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UND BILDUNGSFORSCHUNG
MÜNCHEN

Content Meets Language

**Bilingualer Sachfachunterricht
an der Realschule**

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Erarbeitet im Auftrag des Bayerischen Staatsministeriums für Unterricht und Kultus

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INHALT

| | |
|---|------------|
| Grußwort | 5 |
| Vorwort | 6 |
| 1 Bilingualer Sachfachunterricht | 7 |
| 1.1 Zum Begriff | 7 |
| 1.2 Was ist unter Bilingualem Sachfachunterricht zu verstehen? | 7 |
| 1.3 Gründe für den Bilingualen Sachfachunterricht | 8 |
| 1.4 Ziele des Bilingualen Sachfachunterrichts | 8 |
| 1.5 Voraussetzungen für die Umsetzung | 9 |
| 1.6 Modelle zur Umsetzung von Bilingualem Sachfachunterricht | 10 |
| 1.6.1 Modulbezogenes Modell | 11 |
| 1.6.2 Unterrichtsbegleitendes Modell | 11 |
| 1.6.3 Bilingualer Zug | 11 |
| 1.7 Lernzielkontrollen im Bilingualen Sachfachunterricht | 12 |
| 1.7.1 Vorbereitungskurs | 12 |
| 1.7.2 Bilingualer Sachfachunterricht | 12 |
| 2 Materialien für den Vorbereitungskurs | 14 |
| 3 Bilingualer Sachfachunterricht Erdkunde | 23 |
| 3.1 Climatic Zones (Jahrgangsstufe 7) | 23 |
| 3.2 USA (Jahrgangsstufe 8) | 46 |
| 3.3 Rhine Valley (Jahrgangsstufe 9) | 57 |
| 4 Bilingualer Sachfachunterricht Geschichte | 71 |
| 4.1 Development of Medieval Europe and Britain (Jahrgangsstufe 7) | 71 |
| 4.2 Industrial Britain (Jahrgangsstufe 9) | 95 |
| 5 Bilingualer Sachfachunterricht Wirtschaft und Recht | 114 |
| 5.1 Applying for a Job (Jahrgangsstufe 9) | 114 |
| 5.2 The Stock Market (Jahrgangsstufe 9) | 133 |
| 6 Literaturverzeichnis | 148 |
| 7 Anhang | 152 |

Grußwort

„A different language is a different vision of life.“ – Wenn dieses geflügelte Wort wahr ist, dann stehen die Schulen heute vor einer großen Herausforderung: In einer sich zunehmend globalisierenden Welt wird es für den Erfolg von Menschen wie Gesellschaften entscheidend darauf ankommen, dass sie Fremdsprachen beherrschen und interkulturelle Kompetenzen erwerben. Denn das ist die Voraussetzung für Verständigung über kulturelle Grenzen hinweg. Fremdsprachenkenntnisse sind das Fundament für erfolgreiche schulische Weiterbildung und persönlichen beruflichen Erfolg in einer internationalisierten Arbeitswelt. Sie sind aber auch ein fundamentaler Beitrag zur Persönlichkeitsbildung, da sie uns eben nicht nur andere Weltansichten erschließen, sondern auch einen neuen Blick auf unsere eigene Welt eröffnen.



Die Notwendigkeit und der hohe Stellenwert eines intensiven Fremdsprachenunterrichts an den Schulen in Bayern liegen also auf der Hand. Die bayerische Realschule betrifft dies in besonderem Maße. Denn ihr Anspruch ist es ja gerade, allgemeine und praxistaugliche Bildung, Vorbereitung auf Leben und Arbeitswelt, zur Einheit zu führen. Das macht sie zu einer besonders innovativen und zukunftsorientierten Schulart, das trägt ihr auch die große Zustimmung von Eltern und Schülern ein. Der Unterricht an der Realschule hat es sich deshalb zur Aufgabe gemacht, den Schülern die zentralen fremdsprachlichen Kompetenzen zu vermitteln: die Fähigkeit, eine fremde Sprache zu verstehen und sich differenziert in ihr ausdrücken zu können sowie ein grundlegendes Verständnis der fremden Sprachgemeinschaft als Voraussetzung für interkulturelle Handlungsfähigkeit.

Ein besonders geeignetes Konzept, diese Kompetenzen zu vermitteln, ist der Bilinguale Sachfachunterricht. Er überwindet traditionelle Fachgrenzen und fördert durch den ständigen Perspektivwechsel die interkulturelle Kompetenz der Schülerinnen und Schüler in besonderem Maße. Dadurch werden die Realschülerinnen und Realschüler noch besser auf die neuen Herausforderungen in Beruf und Gesellschaft vorbereitet. Ich freue mich deshalb sehr, dass der im Schuljahr 2008/2009 in Bayern gestartete Modellversuch „Bilinguale Züge an den Realschulen“ auf große und positive Resonanz stößt. Mit diesem Modellversuch beschreiten wir einen innovativen Weg, der sich in der Bildungsarbeit an unseren Realschulen sicher nachhaltig etablieren wird. Das beweisen die positiven Rückmeldungen der Realschulen, die Bilingualen Sachfachunterricht bereits anbieten, ebenso wie die zahlreichen Anfragen von Schulen, die ihn in Zukunft anbieten wollen.

Wie in anderen Bereichen der Qualitätsentwicklung im bayerischen Schulwesen, so lebt auch der Bilinguale Sachfachunterricht von der fachlichen wie didaktisch-methodischen Kompetenz seiner Lehrkräfte wie von ihrem Engagement bei der Umsetzung. Ich spreche den Autorinnen und Autoren dieser Handreichung sowie allen Lehrkräften und Schulleitungen der beteiligten Realschulen, die durch ihr Engagement die praktische Umsetzung dieses zukunftsweisenden Ansatzes ermöglichen, meinen herzlichen Dank und meine Anerkennung für die geleistete Arbeit und ihr großes Engagement aus!

München, im August 2009

A handwritten signature in blue ink, appearing to read 'L. Spaenle'. The signature is fluid and cursive.

Dr. Ludwig Spaenle
*Bayerischer Staatsminister
für Unterricht und Kultus*

Vorwort

CONTENT MEETS LANGUAGE – dahinter verbirgt sich ein didaktisch-methodischer Ansatz, der sich an den bayerischen Realschulen immer mehr zu einem Erfolgsmodell entwickelt: Der bilinguale Sachfachunterricht.

Die überzeugenden Ergebnisse der DESI-Studie, die denjenigen Schülerinnen und Schülern, die am bilingualen Sachfachunterricht teilnehmen, einen deutlichen Kompetenzvorsprung in der Fremdsprache attestieren und die viel versprechenden Erfahrungen von Realschulen, die bereits seit Jahren bilingualen Sachfachunterricht anbieten, bestätigen diesen Erfolg.

Erste Bestrebungen, bilingualen Sachfachunterricht an Realschulen zu implementieren gab es bereits vor mehr als 15 Jahren. Heute, vor dem Hintergrund der zunehmenden Bedeutung von Fremdsprachenkenntnissen, ist dieser Ansatz aktueller denn je – bilingualer Sachfachunterricht hat Konjunktur:

Das Bayerische Staatsministerium für Unterricht und Kultus hat im Schuljahr 2008/09 in sämtlichen Aufsichtsbezirken Bayerns Modellversuchsschulen eingerichtet, die Katholische Universität Eichstätt-Ingolstadt, die den Modellversuch wissenschaftlich begleitet, bietet seit dem Wintersemester 2007/08 einen Masterstudiengang „CLIL – Bilingualer Sachfachunterricht“ an, und am Staatsinstitut für Schulqualität und Bildungsforschung (ISB) wurde ein Arbeitskreis eingerichtet, der die Modellversuchsschulen unterstützt, Unterrichtsmaterialien für den bilingualen Sachfachunterricht erarbeitet und das neue Internet-Portal www.bayern-bilingual.de betreut.

Mit der vorliegenden Handreichung liefert der Arbeitskreis einen wichtigen Baustein zur Implementierung von CLIL an bayerischen Realschulen. Sie richtet sich sowohl an alle Lehrkräfte, die bereits Erfahrungen mit bilingualem Sachfachunterricht gesammelt haben, als auch an die Kolleginnen und Kollegen, die sich neu mit dieser Thematik auseinandersetzen und planen, bilingualen Sachfachunterricht an ihrer Schule einzurichten.

Der erste Teil (Kapitel 1) der Handreichung gibt einen kurzen theoretischen Überblick über den Themenbereich „Bilingualer Sachfachunterricht“. Im zweiten Teil (Kapitel 2-5) finden sich Anregungen für die konkrete Umsetzung in der Praxis und eine Vielzahl an Kopiervorlagen, die direkt im Unterricht eingesetzt werden können.

Ein besonderer Dank gilt all den Kolleginnen und Kollegen, die bei der Erarbeitung der Handreichung mitgewirkt haben und sehr viel Zeit, Engagement und fachliches Know-how eingebracht haben.

1 Bilingualer Sachfachunterricht

1.1 Zum Begriff

Der Begriff „Bilingualer Sachfachunterricht“¹ geht u. a. auf die Definition der Kultusministerkonferenz zurück, die im Jahre 1999 diese Bezeichnung für „*Unterricht mit Teilen des Fachunterrichts in der Fremdsprache*“² wählte. Daneben ist diese Form des Unterrichts unter einigen weiteren Begriffen wie z. B. „Bilingualer Unterricht“, „Zweisprachiger Sachunterricht“ oder „Inhaltsbezogenes Fremdsprachenlernen“ bekannt. Im bayerischen Lehrplan der sechststufigen Realschule ist die Rede vom „Fremdsprachigen Sachunterricht“. Seit einigen Jahren setzt sich zunehmend die international verwendete Bezeichnung „CLIL“ als Synonym für den Bilingualen Sachfachunterricht durch. Die Abkürzung CLIL steht für *Content and Language Integrated Learning* und wird von der deutschen KMK folgendermaßen definiert: „*CLIL refers to the teaching of a current subject other than foreign languages in more than one language*“.³

Der Begriff „bilingual“, der im Deutschen vor einigen Jahrzehnten neben den Begriff „zweisprachig“ getreten ist, meint in seiner ursprünglichen Definition die Fähigkeit, zwei Sprachen gleichzeitig zu beherrschen. Da der Fremdsprachenunterricht aber kaum in der Lage sein wird, die Schüler zur vollständigen Bilingualität zu führen, wird deutlich, dass der Begriff „bilingual“ – und damit auch die Bezeichnung „Bilingualer Sachfachunterricht“ – nicht zuletzt wegen seiner Vielschichtigkeit, sehr differenziert betrachtet werden muss.⁴

1.2 Was ist unter Bilingualem Sachfachunterricht zu verstehen?

Bilingualer Sachfachunterricht bedeutet, dass der Unterricht in einem Sachfach – oder auch in mehreren – nicht in der Muttersprache der Schüler⁵, sondern in einer Fremdsprache erteilt wird. Es ist nicht daran gedacht, innerhalb einer Unterrichtsstunde ständig zwischen der Mutter- und der Fremdsprache zu wechseln. Es wird vielmehr angestrebt – vor allem wenn es thematisch sinnvoll ist – ganze Unterrichtsstunden, Unterrichtssequenzen und schließlich den gesamten Unterricht im betreffenden Sachfach in der Fremdsprache zu erteilen.

Grundsätzlich handelt es sich also beim Bilingualen Sachfachunterricht um Unterricht, bei dem das Sachfach in der Fremdsprache unterrichtet wird. Im Vordergrund stehen dabei nicht das Fremdsprachenlernen, sondern die fachlichen Inhalte des Unterrichts, die in der Fremdsprache erarbeitet werden und über die sachorientiert kommuniziert wird. Die Schüler lernen also nicht **die** Fremdsprache, sondern **in der** Fremdsprache. Die Fremdsprache ist Arbeitsmittel und (Kommunikations-) Medium und nicht Gegenstand des Unterrichts. Die Sprache wird regelmäßig, ungezwungen und selbstverständlich verwendet⁶. Die Lernziele werden in der Fremdsprache bzw. unter Umständen auch „bilingual“, d. h. in der Fremd- und in der Muttersprache, vermittelt und erarbeitet. Es ist allerdings darauf zu achten, die Muttersprache nur wenn zwingend nötig und sinnvoll einzusetzen.

1 Diese Bezeichnung wird durchgehend in der vorliegenden Handreichung verwendet.

2 Deutsche KMK, Konzepte für den bilingualen Unterricht, 1999. S. 5.

3 Deutsche KMK, Konzepte für den bilingualen Unterricht, 10.04.2006 (www.kmk.org), S. 7.

4 So verstehen z. B. Bonnet, Breidbach, Hallet in ihrem Beitrag „Fremdsprachlich handeln im Sachfach: Bilinguale Lernkontexte“ in: Bach, Timm (Hgg.): Englischunterricht, 2003. S. 172 ff. „bilingual“ durchgängig in der Bedeutung „eine Fremdsprache als Arbeitssprache verwendend“. Vgl. Bach, Bilingualer Unterricht: Lernen – Lehren – Forschen, in: Bach, Niemeier, Bilingualer Unterricht, 2005, S. 13 ff.; KMK: Konzepte für den bilingualen Unterricht, 1999. S. 5 f.

5 Aus Gründen der besseren Lesbarkeit werden in dieser Handreichung in der Regel die maskulinen Formen synonym für weibliche und männliche Personen gebraucht.

6 Schmid-Schönbein, Siegismund, Bilingualer Sachfachunterricht, in: Timm (Hg.), Englisch lernen und lehren, 2005. S. 201.; Herold, Der fremdsprachige Unterricht in Sachfächern, 1995. S. 251; KMS V/1-S6402-5/106 237 vom 15.01.2003.

Die Fremdsprache, die im Bilingualen Sachfachunterricht an (Real)Schulen vorherrscht, ist üblicherweise Englisch⁷. Im Bereich der Sachfächer überwiegen die Fächer aus dem gesellschaftswissenschaftlichen Gebiet. Besonders bieten sich Erdkunde, Geschichte sowie Wirtschaft und Recht an, aber auch für die naturwissenschaftlichen Fächer (z. B. Biologie) ist Bilingualer Sachfachunterricht sehr gut geeignet.

1.3 Gründe für den Bilingualen Sachfachunterricht⁸

Im Hinblick auf das zusammenwachsende Europa und auf die Globalisierung ist „sprachliche Kompetenz“ gleichzusetzen mit „tendenzieller Mehrsprachigkeit“⁹. Das zukünftige Europa braucht – um seine tiefe Integration zu erreichen – **mehrsprachige Interpreten, die eine wechselseitige Verständigung ermöglichen, das Verstehen des Anderen zulassen**. Es wird eine berufsqualifizierende Fremdsprachenkompetenz benötigt, die eine Euroqualifikation bietet. Dies gilt gerade auch für die Berufsfelder, die den Realschulabsolventen offen stehen (z. B. in Dienstleistung, Handel und Technik). Das heißt, an der Realschule ist jede Form eines erweiterten Fremdsprachenangebots zu begrüßen. Mit der Fähigkeit, sich mit Anderen austauschen zu können, das Verstehen und die Verständigung zu fördern, was sich durch den Bilingualen Sachfachunterricht realisieren lässt, werden sicherlich wichtige **Voraussetzungen für beruflichen Erfolg und Karrierechancen** geschaffen. Dazu kann ein Beitrag geleistet werden, weil Kommunikationsfähigkeit für das Individuum **Persönlichkeitsentwicklung** bedeutet und zu den **Schlüsselqualifikationen** zählt: Die Bereitschaft zum Sprechen wächst, Beschränktheiten, Ängste und Unvermögen nehmen zunehmend ab, Wissen über und Verständnis für andere Völker und Kulturen sowie Kontaktfähigkeit, Konfliktkompetenz, Kooperationsfähigkeit und Durchsetzungsvermögen usw. werden aufgebaut¹⁰. Schließlich beweist auch die **DESI-Studie**, die die Englisch- und Deutschkenntnisse von Schülern der 9. Jahrgangsstufe 2003/04 testete, dass bilingual unterrichtete Schüler klar im Vorteil sind. Es konnte nachgewiesen werden, dass diese Schüler bezüglich ihres Sprachkönnens ihren Mitschülern um zwei Jahre voraus sind.¹¹

1.4 Ziele des Bilingualen Sachfachunterrichts

Grundsätzlich gilt, dass die Ziele, die im Bilingualen Sachfachunterricht angestrebt werden, eine **Bereicherung sowohl für die Fremdsprache als auch für das Sachfach** darstellen müssen, nicht zuletzt, da in dieser Unterrichtsform eine offensichtliche Verknüpfung von Fremdsprachen- und Sachfachunterricht stattfindet.

- ◆ Ein wichtiges Ziel ist, die **Sprechkompetenz und Kommunikationsfähigkeit** der Schüler durch den Bilingualen Sachfachunterricht zu fördern. Wenn sich vor einigen Jahren noch die Frage stellte, ob sich dieses Ziel im Rahmen des Bilingualen Sachfachunterrichts tatsächlich verwirklichen lässt, so können inzwischen zahlreiche Erfahrungsberichte und jüngst erschienene Forschungsarbeiten diese Bedenken aus dem Weg räumen.
- ◆ Die **Fremdsprache** ist nicht mehr – wie im eigentlichen Fremdsprachenunterricht – Gegenstand des Unterrichts, sondern Medium der Verständigung über die Gegenstände des Unterrichts, sie ist **Mittel zum Zweck**, „a vehicle for information“. Deshalb müssen Schüler so motiviert werden, dass sie das Erlernen einer Fremdsprache nicht mehr als reinen Selbstzweck verstehen, sondern als ein Mittel, um neue Sachverhalte kennen zu lernen und sich darüber in der Fremdsprache auszutauschen. Je öfter und intensiver dies im Unterricht geschieht, umso mehr wird das **Selbstvertrauen zur Kommunikation in der Fremdsprache** beim Schüler gestärkt, der die Sprache zunehmend selbstverständlich verwendet.
- ◆ Der Bilinguale Sachfachunterricht stellt gleichzeitig ein Musterbeispiel für die **Verwirklichung fächerübergreifenden Unterrichts** dar, wie ihn der Lehrplan der sechsstufigen Realschule fordert; denn das, was

7 In der Realschule überwiegt Englisch, deswegen beziehen sich die Ausführungen im Folgenden auf diese Sprache; eine Ausdehnung auf das Französische als Unterrichtssprache ist selbstverständlich gleichwertig zu betrachten.

8 vgl. dazu z. B. Vollmer u. a. in: Der Bilinguale Unterricht, Heft 1, 2008. S. 20 ff.

9 Christ, Bilinguale Schulzweige, 1992. S. 305.

10 Finkbeiner (Hg.), Bilingualer Unterricht. Lehren und Lernen in zwei Sprachen, 2002. S. 10. Hallet, The Bilingual Triangle, in: Ministerium für Bildung, Wissenschaft und Weiterbildung, 1997, S. 8.

11 vgl. DESI: Deutsch Englisch Schülerleistungen International; Informationen: www.dipf.de/desi/ (S. 60)

in einem Fach gelernt wird, kann in anderen angewandt werden bzw. vielmehr noch wird das Gelernte miteinander verknüpft und das zu Lernende in einem Fach kombiniert vermittelt. Für die Lehrkräfte ergibt sich automatisch die Notwendigkeit sach- und methodenbezogener Kooperation.

- ◆ Durch die bei diesem Unterricht in noch stärkerem Maße als im Fremdsprachenunterricht notwendige Auseinandersetzung mit fremdsprachlichem, möglichst authentischem Material muss unbedingt ein **Wechsel der Perspektive** angeregt und gefördert werden, der ein vertieftes Verständnis der Inhalte und **interkulturelles Lernen** ermöglicht. Die Schule kann damit ein überzeugendes Beispiel dafür liefern, dass sie auf eine grundsätzliche Offenheit von Denken und Handeln abzielt und mit den ihr zur Verfügung stehenden Mitteln die Schüler nicht nur auf andere Menschen, Kulturen und Länder neugierig macht, sondern auch Toleranz einübt, Vorurteile in Frage stellt – mit einem Wort **Werteerziehung** betreibt.

1.5 Voraussetzungen für die Umsetzung

Die Zahl der verbindlich definierten Vorgaben ist gering; die Möglichkeit, nach den jeweiligen schuleigenen Verhältnissen zu planen, zu organisieren, zu evaluieren und möglicherweise auch wieder zu revidieren, wird ansonsten kaum in dieser Weise geboten. Grundvoraussetzung für die Teilnahme sind eine **innovationsfreudige Schulleitung sowie motivierte, kompetente und kreative Lehrkräfte**. Einige wenige verbindliche Vorgaben seien jedoch im Folgenden genannt:

Bilingualer Sachfachunterricht ist nur möglich, wenn an der Schule mindestens eine Lehrkraft (besser mehrere) mit der Fakultas Englisch/Sachfach tätig ist. Es kommen deshalb als fremdsprachig zu unterrichtende Fächer in der Regel nur solche in Frage, die mit Englisch eine nach der LPO I zugelassene Fächerverbindung ergeben (oder aufgrund früherer Prüfungsordnungen ergeben haben). Dies sind in alphabetischer Reihenfolge die Fächer Erdkunde, Geschichte, Kunsterziehung, Musik, Religionslehre, Sport und Wirtschaftswissenschaften (hier wohl in erster Linie der Teilbereich Wirtschaft und Recht). Mit Änderung der LPO kommen neu hinzu: Biologie, Chemie, Ethik, Informatik, Mathematik, Physik und Sozialkunde.

Des Weiteren können Lehrkräfte mit der Lehrbefähigung für ein Sachfach und fremdsprachlichen Qualifikationen nach § 110a LPO I Bilingualen Sachfachunterricht erteilen.

Soll ein anderes Sachfach in der Fremdsprache unterrichtet werden, so muss die dafür vorgesehene Englischlehrkraft eine Erweiterungsprüfung beziehungsweise eine Lehrerlaubnis in dem Fach nachweisen. Diese verhältnismäßig strenge Voraussetzung erklärt sich aus der Tatsache, dass das Sachfach Vorrückungsfach bleibt.

1.6.1 Modulbezogenes Modell

Darunter versteht man **zeitlich und thematisch begrenzte fremdsprachige Unterrichtseinheiten im Sachfachunterricht**. In der Regel umfasst die Themeneinheit mehrere Unterrichtsstunden. Bilinguale Module bieten die Möglichkeit, exemplarische Erfahrungen an ausgewählten, thematisch für Bilingualen Sachfachunterricht sinnvollen Themen des Sachfachs mit dem Lernen und Arbeiten in einer Fremdsprache zu sammeln.

1.6.2 Unterrichtsbegleitendes Modell

Es handelt sich hierbei um sachfachbezogenen Projektunterricht, der sich über das ganze Schuljahr erstreckt und deshalb etwas mehr Organisation und Vorausplanung erfordert. Geeignete Themen werden in mehreren, durchaus fächerübergreifenden, **zeitlich begrenzten bilingualen Projekten bzw. fachbezogenen Wahlkursen oder Arbeitsgemeinschaften** mit einer Fremdsprache als Arbeitssprache unterrichtet. Im Zusammenhang mit bilingualen Projekten, die als zeitlich begrenzter Bilingualer Unterricht in ausgewählten Sachfächern zu betrachten sind, ist auch die Rede vom Epochalen Bilingualen Unterricht. Damit lassen sich wie beim modulbezogenen Modell exemplarische Erfahrungen mit Bilinguaem Sachfachunterricht machen. Durch die Möglichkeit des Wahlunterrichts können außerhalb des regulären Sachfach- oder Fremdsprachenunterrichts erste durchgängige Unterrichtsversuche gemacht werden. Der Experimentierfreude und Kreativität sind thematisch, methodisch und inhaltlich keine Grenzen gesetzt.

1.6.3 Bilingualer Zug

Im Bilingualen Zug¹³ (in der Regel ab Jahrgangsstufe 7) werden die Schüler im jeweiligen Sachfach möglichst vollständig in der Fremdsprache unterrichtet. Um ihnen die Gelegenheit zu geben, sich in der veränderten Lernsituation sprachlich und inhaltlich zurechtzufinden, wird die Wochenstundenzahl des bilingual unterrichteten Sachfachs um eine Wochenstunde erhöht. So wird gewährleistet, dass die im Lehrplan festgeschriebenen Inhalte des Sachfachs auch im Bilingualen Zug vollständig vermittelt werden.

Zur Festigung und Vertiefung fachspezifischer Arbeitstechniken empfiehlt es sich, das gewählte Sachfach während der gesamten Dauer des Bilingualen Zuges beizubehalten. Es ist jedoch auch denkbar, in verschiedenen Jahrgangsstufen unterschiedliche Sachfächer bilingual zu unterrichten, wie im Folgenden grafisch dargestellt:



Im Vorfeld des Bilingualen Zuges findet für die Eltern der Jahrgangsstufe 6 ein Informationsabend zum Bilingualen Sachfachunterricht statt (Phase I, siehe Grafik Seite 12). Anschließend melden die Eltern ihr Kind im Rahmen der Entscheidung für die Wahlpflichtfächergruppen für den Bilingualen Zug an.

Nach dieser Entscheidung findet bis zum Schuljahresende für die Schüler, die sich für den Bilingualen Zug entschieden haben, ein zweistündiger Vorbereitungskurs statt, der ihnen Methoden sowie sachfachrelevantes und die Kommunikation förderndes Vokabular lehrt (Phase II). Ab der 7. Jahrgangsstufe beginnt dann der eigentliche Bilinguale Sachfachunterricht (Phase III).

¹³ Das Staatsministerium für Unterricht und Kultus setzt das Konzept der Bilingualen Züge seit dem Schuljahr 2008/09 konkret im Rahmen eines Modellversuchs um. Genauere Hinweise zum Modellversuch finden Sie unter www.bayern-bilingual.de/realschule.

| Das Konzept des Bilingualen Zuges im Überblick | | | |
|---|----------------|---------------------------|---|
| Phase | Jahrgangsstufe | Zeitplan | Inhalt |
|  | 7–9 | komplettes Schuljahr | Bilingualer Zug ein Sachfach wird möglichst durchgängig in der Fremdsprache erteilt (3 Wochenstunden) |
| | 6 | April bis Schuljahresende | Vorbereitungskurs für Schüler des Bilingualen Zugs (2 Wochenstunden) |
| | | Februar/März | Anmeldung zur Teilnahme am Bilingualen Zug |
| | | Dezember/Januar | Elterninformation an den jeweiligen Schulen |

Am Bilingualen Zug können grundsätzlich alle Schüler teilnehmen. Entscheidend ist dabei weniger die Englischnote, sondern vielmehr eine positive Arbeitshaltung, Konzentrationsfähigkeit und Interesse am jeweiligen Sachfach.

