter Zuhilfenahme geeigneter Karten bedeutsame Tourismusgebiete (in Europa).</li> </ul>
zeitlicher Rahmen	ca. 15 Minuten
Ressourcen	Raum mit Internetzugang, Computer und Beamer, Atlanten, evtl. Tablets
Durchführung	In dieser kurzen Einheit nähern sich die Schülerinnen und Schüler spielerisch dem bilingualen Geographieunterricht, indem sie verschiedene Sehenswürdigkeiten in zunächst benennen und dann den jeweiligen Ländern zuordnen.
Anregungen und Tipps	Man könnte auch eine Art Wettbewerb in Partnerarbeit stattfinden lassen. Gewonnen hat das Paar, das zuerst das gesamte Arbeitsblatt richtig vervollständigt hat. Eine andere Möglichkeit ist, dass die Schülerinnen und Schüler in Partnerarbeit einen kurzen Dialog über ihre liebsten Sehenswürdigkeiten bzw. Urlaubsländer verfassen, einüben und im Plenum vortragen.
Literatur zum Thema	
Materialien	Arbeitsblatt
Autorin	Stefanie Hartl, Staatliche Realschule Friedberg

### Stundenverlauf:

Struktur	Erläuterung
Stundenverlauf	<b>Einstieg</b> Die Lehrkraft könnte die stumme Karte von Europa zeigen und das Vorwissen der Schülerinnen und Schüler mobilisieren.
	<b>Erarbeitung 1</b> In Partnerarbeit ordnen die Schülerinnen und Schüler den Sehenswürdigkeiten den richtigen Namen zu.
	<b>Sicherung 1</b> Die Sicherung erfolgt im Plenum oder die Schülerinnen und Schüler erhalten eine Lösung von der Lehrkraft und verbessern selbst.
	<b>Erarbeitung 2</b> In Partner- oder Einzelarbeit finden die Schülerinnen und Schüler mithilfe von Internetrecherche heraus, in welchem Land sich die jeweiligen Sehenswürdigkeiten befinden.
	<b>Sicherung 2</b> Die Sicherung erfolgt im Plenum oder die Schülerinnen und Schüler erhalten eine Lösung von der Lehrkraft und verbessern selbst.
	<b>Weiterführende Aufgabe</b> In Partnerarbeit verfassen die Schülerinnen und Schüler einen kurzen Dialog über ihre liebsten Sehenswürdigkeiten bzw. Urlaubsländer, üben diesen ein und tragen ihn vor.

## Geography LP+

**Where is your teacher going on holiday?**

Your teacher won the lottery and decided to travel the world. Look at the pictures of the places your teacher is going to visit and match them with their names. Write the numbers in the circles.

○

○

○

○

○

○

○

○

○

1 Eiffel Tower	6 pyramids
2 Acropolis	7 Opera House
3 windmills	8 St. Basil's Cathedral
4 Tower Bridge	9 Taj Mahal
5 Leaning Tower of Pisa	10 Brandenburg Gate

Match the pictures with the countries. Write their names in the boxes.

France – Russia – Italy – India – Germany – Great Britain – Australia – Egypt – Greece – the Netherlands

What countries and places would you like to visit on holiday? Why? Talk to your partner.

I would like to go to .... because.... / I'd love to visit .... because... / What about you?

Scaffolding:  
Redemittel an die  
Hand geben

## Geography LP+

### 1.2 El Niño: Aufgabe

#### Aufgabe 1: El Niño – an abnormal weather phenomenon

##### El Niño: Important facts about this weather phenomenon

###### Normal year

Strong \_\_\_\_\_ winds push the warm surface water  
\_\_\_\_\_ towards \_\_\_\_\_.  
> \_\_\_\_\_ water along the coast of South America.

###### Basic Information

El Niño is \_\_\_\_\_ and means \_\_\_\_\_.  
It occurs every \_\_\_\_\_ to \_\_\_\_\_ years. The opposite effect is called: \_\_\_\_\_.