1.7 Lernzielkontrollen im Bilingualen Sachfachunterricht

1.7.1 Vorbereitungskurs

Während des Vorbereitungskurses ist auf eine Leistungserhebung in gewohnter Form zu verzichten. Elemente der Leistungsanerkennung sind jedoch zu berücksichtigen und pädagogisch sinnvoll einzusetzen. Zu bedenken ist, dass die Bereitschaft zur Kommunikation, das Überschreiten der Hemmschwelle zum Sprechen in der Fremdsprache vorrangig ist, weshalb auf ständige sprachliche Korrektur verzichtet werden sollte, sofern die Aussagen von den Mitschülern und von der Lehrkraft verstanden werden. Schwere Verstöße sind behutsam zu korrigieren.

Sinnvoll ist, das zusätzliche Engagement des Schülers im Zeugnis festzuhalten, wobei eine leistungsdifferenzierende Wertung nicht notwendig erscheint.

1.7.2 Bilingualer Sachfachunterricht

Da das jeweilige Sachfach im Bilingualen Zug Vorrückungsfach bleibt, gelten alle entsprechenden Bestimmungen der Schulordnung weiter (z. B. Mindestzahl der Leistungsnachweise).

Grundsätzlich gilt, dass nicht der Sprachlernprozess, sondern der Inhalt des jeweiligen Sachfachs im Vordergrund steht („Inhalt vor Sprache“). Rechtschreibfehler werden gekennzeichnet, Fachbegriffe müssen korrekt sein, wie im deutschen Sachfachunterricht auch.

Die Leistungserhebung im Bilingualen Sachfachunterricht sollte grundsätzlich in der Fremdsprache erfolgen. Es bieten sich die unterschiedlichsten Aufgabenstellungen sowohl im mündlichen als auch schriftlichen Bereich an, wie z. B. true/false-questions, Multiple-Choice-Aufgaben, Lückentexte etc., aber auch sprachproduktive, offene Aufgaben.

Die Teilnahme am Bilingualen Sachfachunterricht wird modellabhängig im Zwischen-, Jahres- bzw. Abschlusszeugnis vermerkt und bestätigt. Es kann auch zusätzlich ein gesondertes, schulinternes „Bilingual Certificate“ ausgehändigt werden. Damit lässt sich bei der Bewerbung für eine Berufsausbildung eine zusätzliche Qualifikation vorweisen.

Die folgenden Kapitel 2-5 liefern Anregungen für die konkrete Umsetzung des bilingualen Sachfachunterrichts in der Praxis und können als Kopiervorlagen direkt im Unterricht eingesetzt werden.

Kapitel 2 ist als „Fundgrube“ für den Vorbereitungskurs in Jahrgangsstufe 6 gedacht. Lehrkräfte finden hier vor allem sachfachbezogene Begriffe, aber auch methodisches Vokabular, das mit den Schülern im Vorfeld eingeübt werden sollte.

Die Kapitel 3, 4 und 5 liefern konkrete Unterrichtsmaterialien zu ausgewählten Themengebieten des Lehrplans in den Fächern Erdkunde, Geschichte sowie Wirtschaft und Recht.¹⁴

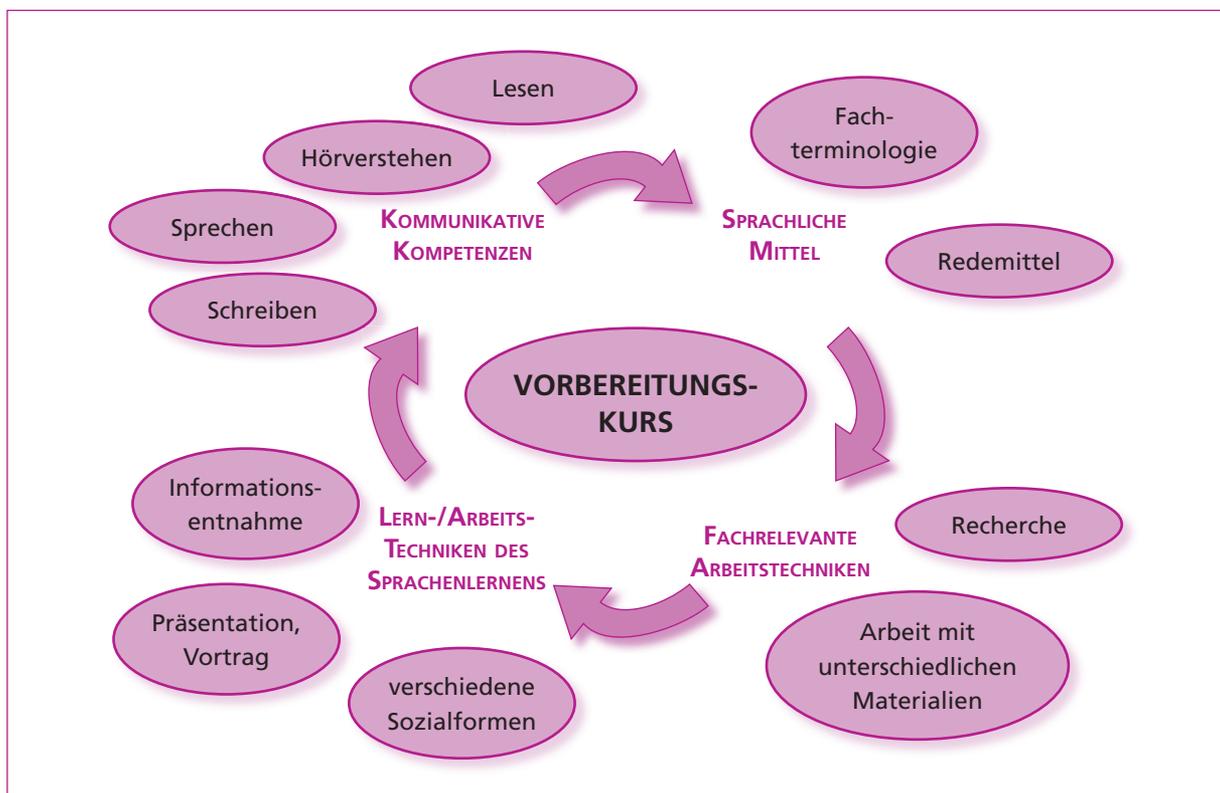
¹⁴ Weitere Unterrichtsmaterialien finden Sie im Internet unter www.bayern-bilingual.de.

2 Materialien für den Vorbereitungskurs

Dem bilingualen Sachfachunterricht geht bereits in der 6. Jahrgangsstufe ein Vorbereitungskurs im Umfang von zwei zusätzlichen Stunden voraus. Dieser beginnt in der Regel nach der Anmeldung zur Teilnahme am bilingualen Zug (April) und endet mit dem Schuljahr.

Ziele des Vorbereitungskurses:

- ◆ Vertiefung und Erweiterung sprachlicher Mittel (Vermittlung von sachfachrelevantem Wortschatz und Festigung von *classroom phrases*)
- ◆ Einführung in fachspezifische Arbeitstechniken (z. B. *Auswertung von Infografiken*)
- ◆ Vertiefung fächerübergreifender Lern- und Arbeitstechniken und Strategien (z. B. *mind mapping, note taking*)



(Inhalte und Ziele des Vorbereitungskurses¹⁵)

Bei der Umsetzung dieser Ziele sollte verstärkt die Anbahnung und Förderung kommunikativer Kompetenzen im Vordergrund stehen. Daher sollten sprachliche Korrekturen nur bei schweren Verstößen und in behutsamer Form erfolgen bzw. nur dann vorgenommen werden, wenn Aussagen nicht verständlich sind.

Es empfiehlt sich, dass die Lehrkraft, die in Jahrgangsstufe 7 den bilingualen Sachfachunterricht erteilt, auch den Vorbereitungskurs leitet. Sie kann in der Regel am besten einschätzen, welche Fachterminologie erforderlich ist, welche „language skills“ vorzubereiten sind, welche Arbeitstechniken geübt und welche Strukturen im Vorfeld geklärt werden müssen. So können die nötigen Voraussetzungen geschaffen werden, damit die Inhalte des Sachfachs im bilingualen Zug im gleichen Umfang und auf dem gleichen Niveau wie im muttersprachlichen Sachfachunterricht vermittelt werden.

¹⁵ nach: Whittaker, Marvyn: *Getting Ready. Der erweiterte Englischunterricht im Vorlauf zum bilingualen Sachfachunterricht*, in: Wildhage, Manfred/Otten, Edgar: *Praxis des bilingualen Unterrichts*. Berlin, 2003. S. 172.

Classroom Talk

(What your teacher may ask or say to you)

- What ... can we learn about .../from ...?
 evidence can you find to show that ...?
 do/does ... tell us about ...?
 impression do you get from ...?
 is your opinion about ...?
 were/could have been the reasons/results of ...?
- Which sources ... suggest/prove that ...?
 support the idea that ...?
- When/Where ... did it take place?
 did it happen?
- How ... did they rule/win/fight ...?
- Why ... do you think this happened?
- Do you ... think that ... ? – Give reasons for your answer.
- Can you ... work out ...?

Making Comparisons:

- ◆ In what way were ... different from ...?
- ◆ What are the main differences between ... and ...?
- ◆ What differences and similarities can you find between ... and ...?
- ◆ How does this compare with ...?
- ◆ In what ways did ... change ...?

Instructions:

- ◆ Have a look at .../Study the following ...
- ◆ Investigate .../Examine .../Find out ...
- ◆ Name .../Make a list of .../Say .../Describe ...
- ◆ Show how .../Explain why ...
- ◆ Discuss .../Interpret ...
- ◆ Think about the good/bad sides of ...
- ◆ Imagine that ...
- ◆ Use evidence from the text/the sources ...
- ◆ Find as much evidence as you can .../Give as many examples as you can ...
- ◆ Fill in the table .../Put your findings in a table ...



Talking about Time, Expressing Dates

in 1066
 the year 44BC
 the year 19 AD
 the 14th century
 the Middle Ages
 Prehistoric Times, Modern Times
 Caesar's day(s)/Cesar's time(s)

at the death of Augustus
 the beginning/end of war
 the same time

during the 15th century
 the reign of Queen Elizabeth I
 this period

after/before Caesar's death
 the revolution
 William came to power

from 1939 until 1945
 1939 to 1945

on March 15, 44 BC

between AD 500 and 550

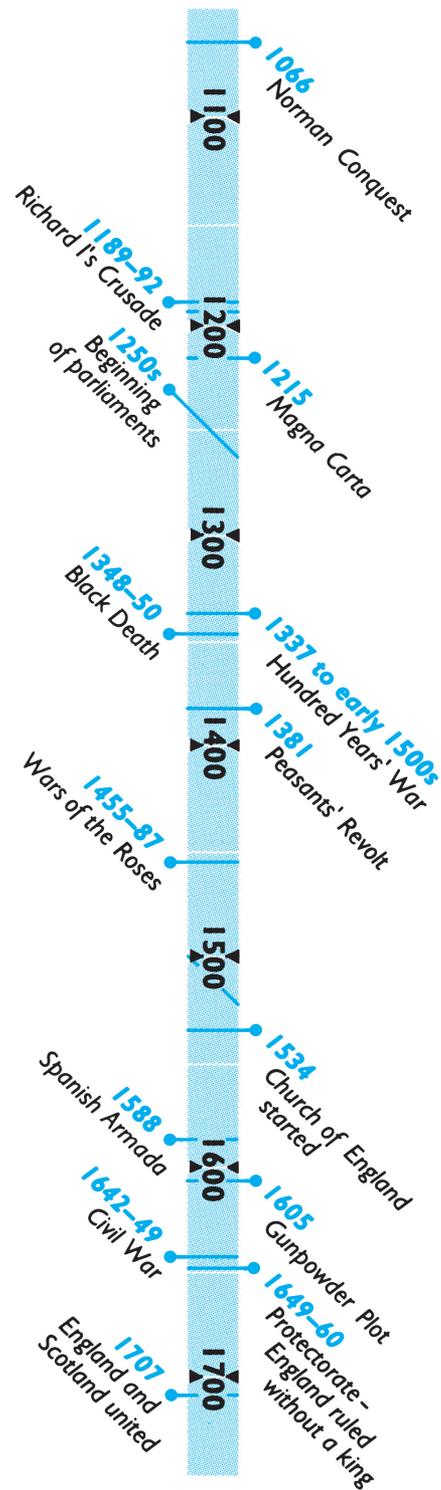
by 1500

for hundreds of years

over many years

throughout history

- ◆ Nearly/About ... years ago ...
- ◆ More than/Less than ... years ago ...
- ◆ 10 years later/after that ...
- ◆ It began/ended/continued/went on ...
- ◆ It didn't finish until ...
- ◆ It lasted over ... years ...
- ◆ It took them more than ... years to ...



Sites and Buildings

People live and work in ...

- ◆ caves
- ◆ huts
- ◆ cottages
- ◆ farmhouses
- ◆ townhouses
- ◆ dwellings
- ◆ shops/workshops

Rich people and rulers live in ...

- ◆ mansions
- ◆ castles
- ◆ palaces

Soldiers live in ...

- ◆ forts
- ◆ camps
- ◆ barracks
- ◆ tents

Religious ceremonies take place in ...

- ◆ temples
- ◆ churches
- ◆ cathedrals/abbeys/minsters

People are buried in ...

- ◆ pyramids
- ◆ dolmens
- ◆ graves
- ◆ tombs

Important buildings in a town are ...

- ◆ city-wall
- ◆ town hall
- ◆ town-gate
- ◆ prison/dungeon
- ◆ cathedral/church
- ◆ bridge
- ◆ hospital
- ◆ shop
- ◆ castle
- ◆ tower
- ◆ station/airport
- ◆ post-office
- ◆ university
- ◆ shopping centre, mall
- ◆ factory
- ◆ museum



Talking about Maps, Charts, Graphs and Figures

(Part I)

Describing Maps:

- ◆ Look for ... on ...
- ◆ Find ... on ...
- ◆ Fill in a name on ...
- ◆ Colour ... in ... on ...
- ◆ Read/Study ...
- ◆ Measure ... on ...

this map.

The/This map ... shows ...
 tells us about ...
 gives information on ...

- ◆ cities/villages/camps.
- ◆ borders/mountain areas.
- ◆ distances.
- ◆ where cities/camps/borders are.
- ◆ where these people live.
- ◆ where they migrate/go.
- ◆ where these goods come from/go to.
- ◆ what direction ... is.
- ◆ what part of ... it is.

On the map you can see ...

- ◆ how far it is ...
- ◆ which is closer (to) .../farther (from) ...
- ◆ who their neighbours/allies/enemies are.

LEGEND

| | |
|-----------------------------|---|
| Instate highway | Visitor information |
| U.S. highway | Post office |
| State road | Public golf course |
| State secondary road | Public boat ramp |
| Limited access road | Public boat access for carrying small boats |
| Primary road | Hospital |
| Major road | Fire station |
| Minor road | Police station |
| Off-road paved bicycle path | Library |
| Hiking trail | Train passenger station |
| C&O Canal | Park |
| C&O topath | School |
| One-way street | Camatary |
| | Look |
| | Rapids, riffles, lodges Do NOT use this map for navigation |

Community Subdivision

Europe

Scale: 0 350 Miles / 0 350 Kilometers

| | |
|------------------------|-------------------|
| Semi-arid | Humid continental |
| Subtropical dry summer | Subarctic |
| Humid subtropical | Tundra |
| Humid oceanic | Highland |

© www.worldbook.com

© www.exploremaps.com

Talking about Maps, Charts, Graphs and Figures

(Part II)

Talking about Graphs, Charts and Figures:

By means of graphs, charts and figures we can describe (or discuss) a special situation or development and changes over time, connections or relationships. They help to find out about reasons and causes of developments and structures and to draw conclusions about them and their results.

There are different kinds of graphs:

line graphs



bar graphs



pie graphs/pie charts



On the graph/chart ...

you can see/find ...

numbers/figures/segments ...
that ...
how ...

The graph/chart ...

shows ...
describes ...
indicates ...
gives information about ...

the number of ...
the rate of ...
the amount of ...
since ...
from ...
between ...

On this graph/chart you can see that ...

since 1066 ...

between 44 and 29 BC ...

from 44 to 29 BC ...

for 25 years ...

the number of ...

had risen/increased/jumped

decreased

reached ...

fell/dropped to ...

slightly.

sharply.

steadily.

This development ...

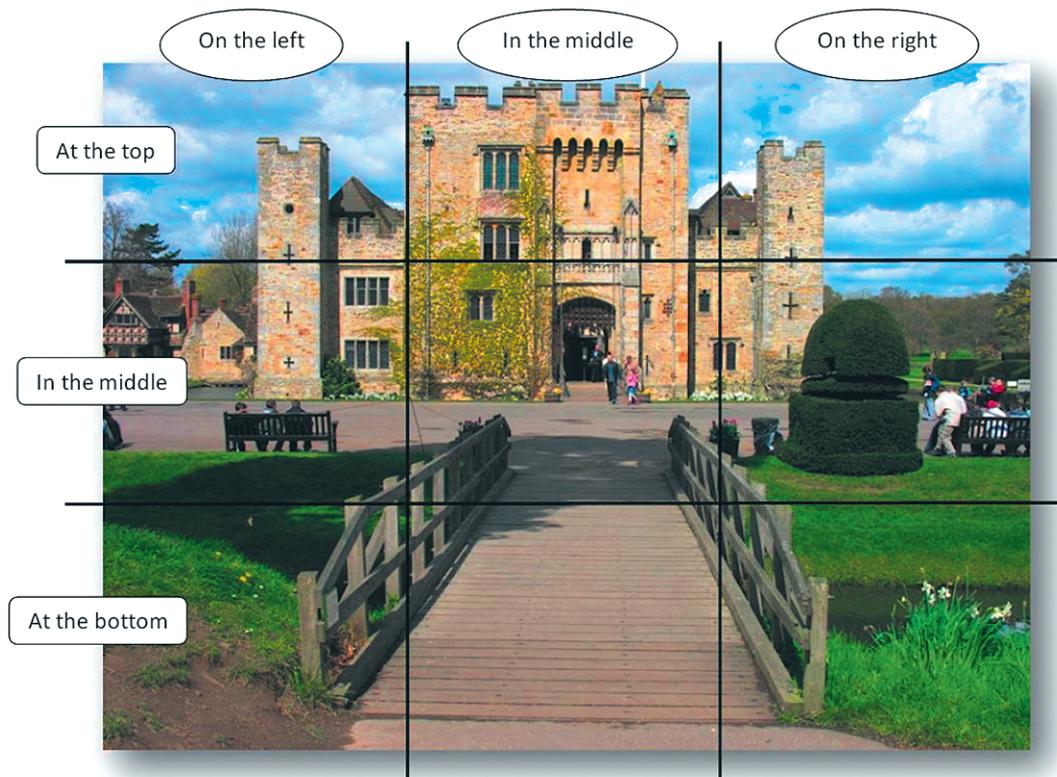
shows/implies/makes clear ...
gives evidence ...

that ... (had) improved/worsened.

- ◆ We can compare/draw a parallel between/contrast ... and ...
- ◆ The major differences/similarities between ... and ... are ...
- ◆ Both ... and ... had risen/fallen by 29BC.
- ◆ Although ... had risen/had fallen ...
- ◆ As a consequence of ...
- ◆ This development influenced .../had some positive/negative impact on ...

Talking about Pictures and Films

- ◆ What can you see in the picture?
- ◆ What did you see in the film?
- ◆ What were the most important/main aspects/topics of the film?
- ◆ What information can you get from the picture/film?
- ◆ What does the picture/film tell you about ...?
- ◆ Look at the foreground/background/middle/top right corner/bottom left corner ...
- ◆ Perhaps this picture shows ...
- ◆ Could it be that this picture was taken when ...?
- ◆ Where in the picture can you see ...?
- ◆ Can you identify ...?
- ◆ If you look at ... you will see/realize ...
- ◆ In your opinion, what does the picture want to tell us?
- ◆ In your opinion, what did the painter/artist want to show?
- ◆ In your opinion, why was it made/painted? For whom?



Talking about Written Sources

Questions to be Asked

- ◆ What is the text about?
- ◆ What is the theme/topic/subject of the text?
- ◆ What are the main ideas?
- ◆ What does the author want to tell us?
- ◆ What is the author's opinion on ...?
- ◆ What examples/reasons does he give?
- ◆ What conclusions does he draw?
- ◆ Why did he write this? What was his intention?
- ◆ When was it written?
- ◆ Where was it found?
- ◆ How could he know something about this event/person/development?
- ◆ Can we believe him/her? Are there any doubts about ...?

Talking about Texts:

| | |
|-------------------------------|---|
| This text ... | is about/informs us about/deals with ... concentrates on/focuses on ... was written because ... |
| The author ... | wants to show ... gives a good/convincing picture of ... is in favour of .../agrees with .../rejects .../disagrees with ... hints at .../presents .../illustrates ... is of the opinion that ... comes to the conclusion that ... writes/wrote this because ... is/was an eye-witness of ... |
| The author's intention is ... | to inform ... to praise ... to criticize the fact that ... to blame ... for ... |
| The author seems to ... | like/dislike ... be happy/pleased with .../unhappy/angry about ... be rather objective/subjective. |
| We know that ... | this text is not complete. parts of the text have been lost. the text was/has been changed. the author was wrong/couldn't know anything about it. this text does not give a true picture of ... this text does not give enough evidence of ... |

What is History?

| | |
|--|--|
| History ... | deals with finding out about the past. It tells us about the lives of people, the events and changes in the past. |
| Historians ... | are people who try to find out about the past. |
| Historical events | <ul style="list-style-type: none"> ◆ wars, conquests, revolutions ◆ the construction of buildings ◆ catastrophes, disasters ◆ discoveries, inventions ◆ treaties, laws, constitutions, declarations ◆ reforms |
| Historical structures and developments include ... | <ul style="list-style-type: none"> ◆ society (social) ◆ the economy (economic) ◆ culture (cultural), science (scientific), the arts ◆ law, justice (legal) ◆ constitution (constitutional) ◆ religion (religious) ◆ philosophy (philosophical) ◆ ideology (ideological) ◆ governments, rules |
| Time | <ul style="list-style-type: none"> ◆ year – decade – century ◆ period – age – epoch – era ◆ BC (before Christ) – AD (after the birth of Christ) ◆ time line – chronological table ◆ chronology |
| People working in the field of history | <ul style="list-style-type: none"> ◆ historians ◆ archaeologists (examining the remains found in the ground) ◆ political or social scientists |
| Written sources | <ul style="list-style-type: none"> ◆ documents, official papers ◆ inscriptions (= words written or cut in stone) ◆ books, manuscripts (= hand-written books) ◆ stories, poems, legends ◆ newspapers, leaflets (sheets of paper) ◆ diaries (= personal records of the daily events in a person's life) ◆ autobiographies (= books written by people about their own lives) |
| Material sources | <ul style="list-style-type: none"> ◆ objects from the past (e.g. buildings, monuments, tools, weapons, tombstones, statues, coins) ◆ any findings and archaeological remains |
| Visual sources | <ul style="list-style-type: none"> ◆ paintings, pictures, photographs, films, videos ... |
| Oral sources | <ul style="list-style-type: none"> ◆ what people still alive can tell about the past, from their own experience/life (e.g. interviews, speeches) |

3 Bilingualer Sachfachunterricht Erdkunde¹⁶

3.1 Climatic Zones (Jahrgangsstufe 7)

Lehrplanbezug

Zwei Schwerpunkte des Erdkunde-Lehrplans der 7. Jahrgangsstufe sind „Wetter und Klima“ (Ek 7.2, S.251) und „Schwarzafrika“ (Ek 7.3, S.251). Die vorliegenden Unterrichtseinheiten greifen die Bereiche „Sonneneinstrahlung, Rotation und Revolution der Erde und ihre Auswirkungen“ sowie „Klima- und Vegetationszonen der Erde“ auf. Diese sind auch in den Themenvorschlägen für den Bilingualen Sachfachunterricht aufgeführt.

Vorerwägungen

Vor dem eigentlichen Bilingualen Sachfachunterricht wird eine kurze Vokabelvorentlastung durchgeführt, um den Schülern die neuen Wörter bereitzustellen und diese in einer Übung zu vertiefen.

Das Arbeitsmaterial für dieses Modul entstammt folgenden Werken:

Biederstädt, Wolfgang: *Around the World, Volume 1*, Berlin (CVK) 1993, Seiten 4-11.

Hoffmann, Reinhard: *Diercke Geography for Bilingual Classes, Volume 1*, Braunschweig (Westermann), 2007.

Materialien

- M1 Vocabulary List
- M2 Vocabulary Worksheet (incl. Key)
- M3 Movements of the Earth (Texts, Tasks, Solutions)
- M4 The Climatic Zones (Texts, Tasks, Solutions)
- M5 Test 1: Movements of the Earth (incl. Key)
- M6 Test 2: The Climatic Zones (incl. Key)

Vorbereitungen

- ◆ Kopieren des Vokabel-Arbeitsbogens M1 mit den Kärtchen (auf Karton, evtl. laminieren), in entsprechender Anzahl für die Gruppenarbeit, Zerschneiden der Bögen
- ◆ Kopieren des Vokabel-Arbeitsblattes M2 für alle Schüler
- ◆ Kopieren des Lösungsmusters M2-Key auf Folie
- ◆ Kopieren der Arbeitsblattsätze M3 und M4 (jeweils Text und Tasks) für jeden Schüler und auf Folie
- ◆ Kopieren der Lösungsmuster M3-Key und M4-Key auf Folie

Ablauf

- ◆ Austeilen der Sätze mit den Vokabelkärtchen (M1)
- ◆ Schülergruppenarbeit im Atlas (ersatzweise Kopie einer englischsprachigen Europakarte): Durch Zuordnen von Ländern und Hauptstädten werden die neuen Wörter erschlossen (Doppelter Lerneffekt durch Zuordnung!)
- ◆ Schülerpartnerarbeit: Ausfüllen des Arbeitsblattes M2 mit den Lücken
- ◆ Verbesserung der Antworten in Frontalunterricht (M2-Key)
- ◆ Hausaufgabe: Lernen der neuen Wörter und der deutschen Entsprechungen

¹⁶ Eine Synopse von Lehrplaninhalten (Jahrgangsstufe 7) und Veröffentlichungen im Fach Erdkunde finden Sie im Anhang 2

- ◆ Jeder Abschnitt (*Movements of the Earth, Lines on the Globe, The main climatic zones, But the real climate is different*) wird getrennt behandelt.
- ◆ In Partner- oder Gruppenarbeit versuchen die Schüler, durch Studium der Texte und genaue Bildbetrachtung die jeweiligen Lücken in den Aufgaben zu füllen.
- ◆ Nach Beendigung eines Abschnittes werden die Aufgaben gemeinsam besprochen und verbessert. Das Arbeitstempo richtet sich nach dem Leistungsstand der Klasse.
- ◆ Aufgrund der Vielfalt der inhaltlichen Schwerpunkte sind auch Leistungserhebungen möglich; zu jedem der beiden Themengebiete finden Sie je einen Vorschlag für eine solche Leistungserhebung:
M5-Test: *Movements of the Earth* (incl. Key)
M6-Test: *Climatic Zones* (incl. Key)

| | |
|-------------------|-----------------------------|
| universe | Weltall |
| (Czech Republic) | (Prague) |
| astronomer | Astronom, Sternenforscher |
| (Belarus) | (Minsk) |
| space | Weltall |
| (Lithuania) | (Vilnius) |
| to spin | sich drehen (um eine Achse) |
| (Ukraine) | (Kiev) |
| axis | Achse |
| (Croatia) | (Zagreb) |
| vertical | senkrecht, vertikal |
| (Slovak Republic) | (Bratislava) |
| to be tilted | geneigt sein |
| (Latvia) | (Riga) |
| towards | auf ... zu |
| (Moldavia) | (Kishinev) |
| hemisphere | Halbkugel |
| (Macedonia) | (Skopje) |
| ray | Strahl |
| (Bosnia) | (Sarajevo) |
| angle | Winkel |
| (Slovenia) | (Ljubljana) |

| | |
|----------------------|----------------------------|
| weak | schwach |
| (Estonia) | (Tallinn) |
| equally long | gleich lang |
| (Albania) | (Tirane) |
| overhead | oben, darüber |
| (Serbia) | (Belgrade) |
| at least | mindestens |
| (Romania) | (Bucharest) |
| length | Länge |
| (Bulgaria) | (Sofia) |
| to rise, rose, risen | aufgehen |
| (Sweden) | (Stockholm) |
| above | über |
| (Spain) | (Madrid) |
| horizontal | waagrecht/horizontal |
| (Austria) | (Vienna) |
| surface | Oberfläche |
| (Switzerland) | (Berne) |
| to depend on | abhängen von |
| (Norway) | (Oslo) |
| maritime | maritim, zum Meer gehörend |
| (Finland) | (Helsinki) |

Task:

Fill in suitable words to form correct sentences.