###### Cause of El Niño

Trade winds are \_\_\_\_\_ or even \_\_\_\_\_.  
So the warm water that is usually pushed \_\_\_\_\_ can remain east along the coast of South America. This means no cold and \_\_\_\_\_-rich water is found near the surface, but only warm water.  
Where the water is warm, more \_\_\_\_\_ form and consequently the Americas get more \_\_\_\_\_.  
An increase in temperature of at least \_\_\_\_\_ in the waters of the eastern Pacific Ocean leads to the El Niño phenomenon.

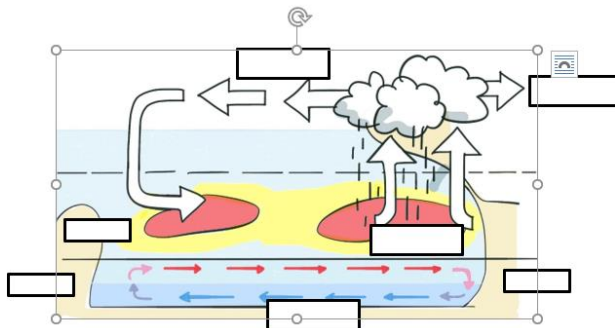
###### Consequences of El Niño

The Americas:  
\_\_\_\_\_  
\_\_\_\_\_  
Australia and \_\_\_\_\_:  
Droughts lead to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

Fill the following words or phrases into the boxes.

Australia – South America – reversed trade winds – coastal water warmer than usual – nutrient-rich water – rain clouds move inland - drought



© ISB

##### What is El Niño?

When we notice different weather conditions, we usually think of what's in the air. But did you know that a lot of what happens in the air is due to the temperature of the oceans?

El Niño is an abnormal weather phenomenon which is caused by the warming of the Pacific Ocean near the equator, off the coast of South America. It can create more clouds and consequently more rain.

Although El Niño does not occur in a perfectly regular pattern, it happens every 2 to 7 years.

Following El Niño, the opposite phenomenon occurs, called La Niña. During La Niña, the eastern Pacific Ocean is cooler than usual around the equator.

##### Why is it called El Niño?

El Niño means Little Boy or Christ Child in Spanish.

South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1800s.

The full name they used was El Niño de Navidad, because El Niño typically takes place in December, around Christmas time.

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### 1.2 El Niño: weiterführende Aufgabe

- Beispiel: ein schon bestehendes Video besprechen

<https://www.youtube.com/watch?v=judfx3JHI0k>

Video urheberrechtlich geschützt

## Geography LP+

- **Scaffolding:**

→ Gerüst für Schülerinnen und Schüler

→ notwendig für anspruchsvolle geographische Themen

### Some phrases to help you

**You can start like this:**

- Hi / Hello / Good morning ... this is ... speaking and ... is also here.
- We would like to explain one extreme weather phenomenon / El Niño / ... to you.
- Today our topic is ...
- Listen carefully, today you will get a lot of information about ...
- Here is the most important information about / ... are the most important facts

**Go on like this:**

- Some basic information first ...
- First of all, it is important to know that ...
- It's called El Niño because ...
- El Niño means ...
- Here you can see ...
- In the video you can see South America, the Pacific Ocean ...
- Under normal conditions ... but every 2-7 years El Niño occurs ...
- Usually trade winds ...
- Now we would like to tell you what happens during El Niño ...
- This is the cause of El Niño ...
- The consequences are floods in ...
- This leads to flooding in ... and floods cause ...
- In other parts of the world like ... or ... there is not enough rainfall / droughts ...
- This means ... / In other words ...

**End your talk like this:**

- We hope you can understand ...
- We hope you enjoyed ...
- Thanks for watching the video / Thanks for listening ...

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### 1.3 One day at the Equator

#### Aufgabe: Scaffolding

Match the words to the right synonyms, definitions or translations.