- 1 The equator divides the Earth into two _____, the Northern _____ and the Southern _____.
- 2 The sun shines during the day. So its _____ come to the Earth and give us light and heat.
- 3 In the morning the sun _____. Then you can see how it moves _____ the _____.
- 4 The opposite of 'horizontal' is _____.
- 5 Have you ever seen a globe? Then you know that it has an _____ that is not vertical. It is _____.
- 6 The opposite of 'strong' is _____.
- 7 The two opposite walls of our classroom (for example front and back wall) are _____. So their _____ is the same.
- 8 Nobody can stand on the _____ of the Sun, because it is very hot.
- 9 In maths you learn that a right _____ is 90° .
- 10 Cape Canaveral in Florida is the place from where the Americans send their rockets into _____.
- 11 At night you can look at millions of stars in the _____.
- 12 Everything that has to do with water, ships and sailing is _____.
- 13 A person who looks at the stars is called an _____.
- 14 If you want to drive a car you must be _____ 17 years old.
- 15 It _____ on your marks at school what job you can do one day.
- 16 The two children saw Justin Timberlake. They wanted to have his autograph and so they went _____ him.
- 17 A CD in a CD-player must _____ so that you can hear what is on it.
- 18 Your teacher often shows you transparencies on an _____ projector.

Task:

Fill in suitable words to form correct sentences.

- 1 The equator divides the Earth into two hemispheres, the Northern hemisphere and the Southern hemisphere.
- 2 The sun shines during the day. So its rays come to the Earth and give us light and heat.
- 3 In the morning the sun rises. Then you can see how it moves above the horizon.
- 4 The opposite of 'horizontal' is vertical.
- 5 Have you ever seen a globe? Then you know that it has an axis that is not vertical. It is tilted.
- 6 The opposite of 'strong' is weak.
- 7 The two opposite walls of our classroom (for example front and back wall) are equally long. So their length is the same.
- 8 Nobody can stand on the surface of the Sun, because it is very hot.
- 9 In maths you learn that a right angle is 90°.
- 10 Cape Canaveral in Florida is the place from where the Americans send their rockets into space.
- 11 At night you can look at millions of stars in the universe.
- 12 Everything that has to do with water, ships and sailing is maritime.
- 13 A person who looks at the stars is called an astronomer.
- 14 If you want to drive a car you must be at least 17 years old.
- 15 It depends on your marks at school what job you can do one day.
- 16 The two children saw Justin Timberlake. They wanted to have his autograph and so they went towards him.
- 17 A CD in a CD-player must spin so that you can hear what is on it.
- 18 Your teacher often shows you transparencies on an overhead projector.

Text 1:

The Rotation of the Earth

More than 450 years ago, the famous astronomer Nicolaus Copernicus discovered new facts about space: „It’s not true that the Earth is the centre of the universe. The Sun is the centre of our system in space. The Earth travels round it. Only the Moon travels round the Earth.“

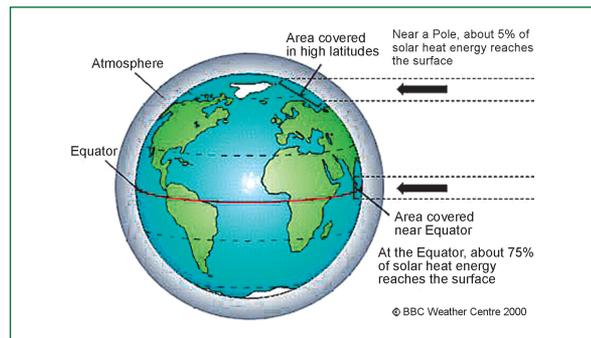
Today we know that he was right. The Earth spins on its axis – this is a line between the North Pole and the South Pole. One complete turn, or rotation, takes 24 hours. This makes one day. The Sun can only shine on one half of the Earth; it is daytime there. The other half is dark; it is night-time there.

Text 2:

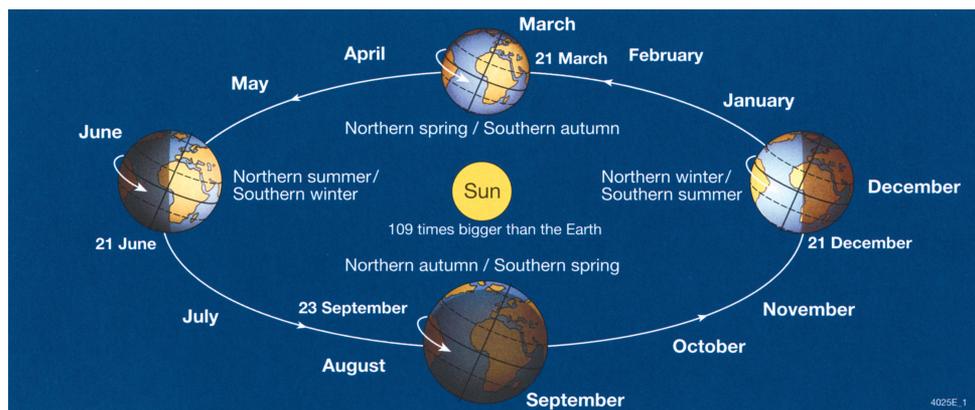
The Revolution of the Earth

The Sun is very far away from the Earth. This means that the Sun’s rays run parallel towards the Earth.

We know that the Earth’s shape is a sphere. The Sun’s rays hit the surface of the Earth at different angles. Vertical rays (90°) bring more heat to the Earth than oblique rays (less than 90°).



The rotation is not the only movement. There is another one: The Earth moves around the Sun in 365 1/4 days. This is called the revolution of the Earth.



As you can see in the picture, the axis of the Earth is not vertical; it is tilted at 23 ½ degrees. And it doesn’t change its position.

So one part of the Earth is always tilted towards the sun. This part gets the most direct heat and light. Because the Earth moves round the Sun and the axis is tilted, the part that is tilted towards the Sun changes throughout the year. In our winter the North Pole is tilted away from the Sun, but the South Pole is tilted towards the Sun – it is summer in the southern hemisphere. Half a year later the position has changed: the South Pole is tilted away from the sun. It is winter in the southern hemisphere and summer in the northern hemisphere.

Task 1:

Read Text 1 and Text 2 and fill in the grid.

| | rotation | revolution |
|------------------------|---------------------|---------------------|
| What is it? | The Earth spins ... | The Earth moves ... |
| How long does it take? | | |
| What are the results? | | ◆ ◆ |

Task 2

Look at the picture of the revolution and find answers to the following questions.

When do the seasons begin?

| | northern hemisphere | southern hemisphere |
|--------|---------------------|---------------------|
| spring | | |
| summer | | |
| autumn | | |
| winter | | |

Task 3

Fill in the missing words.

In January the northern hemisphere is tilted _____ the Sun. The Sun's rays pass through the atmosphere at a low angle. They are weak and less direct. In Germany it is _____ then. But in the southern hemisphere it is their _____ season. This part of the Earth is tilted _____ the Sun.

Task 4

Now write a similar text for July.

In July the northern hemisphere is tilted _____

Task 5:

Find answers to the following questions.

A What would be different about the seasons if the axis was not tilted?

B What would be different about day and night if the Earth did not rotate?

C The Earth and the Moon do not give off light. But we often can see a lot at night „by moonlight“. What is moonlight really?

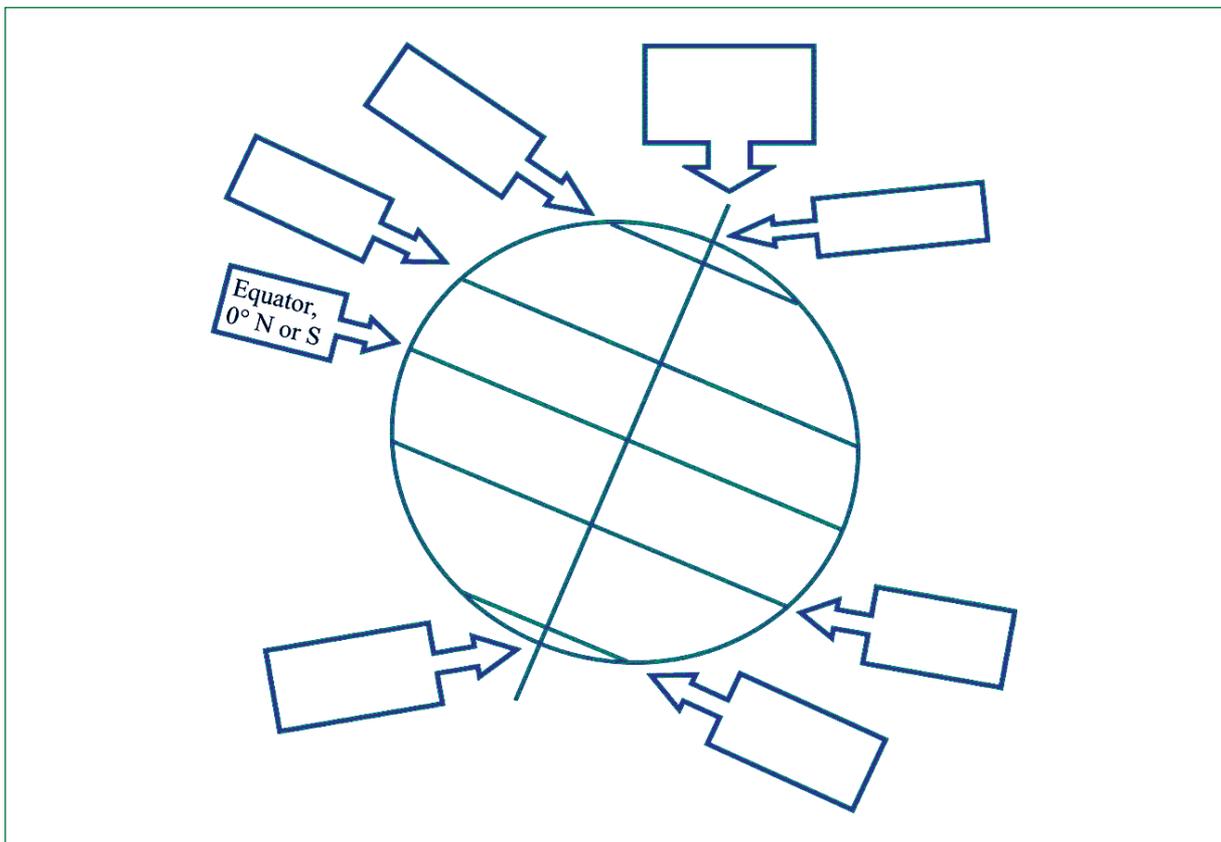
D A year lasts 365 1/4 days. What do we do with the extra quarter day on the calendar?

(This is called a leap-year.)

Task 6

Lines on the Globe:

Take your atlas and find the names and latitudes of the following lines.



Task 1:

Read Text 1 and Text 2 and fill in the grid.

| | rotation | revolution |
|------------------------|-------------------------------------|--|
| What is it? | <i>The Earth spins on its axis.</i> | <i>The Earth moves around the Sun.</i> |
| How long does it take? | <i>one day, 24 hours</i> | <i>one year, 365 days (and a quarter)</i> |
| What are the results? | <i>day and night</i> | <ul style="list-style-type: none"> ◆ <i>seasons</i> ◆ <i>different length of day and night</i> |

Task 2

Look at the picture of the revolution and find answers to the following questions.

When do the seasons begin?

| | northern hemisphere | southern hemisphere |
|--------|---------------------|---------------------|
| spring | <i>21 March</i> | <i>23 September</i> |
| summer | <i>21 June</i> | <i>21 December</i> |
| autumn | <i>23 September</i> | <i>21 March</i> |
| winter | <i>21 December</i> | <i>21 June</i> |

Task 3

Fill in the missing words.

In January the northern hemisphere is tilted _____ away _____ from _____ the Sun. The Sun's rays pass through the atmosphere at a low angle. They are weak and less direct. In Germany it is _____ *winter* _____ then. But in the southern hemisphere it is their _____ *summer* _____ season. This part of the Earth is tilted _____ towards _____ the Sun.

Task 4

Now write a short similar text for July.

In July the northern hemisphere is tilted towards the sun. The Sun's rays pass through the atmosphere at a high angle. They are strong and direct. In Germany it's summer then. But in the southern hemisphere it's their winter season. This part of the Earth is tilted away from the Sun.

Task 5:

Find answers to the following questions.

A What would be different about the seasons if the axis was not tilted?

There wouldn't be any seasons; the weather would always be the same.

B What would be different about day and night if the Earth did not rotate?

On one half of the Earth it would always be daytime; on the other half it would always be nighttime.

C The Earth and the Moon do not give off light. But we often can see a lot at night „by moonlight“. What is moonlight really?

It is reflected sunlight.

D A year lasts 365 1/4 days. What do we do with the extra quarter day on the calendar?

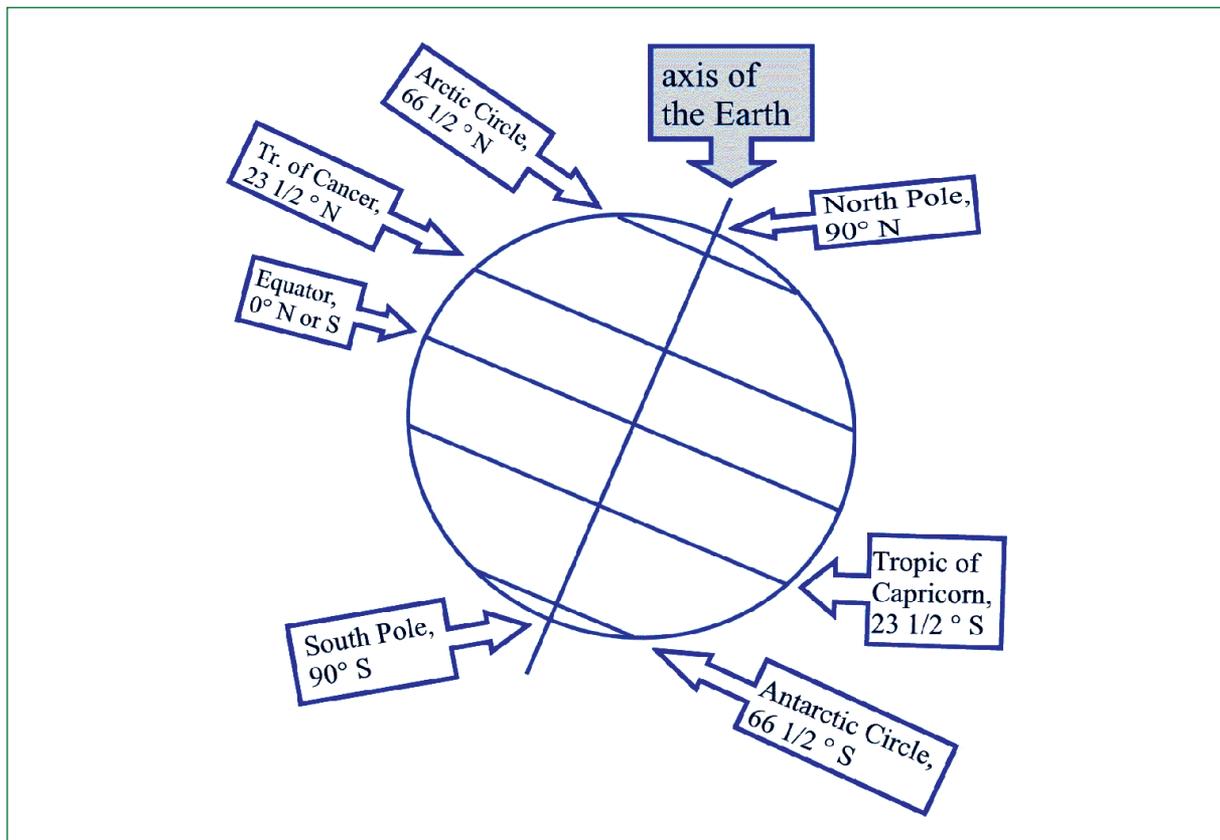
There is an extra day every four years (29th February).

(This is called a leap-year.)

Task 6

Lines on the Globe:

Take your atlas and find the names and latitudes of the following lines.



Text 1**The Main Climatic Zones**

The climate is not the same all over the Earth. We know that days are not equally long at different places of the Earth. It is warmer where the Sun shines a lot. In Germany the sun is **higher in the sky** in summer and so it gives a **lot of heat** to the country in this season. But in winter the Sun is low and so it's cold.

On our globe we can find the following main climatic zones:

a) The Tropical Zone

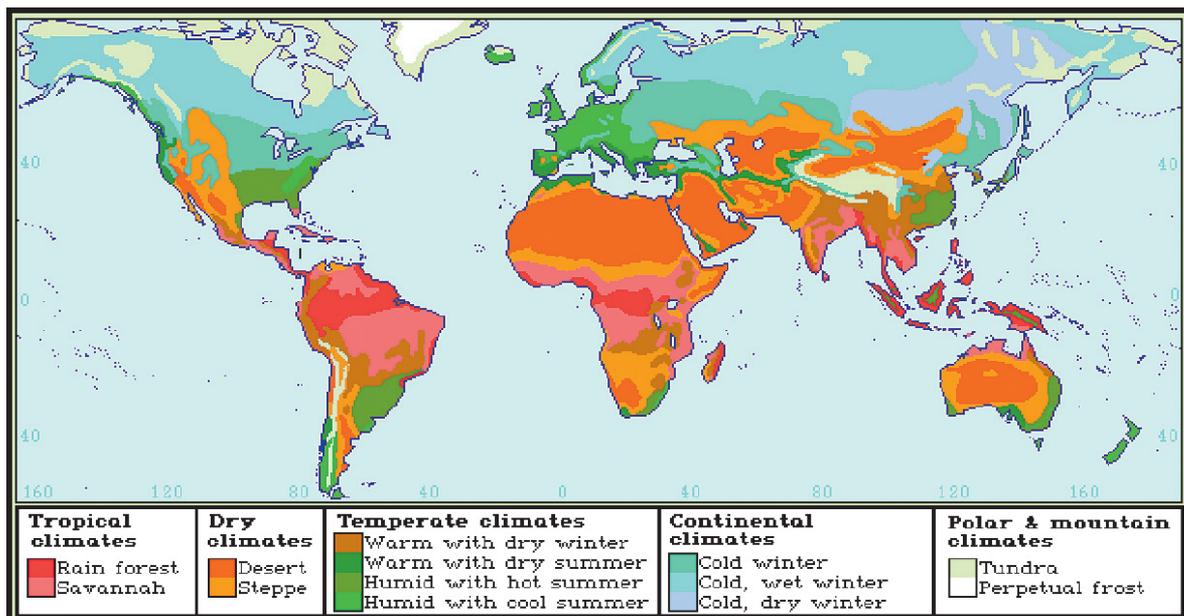
This is where the Sun is overhead for nearly the whole year. It must be at its zenith – the point directly overhead – at least once a year. This happens between the Tropic of Cancer and the Tropic of Capricorn. As the Sun is always very high in the sky, it is always very hot there. There are no seasons like here in Germany. Every day is the same. Day and night are about equally long.

b) The Temperate Zones

They lie between the Tropics and the Arctic or Antarctic Circle. The Sun never reaches its zenith, so there is not so much sunshine and heat as in the Tropical Zone. You can find four different seasons here. Over the seasons the length of day and night changes a lot. There are clear temperature differences between the seasons.

c) The Polar Zones

They lie north of the Arctic Circle and south of the Antarctic Circle. The Sun is rather low and for months it doesn't rise above the horizon at all. So it is always very cold there.

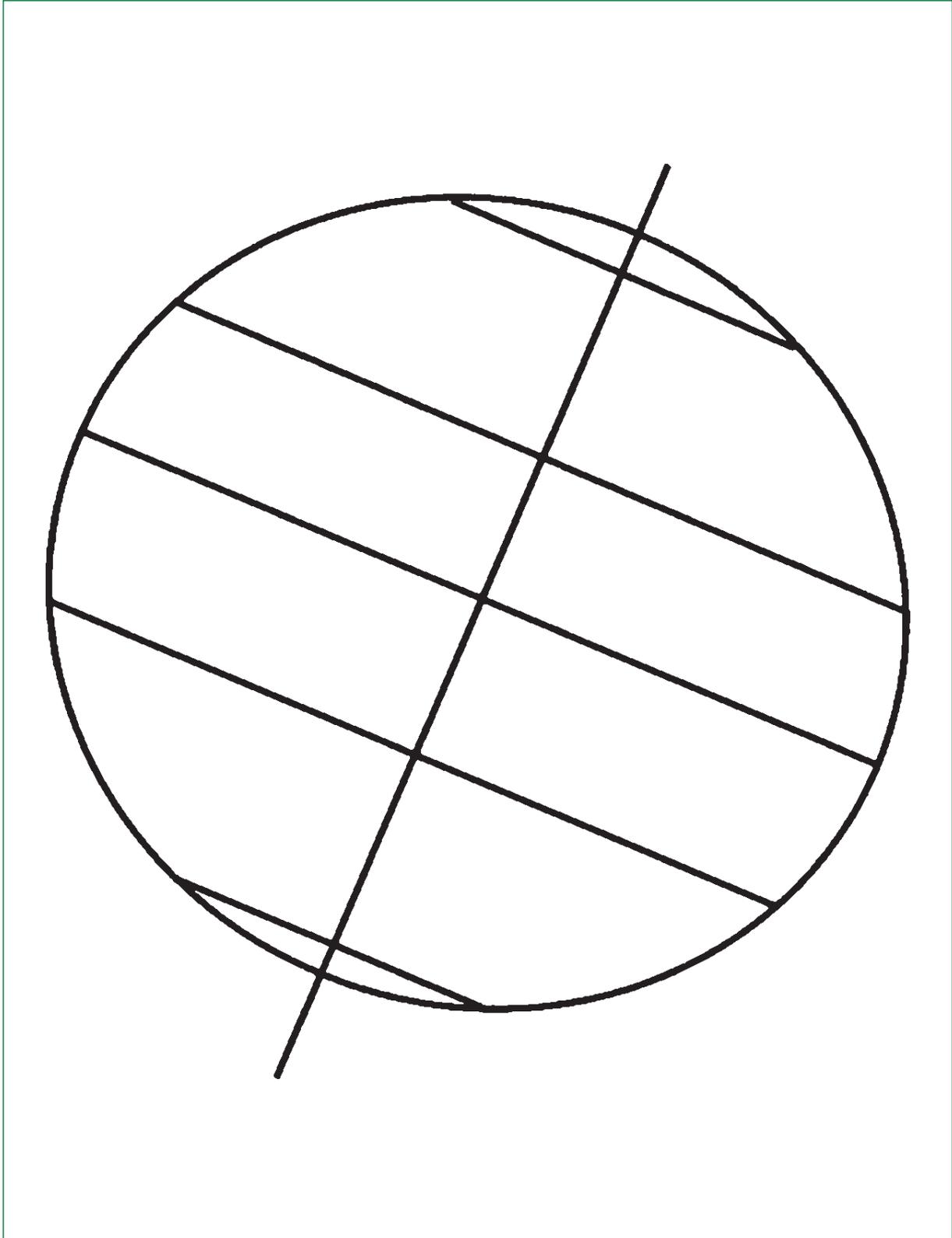


(The world's major climatic zones; © www.doctorange.com)

Task 1:

Write the names of the main climatic zones (*Tropical, Northern and Southern Temperate, Northern and Southern Polar*) in the following map.

Colour the Tropical Zone **red**, the Temperate Zones **green** and the Polar Zones **blue**.



Task 2:

Read the following four stories (A-D) from holiday diaries:

Story A

It is 12 o'clock and people are busy at work in the fields. The Sun is almost directly overhead and it is shining from a clear, dark blue sky. But it is not too hot to work. The air in the mountains here is very thin, and people must protect their skin from getting sunburnt. ...

Story B

When I got out of the plane, the warm, wet air hit me at once. The heat is very great, and everyone goes indoors for several hours in the middle of the day, taking a siesta. I have to use a high-factor sun cream.

Story C

It is summer, but it hardly got dark at all last night, and I've been finding it very difficult to sleep in the tent. The nights are cold, but we have enjoyed long walks in the relatively warm sunshine, especially around 12 noon.

Story D

The days are long, with a lot of sunshine, but I find it very hard to believe that the Sun is in the north at noon. It has been warm enough to go swimming and sailing, and every day we spend quite a long time on the beach.

Now take your atlas and try to find out where the diaries were written.

Draw lines in the system.

Diary A

Tanzania

Diary B

Bolivia

Diary C

North Norway

Diary D

Mexico

Task 3:

Which main climatic zones are the following countries in?