Partner work: sun

1. steep	a. to go up
2. tiny	b. Einfallswinkel
3. vapour	c. A path up a mountain can be very ...
4. angle of entry	d. another word for very small
5. to heat	e. water can be ice, liquid or ....
6. to rise	f. to make something warmer

1 \_\_\_\_, 2 \_\_\_\_, 3 \_\_\_\_, 4 \_\_\_\_, 5 \_\_\_\_, 6 \_\_\_\_

Partner work: rainfall

1. noon	a. Dampfswaden
2. thunderstorm	b. lunchtime
3. to appear	c. strong winds, lightning and thunder
4. steam clouds	d. to come into sight

1 \_\_\_\_, 2 \_\_\_\_, 3 \_\_\_\_, 4 \_\_\_\_



## Geography LP+



Abb. 1

**partner work: sun**

1. Read the text and highlight important words.
2. Use arrows to show the course of the sun in the sketch below!
3. Write the most important terms in the sketch below!
4. Tell your partner what is characteristic of the first half of the day.

Early in the morning it is still foggy. After sunrise both the ground and the atmosphere are heated by the steep radiation angle. Warm air above the ground rises and stores vapour. This process is called evaporation. The higher the air rises the colder the air gets. So condensation sets in and tiny clouds form. After a while the sun is at its zenith.

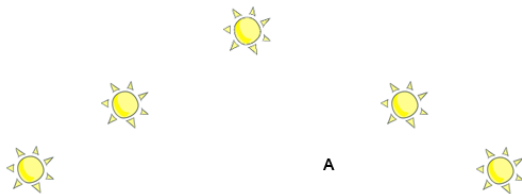


Abb. 2

**partner work: rainfall**

1. Read the text and highlight important words.
2. Use arrows to show the course of the sun in the sketch below!
3. Write the most important terms in the sketch below!
4. Tell your partner what is characteristic of the second half of the day.

The sun is at its zenith. At noon the clouds get larger and larger. Early afternoon is the warmest time of the day, it starts raining (=zenithal rain). On a regular basis intensive thunderstorms follow. Later in the afternoon it stops raining and the sun appears again. In the evening there are some steam clouds.



Time	4 am	6 am	8 am	10 am	12 o'clock	2 pm	4 pm	6 pm	8 pm
degrees °C	20	20	22	25	28	31	30	26	23
letters									

Exercise 1. Write the following words next to the right sun or between two suns if it fits better there.

tiny clouds - fog - steam clouds - thunderstorm - evaporation - zenith

Exercise 2. Match the sentences and the correct time of day. Put the letters in the right boxes. Sometimes more than one letter can be correct.

Example. A. Most people use their sun shades as umbrellas.

- B. We start our journey because it's a little bit cooler.
- C. It's really sticky and the sky is clouded.
- D. The children are playing in the pools.
- E. The sun is at its zenith and there are some small clouds.
- F. We have to hurry to get home on time.

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### Mögliche Lösung für Scaffolding:

Partner work: sun

1. steep	a. to go up
2. tiny	b. Einfallswinkel
3. vapour	c. A path up a mountain can be very ...
4. angle of entry	d. another word for very small
5. to heat	e. water can be ice, liquid or ....
6. to rise	f. to make something warmer

1 \_\_\_\_, 2 \_\_\_\_, 3 \_\_\_\_, 4 \_\_\_\_, 5 \_\_\_\_, 6 \_\_\_\_

Partner work: rainfall



1. noon	a. Dampfswaden
2. thunderstorm	b. lunchtime
3. to appear	c. strong winds, lightning and thunder
4. steam clouds	d. to come into sight

1 \_\_\_\_, 2 \_\_\_\_, 3 \_\_\_\_, 4 \_\_\_\_

### Mögliche Lösung für Aufgabe 1 und 2:



Time	4 am	6 am	8 am	10 am	12 o'clock	4 pm	4 pm	6 pm	8 pm
degrees °C	20	20	22	25	28	31	30	26	23
letters		B	B		E, F, C	A	D		