A Greenland _____

B Jamaica _____

C Indonesia _____

D United Kingdom _____

E South Africa _____

Task 4

Fill in the table with the following expressions:

big changes in the length of day and night – a lot of sunshine and heat – the Sun is rather low in the sky – clear temperature differences in the seasons – Sun at its zenith – not very much sunshine and heat – on some days the Sun doesn't rise at all – night and day equally long – different seasons – nearly the same temperature throughout the year – no seasons

| Tropical Zone | Temperate Zones | Polar Zones |
|---------------|-----------------|-------------|
| | | |

Task 5

Which of the diaries (p. 36) was written in the southern hemisphere? How do you know?

It is diary _____, because it says that _____

Text 2:**But the Real Climate is Different!**

The main climatic zones only show what the climate would be like on our earth if it had the same surface everywhere: no oceans, no mountains and no winds. But this is not true and so the real climate depends on other facts:

- a) If a place is **nearer to the ocean**, the differences in temperatures are not that great. The summers are not so warm and the winters not so cold as in places which are further away from the ocean. This is called *maritime climate*.
- b) The **farther away** a place lies **from the ocean**, the higher the differences in temperature are. The land masses become hotter in summer and colder in winter. This is called *continental climate*.



Sea heats up slowly and cools slowly.



Land heats up quickly and cools quickly.

- c) If a place is **higher** above sea level, the temperatures get colder. For example, Mt Kilimanjaro (5,895m) in Tanzania is near the equator, but because it is so high, there is always snow at the top. This is called *mountain climate*.



The higher the relief, the lower the temperature, about -1C for each 100 metres.

Task 6:

Imagine that you take a trip from Amsterdam via Berlin to Moscow.

A What is the temperature like in July?

B What is the temperature like in January?

Task 7

Take your atlas and answer the following questions.

A Find out the elevation of Quito in Ecuador and La Paz in Bolivia.

Quito: _____ m above sea level

La Paz: _____ m above sea level

B Which climate would you expect because they're near the equator?

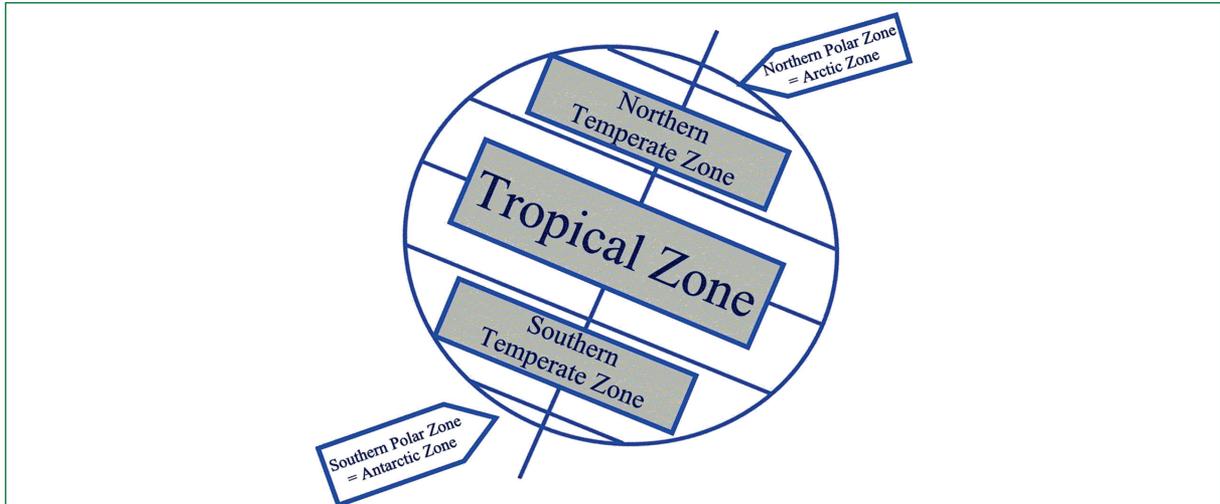
C But what do you think the climate is really like?

D Why do you think people built their cities so high above sea level?

Task 1:

Write the names of the main climatic zones (*Tropical, Northern and Southern Temperate, Northern and Southern Polar*) in the following map.

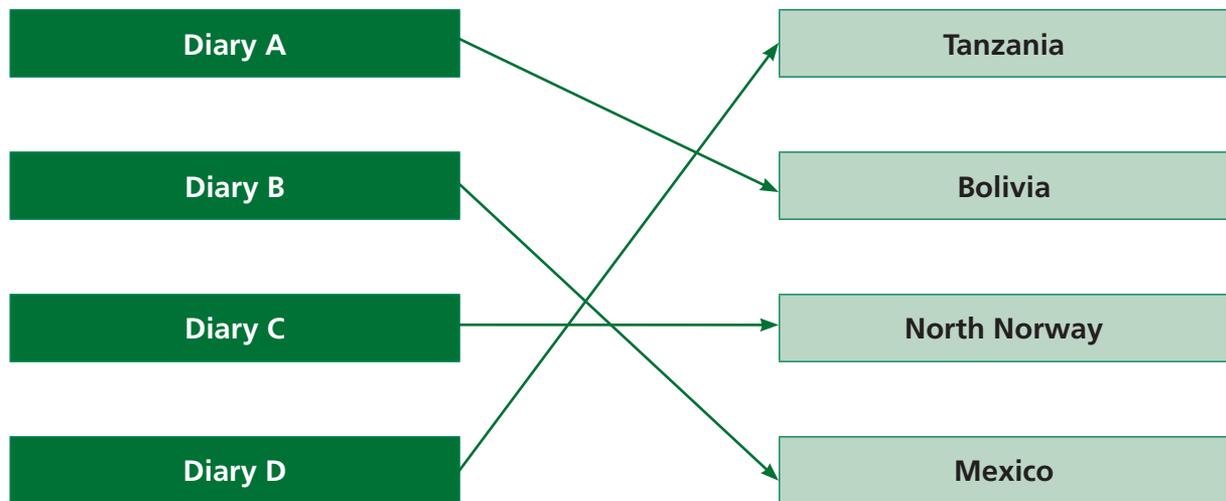
Colour the Tropical Zone red, the Temperate Zones green and the Polar Zones blue.



Task 2

Now take your atlas and try to find out where the diaries were written.

Draw lines in the system.



Task 3

Which main climatic zones are the following countries in?

- A Greenland Northern Polar (Arctic) Zone
- B Jamaica Tropical Zone
- C Indonesia Tropical Zone
- D United Kingdom Temperate Zone (Northern)
- E South Africa Temperate Zone (Southern)

Task 4:

Fill in the table with the following expressions:

| Tropical Zone | Temperate Zones | Polar Zones |
|--|---|---|
| <i>a lot of sunshine and heat</i> | <i>big changes in the length of day and night</i> | <i>the Sun is rather low in the sky</i> |
| <i>the Sun at its Zenith</i> | <i>clear temperature</i> | <i>not very much sunshine and heat</i> |
| <i>night and day equally long</i> | <i>differences in the seasons</i> | <i>on some days the Sun doesn't rise at all</i> |
| <i>nearly the same temperature throughout the year</i> | <i>different seasons</i> | |
| <i>no seasons</i> | | |

Task 5

Which of the diaries was written in the southern hemisphere? How do you know?

It is diary D , because it says that the Sun is in the north.

Task 6

Imagine that you take a trip from Amsterdam via Berlin to Moscow.

A What is the temperature like in July?

- ◆ *In Moscow it is much warmer.*
- ◆ *The further east you go, the warmer it will be.*

B What is the temperature like in January?

- ◆ *In Moscow it is much colder.*
- ◆ *The further east you go, the colder it will be.*

Task 7

Take your atlas and answer the following questions.

A Find out the elevation of Quito in Ecuador and La Paz in Bolivia.

Quito: 2850 m above sea level

La Paz: 3700 m above sea level

B Which climate would you expect because they're near the equator?

 tropical climate

C But what do you think the climate is really like?

 temperate climate

D Why do you think people built their cities so high above sea level?

 It's not so hot there.

_____ . Test in Geography (English)

Name: _____ / _____ / _____
Form: _____

| |
|------|
| Mark |
|------|

Movements of the Earth

1. Fill in the following table:

| | Rotation | Revolution | |
|--------------------------------------|----------|------------|---|
| What do you understand by this word? | | | 2 |
| How long does it take? | | | 2 |
| What are the results? | | | 3 |

2. When do the seasons in the southern hemisphere begin?

- a) autumn _____ 1
- b) winter _____ 1
- c) spring _____ 1

3. Fill in the gaps:

In January the northern hemisphere is _____ the Sun. The rays of the Sun pass through the atmosphere at a _____ angle. In Germany it is _____ then. 3

4. The Earth and the Moon do not give off light. But we can often see a lot at night "by moonlight". What is moonlight really?

It is _____ . 1

[14-13: 1 12-11: 2 10-9: 3 8-7: 4 6-5: 5 4-0: 6] Total:

_____ . Test in Geography (English)

Name: _____ / _____ / _____
Form: _____

| |
|------|
| Mark |
|------|

Movements of the Earth

1. Fill in the following table:

| | Rotation | Revolution | |
|--------------------------------------|---------------------------------------|--|---|
| What do you understand by this word? | <i>the Earth moves round its axis</i> | <i>the Earth moves round the Sun</i> | 2 |
| How long does it take? | <i>24 hours = one day</i> | <i>one year = 365 days and a quarter</i> | 2 |
| What are the results? | <i>day and night</i> | <ul style="list-style-type: none"> ◆ <i>seasons</i> ◆ <i>different length of day and night</i> | 3 |

2. When do the seasons in the southern hemisphere begin?

- a) autumn 21 March 1
- b) winter 21 June 1
- c) spring 23 September 1

3. Fill in the gaps:

In January the northern hemisphere is tilted away from the Sun. The rays of the Sun pass through the atmosphere at a low angle. In Germany it is winter then. 3

4. The Earth and the Moon do not give off light. But we can often see a lot at night "by moonlight". What is moonlight really?

It is reflected sunlight. 1

[14-13: 1 12-11: 2 10-9: 3 8-7: 4 6-5: 5 4-0: 6] Total:

_____. Test in Geography (English)

Name: _____ / _____ / _____
Form: _____

| |
|------|
| Mark |
|------|

Climatic Zones

1. What are the following lines on the globe called?

- a) 0° N _____
- b) 66 ½° S _____
- c) 90° N _____

3

2. The following text is about the tropical zone. Fill in the gaps correctly.

This is where the sun is _____ nearly the whole year. It must be at its _____ (= the highest point in the sky) at least _____ a year.

This happens between the _____ and the _____ . Day and night are about _____ long.

6

3. Which climatic zones are the following countries in?

- a) Austria _____
- b) Greenland _____
- c) Indonesia _____

3

4. What type of climate do you find in ...

- a) Amsterdam _____
- b) Moscow _____

2

[14-13: 1 12-11: 2 10-9: 3 8-7: 4 6-5: 5 4-0: 6]

Total:

_____ . Test in Geography (English)

Name: _____ / _____ / _____
Form: _____

Mark

Climatic Zones

1. What are the following lines on the globe called?

a) 0° N Equatorb) 66 ½° S Antarctic Circlec) 90° N North Pole

3

2. The following text is about the tropical zone. Fill in the gaps correctly.

This is where the sun is overhead nearly the whole year. It must be at its zenith (= the highest point in the sky) at least once a year.

This happens between the Tropic of Cancer and the Tropic of Capricorn. Day and night are about equally long.

6

3. Which climatic zones are the following countries in?

a) Austria (Northern) Temperate Zoneb) Greenland (Northern) Polar Zone Arctic Zonec) Indonesia Tropical Zone

3

4. What type of climate do you find in ...

a) Amsterdam maritime climateb) Moscow continental climate

2

[14-13: 1 12-11: 2 10-9: 3 8-7: 4 6-5: 5 4-0: 6]

Total:

3.2 USA (Jahrgangsstufe 8)

Lehrplanbezug

Angloamerika ist ein Bestandteil des Lehrplans der 8. Jahrgangsstufe (8.2, S. 339 f.). Die herausragende Stellung der USA als Wirtschaftsmacht soll anhand konkreter Beispiele verdeutlicht werden. Das vorliegende Modul zeigt anhand von sechs Beispielen auf, dass trotz hohen wirtschaftlichen und technischen Standards auch immer wieder Probleme (Naturkatastrophen, Migration, historische Entwicklung) auftreten können.

Vorerwägungen

Das Modul steht am Ende der Behandlung der USA. Im vorhergehenden Unterricht besprochene Themen werden zusammenfassend betrachtet.

Es ist aber nicht zwingend notwendig, dass alle Themen bereits durchgenommen wurden, weil die jeweilige Thematik in den einzelnen Arbeitsgruppen nochmals aufgenommen wird. Es empfiehlt sich zur Durchführung eine Doppelstunde.

(Diese Unterrichtsstunde liegt auch als DVD vor. Der Bezug ist über das ISB, Abteilung Realschule, möglich.)

Materialien

- M1 Situation
- M2 Group Work
- M3 Arrows
- M4 Distribution List

Vorbereitungen

- ◆ Kopieren des M1 auf Folie
- ◆ Kopieren der Aufgabenstellung für die einzelnen Arbeitsgruppen (M2-Groupwork), evtl. laminieren
- ◆ Zerschneiden der Zuordnungskärtchen für jede Gruppe
- ◆ Erstellen eines Pfeils für jede Gruppe (M3)
- ◆ Kopieren einer *Distribution-List* (M4) für jede Gruppe
- ◆ Vorbereiten der Wandtafel zum Eintragen der Ergebnisse der jeweiligen zweiten Arbeitsgruppen (= *Distribution-List* mit drei Spalten für die jeweiligen Gruppen)

Ablauf

- ◆ Einstieg: Fragen zum Vorwissen über die USA
- ◆ Konfrontation mit der Situation: Die Regierung der USA hat \$10.000.000 zur Verfügung gestellt, um bestimmte Projekte im Land zu finanzieren (Folie M1-Situation).
- ◆ Die Schüler werden in sechs Gruppen eingeteilt und übernehmen die Rolle der Bewerber für die zur Verfügung gestellte Summe.
- ◆ Der Lehrer teilt die Arbeitsunterlagen (M2-Group Work) aus.
- ◆ Erste Gruppenarbeit: Erarbeiten des Projektthemas; Erarbeiten von Argumenten, die für die Vergabe einer höchstmöglichen Summe an die jeweiligen Projekte sprechen (geleitet durch gezielte Zuordnung einzelner Kärtchen); Erarbeiten von Anlagen und Einrichtungen, welche mit dem Geld finanziert werden sollen.
- ◆ Ein Sprecher jeder Gruppe stellt sein Projekt im Plenum vor; gleichzeitig markiert ein anderer Schüler den Ort, wo das Projekt stattfinden soll (M3-Arrows), auf einer Wandkarte.
- ◆ Neueinteilung der Gruppen: Aus jeder Gruppe der ersten Arbeitsphase kommt mindestens ein Schüler in eine neue Gruppe, so dass jetzt drei Gruppen mit je mindestens sechs Schülern entstehen.
- ◆ In diesen Gruppen wird nun über die Vergabe des Geldes diskutiert. Das Ergebnis wird auf einem Arbeitsblatt festgehalten (M4-Distribution List).
- ◆ Ein Sprecher jeder Gruppe schreibt das jeweilige Ergebnis an die Wandtafel.
- ◆ Der Lehrer wertet kurz die Unterschiedlichkeit der Ergebnisse aus.

The Government of the United States of America



Department of the Treasury



The Department of the Treasury has granted

\$10,000,000

to give help to special programs throughout the country.

There have been applications from six different groups.

You have come together today to find a way how the money should be given to the groups.

Group 1**Maggie Kaltenheim from Oatman, Arizona****Situation**

Maggie and her family have been living in Oatman, Arizona for generations. Maggie's grandparents had a petrol station with a little café on the road, which was the famous Route 66. Maggie's father Bill wanted to keep it, but there was no chance. He had to close it and start working in the nearby copper mine.

Plan

Maggie wants to re-open the café, expand it into a restaurant, and build a museum showing many facts about the famous Route 66. She owns the land on which she would like to build the restaurant and the museum.

Task:

Try to find out why and for what you need the money. Make exact plans for the commission.

| | |
|--|--|
| The road was finished in 1926 and | led from Chicago via St.Louis, Oklahoma City, Amarillo, Albuquerque, Flagstaff to Los Angeles in California. |
| Route 66 was the first road which | was built westwards from the north of the USA through the Great Plains and the Rocky Mountains. |
| Millions of people travelled along the road | because they wanted to get to California in the hope of starting a new and better life there. |
| Many people were attracted by California | because the climatic conditions were better there than in the cold and wet areas of the American northwest. |
| In the 18th and 19th century many Indians, gold seekers and soldiers | used the track along which the Route was built in the 1920s. |
| The song "Get Your Kicks on Route 66" | was made famous by Nat King Cole in the 1950s, and the Rolling Stones sang a rock version of it. |
| For John Steinbeck and Henry Miller – famous American writers – | Route 66 was the road of freedom, destiny and adventure. |
| In the 1950s several thousand cars passed Oatman, | where many of them stopped to get petrol, eat something or stay overnight. |
| In the 1960s the USA built a new motorway, Interstate Highway 40, | which took away all the westbound traffic from Oatman. |
| In the 1990s many tourists came to Oatman | because they wanted to see the famous old places and get the feeling what it was like 'a long time ago'. |

Group 2:

Josie Singer from Brawley, South California

Situation

Brawley is a town of about 32,000 inhabitants. It is situated about 15 miles north of the Mexican border. Mexicali, the nearest Mexican city, is another 10 miles away. The people of Brawley earn their money in a big food factory that takes about 80 % of the potatoes grown in the area. But there are also many Mexicans who cross the border to work in Brawley. In the last five years there have been a lot of problems between the American inhabitants of Brawley and the Mexicans.

Plan

Josie wants to build an information center for Americans and Mexicans. It is intended to give people information about the problems each side has. But it will also help Mexicans to find jobs in the area and to give them a place where they could stay.

Task:

Try to find out why and for what you need the money. Make exact plans for the commission.

| | |
|--|---|
| Migrant workers do | all kinds of work. |
| Most migrant workers do unskilled and low paid work, | but even in those jobs they earn more in one month than in a full year in Mexico. |
| Americans like to employ Mexicans | because they don't have to pay them as much as they would have to pay Americans. |
| Many Americans don't like the Mexicans in their country | because they take their jobs, live in their houses and want Americans to adopt their way of life. |
| Many Americans employ Mexicans | because there aren't any Americans who want to do the jobs the Mexicans do. |
| Some Americans think that migrant workers cause problems in their cities | because the Mexicans lead their own lives and Americans don't want to accept that. |
| There are many Americans who want to have the Mexican workers in their country | because the Mexicans help the US to stay prosperous. |
| Many Mexicans say that without their work | many US factories would have to close. |
| There are problems with the Mexican migrant workers | because they don't have places of their own, places where they can stay together and do what they want. |
| In the history of the USA it is a well-known fact | that most Americans came from other countries. |

Group 3:

Sue Bishop from Tonganoxie, Kansas

Situation

Kansas is known as „the wheat state” of the USA. There are wide areas with wheatfields in summer. There are big farms that only live from selling wheat. Kansas is also known as old Indian land, where Indians used to live before the whites came. There are also many farms with cattle, and Dodge City is known as the „Cowboy City of the World”. In January there was a horrible blizzard that destroyed many farms and their buildings. Sue’s farm was destroyed almost completely.

Plan

Sue wants to rebuild her houses, sheds and other farm buildings. She also needs new machines.

Task:

Try to find out why and for what you need the money. Make exact plans for the commission.

| | |
|--|---|
| Tonganoxie is a little village in Kansas | which has about 1,000 people. |
| In Tonganoxie you can find a school | which is attended by pupils from about 20 miles around. |
| Tonganoxie is a little center for all the farmers | because there is a shopping center, a bar and a garage where all the cars can be repaired. |
| There are blizzards every year, | but this year the snowstorm was the worst they have ever had. |
| This year’s blizzard | produced two meters of snow in 24 hours and the wind reached gale force 10. |
| As a result of the blizzard | there was no electricity for 3 days and the phone lines were broken. |
| Many farmers had to be evacuated | because their houses were torn down by the storm and there was no other place for them to stay. |
| Kansas farmers have always done their part | to ensure that Americans had a lot of wheat for themselves and for exporting. |
| Some farmers even lost another part of their income; | they had little oil-wells on their estates and sold the oil to bigger companies. |
| Everybody in Tonganoxie is very depressed | because the blizzard has made life there extremely hard for the next few years. |

Group 4:

Carol Shearer from Las Vegas, Nevada

Situation

Carol's group is from Las Vegas. This is the most famous desert city in the US. The population of the city is about one million. Many people live in Vegas, because the city is growing and offers good jobs. Vegas is famous for its hotels such as "Stardust", "Caesar's Palace", "New York, New York", "Luxor" or "Excalibur". The hotels are always nearly full, because people come to Vegas to gamble in the big gambling halls of the hotels. About 20 miles west there is an area of outstanding natural beauty, the "RED PEAKS".

Plan

Carol wants to establish a recreation park near Las Vegas.

Task:

Try to find out why and for what you need the money. Make exact plans for the commission.

| | |
|---|--|
| The new park lies | only a 30-minute-drive west of Vegas. |
| Las Vegas is a very big city, | but it has no real recreation area in nature. |
| The nearest recreation area is Lake Mead, | but it takes a 45-minute flight to get there. |
| The RED PEAKS area offers a wide variety of leisure activities | such as walking, mountain-climbing, riding, cycling and mountain-biking. |
| The USA has many national parks, | but there is no park near Las Vegas. |
| The people of the big cities like spending free time in open landscapes near their cities | because they needn't go far and spend a lot of money in hotels or motels. |
| There is only one good road | that runs through the RED PEAKS area. |
| Today there are many people who go to the RED PEAKS, | but they can't find enough parking space, restaurants or toilet buildings. |
| Many people in the Vegas hotels don't know that | there is such a wonderful area near the city. |
| National Parks or recreation areas have been very popular in the United States | since the first park (Yosemite) was established in 1872 |

Group 5:

Julia Mason from Los Angeles, California

Situation

Julia lives in Hollywood, which is very famous for its film industry. Many young people from all over the world come to Hollywood in the hope of getting rich. But only very few of them see their dream come true, the others get lost in the city.

Plan

Julia wants to build a center for homeless young people, give them a bed and food, help them to find jobs and help them to go back where they came from.

Task:

Try to find out why and for what you need the money. Make exact plans for the commission.

| | |
|--|---|
| If you say the word "Hollywood", | many people think of movies, long limousines and famous people living in luxury in Beverly Hills. |
| Hollywood is America's unofficial homeless capital | and between 4,000 and 10,000 homeless teenagers sleep on Hollywood Boulevard every night. |
| The homeless people in Hollywood | are about one tenth of Los Angeles' homeless population. |
| Over half of the people aged under 25 and living on the streets | left their family homes because of abuse. |
| For many teenagers Hollywood seems like an escape from their difficult home life | when they arrive at Hollywood with the dream that they will become movie stars and lead a glamorous life. |
| But reality is that their money is stolen in the first week | and they do not have a chance of finding a job without money. |
| Many of the young people become involved in buying and selling drugs | in order to survive. |
| Some people say that the government is responsible for this situation | because they should do more to help teenagers in this situation. |
| Some people say that the teenagers themselves created the problems in Hollywood | because they should stay at home and try to work out their problems there. |
| The dream that teenagers arrive with | and the reality they find are very different. |

Group 6:

Leonie Wilder-Smith from Dallas, Texas

Situation

Leonie and her brother Jack own an old house which is about one mile away from the CBD of Dallas. The house is not in a good state and the Council has said that it should be torn down like all the other houses around. But Leonie and Jack grew up there and don't want to follow the Council's advice.

Plan

They want to restore the building. They want to turn it into a three-storey-shop for computers, electronic and household appliances. There is a company (COMPUTEX) that would run the shop.

Task:

Try to find out why and for what you need the money. Make exact plans for the commission.

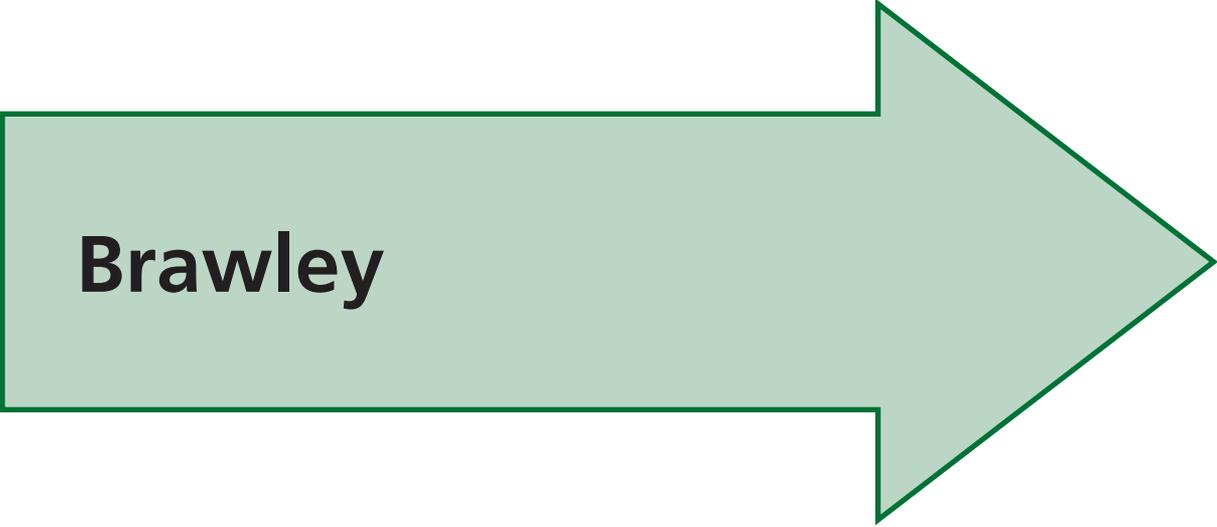
| | |
|--|---|
| In the Dallas of today all the modern shops | can be found in the CBD. |
| Many people avoid the area outside the center | because it is a bit shabby and has the reputation of being a 'twilight area'. |
| In the last 20 years the government has only given money | to companies who wanted to build their shops and offices in the CBD. |
| Many of the old shops in Leonie's area have had to close down in the last 15 years | because the customers were not attracted by the area. |
| As the government and the council didn't help the people with money | many houses decayed and now look horrible. |
| The idea of building a new shopping center for electronic devices | might bring new customers to this part of the city. |
| All the little shops in Leonie's area | helped Dallas to become what it is today. |
| The Council of Dallas only wants to give money | if the US Government also provides financial support. |
| Today, the CBD is so full of shops and offices | that the areas around should be given help so that they can become an economic force again. |
| More shops in Leonie's area would help | to solve the traffic problems in the city. |



Tonganoxie

Dallas

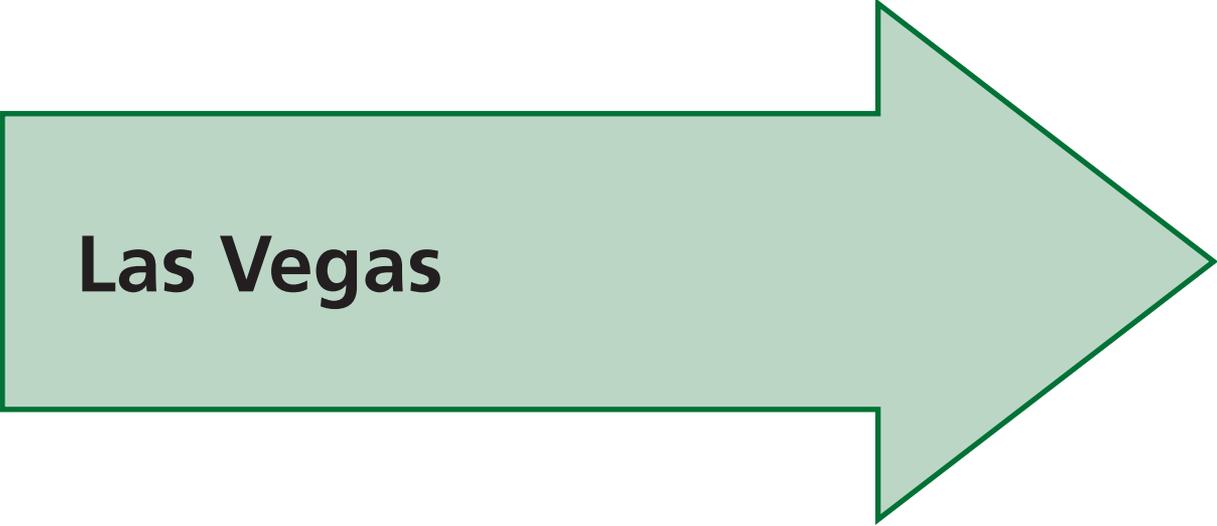
Oatman



Brawley



Los Angeles



Las Vegas

Task:

Discuss the different applications and decide how much money should be given to each of them.