## Geography LP+

### 1.4 Geographical Distribution of Cities

#### Geographical distribution of cities

Stand: 28.09.2022

Jahrgangsstufe	9
Fach/Fächer	Geographie / bilingualer Zug
Übergreifende Bildungs- und Erziehungsziele	<ul style="list-style-type: none"> <li>• Bildung für Nachhaltige Entwicklung</li> <li>• Interkulturelles Lernen</li> <li>• Medienbildung / Digitale Bildung</li> </ul>
Zeitraumen	45 Minuten
Benötigtes Material	Internetzugang, iPad

#### Kompetenzerwartungen

Geographie 9, LB 4

Die Schülerinnen und Schüler ...

- erläutern die räumliche Verteilung städtischer Siedlungsräume durch die Analyse von Karten auf verschiedenen Maßstabsebenen.
- beschreiben Funktionen bedeutender Städte in Deutschland, Europa und der Welt anhand je eines konkreten Beispiels.
- beschreiben und bewerten die Lebensqualität von städtischen Siedlungsräumen und die Herausforderungen nachhaltiger Stadtentwicklung.

#### Hinweise zum Unterricht

- 1) Als Einstieg kann man ein Satellitenbild der Welt bei Nacht zeigen. Die Schüler\*innen erläutern, was sie sehen und nennen die Areale, in denen Lichtkonzentration am auffälligsten ist (z.B. New York, wichtige Hafenstädte etc.)
- 2) Diese Unterrichtsstunde kann als Einstiegsstunde in das Themengebiet räumliche Verteilung städtischer Siedlungsräume verwendet werden.
- 3) Mit Hilfe der Internetseite [citypopulation.de](http://citypopulation.de) können bestimmte Faktoren veranschaulicht werden, z.B. Einwohnerdichte, Agglomerationen, Einwohnerzahlen usw. Es können jeweils ein europäisches Land (Deutschland) und ein amerikanisches Land (USA) gezeigt werden.
- 4) Um eine Wortwolke zu kreieren kann ein digitales Umfragetool verwendet werden.

## Geography LP+

### Aufgabe 1: What is a city?

**Exercise 1:** With the help of a digital word cloud, create your own definition of the term "city".

\_\_\_\_\_

**Exercise 2:** Characteristics of a city – read the information box and decide whether the statements are true or false.

When we think of a city, the skyline of New York has become the most familiar image that comes to one's mind. But what exactly makes a city be called a city?

Maybe you live in a city, but it does not look like a city at all. Nevertheless, there are some specific factors that define a city: One is the number of inhabitants. There are many different classifications when it comes to the minimum number of inhabitants, depending on the country you choose to look at. In Germany a city consists of a larger number of people than in Iceland, where at least 600 inhabitants make up a city. A city in Japan has a minimum of 50,000 people. Of course, cities grow with their population, because people move from the countryside to cities or from one city to another. That is one important aspect of urbanization.

Not all people live in the center of the city; a lot of people live in the suburbs surrounding the city center. This increases traffic, particularly on main roads, because people commute from residential areas to work. Cities also have a certain structure. Near the city center you can often find local recreation areas such as parks or public beaches.

Often cities which were founded in the Middle Ages still have an old town center or a marketplace in their middle. Generally, a big wall protected those cities from unwanted intruders.

Statement	true	false
a) A city always consists of a minimum of 1000 people. This is true for all cities in the world.		
b) A decreasing population is typical of a city.		
c) A city is defined by an internal structure (center, trade, residential districts and a local recreation area).		
d) A typical attribute of an old city is a former city wall that used to protect it.		

## Geography LP+

**Exercise 3:** Open a digital map and look up the following cities.

Group 1: Los Angeles, Group 2: Cologne, Group 3: Paris

Do the following tasks.

a) Make notes on the arrangements of houses and other buildings.

Los Angeles: \_\_\_\_\_

Cologne: \_\_\_\_\_

Paris: \_\_\_\_\_

b) Explain how American cities differ from European ones. (Hint: Look at the buildings, streets)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c) Click on the link below or use the QR code to get some help to complete the green box.

<https://learningapps.org/display?v=pm8yxged522>



Explain why American cities differ from European ones. Use the words **rectangular** and **circular**.

Ⓟ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Geography LP+

### 1.5 Worksheet Aral Sea

- In Anlehnung an Originalarbeitsblatt von Klett
- Geeignet für Sicherungsphase
- Schülerinnen und Schüler vervollständigen das Wirkungsgefüge mit oben angegebenen Textbausteinen
- Erarbeitung mit Film von FWU oder Taskcard
- Interviewing Pictures als Einstieg (auf Portal)
- Weiterer Einstieg: kurzes Video zum Aralsee, basierend auf BBC Documentary

Aral Sea – a lake disappears in a desert.

1. Fill in the phrases below.

consequences:  
rivers

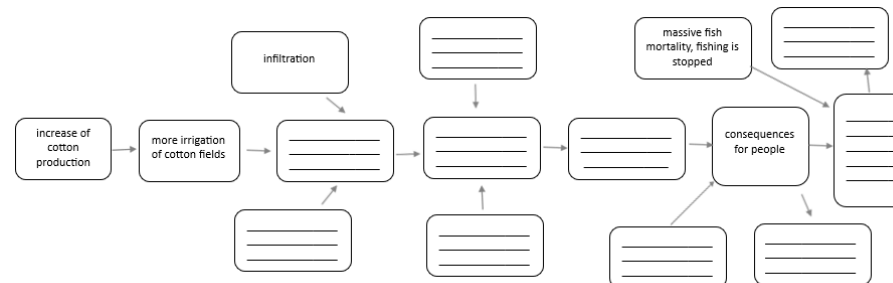
less inflow from rivers  
infiltration  
more irrigation of cotton fields  
evaporation of water used for irrigation

consequences:  
Aral Sea

concentration of salt triples  
water level goes down  
lake shrinks  
salt and sand is blown away from former seabed  
massive fish mortality, fishing is stopped  
water contaminated by use fertilizers and pesticides

consequences:  
people living there

consequences for people  
people lose their jobs  
people leave this region  
people suffer from diseases




## Geography LP+

# 2. Zusätzliche Angebote

## 2.1 Kochrezepte

- Für Nachmittagsstunden
- Förderung von interkulturellem Lernen


**Spanisches Omelette** 

**Zutaten**

- > 1 Tasse Olivenöl
- > 4 große Kartoffeln, geschält und in dünne Scheiben geschnitten (2 mm).
- > Salz nach Geschmack
- > 1 große Zwiebel, dünn geschnitten
- > 5 große Eier

**Arbeitsschritte**

- 1 Öl in einer großen Pfanne erhitzen und dann vorsichtig die in Scheiben geschnittenen Kartoffeln und die Zwiebel anbraten, bis sie fast weich sind. Zutaten von Zeit zu Zeit umrühren, damit sie nicht auf dem Pfannenboden anbrennen. Achtung: langsam erhitzen. Die Temperatur darf nicht zu hoch sein. Nicht anbraten! Die Zutaten müssen weich werden, nicht braun. Sie müssen locker bleiben, nicht "in einem Klumpen". (das dauert etwa 15-20 Minuten)
- 2 Eier in eine große Pfanne schlagen und mit einer Gabel verrühren. Die angebratenen Kartoffeln und Zwiebeln zugeben und das Ganze vermischen.
- 3 1-2 Esslöffel Öl in die Pfanne geben und leicht erhitzen. Soviel Masse aus der Schüssel zugeben und schnell auf dem Pfannenboden verteilen, dass der ganze Boden bedeckt ist.
- 4 Omelette jetzt schnell bewegen, damit es nicht am Pfannenboden anklebt.
- 5 Wenn der Pfannkuchen unten fertig ist, wird er mit dem Pfannenwender gewendet.
- 6 Man kann diesen Vorgang auch öfter durchführen, damit beide Seiten gut angebraten sind.