Distribution List Group _____

| Persons and what they want the money for | Sum of money for this application |
|--|-----------------------------------|
| <p style="text-align: center;">Maggie Kaltenheim Oatman, Arizona</p> <p>Restaurant and museum on Route 66</p> | |
| <p style="text-align: center;">Josie Singer Brawley, South California</p> <p>Information Center for Americans and Mexicans</p> | |
| <p style="text-align: center;">Sue Bishop Tonganoxie, Kansas</p> <p>Rebuild houses after a blizzard</p> | |
| <p style="text-align: center;">Carol Shearer Las Vegas, Nevada</p> <p>Recreation Park</p> | |
| <p style="text-align: center;">Julia Mason Los Angeles, California</p> <p>Center for young homeless people</p> | |
| <p style="text-align: center;">Leonie Wilder-Smith Dallas, Texas</p> <p>Restore old house, shopping center</p> | |

3.3 The Rhine Valley (Jahrgangsstufe 9)

Lehrplanbezug

In der neunten Jahrgangsstufe vertiefen und erweitern die Schüler ihre geografischen Kenntnisse und Fertigkeiten aus den vorausgegangenen Jahrgangsstufen, indem sie – ausgehend von Deutschland – sich mit Themen aus der physischen Geografie (z. B. Entstehung von Großlandschaften) und der Anthropogeografie (vor allem Wirtschaftsgeografie) beschäftigen und regionale Besonderheiten und weltweite Zusammenhänge erfassen.

Das vorliegende Raumbispiel 'Rhine Valley' stellt eine deutsche Landschaft in den Mittelpunkt, erlaubt einen integrierten Blick auf Lehrplanthemen der neunten Jahrgangsstufe und beleuchtet exemplarisch Aspekte von Natur- und Humangeografie.

Vorerwägungen

Eine Vokabel-Vorentlastung ist hier in der 9. Jahrgangsstufe nicht notwendig. Die unbekanntesten Wörter können entweder durch Wörterbucharbeit (evtl. auch am Computer unter www.leo.org) oder mit Hilfe der Vokabelliste (M3) erschlossen werden.

Das Arbeitsmaterial für dieses Modul entstammt dem Werk:

Maclean, Kenneth/Thomson, Norman: *Landscapes and People of Western Europe*, Oxford University Press 1988–92, Seiten 47–49.

Materialien

- M1 Map
- M2 Worksheets 1–4 (incl. Key)
- M3 Vocabulary Sheet
- M4 Test (incl. Key)

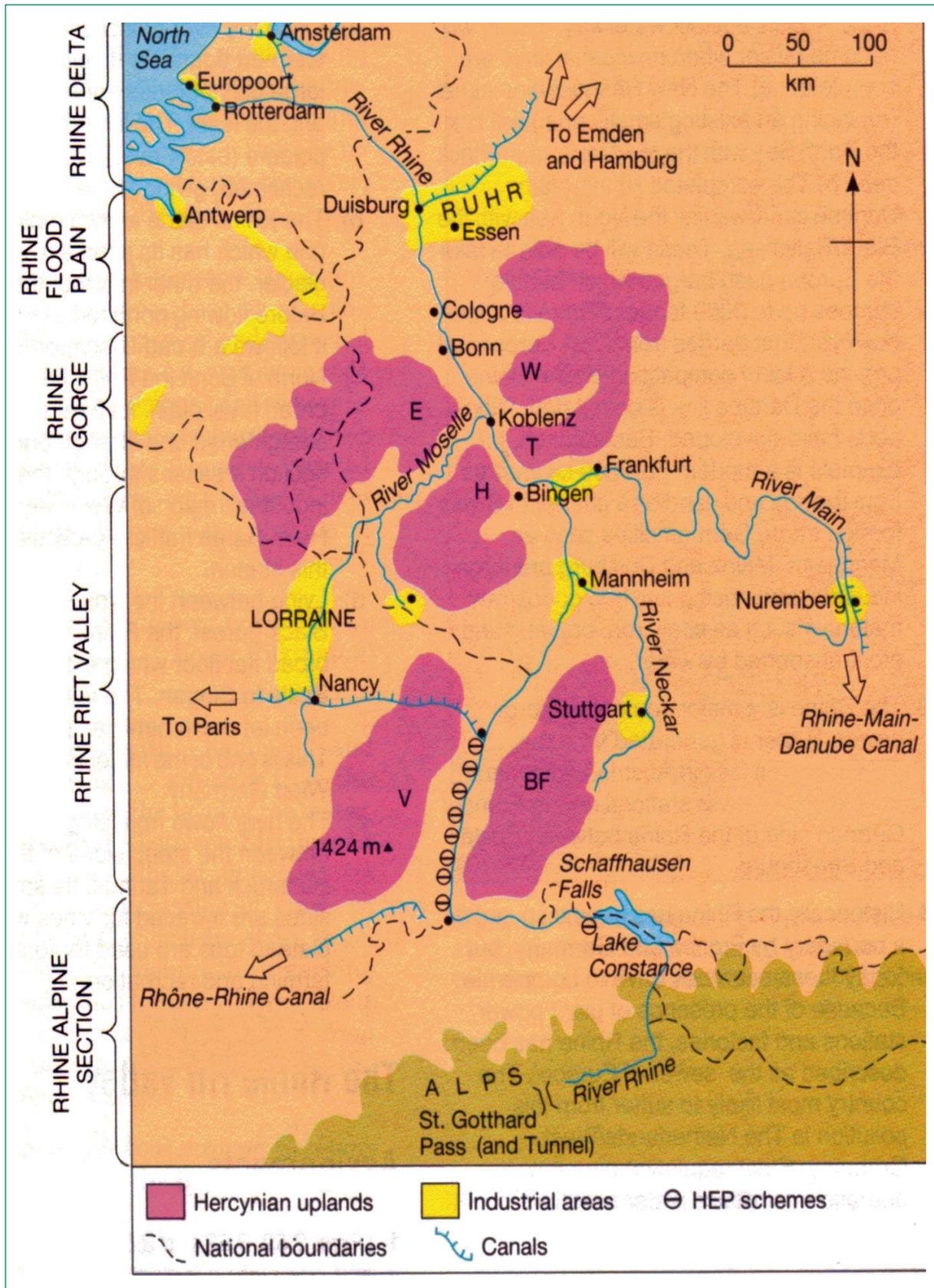
Vorbereitungen

- ◆ Kopieren der Karte M1-Map auf Folie
- ◆ Kopieren des Arbeitsblattsatzes M2
- ◆ Kopieren der Lösungen M2-Key auf Folie
- ◆ Bereitstellen eines Wörterbuches oder Kopieren der Vokabelliste M3

Ablauf

- ◆ Jeder Abschnitt (Worksheets 1–4) wird getrennt behandelt.
- ◆ In Partner- oder Gruppenarbeit versuchen die Schüler durch Studium der Texte, der jeweiligen Karten und Bilder im Arbeitsblatt sowie einer Atlaskarte die Aufgaben zu lösen.
- ◆ Nach Beendigung eines Abschnittes werden die Aufgaben gemeinsam besprochen und verbessert. Das Arbeitstempo richtet sich nach dem Leistungsstand der Klasse.
- ◆ Am Ende des Moduls steht eine Leistungserhebung (M4 incl. Key).

Map 1:
Aspects of the Rhine Basin



Task:

Look at map 1 and an atlas and complete the following text (select 'lefts' or 'rights' and cross out the wrong word or phrase).

Although the Rhine, which is **1320 km/2420 km** long, is not the longest river in Europe, it is the most important for several reasons.

1. Various countries share the river. These include **Italy/Switzerland**, where it rises, the **Netherlands/Belgium**, where its delta meets the **North Sea/Baltic Sea**, and Germany. It is also a boundary for the tiny country of **Liechtenstein/Luxemburg**, as well as Austria and **France/Belgium**.
2. It is very important commercially. The valley allows excellent **north-south/east-west** links from the North European plain through the Hercynian uplands to the Alps. Road, rail, pipeline and river traffic follow the valley. Along with its tributaries, such as the **Danube/Main, Marne/Moselle, Neckar/Rhone** and the network of canals, the Rhine is the world's busiest waterway.
Traffic has increased in the years since 1990, when the Rhone-Rhine Canal (connecting the North Sea with the **Mediterranean/Black Sea**) and the Rhine-Main-Danube Canal (linking the North Sea with the **Black/Baltic Sea**) were finished. These are able to take the European push barges, which handle cargoes up to 3000 tonnes.
3. The Rhine is a major source of hydro-electric power. Power is generated from the Schaffhausen falls in **Austria/Switzerland** and the **8/12** power stations on the **French/German** side of the Rhine between Basle and Strasbourg.
4. Historically the Rhine has been a boundary between **France/Austria** and Germany, but today these countries are co-operating.

Because there are giant power stations and factories along the river, it has been described as the 'sewer of Europe'. The countries which suffer most from this pollution are Germany and the Netherlands. Strict regulations to reduce water pollution have been put into operation and the situation really has **improved/become worse** in the last few years.



A Rhine Barge
(© www.panoramio.com)

Task:

Here you have five descriptions of the landscape zones in which the Rhine flows. Write their names on the lines above the texts (Look at map 1 again).

Once the river crosses the Dutch-German boundary it splits into several large distributaries – the Lek, the Waal and the Issel. On the mouth of the Waal you find Rotterdam-Europoort, one of the most important seaports of the world. The land is level and river polders (land below river level) have been created to make use of the fertile farmland.

The Rhine starts as two main streams: one has its source in an alpine glacier, the other in a mountain lake. Before flowing north to Lake Constance it follows a broad U-shaped valley. It leaves the Lake to the west, passes Schaffhausen with the waterfall and at Basle it turns north.

North of Bonn the Rhine flows through a broad level plain. Its banks have been straightened and strengthened. In this section it passes through the main industrial region of Germany – the Ruhr. The largest inland port of the world was built where the river Ruhr meets the Rhine at Duisburg. Barge traffic is particularly busy along this stretch.

Lying between the Vosges and the Black Forest, the Rhine valley has a broad flat floor which extends from Basle to Bingen. The valley bottom has been let down between parallel faults. This is one of the major farming zones of Germany. But there are also a lot of important industrial areas, for example the BASF in Ludwigshafen.

The river flows from Bingen to Bonn between the steep sides of the Hunsrueck, Taunus, Eifel and Westerwald. Its south-facing sides are terraced for vines while the plateau tops are used for forestry, farming and recreation. This area is visited by many tourists because of the outstanding beauty of the valley. There are numerous little towns. The most famous of them is Koblenz, where the Moselle runs into the Rhine.

Task:

Look at map 1 and an atlas and complete the following text (select 'lefts' or 'rights' and cross out the wrong word or phrase).

Although the Rhine, which is **1320 km/2420 km** long, is not the longest river in Europe, it is the most important for several reasons.

1. Various **countries** share the river. These include **Italy/Switzerland**, where it rises, the **Netherlands/Belgium**, where its delta meets the **North Sea/Baltic Sea**, and Germany. It is also a boundary for the tiny country of **Liechtenstein/Luxemburg**, as well as Austria and **France/Belgium**.
2. It is very important **commercially**. The valley allows excellent **north-south/east-west** links from the North European plain through the Hercynian uplands to the Alps. Road, rail, pipeline and river traffic follow the valley. Along with its tributaries, such as the **Danube/Main, Marne/Moselle, Neckar/Rhone** and the network of canals, the Rhine is the world's busiest waterway.

Traffic has increased in the years since 1990, when the Rhone-Rhine Canal (connecting the North Sea with the **Mediterranean/Black Sea**) and the Rhine-Main-Danube Canal (linking the North Sea with the **Black/Baltic Sea**) were finished. These are able to take the European push barges, which handle cargoes up to 3000 tonnes.

3. The Rhine is a major source of hydro-electric power. Power is generated from the Schaffhausen falls in **Austria/Switzerland** and the **8/12** power stations on the **French/German** side of the Rhine between Basle and Strasbourg.
4. **Historically** the Rhine has been a boundary between **France/Austria** and Germany, but today these countries are co-operating.
Because there are giant power stations and factories along the river, it has been described as the 'sewer of Europe'. The countries which suffer most from this pollution are Germany and the Netherlands. Strict regulations to reduce water pollution have been put into operation and the situation really has **improved/become worse** in the last few years.



A Rhine Barge
(© www.panoramio.com)

Task:

Here you have five descriptions of the landscape zones in which the Rhine flows. Write their names on the lines above the texts (Look at map 1 again).

RHINE DELTA

Once the river crosses the Dutch-German boundary it splits into several large distributaries – the Lek, the Waal and the Issel. On the mouth of the Waal you find Rotterdam-Europoort, one of the most important seaports of the world. The land is level and river polders (land below river level) have been created to make use of the fertile farmland.

RHINE ALPINE SECTION

The Rhine starts as two main streams: one has its source in an alpine glacier, the other in a mountain lake. Before flowing north to Lake Constance it follows a broad U-shaped valley. It leaves the Lake to the west, passes Schaffhausen with the waterfall and at Basle it turns north.

RHINE FLOOD PLAIN

North of Bonn the Rhine flows through a broad level plain. Its banks have been straightened and strengthened. In this section it passes through the main industrial region of Germany – the Ruhr. The largest inland port of the world was built where the river Ruhr meets the Rhine at Duisburg. Barge traffic is particularly busy along this stretch.

RHINE RIFT VALLEY

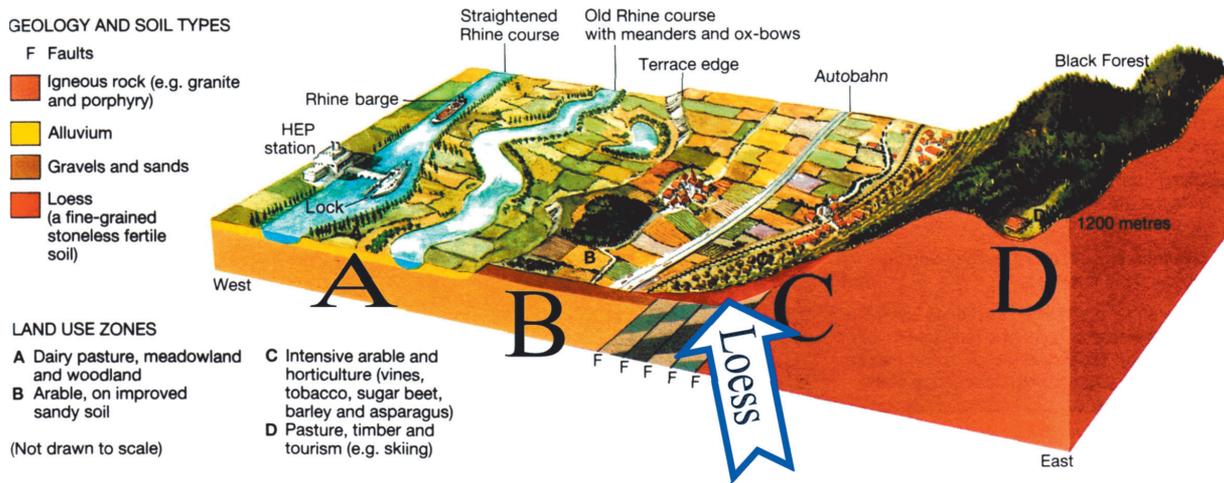
Lying between the Vosges and the Black Forest, the Rhine valley has a broad flat floor which extends from Basle to Bingen. The valley bottom has been let down between parallel faults. This is one of the major farming zones of Germany. But there are also a lot of important industrial areas, for example the BASF in Ludwigshafen.

RHINE GORGE

The river flows from Bingen to Bonn between the steep sides of the Hunsrueck, Taunus, Eifel and Westerwald. Its south-facing sides are terraced for vines while the plateau tops are used for forestry, farming and recreation. This area is visited by many tourists because of the outstanding beauty of the valley. There are numerous little towns. The most famous of them is Koblenz, where the Moselle runs into the Rhine.

Task 1:

Study the following picture of land use in the Rhine valley.



Task 2:

Answer the following questions:

1 Where do you find vineyards and orchards?

they cover the fault lines

they lie on the fertile loess soil

they lie on the edge of the river plain

2 Why do they not lie in the lower area?

the soil near the river is not fertile enough

Rhine floods would damage them

3 Give three different uses for the forested uplands:

tourism

timber

pasture

| | |
|------------------------|----------------------------|
| commercially | wirtschaftlich |
| push barge | Frachtkahn, Binnenschiff |
| cargo | Ladung |
| giant | riesig |
| sewer | Abwasserkanal |
| to suffer from | leiden an |
| strict | streng |
| flood plain | Überschwemmungsebene |
| gorge | Schlucht, enges Tal |
| rift valley | Grabenbruch |
| uplands | Mittelgebirge |
| to split, split, split | aufspalten, aufteilen |
| distributary | Mündungsarm |
| to straighten | begradigen |
| to strengthen | verstärken |
| to extend | sich erstrecken |
| fault | Verwerfung, Bruchlinie |
| vine | Weinstock |
| particularly | besonders |
| the stretch | der Abschnitt |
| to be terraced | in Terrassen angelegt sein |
| dome | Kuppel, Aufwölbung |

| | |
|-------------------------|-------------------------------|
| tension | Spannung |
| stress | Betonung, Beanspruchung |
| sedimentary rocks | Sediment-/Ablagerungsgesteine |
| gravel | Kies |
| to meander | in Flussschlingen verlaufen |
| distribution | Verteilung |
| vineyard | Weingarten |
| orchard | Obstgarten |
| pasture | Weideland |
| timber | Nutzholz |
| vessel | Schiff |
| navigable | schiffbar |
| watershed | Wasserscheide |
| location | Standort |
| heavy industry | Schwerindustrie |
| tributary | Nebenfluss |
| to deepen | vertiefen |
| to extend | ausweiten |
| to cater for | sorgen für |
| established settlements | eingesessene Siedlungen |
| estuary | Mündung |
| to prosper | gedeihen, aufblühen |

_____. Test in Geography (English)

Name: _____ / _____ / _____
 Form: _____

| |
|------|
| Mark |
|------|

The Rhine Valley

1. Which city ...

- a) can you find where there is the waterfall? _____
- b) can you find at the "German corner", the place where the Moselle meets the Rhine? _____
- c) is the largest inland port of the world? _____

3

2. Which feature goes with which part of the Rhine valley? Write down the corresponding letter in the empty box.

| | feature |
|----|-------------------------|
| a) | U-shaped valley |
| b) | distributaries |
| c) | between Bingen and Bonn |

| | part of valley |
|--|----------------|
| | gorge |
| | Alpine section |
| | delta |

3

3. Fill in the missing words.

The Rhine rift valley was formed when the earth's crust was heated. The crust formed a _____. Its highest part sank down and formed the floor of the valley. The floor is bounded by blocks called _____, whose sides are marked by a series of parallel _____. The block in the west is the Vosges, in the east there is the _____. Today the ground is filled with _____ rocks.

5

4. What is the fertile soil on the edge of the rift valley called?

1

5. Give two main uses of the Black Forest.

2

[14-13: 1 12-11: 2 10-9: 3 8-7: 4 6-5: 5 4-0: 6]

Total:

_____. Test in Geography (English)

Name: _____ / _____ / _____
 Form: _____

| |
|------|
| Mark |
|------|

The Rhine Valley

1. Which city ...

- a) can you find where there is the waterfall? Schaffhausen
- b) can you find at the "German corner", the place where the Moselle meets the Rhine? Koblenz
- c) is the largest inland port of the world? Duisburg

3

2. Which feature goes with which part of the Rhine valley? Write down the corresponding letter in the empty box.

| | feature |
|----|-------------------------|
| a) | U-shaped valley |
| b) | distributaries |
| c) | between Bingen and Bonn |

| | part of valley |
|----|----------------|
| c) | gorge |
| a) | Alpine section |
| b) | delta |

3

3. Fill in the missing words.

The Rhine rift valley was formed when the earth's crust was heated. The crust formed a dome. Its highest part sank down and formed the floor of the valley. The floor is bounded by blocks called horsts, whose sides are marked by a series of parallel faults. The block in the west is the Vosges, in the east there is the Black Forest. Today the ground is filled with sedimentary rocks.

5

4. What is the fertile soil on the edge of the rift valley called?

Loess

1

5. Give two main uses of the Black Forest.

pasture, timber, (tourism)

2

[14-13: 1 12-11: 2 10-9: 3 8-7: 4 6-5: 5 4-0: 6]

Total:

4 Bilingualer Sachfachunterricht Geschichte¹⁷

4.1 Development of Medieval Europe and Britain (Jahrgangsstufe 7)

Lehrplanbezug

Sowohl das „Frankenreich“ als auch die „Angelsachsen“ sind Bestandteil des Lehrplans der 7. Jahrgangsstufe (7.1, S. 243 „Das Werden des mittelalterlichen Europas“ bzw. 7.1, S. 248 Fremdsprachiger Sachunterricht „The Anglo-Saxons arrive in Britain“.)

Vorerwägungen

In der vorliegenden Unterrichtseinheit soll den Schülern bewusst werden, welche Bedeutung zum einen das Frankenreich für die Formierung heutiger europäischer Staaten hat und zum anderen die „Anglo-Saxons“ für das heutige Großbritannien hatten. Dabei wird überwiegend vergleichend und mit Karten gearbeitet, um die Veränderungen und damit Auswirkungen bis zum heutigen Europa bzw. Großbritannien besser nachvollziehen zu können. Ein weiteres Ziel besteht darin, die Schüler auf das „römische Erbe“ aufmerksam zu machen und dabei zu erkennen, welche Spuren die Römer bis in die Gegenwart hinterlassen haben. Durch den Blick auf das heutige Europa bzw. auf Großbritannien (Gegenwartsbezug), soll die Sichtweise der Schüler mit diesem Modul für den Bilingualen Sachfachunterricht erweitert werden. Das bewusste Einbeziehen der Perspektive des Zielsprachenlandes lässt eine der gewinnbringenden Chancen und Möglichkeiten des Bilingualen Sachfachunterrichts sichtbar werden.

Dieses Thema wird zu Beginn der Jahrgangsstufe 7 als erstes Modul des Bilingualen Sachfachunterrichts durchgeführt. In der Jahrgangsstufe 6 beschäftigten sich die Schüler abschließend mit dem umfangreichen Themenbereich „Römisches Reich“ und „Welt der Germanen“, die die „Völkerwanderung“ beinhaltet. Darauf soll in diesem Modul wiederholend zurückgegriffen werden, um neue Inhalte auf dieser Basis zu erarbeiten.

Unbekannte Vokabeln können wie in den vorliegenden Materialien mit * gekennzeichnet und angegeben oder aber vorentlastet werden.

Materialien

- M1 Maps
- M2 Group Work (Tasks, Material, Key)
- M3 Teamwork (Tasks, Material, Key)
- M4 Worksheet 1 (incl. Key)
- M5 Worksheet 2 (incl. Key)
- M6 Quiz

Vorbereitungen

- ◆ Kopieren von M1 auf Folie
- ◆ Kopieren der Arbeitsaufträge und Gruppenmaterialien M2
- ◆ Kopieren der Arbeitsaufträge und Partner-/Teamarbeitsmaterialien M3
- ◆ Kopieren der Arbeitsblätter M4 und M5
- ◆ Erstellen der Kärtchen für Quiz: Vorder- und Rückseite bedrucken und zerschneiden (M6), evtl. laminieren
- ◆ Evtl. Kärtchen mehrmals erstellen und laminieren → falls nicht in Großgruppen, sondern mehreren kleinen Gruppen gearbeitet wird.

¹⁷ Eine Synopse von Lehrplaninhalten (Jahrgangsstufe 7) und Veröffentlichungen im Fach Geschichte finden Sie im Anhang 3.

Ablauf

Einstieg:

Karte von Europa, wobei die Überschrift zunächst nicht zu sehen ist.

Die Schüler äußern sich dazu spontan und begründen, warum es sich um Europa handelt (nennen z. B. Länder) (M1 – Map 1).

Die Schüler ordnen die Karte von Europa zeitlich ein.

Impuls der Lehrkraft:

Is it a map of today's Europe or of Europe a long time ago? Give reasons for your opinion.

Sowohl die abgebildeten Länder als auch die Internetadresse, bei der die Jahreszahl 2001 zu finden ist, geben den Schülern Hinweise, dass es sich um eine Karte des heutigen Europa handelt.