56  **Spanish omelette**







**Ingredients**

- > 1 cup of olive oil
- > 4 medium potatoes (peeled and cut in circles about 2mm thick)
- > salt to taste
- > 1 large onion, thinly sliced
- > 5 large eggs

Energy in kJ/kcal	Carbohydrate in g	Protein in g	Fat in g
987.5 / 232.2	5.3	21.7	9.0
	11%	27%	13%

recommended daily nutritive values (%) of a 7-13 year-old child, per portion, source: DGE.

**Procedure**

- 1  Slice the potatoes and onion. Heat the oil in a large frying pan and then gently fry the sliced potatoes and the onion until they are almost soft, stirring from time to time so that they do not burn on the bottom of the pan. Cook slowly, medium flame. Do not fry! They must be tender and loose (15-20 minutes).
- 2  Beat the eggs in a large bowl with a fork. Drain the fried potatoes and onion and add them to beaten eggs, mix them up.
- 3  Add 1-2 spoons of oil into the frying pan and heat slowly. Quickly add some of the mixture to the pan so that the bottom is covered completely.
- 4  Shake the pan to prevent sticking (crucial step!).
- 5  Once the bottom of the omelette has set, cover the pan and turn it by placing either a flat plate or saucapan lid on the frying pan and continue frying, once again.
- 6  You can flip three or four times for better cooking but about 3-4 minutes each side should be fine.

Bilder urheberrechtlich geschützt

## Geography LP+

### • Gajar-Ka-Halwa: Carrot Halwa Eine superleckere indische Nachspeise

#### INGREDIENTS

- 5-6 carrots
- 200 ml milk
- 3-4 tablespoons sugar or Jaggery (snested)
- 3 tablespoons butter
- 3 capsules of green cardamom
- a few drops of Kewra water optional
- a handful of dried fruit e.g. B. Cashews, almonds, pistachios and (yellow) raisins
- 1 pinch of salt

#### INSTRUCTIONS

1. Peel and finely grate the carrots. Crush cardamom capsules in the mortar, remove the shell.
2. Melt 2 tablespoons of butter in the pot and sauté carrots in it. Pour in milk and add a pinch of salt and crushed cardamom.
3. Close the pressure cooker, boil and cook the carrots under pressure for 10-15 minutes. Then open approx. Continue to simmer for 5 minutes and let excess liquid evaporate.
4. Coarsely chop dried fruits and add to the carrots. Roast the nuts in butter (1 tbsp) as desired. Save something to garnish.
5. Stir in sugar and season with a few drops of Kewra water. Garnish with chopped dried fruit and serve still warm.

#### EQUIPMENT

- Schnellkochtopf
- Pfanne

#### ZUTATEN

- 5-6 Karotten
- 200 ml Milch
- 3-4 EL Zucker oder Jaggery (gerieben)
- 3 EL Butter
- 3 Kapseln grüner Kardamom
- ein paar Tropfen Kewra-Wasser optional
- eine Hand voll Trockenfrüchte z. B. Cashews, Mandeln, Pistazien und (gelbe) Rosinen
- 1 Prise Salz

#### ANLEITUNGEN

1. Möhren schälen und fein reiben. Kardamomkapseln im Mörser zerstoßen, Schale entfernen.
2. 2 EL Butter im Topf zerlassen und Möhren darin andünsten. Milch angießen und eine Prise Salz und zerstoßenen Kardamom dazugeben.
3. Schnellkochtopf schließen, ankochen und die Möhren für 10-15 Minuten unter Druck garen. Danach offen ca. 5 Minuten weiterköcheln und überflüssige Flüssigkeit verdunsten lassen.



## Geography LP+

### 2.2 Rating Scale








CLIL classes – Students as Producers – Rating Scale      Name: \_\_\_\_\_ Class: \_\_\_\_\_

		0	1	2	3	4	5	P.
Production	Content x 2	<ul style="list-style-type: none"> <li>too little to be assessed</li> <li>task not fulfilled at all</li> </ul>	<ul style="list-style-type: none"> <li>little relevant information given</li> <li>task hardly fulfilled</li> </ul>	Some aspects of 1 and some of 2	<ul style="list-style-type: none"> <li>important information given</li> <li>task fulfilled in general</li> </ul>	Some aspects of 4 and some of 5	<ul style="list-style-type: none"> <li>all relevant information given</li> <li>task fully fulfilled</li> </ul>	10
	Design	<ul style="list-style-type: none"> <li>ineffective use of creation tools</li> <li>lack of structure &amp; craftsmanship</li> </ul>	<ul style="list-style-type: none"> <li>poor use of creation tools</li> <li>poor structure &amp; craftsmanship</li> </ul>		<ul style="list-style-type: none"> <li>effective use of creation tools in general</li> <li>generally solid structure &amp; craftsmanship</li> </ul>		<ul style="list-style-type: none"> <li>very good use of creation tools</li> <li>fully convincing structure &amp; craftsmanship</li> </ul>	5
	Work Process	<ul style="list-style-type: none"> <li>inadequate work process</li> <li>feedback not implemented</li> </ul>	<ul style="list-style-type: none"> <li>barely sufficient work process</li> <li>feedback hardly implemented</li> </ul>		<ul style="list-style-type: none"> <li>effective work process</li> <li>feedback implemented in general</li> </ul>		<ul style="list-style-type: none"> <li>smooth process</li> <li>feedback fully implemented</li> </ul>	5
	Terminology	<ul style="list-style-type: none"> <li>too little use of topic-specific language</li> <li>message unclear</li> </ul>	<ul style="list-style-type: none"> <li>poor use of topic-specific language</li> <li>message hardly clear</li> </ul>		<ul style="list-style-type: none"> <li>effective use of topic-specific language</li> <li>message generally clear</li> </ul>		<ul style="list-style-type: none"> <li>wide range of topic-specific language</li> <li>message completely clear</li> </ul>	5
	General Impression	<b>Formal criteria (form, sources)</b> <ul style="list-style-type: none"> <li>unrecognisable form</li> <li>no sources cited</li> </ul>	<ul style="list-style-type: none"> <li>poor form</li> <li>sources rarely cited</li> </ul>		<ul style="list-style-type: none"> <li>adequate form</li> <li>sources cited appropriately in general</li> </ul>		<ul style="list-style-type: none"> <li>highly developed form</li> <li>all sources cited appropriately</li> </ul>	5
	<b>Coherence</b> <ul style="list-style-type: none"> <li>not logical at all</li> </ul>	<ul style="list-style-type: none"> <li>rarely logical</li> </ul>	<ul style="list-style-type: none"> <li>generally logical</li> </ul>	<ul style="list-style-type: none"> <li>fully logical</li> </ul>				
Presentation	Presentation	<ul style="list-style-type: none"> <li>does not refer to presented material</li> <li>does not engage with audience</li> </ul>	<ul style="list-style-type: none"> <li>rarely refers to presented material</li> <li>rarely engages with audience</li> </ul>	Some aspects of 2 and some of 3	<ul style="list-style-type: none"> <li>generally refers to presented material</li> <li>generally engages with audience</li> </ul>	Some aspects of 4 and some of 5	<ul style="list-style-type: none"> <li>always refers to presented material</li> <li>fully engages with audience</li> </ul>	5
	Linguistic performance	<ul style="list-style-type: none"> <li>no beginning &amp; ending</li> <li>too little performance to be rated</li> </ul>	<ul style="list-style-type: none"> <li>poor beginning &amp; ending</li> <li>hardly speaks freely &amp; clearly</li> </ul>		<ul style="list-style-type: none"> <li>generally effective beginning &amp; ending</li> <li>speaks freely &amp; clearly in general</li> </ul>		<ul style="list-style-type: none"> <li>successful beginning &amp; ending</li> <li>free &amp; clear speech throughout</li> </ul>	5
<i>0 not at all – 1 little – 2 some – 3 in general / effectively – 4 mostly – 5 fully</i>								<b>TOTAL /40</b>