Dabei kann von der Lehrkraft darauf hingewiesen werden, welche wichtige weiterführende Rolle die Quellen- und Literaturangaben im Geschichtsunterricht haben.

Lehrkraft: *Europe was not always like this.*

Überleitung:

Die Schüler werden mit einer Karte um 500 n. Chr. konfrontiert, wobei die Überschrift zunächst wieder nicht zu sehen ist (M1 – Map 2).

Sie äußern sich dazu spontan und finden heraus, dass es sich um Europa handelt, wie es vor langer Zeit aussah.

Sie erkennen im Unterrichtsgespräch, dass hier nicht mehr das ihnen vom Vorjahr bekannte römische Reich vorliegt, sondern dass andere Völker herrschen (*Visigoths, Ostrogoths, Franks* usw. → Beispiele müssen aber noch nicht genannt werden, da sich damit die GA befasst).

Erarbeitung:

Stundenthema: *How did Medieval Europe and Britain develop?*

Die Schüler werden nun in vier Gruppen eingeteilt und erarbeiten

- ◆ die Veränderungen zum Ende des Römischen Reiches in Europa (Gr. 1)
- ◆ die Veränderungen in Großbritannien (Gr. 2)
- ◆ die Auswirkungen der Veränderungen im mittelalterlichen Europa und gehen dabei näher auf das Frankenreich ein (Gr. 3)
- ◆ die Auswirkungen der Veränderungen im mittelalterlichen Großbritannien und gehen dabei näher auf das Gebiet der *Anglo-Saxons* ein (Gr. 4).

Die Schüler arbeiten dazu mit den Karten ihrer jeweiligen Gruppenmaterialien.

Anschließend präsentieren die Schüler ihre Ergebnisse, vergleichen die Veränderungen und stellen Zusammenhänge her. Die Schüler derjenigen Gruppen, die nicht präsentieren, machen sich Notizen zu den Erläuterungen der Vortragenden Schüler.

In Partnerarbeit bzw. Teams beschäftigen sich die Schüler nun mit folgenden Themen:

- ◆ die lebensweltliche Situation zwischen den Römern und den Germanen zur Zeit der Veränderungen durch die Völkerwanderung
- ◆ die lebensweltliche Situation in Großbritannien nach den Veränderungen zur Zeit der Völkerwanderung

Die Schüler arbeiten dazu mit fiktiven Texten zu Persönlichkeiten, die in der Geschichte eine wichtige Rolle spielten (M3 – Texts 1 + 2). Team A tauscht sich mit Team B aus und vergleicht dabei die jeweilige Situation zu den jeweiligen Zeiten.

Im Anschluss steht eine Diskussion der Schüler über das Erbe der Römer, in der sie sich mit Statements auseinandersetzen und diese bewerten. Diese ausgeprägt kommunikative Phase kann entweder in Partnerarbeit, Gruppenarbeit oder in der Klasse stattfinden. Alternativ lässt sich die Diskussion auch stufenweise in Partnerarbeit, Gruppenarbeit und in der Klasse (z. B. Stuhlkreis/Podiumsdiskussion) führen. Vorbereitend und zur Unterstützung arbeiten die Schüler mit einem Arbeitsblatt, auf dem konkrete Beispiele für die „heutigen Spuren“ der Römer gegeben sind (M4).



Sicherung:

Gemeinsam werden die Ergebnisse im Unterrichtsgespräch wiederholt und auf einem Arbeitsblatt, das als Lückentext gestaltet ist, festgehalten (M5).

Abschließend wird die Klasse in zwei Gruppen eingeteilt, um ein Quiz (M6) zu spielen. Den Schülerteams werden im Wechsel Fragen gestellt zu den Themen *Medieval Europe* und *Medieval Britain*.

Die Lehrkraft wählt dazu die Fragen für die jeweiligen Gruppen aus. Alternativ können auch die Gruppen wählen, zu welchem Thema sie eine Frage beantworten möchten.

Alternative:

Die Schüler werden in mehrere Gruppen eingeteilt, erhalten die Spielkärtchen und spielen das Quiz in ihrer Kleingruppe.

Sollte das Quiz in der Unterrichtsstunde nicht mehr gespielt werden können, so kann es in der Folgestunde zur Wiederholung verwendet werden.

Map 1:
Europe (21st century)



Map 2:
Early Medieval Europe (about 500)



© Greenblatt/Lemmo: Human Heritage – A world history, Ohio 1989.

Tasks:

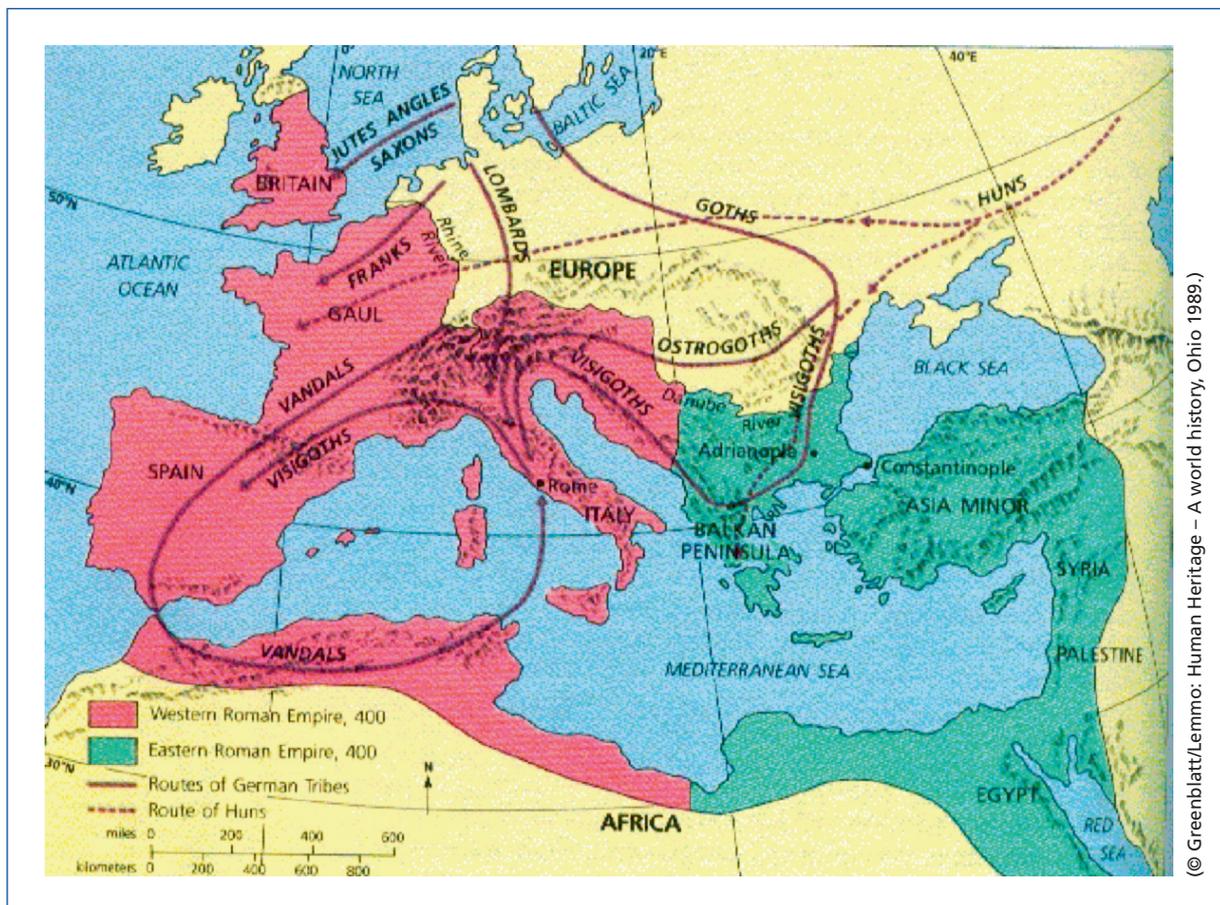
Look at maps 1-3 and answer the following questions.

Map of Early Medieval Europe (about 400)

1. Which were the two biggest Empires at this time?
2. Which Empire is mainly in today's Europe? Name the countries (of today) where this Empire was. The European map of today will help you.
3. Which tribe came from Asia and attacked these Empires?
4. Which German tribes started to move within Europe because of the attacks?

Map of Early Medieval Europe (about 500)

5. What different peoples can you find in Europe? Give examples.
6. What can you say about their power in contrast to the Empires in Map 1?
7. What do you think happened to the Empires you can see in Map 1 and what did it mean for the people who ruled there?

Map 1:**Map of Early Medieval Europe (about 400) – Germanic Invasions**

Map 2:
Map of Early Medieval Europe (about 500)



Map 3:
Map of Europe (21st century)



Tasks:

Look at maps 1-3 and answer the following questions.

Map of Roman Britain (about 300)

1. Who ruled in Britain at this time? The language used in the map can help you.
2. What was the border* to Scotland called? Why do you think was it built?

* border: line that divides two countries

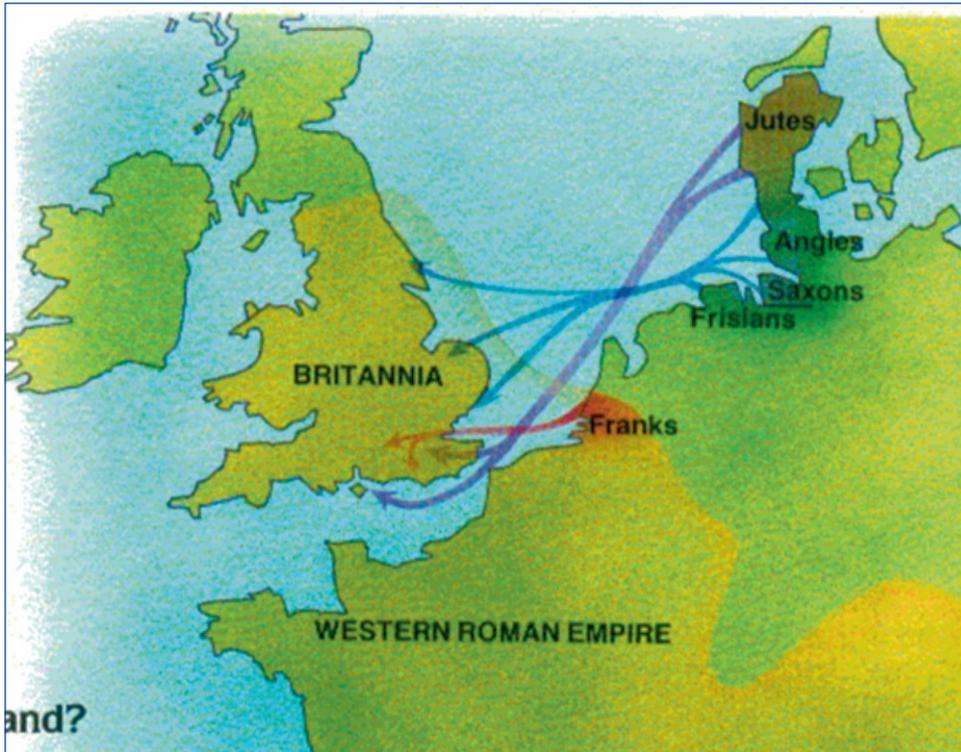
Map of Anglo-Saxon settlement (about 400)

3. Which tribes came to Britain at this time?
4. Where did these tribes come from? Name the countries of today. The European map of today will help you.
5. Why do you think they moved to Britain?
6. What do you think happened to the provinces and what did it mean for the people who ruled in Britain when these tribes came to Britain?

Map 1:**Map of Roman Britain (about 300)**

Map 2

Map of Anglo-Saxon settlement (about 400)



(© Culpin, Christopher/Linsell, David: Past into Present 1 – 43AD – 1400, London 1988.)

Map 3

Map of Europe (21st century)



(© www.edimphoto.org.uk)

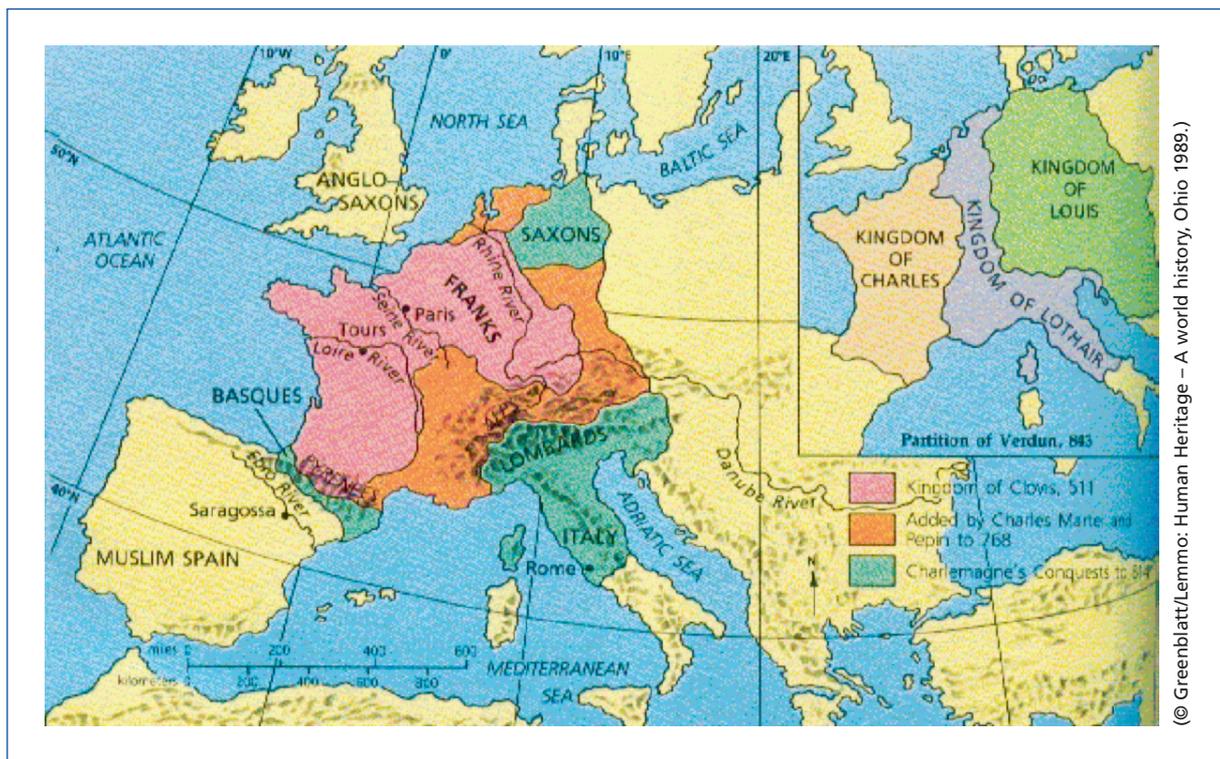
Tasks:

Look at maps 1 and 2 and answer the following questions.

Map of the Frankish Empire (about 500-800)

1. What was the biggest Empire in Europe at this time?
2. Who ruled in the different parts of this Empire and enlarged* it? The legend on the right will help you.
3. Name the countries of today where this Empire was. The European map of today will help you.
4. What can you say about the power of this Empire in Europe? Give a reason for your answer.
5. What happened to this Empire in 843 due to the Treaty of Verdun? Explain. The little map on the right will help you.
6. Which countries of today developed from the Treaty of Verdun?

* to enlarge = to make something bigger

Map 1**Map of the Frankish Empire (about 500-800)**

Map 2
Map of Europe (21st century)



Tasks:

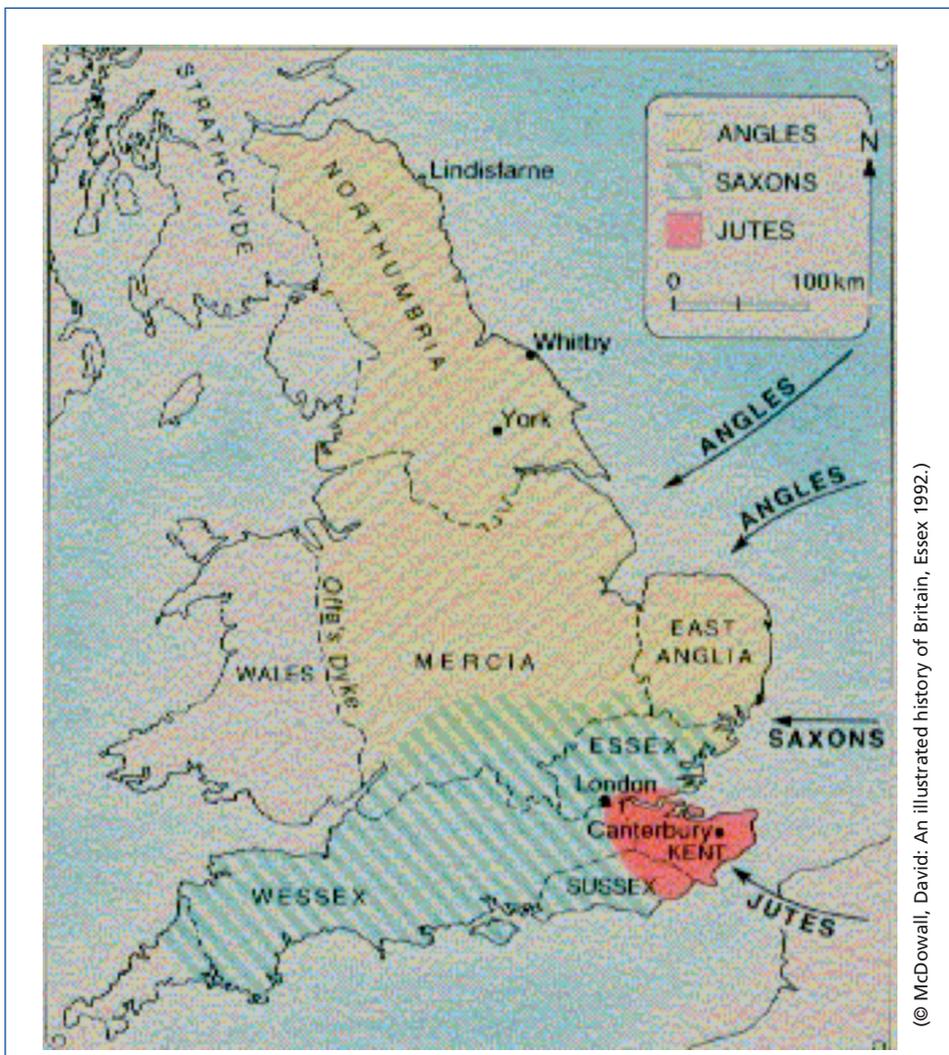
Look at maps 1 and 2 and answer the following questions.

Map of Early Medieval Britain (about 500) and map of the English Counties

1. Which different tribes came to Britain at this time?
2. Who ruled in Britain at this time?
3. What can you say about the power of the different parts in Great Britain? Give a reason for your answer.
4. What do you think happened to the people who ruled there before?
5. What were the different parts of the country called in 500 and what are they called today? Give a general term.
6. Which names of the different parts can you also find in a map of today's Britain?

Map 1

Map of Early Medieval Britain (about 500): The Anglo-Saxon invasions and the kingdoms they established



Map 2

The English Counties (21st century)



Group 1:

1. Eastern and Western Roman Empire
2. Western Roman Empire
Countries of today: France, Germany, Spain, Portugal, Great Britain, Italy, Austria, Switzerland, Belgium, Croatia, Slovenia
3. Huns
4. Franks, Visigoths, Vandals, Lombards, Ostrogoths
5. Franks, Visigoths, Lombards, Ostrogoths, Saxons, (Vandals)
6. These tribes were not as powerful as the Roman Empire because
 - ◆ it was not one empire any more.
 - ◆ their countries were smaller.
 - ◆ and their empire as a whole was smaller.
7. The Romans were defeated; they had to leave their empire and they lost power.

Group 2:

1. The Romans; (language: Latin)
2. Hadrian's Wall; it was built to protect the people from enemies
3. Jutes, Angles, Saxons, Frisians, Franks
4. Denmark, Germany, the Netherlands
5. They probably had some problems in their countries; maybe they were attacked by other tribes.
6. Maybe the people who came to Britain established new areas; the Romans were defeated, had to leave their country and lost power.

Group 3:

1. Frankish Empire
2. Clovis, Charles Martel, Pepin, Charlemagne
3. France, Germany, Italy, Austria, Switzerland, Belgium, Netherlands
4. The Frankish Empire got more and more power because it became bigger between 511 and 814; the emperors ruled over the major part of medieval Europe.
5. The empire was divided into three parts: there was the Kingdom of Charles, the Kingdom of Lothair and the Kingdom of Louis.
6. ◆ Kingdom of Charles → France
◆ Kingdom of Lothair → Italy
◆ Kingdom of Louis → Germany

Group 4:

1. Angles, Jutes and Saxons
2. Anglo-Saxons; (language: English)
3. The Angles were probably the most powerful tribe, because the area they lived in was the biggest; the Jutes were the least powerful, because their area was very small.
All three tribes seemed to be powerful because they ruled over the major part of Britain.
4. The people who ruled there before were probably defeated, lost their country and their power.
5. 500: kingdoms; today: counties
6. Sussex, Essex, Kent

Tasks:

Work together with a partner and answer the following questions.

Ambrose of Milan is talking about his life

1. Which tribes¹ lived in the Roman Empire when he lived there?
2. What did the Romans build and why did they build it?
3. Were there any problems? Explain why or why not and give examples.
4. What period is Ambrose of Milan talking about? (Before, during, after the changes?). Give a reason for your answer.

Text:**Ambrose of Milan is talking about his life**

Ambrose of Milan lived in the Roman Empire.
He was born about 339 and died in 397

My name is Ambrose and I'm also called "of Milan", because I have lived here for a long time and I became the bishop here. I was born in Trier in about 339. My dad worked for the Roman Empire in Trier. In the early fourth century Trier was a very important city in the Roman province. The city was close to the 'obergermanischen Limes'. The Romans had built this wall to protect their country from the 'free Teuton people'². Most of the time the people of the Roman Empire and the Teuton people lived together peacefully, but often they fought, too. The Teutons were very different from the Romans, because they had different gods, food, clothes etc. The situation got worse when the Teutons destroyed parts of the Limes and the Romans were frightened and went back to Italy. It was the time when other tribes started to move across the border to different countries ...

Author: original text

source of picture: www.heilbronn-neckar.de

1 tribe: a group of people who live together; they have the same religion and language

2 Teuton people: Germanic tribe

Tasks:

Work together with a partner and answer the following questions.

Letter of Augustine of Canterbury

1. What was the situation like in Britain when he went there? Give examples.
2. What was his job? Was it easy for him? Explain why or why not.
3. What did the Romans build and why did they build it?
4. What period is Augustine of Canterbury talking about? (Before, during, after the changes?). Give a reason for your answer.

Text:**Letter of Augustine of Canterbury**

Augustine of Canterbury lived in Britain when it had changed... He died in 604.

Now that I'm getting old, there is time to think about my life, especially about the fact that I was sent to England in 597 as a Roman missionary. But I was afraid of the Celts, who lived there, and also of the Anglo-Saxons and the Jutes, who came from Germany and invaded Britain. The job was difficult and dangerous, because I really wanted to tell all of the English people about our Christian God, but in some parts of the country, people were busy fighting each other. In the end I was successful. I even became a bishop and Archbishop of Canterbury. This city is in the south-east, close to London. We built a church there, which was named after me, Church of Saint Augustine. There are also some buildings in Canterbury dating from the time when the Romans were there. When I came

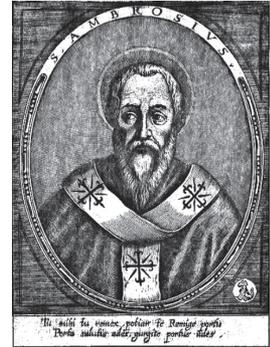
to England the Romans had been gone for about 150 years. But you know that they were good at building. In the North of England a wall was built to defend the Roman Empire. It is called Hadrian's Wall and is very famous in Britain. A long time ago it was made out of wood, but it is a stone wall now. Perhaps you have heard of the 'Limes', which is similar to Hadrian's Wall.

Author: original text

source of picture: <http://saints.sqpn.com/sta14001.jpg>

Team A:

1. Romans and Teutons (= Germanic tribe)
2. The Romans built a wall called the "obergermanische Limes"; it was built to protect the country from the "free Teuton people".
3. First they lived together peacefully but often they fought. The problems started when the Teutons destroyed parts of the Limes. The Romans were frightened and started to go back to Italy.
4. Ambrose is talking about the period during the changes: People had started to move because they were attacked by other tribes.

**Team B:**

1. The situation was difficult because people were busy fighting each other.
2. Augustine of Canterbury was a missionary; (later he was bishop and archbishop); His job was not easy, because
 - ◆ he was afraid of the Celts, who lived in Britain.
 - ◆ he was afraid of the Anglo-Saxons and Jutes, who came from Germany and invaded Britain.
 It was difficult and dangerous to convince them of the Christian faith.
3. The Romans built a wall called "Hadrian's Wall" to defend the Roman Empire from enemies.
4. Augustine of Canterbury is talking about the period at the very end of the changes: Tribes like the Angles, Saxons and Jutes are coming to Britain or are already there at the time he is talking about.



Do the Romans play a role in our life today?

What do you think about it?

1. Choose **three** of the following statements and discuss them

- ◆ with your partner
- ◆ in a group of four
- ◆ in your class.

Find out about the most interesting and most important Roman influences on **you** or **your class**. Explain your opinion.

2. Try to give examples from Britain and/or Germany and write them in the boxes on the right. They will help you to support your arguments.

| Influences | Examples |
|---|----------|
| <p>Roads In Britain and in Germany several roads follow the old lines of Roman roads.</p> | |
| <p>Places Some big cities got their names from the Romans or were founded by the Romans.</p> | |
| <p>Calendar Some days of the week are named after Roman gods. All the months take their names from the Roman months.</p> | |
| <p>Language There are a lot of words from Latin which are used in English or also German.</p> | |
| <p>Religion Christianity was adopted as the official religion of the Roman Empire in 337AD and is the dominant religion in most countries.</p> | |
| <p>Buildings There are a lot of Roman buildings which are still standing today. This shows how well built they were.</p> | |

Some hints for your examples:

| | | |
|-----------------------|------------------------|--------------------------|
| A1 London to Scotland | versus | Saturn = |
| Catholicism | London was "Londinium" | Mars = |
| | | Roman baths in Bath |
| | exit | A5 London to North Wales |

Do the Romans play a role in our life today?

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| Influences | Examples |
|---|---|
| Roads In Britain and in Germany several roads follow the old lines of Roman roads. | <i>A1 London to Scotland</i> <i>A5 London to North Wales</i> |
| Places Some big cities got their names from the Romans or were founded by the Romans. | <i>London was "Londinium"</i> |
| Calendar Some days of the week are named after Roman gods. All the months take their names from the Roman months. | <i>Mars March</i> <i>Saturn Saturday</i> |
| Language There are a lot of words from Latin which are used in English or also German. | <i>Words like...</i> <i>exit, versus, ...</i> <i>are Latin.</i> |
| Religion Christianity was adopted as the official religion of the Roman Empire in 337AD and is the dominant religion in most countries. | <i>Catholicism</i> |
| Buildings There are a lot of Roman buildings which are still standing today. This shows how well built they were. | <i>Roman baths in Bath</i> |

Some hints for your examples:

| | | | |
|------------------------|--------|--------------------------|--------|
| A1 London to Scotland | versus | Saturn = | Mars = |
| Catholicism | | Roman baths in Bath | |
| London was "Londinium" | exit | A5 London to North Wales | |

_____ (about 400/500)

- ◆ The biggest European Empire around 400 was the _____. This covered the area of a lot of European countries of today: e.g. Germany, _____
_____.

- ◆ This Empire was attacked by the _____.

- ◆ From then on several different tribes ruled in Europe: Saxons, Lombards, _____,
_____ and _____.

→ The _____ were defeated and lost _____ in
_____ in the Middle Ages.

The _____ Empire (about 500-800)

- ◆ This Empire became bigger during the time. It was _____,
Karl Martel, _____ and _____ who enlarged the
empire.

- ◆ In 843 the empire was divided into _____ kingdoms:

The Kingdom of Charles → it developed into _____

The Kingdom of _____ → it developed into Italy

The Kingdom of _____ → it developed into _____

→ The _____ got _____ power in _____
in the Middle Ages.

Medieval _____ (about 400)

- ◆ Tribes like the Franks, the Frisians, but above all the _____, _____ and the _____ came to Britain in about 400. These tribes came from the East. They came from an area where you would find Germany, _____ and the _____ today.

→ The _____ were defeated and lost _____ in _____ in the Middle Ages.

Medieval _____ (about 500)

- ◆ The _____ ruled in Britain at this time.
- ◆ They founded _____. Today these parts are called _____.
- ◆ There are still some of them in Great Britain today: e.g. _____, _____ and _____.

→ The _____ got _____ power in _____ in the Middle Ages.

How did medieval Europe and Britain develop?

Medieval Europe (about 400/500)

- ◆ The biggest European Empire around 400 was the Western Roman Empire. This covered the area of a lot of European countries of today: e. g. Germany, Portugal, Austria, Italy, Great Britain, Spain and France.
- ◆ This Empire was attacked by the Huns.
- ◆ From then on several different tribes ruled in Europe: Saxons, Lombards, Visigoths, Ostrogoths and Franks.

→ The Romans were defeated and lost power in Europe in the Middle Ages.

The Frankish Empire (about 500-800)

- ◆ This Empire became bigger during the time. It was Clovis, Karl Martel, Pipin and Charlemagne who enlarged the empire.
- ◆ In 843 the empire was divided into three kingdoms:
 The Kingdom of Charles → it developed into France
 The Kingdom of Lothair → it developed into Italy
 The Kingdom of Louis → it developed into Germany

→ The Franks got more power in Europe in the Middle Ages.

Medieval Britain (about 400)

- ◆ Tribes like the Franks, the Frisians, but above all the Angles, Saxons, and the Jutes came to Britain in about 400. These tribes came from the East. They came from an area where you would find Germany, Denmark and the Netherlands today.

→ The Romans were defeated and lost power in Britain in the Middle Ages.

Medieval Britain (about 500)

- ◆ The Anglo-Saxons ruled in Britain at this time.
- ◆ They founded kingdoms. Today these parts are called counties.
- ◆ There are still some of them in Great Britain today: e. g. Sussex, Kent, and Essex.

→ The Anglo-Saxons got more power in Britain in the Middle Ages.

How did Medieval Europe and Britain develop?

| | | |
|--|--|---|
| <p>Name three European countries of today which were in the Western Roman Empire.</p> <p><i>Germany, Spain, Portugal, Italy, Austria, Great Britain, France, Belgium, Croatia ...</i></p> | <p>What two big Empires were there in Europe in about 400?</p> <p><i>Eastern and Western Roman Empire</i></p> | <p>What tribe attacked Europe in the Middle Ages?</p> <p><i>Huns</i></p> |
| <p>Name three tribes who ruled in Europe after the Germanic invasions.</p> <p><i>Saxons, Lombards, Visigoths, Ostrogoths, Franks</i></p> | <p>Name two people who enlarged the Frankish Empire.</p> <p><i>Clovis, Pepin, Charles Martel, Charlemagne</i></p> | <p>Name two kings who got a kingdom after 843.</p> <p><i>Charles, Lothair, Louis</i></p> |
| <p>Name two tribes apart from the Franks and the Frisians who came to Britain in 400.</p> <p><i>Angles, Saxons, Jutes</i></p> | <p>Name three counties of the Middle Ages which still exist.</p> <p><i>Kent, Sussex, Essex</i></p> | <p>Some tribes moved west to Britain. From what European countries of today did they come? Name three.</p> <p><i>Germany, Denmark, Netherlands</i></p> |
| <p>What was the wall the Romans built called?</p> <p><i>Limes/Hadrian's Wall</i></p> | <p>Who was the "enemy" of the Romans in Europe of the Middle Ages?</p> <p><i>Teuton people</i></p> | <p>What tribes were missionaries afraid of in Britain? Give two examples.</p> <p><i>Celts, Anglo-Saxons, Jutes</i></p> |

How did Medieval Europe and Britain develop?

| | | |
|-----------------------------------|-----------------------------------|-----------------------------------|
| Medieval Europe & Frankish Empire | Medieval Europe & Frankish Empire | Medieval Europe & Frankish Empire |
| Medieval Europe & Frankish Empire | Medieval Europe & Frankish Empire | Medieval Europe & Frankish Empire |
| Medieval Britain & Romans | Medieval Britain & Romans | Medieval Britain & Romans |
| Medieval Britain & Romans | Medieval Britain & Romans | Medieval Britain & Romans |

4.2 Industrial Britain (Jahrgangsstufe 9)

Lehrplanbezug

Die industrielle Revolution im 18. Jahrhundert, die in England begann, ist Bestandteil des Lehrplans der 9. Jahrgangsstufe (9.1, S. 433 „Industrialisierung und Wandel des europäischen Staatensystems“).

In der vorliegenden Unterrichtseinheit sollen den Schülern am Beispiel Großbritanniens im Schwerpunkt die Themenbereiche „Bevölkerungswachstum“, „Städtewachstum“, „Neue Technologien und deren Einfluss auf die Arbeitsbedingungen“ sowie „Arbeitsbedingungen in Fabriken und Minen“ näher gebracht werden.

Ähnliche Themen findet man auch in den Themenvorschlägen zum fremdsprachigen Sachfachunterricht im Lehrplan (9.1, 1–5 S. 438).

Vorerwägungen

Bildmaterial zu *Industrial Britain* und *Living conditions in Industrial Britain* findet sich in allen gängigen Lehrwerken.

Das Material für dieses Modul entstammt folgenden Werken:

Otten Edgar, Thürmann Eike (Hrsg.), *Spotlight on History (Volume 1)*, Cornelsen, Berlin, 1995.

Counsell, Christine: *Industrial Britain*, Cambridge University Press, 1993.

Fisher Peter, Williams Nicholas: *Past into Present 3*, Collins, London, 1989.

Das unbekannte Vokabular wird vorher eingeführt.

Materialien

- M1 Worksheet 1: View of Leeds (incl. Key)
- M2 Worksheet 2: Population Growth (incl. Key)
- M3 Worksheet 3: Urbanisation (incl. Key)
- M4 Worksheet 4: The Tanner Family (incl. Key)
- M5 Worksheet 5: Changes and Effects (incl. Key)
- M6 Worksheet 6: Working Conditions (incl. Key)
- M7 Worksheet 7: Patience and her family (incl. Key)
- M8 Mindmap: Industrial Britain

Vorbereitungen

- ◆ Kopieren von M1 auf Folie; Abdecken der Jahreszahlen
- ◆ Kopieren der Tabellen *Population Growth* (Einzelarbeit) und der *scrambled sentences* (Partnerarbeit) M2
- ◆ Kopieren der Tabelle *Urbanisation* auf Folie M3
- ◆ Kopieren von M4 (Partnerarbeit oder Gruppenarbeit)
- ◆ Kopieren von M5 (Partnerarbeit)
- ◆ Kopieren von M6 (Gruppenarbeit) → evtl. Kärtchen der vorgestellten Personen laminieren und an die Schüler austeilen
- ◆ Kopieren von M7 auf Folie (Gruppenarbeit)
- ◆ Kopieren von M8 (Sicherung/Hausaufgabe)

Ablauf

Leeds (M1):

Bilder von Leeds in den Jahren 1715 und 1858, wobei die Überschriften über den Bildern zunächst von der Lehrkraft abgedeckt werden. Die Schüler sollen die Unterschiede der beiden Bilder herausarbeiten und erarbeiten im Folgenden, wie es zu diesen Veränderungen kam.

Population Growth (M2)

Die Lehrkraft gibt als Beispiel die Einwohnerzahlen von Manchester in der damaligen Zeit an; die Schüler sollen im Folgenden die Bevölkerungsentwicklung in England, Wales, Schottland und Irland von 1701–1901 erarbeiten (in Einzelarbeit). Anschließend wird von ihnen (Partnerarbeit) ein Graph dazu erstellt.

Urbanisation (M3)

Die Lehrkraft beschreibt kurz die Situation um 1750. Daraufhin werden aufgrund einer Übersicht über die Verstädterung Kreisdiagramme gefertigt. Das erste soll am besten mit den Schülern gemeinsam entworfen werden, die weiteren in Einzel- oder Partnerarbeit. Das Arbeitsblatt M4 sollte in Partner- oder Gruppenarbeit bearbeitet werden.

Changes of working conditions by new technologies (M5)

Die Schüler sollen sich diesen Themenbereich zunächst selbstständig in Partnerarbeit durch Bearbeitung von M5 erschließen

Working conditions (M6)

Die Lehrkraft gibt an, dass die Arbeitsbedingungen genauer durch die Regierung und das Parlament untersucht wurden. Die Schüler erhalten daraufhin (am besten laminierte) Personenkärtchen, auf denen über deren Arbeitsbedingungen berichtet wird. In Gruppenarbeit werden die Fragen 1–4 beantwortet. Die Präsentation kann z. B. im Stuhlkreis erfolgen.

Patience and her family (M7)

Hier werden die Arbeitsbedingungen anhand einer konkreten Person und Familie erarbeitet. Abschließend wird die Klasse in zwei (Groß-)Gruppen eingeteilt,

- ◆ Erarbeitung *Patience's Life*
- ◆ Erarbeitung *Patience's Family*

Die Ergebnisse werden im Podium vorgestellt.

Dies bildet den Abschluss dieser Einheit, da nochmals Generelles zur Industrialisierung angesprochen wird.

Sicherung (M8)

Im Klassenverband wird gemeinsam eine Mind-Map zum Thema *Industrial Britain* vervollständigt.

HA-Stellung

Die Schüler sollen die Mind-Map graphisch ansprechend gestalten (mit passenden Zeichnungen, Bildern).

1. Picture 1:

I can see some trees. There are only some houses in the picture. There is one person at the right side of the picture. It looks like a small village on a river. A lot of green, open space.

Picture 2:

This looks like a big city. There are a lot of chimneys and there is a lot of smoke. There are a lot of big factory buildings, closely concentrated, and only a few trees. On the left side of the picture some people are gathering the harvest.

2. Differences:

fewer trees, bigger buildings, industry

What could have happened:

There was a big change: the village became a city. Industry began to play a bigger role. Farming land was turned into factories.

3. Picture 1:

fresh air

Picture 2:

the smoke from the factories (coal)

4. The picture would show a city with many buildings, some tall and some low ones. There would not be much smoke from the factories. However, you would find a lot of cars in the city, polluting the air.

One of the most basic changes that took place between 1750 and 1900 was a huge increase in the population. Between 1750 and 1800 the population of Manchester increased from 18,000 to 90,000 people.

These figures show how and when the population of the British Isles grew:

| Year | England | Wales | Scotland | Ireland | TOTALS |
|------|------------|-----------|-----------|-----------|------------|
| 1701 | 5,100,000 | 450,000 | 1,000,000 | 2,700,000 | 9,250,000 |
| 1751 | 5,800,000 | 500,000 | 1,200,000 | 3,200,000 | 10,700,000 |
| 1801 | 8,700,000 | 600,000 | 1,600,000 | 5,000,000 | 15,900,000 |
| 1851 | 16,800,000 | 1,200,000 | 2,900,000 | 6,500,000 | 27,400,000 |
| 1901 | 30,500,000 | 2,000,000 | 4,500,000 | 4,500,000 | 41,500,000 |

Chart 1

These figures show the births and deaths in England and Wales (per 1,000):

| Year | Births | Deaths |
|------|--------|--------|
| 1730 | 32,0 | 33,8 |
| 1790 | 35,2 | 25,8 |
| 1840 | 32,8 | 21,5 |

Chart 2

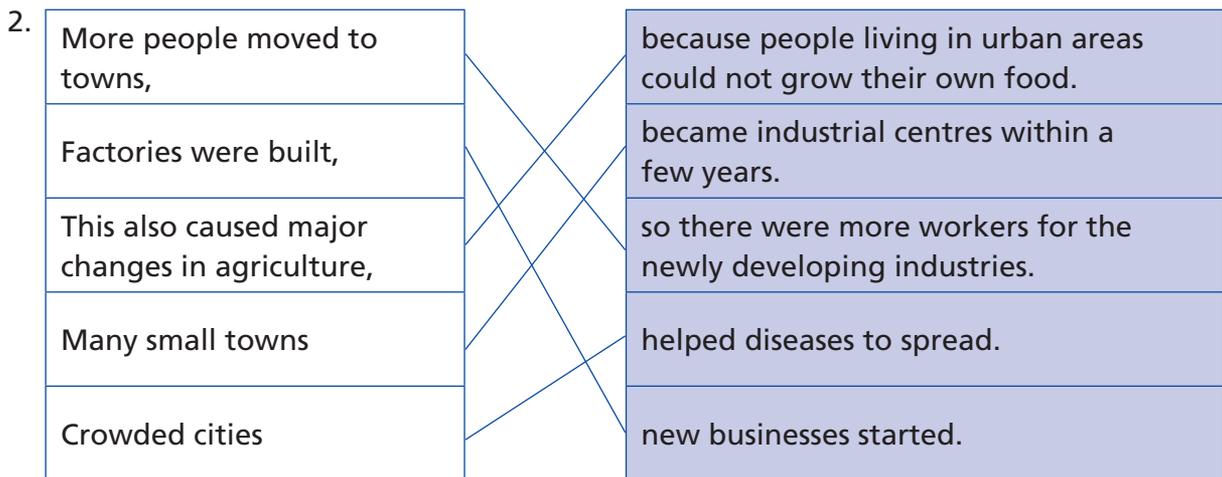
Tasks:

1. Look at Chart 1. Describe the population development between 1701 and 1901.
2. What are the consequences of this development? Explain your results.
(Match the following sentence halves and use them for your answers.)

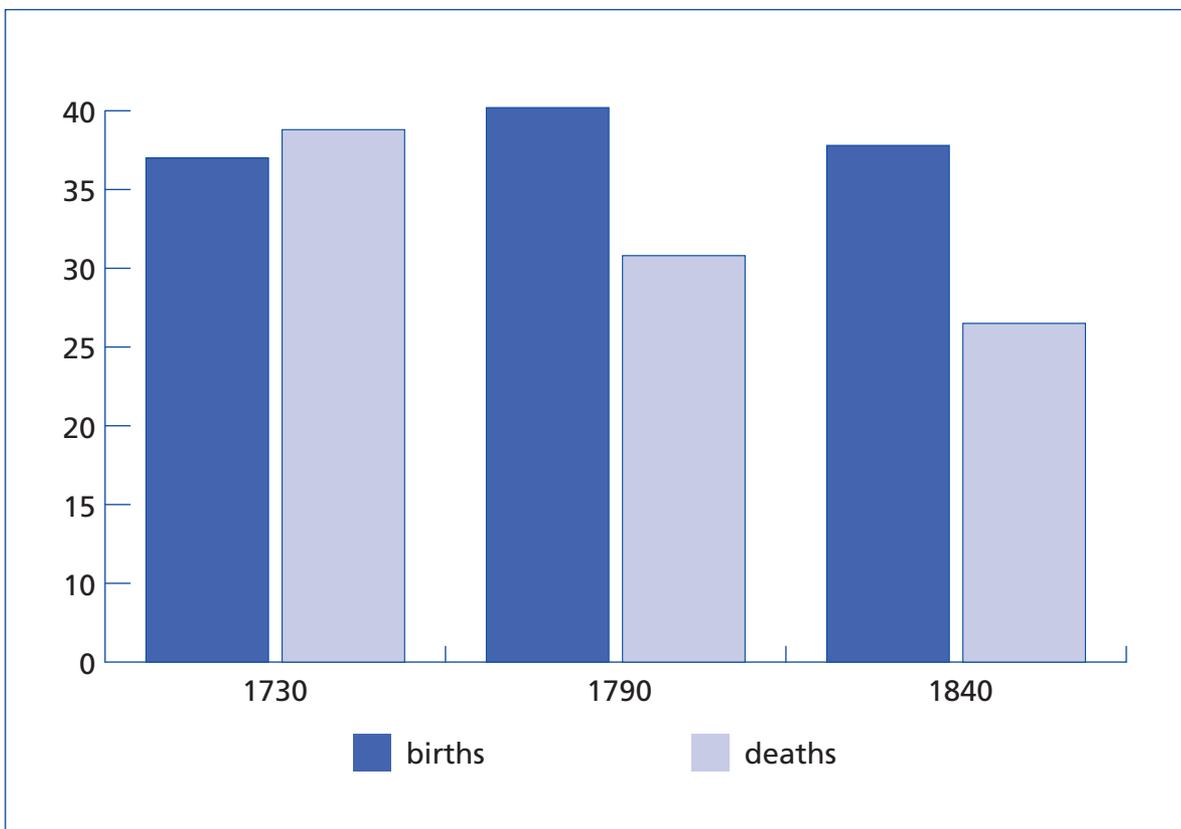
| | |
|--|---|
| More people moved to towns, | because people living in urban areas could not grow their own food. |
| Factories were built, | became industrial centres within a few years. |
| This also caused major changes in agriculture, | so there were more workers for the newly developing industries. |
| Many small towns | helped diseases to spread. |
| Crowded cities | new businesses started. |

3. Look at Chart 2. Draw a graph in your exercise book.
4. Explain your results.

1. The population grew differently in England, Wales, Scotland and Ireland. In Ireland you can see the effects of the great famine. The population growth in England was enormous. So there was also a growing demand for food and goods.



3. Births and Deaths in England and Wales



4. ♦ in 1730: about the same number of births and deaths
 ♦ in 1790: a lot more births than deaths
 ♦ in 1840: a lot more births than deaths

→ this led to an enormous growth of the population

Move to the Cities

In 1750 most people in manufacturing worked in their own homes or in small workshops. The growing use of water power and then steam power meant that large numbers of workers were employed in one place. So more and more workers left their homes in rural areas to work in the factories in the cities.



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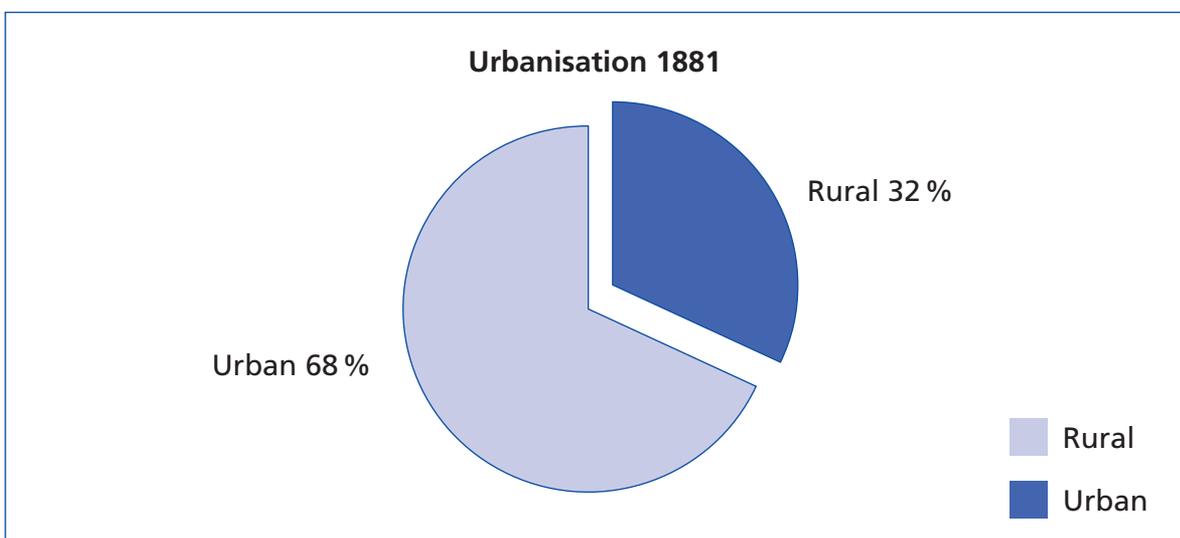
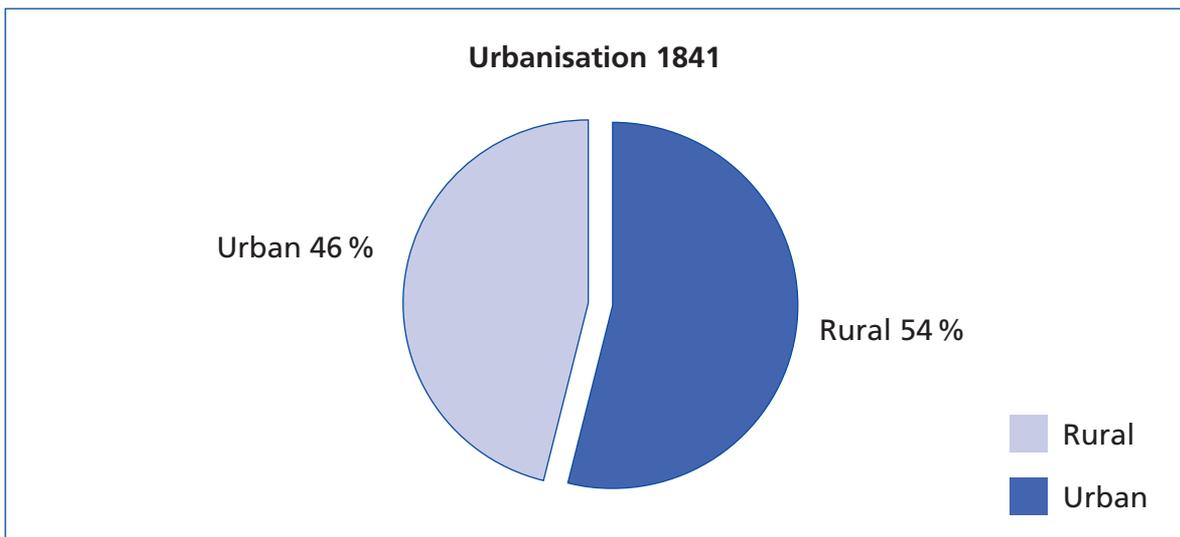
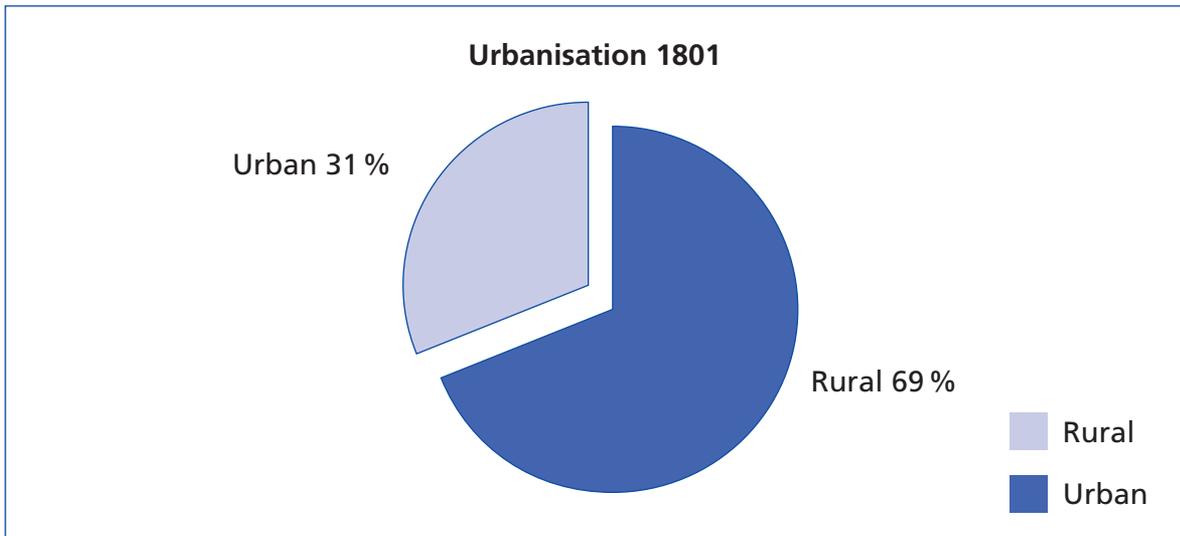
These figures show changes in the balance of population between town and countryside in Great Britain:

| Year | Rural | Urban |
|------|-------|-------|
| 1801 | 69 % | 31 % |
| 1841 | 54 % | 46 % |
| 1881 | 32 % | 68 % |

Tasks:

- Use these figures and make three pie charts (one for each year):
(A pie chart is a diagram that consists of a circle (=pie) divided into sections that show specific parts of the whole.)
Colour the different parts.
- Explain your results.

1.



2. More and more people moved to urban areas. Many people left the countryside to find work there. From 1801-1881 the population in towns and cities almost doubled. The cities grew rapidly.

The Tanner Family:

The Tanner Family – this is William Tanner, his wife Elizabeth, their daughter Sarah and their sons Arthur and Joe.

The Tanners who used to live in the country and earned their living by making cloth, that is spinning and weaving. They were their own masters and worked in their own home. This was called the Domestic System.