## Geography LP+

### CLIL classes – Students as Producers – Feedback Sheet

Name: \_\_\_\_\_ Topic: \_\_\_\_\_ Mark:

									comments	
Content (x2)	You gave relevant information.									10
	You fulfilled the task(s).									
Design	You used the tools effectively.									5
	Your design and product are convincing.									
Work Process	Your work process focused on the product.									5
	You put feedback into practice.									
Terminology	You used topic-specific language.									5
	Your message is clear.									
General impression	You fulfilled the formal criteria.									5
	You cited the sources.									
	The information you gave is logical.									
Presentation	You presented your material effectively.									5
	You were in touch with your audience.									
Language	Your beginning and ending were catchy.									5
	You spoke freely & clearly.									
<p>0 not at all – 1 little – 2 some – 3 in general / effectively – 4 mostly – 5 fully</p>										
<b>TOTAL</b>									<b>/40</b>	

Zusätzliche Angebote

## Geography LP+

### 2.3 Geoguessr

- Erhalten eines Fotos
- Geographische Eingrenzung anhand von Hinweisen im Hintergrund, Menschen, typischen Baustilen,...
- Markierung des Ortes auf Weltkarte
- Anmeldung nötig

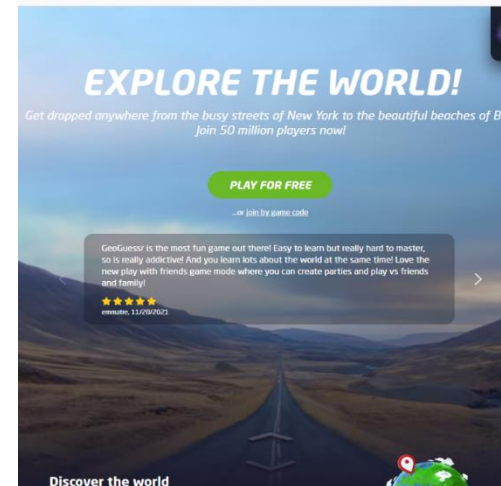


Bild urheberrechtlich geschützt

## Geography LP+

### 2.4 Quiz

- Schülerinnen und Schüler erhalten 15 Fragen zu bereits Erlerntem
- notieren sich Lösung
- besprechen im Plenum
- Siegerehrung

#### Quiz for bilingual classes: year 8

1. Which two countries contain the largest parts of the Taiga?  
→ Russia / Canada
2. What is the official currency of India?  
→ rupees
3. In which country can you find the highest mountain on earth and what's its name?  
→ Nepal / Mount Everest
4. What's the second highest mountain?  
→ K2
5. What's the most northern US state?  
→ Alaska
6. How many states does the USA have?  
→ 50
7. Which country is north of the USA?  
→ Canada
8. How many oceans does the equator cross?  
→ 3
9. Name five "treasures" you can find in Siberia.  
→ gold, silver, natural gas, timber, copper
10. Which island can be found south-east of India?  
→ Sri Lanka
11. Which mountain range separates Europe from Asia?  
→ The Ural Mountains
12. What's the capital city of Mexico?  
→ Mexico City



13. What's the name of the tropical rainforest in South America?  
→ Amazon
14. Which country is the largest one in South America?  
→ Brazil
15. Name two Central American countries.  
→ Guatemala / Panama / ...
16. Which canal is the border between North and South America?  
→ Panama Canal
17. Which river is called the holy river of the Hindus?  
→ Ganges
18. Which two countries are the most southern ones of South America?  
→ Argentina / Chile
19. Which river in China is also called the Yellow River?  
→ Huang He
20. What's the capital city of China?  
→ Beijing

### 3. Fragen, Wünsche, Anregungen?



**Vielen Dank für Ihre Aufmerksamkeit!**



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