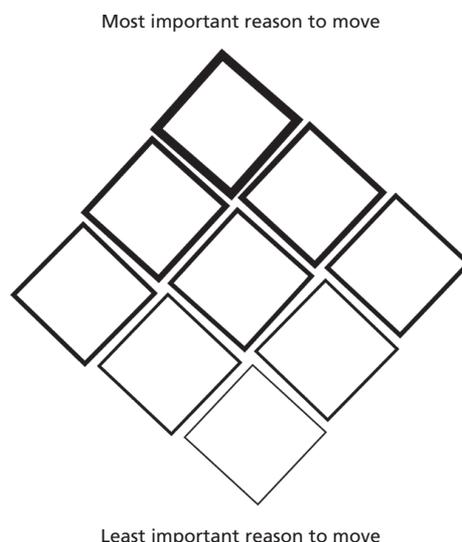
Mr. Hyde, the owner of a weaving mill in Manchester, describes to William Tanner all the advantages of living and working in Manchester. William finds nine reasons why he should accept Mr Hyde's offer.

Reasons why William Tanner should accept Mr Hyde's offer:

1. Mr. Hyde looks rich. The factories must be making plenty of money.
2. People want to buy factory-made cotton cloth instead of the woollen cloth the Tanners make.
3. William wants a better future for his family.
4. The Tanners would have regular wages in cash if they worked in a factory.
5. Manchester has a railway.
6. The Tanners would have job security at the factory.
7. The Tanners would have a new house, with a low rent.
8. The journey to Manchester is free.
9. There is work for all the Tanners at the factory.

Tasks:

1. Think about which reason would be the most important for William Tanner. Write its number (1–9) at the top of the diamond.
In the same way, place the other eight reasons in the diamond from top to bottom in order of their importance.



2. Compare your diamond with a partner. Explain and discuss your results.

Changes in working conditions due to new technologies

Some of the sentences on the next page are about the changes in spinning, weaving and power sources. Some are about the effects of these changes in Britain.

The first pair has been done for you. Work together with your neighbour.

Tasks:

1. Cut out the sentences.
2. Look through the CHANGE sentences and label them 'C'.
3. Decide on the order in which the changes happened.
4. Number them.
5. The labels you have left are the EFFECTS. Label them 'E'.
6. Match each EFFECT to a CHANGE.
7. Number the EFFECTS.
8. When you have finished answer the following questions:
 - a) What were the new technologies? Give examples.
 - b) What influence did the new technologies have on the working conditions?

Vocabulary:

You can find these new words in the following texts. The words are underlined for you.

| | |
|------------------------|------------------------------------|
| fly <u>ing</u> shuttle | fliege <u>ndes</u> Weberschiffchen |
| power lo <u>om</u> | mechanischer Web <u>st</u> uhl |
| sp <u>in</u> ning mule | Mule – Sp <u>in</u> nmaschine |
| handlo <u>om</u> | Handwe <u>b</u> stuhl |
| fr <u>am</u> e | (We <u>b</u>)st <u>u</u> hl |
| to we <u>av</u> e | we <u>b</u> en |
| stea <u>m</u> engine | Damp <u>f</u> maschine |
| thr <u>ea</u> d | Fa <u>d</u> en |

New technologies: Change and Effect

| | | | | | |
|---|---|--|---|---|--|
| C | 1 | 1733: John Kay invented a hand-driven <u>flying shuttle</u> . It allowed twice the length of cloth to be made in the same time. | E | 1 | The <u>flying shuttle</u> meant that fewer <u>handloom</u> weavers were needed to make the same amount of cloth. |
| | | Spinning jennys were so large that they had to be put in mills (factories). Spinners could not work at home any more, they had to come to the mills instead. | | | The <u>spinning mule</u> was very successful. Thirty years after it was invented, over 4 million <u>spinning mules</u> were being used in mills. |
| | | <u>Water frames</u> needed water for power, so they could only be used in mills which were built near rivers or streams. | | | 1769: Richard Arkwright invented the <u>water frame</u> for spinning cotton. Frames used water wheels as a source of power. |
| | | 1785: Edmund Cartwright invented the <u>power loom</u> . At last, powered weaving machines could be built. Though at first, the machines often broke down. | | | <u>Power looms</u> increased the need for sources of power. First, water wheels were used and later steam engines which used coal as fuel. |
| | | 1779: Samuel Crompton invented the <u>spinning mule</u> . It was better at spinning cotton than the spinning jenny. | | | In the early 1800s, other inventors made better <u>power looms</u> . Low-paid, unskilled workers could use these looms – so good cloth could be made cheaply. |
| | | By the end of the 1830s one mill worker could weave 600 metres of cloth a day on a steam-powered <u>power loom</u> . <u>Handloom</u> weavers could only make 3-4 metres a day. | | | Steam engines meant that factories did not need water wheels for power. They did not have to be built beside rivers any more. They could be built in towns and cities. |
| | | Mill owners liked to use the new <u>power looms</u> because good cloth could be made by unskilled workers who were paid low wages. Mill owners did not need to use skilled <u>handloom</u> weavers any more. | | | 1785: James Watt's steam engine, which used coal as fuel, was first used in a spinning mill. Many mills using steam power were built on, or near, coal field areas. |
| | | 1765: James Hargreaves invented the spinning jenny to spin cotton. Large jennys could spin 80 threads at once. | | | <u>Handloom</u> weavers could not compete with all the changes in technology. They found it difficult to earn a living. |

New technologies: Change and Effect

| | | | | | |
|---|---|--|---|---|--|
| C | 1 | 1733: John Kay invented a hand-driven <u>flying shuttle</u> . It allowed twice the length of cloth to be made in the same time. | E | 1 | The <u>flying shuttle</u> meant that fewer <u>handloom</u> weavers were needed to make the same amount of cloth. |
| E | 3 | Spinning jennys were so large that they had to be put in mills (factories). Spinners could not work at home any more, they had to come to the mills instead. | E | 4 | The <u>spinning mule</u> was very successful. Thirty years after it was invented, over 4 million <u>spinning mules</u> were being used in mills. |
| E | 6 | <u>Water frames</u> needed water for power, so they could only be used in mills which were built near rivers or streams. | C | 6 | 1769: Richard Arkwright invented the <u>water frame</u> for spinning cotton. Frames used water wheels as a source of power. |
| C | 5 | 1785: Edmund Cartwright invented the <u>power loom</u> . At last, powered weaving machines could be built. Though at first, the machines often broke down. | E | 5 | <u>Power looms</u> increased the need for sources of power. First, water wheels were used and later steam engines which used coal as fuel. |
| C | 4 | 1779: Samuel Crompton invented the <u>spinning mule</u> . It was better at spinning cotton than the spinning jenny. | C | 7 | In the early 1800s, other inventors made better <u>power looms</u> . Low-paid, unskilled workers could use these looms – so good cloth could be made cheaply. |
| C | 8 | By the end of the 1830s one mill worker could weave 600 metres of cloth a day on a steam-powered <u>power loom</u> . <u>Handloom</u> weavers could only make 3-4 metres a day. | E | 2 | Steam engines meant that factories did not need water wheels for power. They did not have to be built beside rivers any more. They could be built in towns and cities. |
| E | 7 | Mill owners liked to use the new <u>power looms</u> because good cloth could be made by unskilled workers who were paid low wages. Mill owners did not need to use skilled <u>handloom</u> weavers any more. | C | 2 | 1785: James Watt's steam engine, which used coal as fuel, was first used in a spinning mill. Many mills using steam power were built on, or near, coal field areas. |
| C | 3 | 1765: James Hargreaves invented the spinning jenny to spin cotton. Large jennys could spin 80 threads at once. | E | 8 | <u>Handloom</u> weavers could not compete with all the changes in technology. They found it difficult to earn a living. |

- 8: a) *New Technologies were e. g. the steam engine or the spinning jenny.*
 b) *Improvements to the loom speeded up production processes and led to an increase in production. The steam engine brought about the most significant change. The new machine could produce more and the craft changed. So a new era dominated by machines began.*

The British Government and Members of Parliament could no longer ignore the many abuses the working class had to suffer. So they investigated them.

Look at the people on the following pages:

Elizabeth and Sarah Tanner work at Mr. Hyde's Cotton Mill, Nathaniel Savage is the overseer.

Tasks:

1. Present your person to the class in your own words.
2. What are the working conditions for your person?
3. What does your person feel and think?
4. Would you like to work like your person? Give reasons for your answer.

Vocabulary:

You can find these new words in the following texts. The words are underlined for you.

| | |
|--------------------|--|
| colliery | Kohlengrube |
| overseer | Aufseher |
| to be fined | bestraft werden |
| damp | feucht |
| shoddy | (langfaserige) Reißwolle |
| gatherer | (Ein)Sammler |
| strap | Riemen |
| to weave | weben |
| to be in charge of | Aufsicht führen über; verantwortlich sein für |
| shed | Schuppen |

Name: Elizabeth Tanner



Job and duties:

Weaver at Hyde's Cotton Mill, Manchester

Thoughts about factory work:

Factory work is nothing like I expected it to be.
We workers are really treated badly.
The hours are long.
The work is boring.
The working conditions are very bad.
It is noisy and hot.
The looms are unsafe.
Our overseer is horrible to us.
We are fined for breaking the factory rules.
We get regular work and wages.
We have somewhere to live but it is small and damp.

Name: Sarah Tanner



Job and duties:

Shoddy gatherer at Hyde's Cotton Mill,
Manchester

Thoughts about factory work:

I wish we'd never moved to Manchester.
I hate working in the factory.
We have to walk to and from the Mill in the dark.
I'm scared of our overseer. He has a big leather strap and sometimes hits me.
If we are late or caught talking or resting, we have money taken out of our wages.
I have to crawl underneath the moving belts of looms.
I am frightened of the machines. My friend, Milly, had her arm ripped off by one of the machines.

Name: Robert Hyde



Job and duties:

Owner of Hyde's Weaving Mill. Manchester

Thoughts about factory work:

I own and run a splendid new factory.
It is equipped with all the latest machines.
They have all the latest safety features.
I risk my own money in my factory.
I give regular work to hundreds of workers.
I pay good wages.
I provide the chance for younger boys to learn skills in the cotton trade.
I help to make Britain even richer and more powerful by selling my finished cloth to other countries.

Name: Nathaniel Savage



Job and duties:

Overseer in Hyde's cotton mill, Manchester

Thoughts about factory work:

I've worked for Mr. Hyde all my life.
I started as a shoddy gatherer, now I am an overseer and I hope to do better.
I am proud to work in Hyde's mill.
I am in charge of weaving shed three.
I make sure that all the power looms work non-stop. To do this, I make sure the mill hands work non-stop.
As I see it, Mr Hyde pays the mill hands good wages. Of course he expects a fair day's work for a fair day's pay.
It's my job to make sure that no worker is late or wastes time resting or talking.

1. Present your person to the class in your own words.

individuelle Schülerpräsentation

2. What are the working conditions for your person?

| Name | Working conditions |
|------------------|---|
| Elizabeth Tanner | <i>We workers are really treated badly. The hours are long. The working conditions are very bad. It is noisy and hot. The looms are unsafe. Our overseer is horrible to us. We are fined for breaking the factory rules. We get regular work and wages.</i> |
| Sarah Tanner | <i>We have to walk to and from the Mill in the dark. Our overseer has a big leather strap and hits me sometimes. If we are late or caught talking or resting, we have money taken out of our wages. I have to crawl underneath the moving belts of looms.</i> |
| Robert Hyde | <i>I own and run a splendid new factory. It is equipped with all the latest machines. They have all the latest safety features.</i> |
| Nathaniel Savage | <i>I've worked for Mr. Hyde all my life. I started as a shoddy gatherer, now I am an overseer and I hope to do better. I am in charge of weaving shed three. I make sure that all the Power Looms work non-stop. To do this, I make sure the mill hands work non-stop. It's my job to make sure that no worker is late or wastes time resting or talking.</i> |

3. What does your person feel and think?

| Name | Working conditions |
|------------------|--|
| Elizabeth Tanner | <i>Factory work is nothing like I expected it to be. The work is boring. We have somewhere to live but it is small and damp.</i> |
| Sarah Tanner | <i>I wish we'd never moved to Manchester. I hate working in the factory. I'm scared of our overseer. I am frightened of the machines.</i> |
| Robert Hyde | <i>I risk my own money in my factory. I give regular work to hundreds of workers. I pay good wages. I provide the chance for younger boys to learn skills in the cotton trade. I help to make Britain even richer and more powerful by selling my finished cloth to other countries.</i> |
| Nathaniel Savage | <i>I am proud to work in Hyde's mill. As I see it, Mr Hyde pays the mill hands good wages. Of course he expects a fair day's work for a fair day's pay.</i> |

4. Would you like to work like your person? Give reasons for your answer.

| Name | Working conditions |
|------------------|--|
| Elizabeth Tanner | <i>no: hard work, bad treatment at work, long working hours, bad working conditions, horrible overseer yes: regular wages, a place to live</i> |
| Sarah Tanner | <i>no: bad working conditions, horrible overseer, dangerous machines</i> |
| Robert Hyde | <i>yes: rich man, provides a chance for younger boys, helps to make Britain even richer and more powerful no: risks his own money</i> |
| Nathaniel Savage | <i>yes: has got a good job as an overseer</i> |

Vocabulary:

You can find these new words in the following texts. The words are underlined for you.

| | |
|-----------|---------------|
| to hurry | eilen, hasten |
| trackways | Strecken |
| pit | Mine |

Name: Patience Kershaw, aged 17



Patience was a hurrier in a coal-mine. That meant she pushed coal-baskets weighing 150 kilos along the trackways of the pit using her head, or pulled the baskets using a belt and chain.

Education: I never went to school. I cannot read or write.

Her work: I hurry the coal-baskets a mile and more underground and back. I hurry 11 baskets a day. All my sisters have been hurriers, but three went to the weaving mill. Alice went because her legs swelled up from hurrying in cold water. I would rather work in the weaving-mill than in the coal-pit.

Her working conditions: I go to the pit at five o'clock in the morning and come out at five in the evening. I take my dinner with me and eat as I work. I do not stop or rest at any time. I am the only girl in the pit. The miners I work for are naked except for their caps. Sometimes they beat me with their hands if I am not quick enough. The boys take liberties with me sometimes, they pull me about. There are about 20 boys and 15 men. All the boys are naked.

Her appearance: I hurry in the clothes I have got on now (trousers and ragged jacket). I wear a belt and chain. The bald place on my head is caused by pushing the coal-baskets.

Tasks:

This is what an MP said about Patience:

"The girl is an ignorant, filthy, ragged object, such as the uncivilised natives of the American prairies would be shocked to look at."

1. Give your opinion on this statement.
2. How did Patience feel? Did she like her job? Give a reason for your answer.

Patience's Family

| | Age | | Jobs and wages |
|----------|-----|---------|------------------------|
| Father | | dead | ex-miner |
| Mother | 50 | widow | does not work |
| Thomas | 30 | married | miner (95p) |
| Sybil | 26 | married | does not work |
| Sarah | 24 | single | weaver (45p) |
| William | 22 | single | miner (80p) |
| Hannah | 21 | single | weaver (45p) |
| James | 18 | single | hurrier (43p) |
| Patience | 17 | single | hurrier (43p) |
| Alice | 15 | single | weaver (at home, sick) |
| Bethel | 13 | single | hurrier (25p) |
| Solomon | 11 | single | hurrier (18p) |
| Caroline | 4 | single | does not work |

Tasks:

3. Compare the wages and discuss the difference. Have a look at the jobs, the ages and if the person is male or female.

Please fold here

Key:

1. *This is a very condescending statement. He is an MP talking about the work in a coal-pit.*
2. *Patience does not feel good. She would rather work in another place. The miners beat her and boys take liberties with her.*
3. *Industrialization had negative effects. Very few people became rich. The majority remained poor. Wages were low. Skilled workers earned about twice as much. Women and children earned least of all and were the cheapest labour available. Working conditions were bad. Poor working conditions caused disabilities. (Since there was no health care system, a family then had to feed one more person who could not contribute to the family income.) In the industrial centres children meant problems, starting with the mother's pregnancy.*

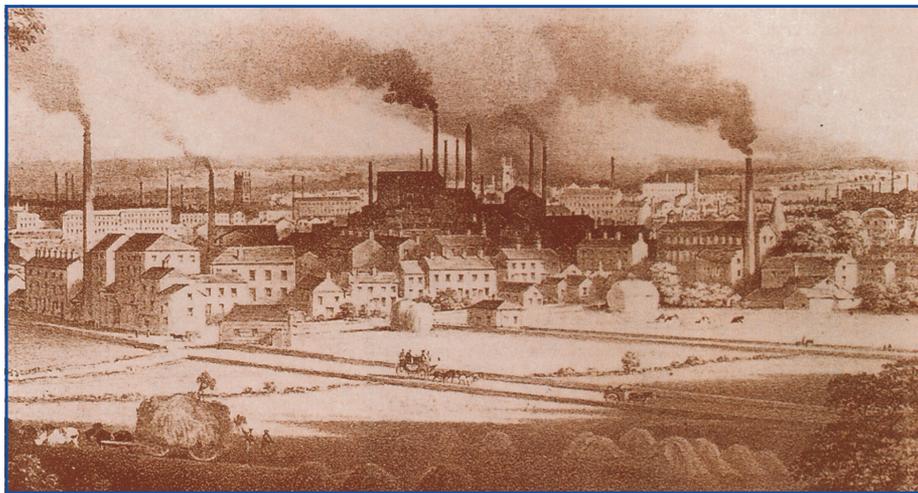
growing demand for food

diseases

changes in agriculture

enormous population growth

urbanisation



Industrial Britain

aus: Spotlight on History, Vol.1, Cornelsen, S.28

bad working conditions

changes of working conditions

long hours

finest

unsafe machines

low wages

due to new technology

steam engine

spinning jenny

flying shuttle

power looms

5 Bilingualer Sachfachunterricht Wirtschaft & Recht¹⁸

5.1 Applying for a Job (Jahrgangsstufe 9)

Lehrplanbezug

Berufliche Orientierung bildet im Rahmen des fächerübergreifenden Bildungs- und Erziehungsauftrags an der Realschule das Schwerpunktthema der 9. Jahrgangsstufe. Im Lehrplan Wirtschaft und Recht dieser Jahrgangsstufe wird dieser Themenbereich unter dem Abschnitt „Fremdsprachiger Sachunterricht“ in folgende Themenvorschläge untergliedert:

- (1) Qualifications, interests, job experiences
- (2) Evaluating job advertisements
- (3) Letter of application
- (4) CV
- (5) Job interviews
- (6) Working abroad
- (7) History of trade unions in Britain

Die folgende Unterrichtseinheit beschränkt sich auf die Themenvorschläge 1 bis 5.

Der Lehrplan im Fach Englisch verweist in diesem Zusammenhang explizit auf die Betonung „der Bereitstellung von Sprachmaterial aus dem Bereich Wirtschaft“. So beinhaltet das Grundwissen unter anderem die Fertigkeit, auf Sprachäußerungen in verschiedenen beruflichen Situationen reagieren zu können sowie das Beherrschen pragmatischer schriftlicher Formen (Lebenslauf, Bewerbung) in angemessener inhaltlicher und äußerer Form. Darüber hinaus sollen Lern- und Arbeitstechniken vermittelt werden, die es dem Schüler ermöglichen, weitgehend selbstständig Informationen (z. B. aus dem Internet) zu beschaffen (vgl. Lehrplan S.407).

In diesem Zusammenhang kann der Bilinguale Sachfachunterricht einen sehr wichtigen Beitrag leisten, bereits aus dem Sachfach Wirtschaft und Recht vertraute Lerninhalte in englischer Sprache umzusetzen.

(1) Qualifications, interests, job experiences

Vorerwägungen

Schwerpunkt dieser Einheit ist die Vertiefung der Sprechfertigkeit. Die Auseinandersetzung mit dem Thema Berufswahl erfordert es vom Schüler zunächst, sich über eigene Interessen und Neigungen bewusst zu werden und diese angemessen sprachlich mitteilen zu können.

Materialien

- M1 Careers Advice
- M2 Interpretation
- M3 Blackboard
- M4 Job Profile: Fitness Instructor

Vorbereitungen

Kopieren der Arbeitsmaterialien M1 – M4

¹⁸ Eine Synopse von Lehrplaninhalten (Jahrgangsstufe 9) und Veröffentlichungen/Links im Fach Wirtschaft und Recht finden Sie im Anhang 4.

Ablauf

- ◆ „Warming up“: Erstellen eines persönlichen Interessensprofils in Form eines Interviews (Partnerarbeit) über einen Mitschüler
- ◆ Anfertigen von Gesprächsnotizen; Hilfestellung: Bereitstellen von *keywords* (z. B. *favourite hobbies/spare time activities, favourite subjects, special skills, interests*)
- ◆ Präsentation der Ergebnisse vor der Klasse

Im Anschluss daran bekommt jeder Schüler einen persönlichen Fragebogen (M1), mit dessen Hilfe er seine Interessen einem bestimmten Tätigkeitsbereich zuordnen kann.

- ◆ Auswertung dieses Fragebogens (M2) mit anschließender Diskussion über das Ergebnis (trifft das Ergebnis für den einzelnen Schüler zu oder nicht)
- ◆ Diskussion über die einzelnen Tätigkeitsbereiche und Äußerung erster Berufswünsche, die der Schüler auch im Unterrichtsgespräch begründen soll (*I want to become a/an ... because ...*)
- ◆ Systematische Anordnung dieser Berufswünsche in Form eines Tafelbilds (M3), in dem die einzelnen Berufe so genannten *job families* (z. B. *Sports and Tourism*) zugeordnet werden

Am Beispiel einer konkreten Stellenbeschreibung (M4: *Fitness Instructor*) werden in Gruppenarbeit Informationen zu diesem Beruf herausgearbeitet (weitere *job profiles* finden sich unter www.learnirect.com).

(2) Evaluating job advertisements

Vorerwägungen

In dieser Einheit soll der Schüler an einem konkreten Beispiel (M5: *job advertisement*) die Auswertung einer Stellenanzeige erarbeiten.

Materialien

M5 Job advertisement

Vorbereitungen

Kopieren des Arbeitsblatts M5

Ablauf

- ◆ Auswertung der Stellenanzeige und schriftliche Fixierung wesentlicher Informationen; Hilfestellung: bereits besprochenes *job profile* (M4), in dem wesentliche *skills* bereits thematisiert wurden
- ◆ Wortschatzarbeit: Erschließen des neuen Vokabulars im Unterrichtsgespräch. Vokabular, auf das in den folgenden Einheiten zurückgegriffen wird (z. B. *application, enclosing, referee*), wird im Vokabelheft festgehalten
- ◆ Förderung des globalen Textverständnisses und insbesondere das Erschließen von Wortbedeutungen aus dem Kontext
- ◆ Zusätzliches Übungsmaterial: weitere authentische Stellenanzeigen aus englischsprachigen Tageszeitungen

(3) + (4) Applying for a Job (Letter of Application/CV)

Vorerwägungen

Ziel dieser Einheit ist das Verfassen von Bewerbungsschreiben, d. h. Anschreiben und Lebenslauf. Der Schüler verfügt bereits über Vorkenntnisse aus den Fächern Deutsch, IT sowie Wirtschaft und Recht. Aufbauend auf diesen Vorkenntnissen soll der Schüler in der Lage sein, Bewerbungsunterlagen in angemessener inhaltlicher und äußerer Form verfassen zu können.

Materialien

- M6 Covering Letter: Letter of Application
- M7 Covering Letter: Some simple rules
- M8 CV
- M9 Useful Phrases
- M10 On the Phone

Vorbereitungen

Kopieren der Arbeitsmaterialien M6 – M10

Ablauf

- ◆ Austeilen eines Musteranschreibens (*letter of application/covering letter*), das sich auf die zuvor besprochene Stellenanzeige bezieht (M6)
- ◆ Herausarbeiten wesentlicher inhaltlicher Aspekte und Gliederung eines Anschreibens
- ◆ Vermittlung bzw. Vertiefung formaler Aspekte wie z. B. Anrede/Schlussformel (*Dear Sir or Madam*), aber auch *useful phrases (suitable beginning and ending)*
- ◆ Zusammenfassung wichtiger formaler und inhaltlicher Aspekte zum Verfassen eines Anschreibens: vgl. *Some simple rules* (M7)
- ◆ Erarbeitung des zweiten Bestandteils einer Bewerbung: der Lebenslauf (CV: vgl. M8)
- ◆ Verfassen eines eigenen Anschreibens sowie Lebenslaufs. Zusätzliche Hilfe: Zusammenstellung nützlicher Wendungen zur Beschreibung persönlicher Fertigkeiten und Interessen (M9: *Personal profile*)
- ◆ Einüben von Gesprächen am Telefon (Informationsbeschaffung, Rückfragen, Terminvereinbarung); Hilfestellung: *“On the phone“* (M10), dient als Grundlage zur Ausarbeitung eines Telefongesprächs zwischen *applicant* und *personnel manager*.

(5) Job Interviews

Vorerwägungen

Jeder erfolgreichen Bewerbung folgt ein Vorstellungsgespräch. Den Abschluss der Unterrichtseinheit bietet daher die Vorbereitung und Durchführung eines Bewerbungsgesprächs. Der Schwerpunkt liegt damit in dieser Phase auf dem Bereich Sprechfertigkeit.

Materialien

- M11 Cartoon
- M12 Job Interview (Preparation, Applicant's Questions, FAQs)

Vorbereitungen

Kopieren der Arbeitsmaterialien M11 und M12

Ablauf

Den Einstieg in diese Phase bildet eine Karikatur zum Thema *Job interview* (M11). Ausgehend von dieser Karikatur sollen in einer Vorbereitungsphase zunächst folgende Punkte erarbeitet werden:

- ◆ *What to wear* (eignet sich ideal zum Wiederholen von Kleidungsgegenständen → vgl. Personenbeschreibung)
- ◆ *Body language*

Darüber hinaus besteht die Vorbereitung in der Beschaffung von Informationen:

- ◆ über den Beruf selbst (vgl. *job profile*) sowie
- ◆ über das Unternehmen (den künftigen Arbeitgeber; vgl. auch M12)

Jeder Schüler soll sich dazu anhand eines konkreten Beispiels Informationen zu einem Unternehmen beschaffen. Vor allem internationale Unternehmen bieten im Internet eine Vielzahl von Informationen zu den Fragen: *What products/services are offered/types of jobs/number of employees etc.*

- ◆ Vorbereitung eines *job interview* in Form eines Rollenspiels
- ◆ Anschließende Präsentation vor der Klasse; Hilfestellung: Fragen (aus Sicht des Arbeitgebers und Arbeitnehmers), die häufig in Vorstellungsgesprächen gestellt werden (Arbeitsmaterialien M13, M14)
- ◆ Falls Kamera vorhanden: Aufzeichnung mehrerer Vorstellungsgespräche mit anschließender Auswertungsphase in der Klasse

Task:

Decide if these statements are true (T) or false (F) and circle your answer.

| A: | Handling systems | T | F | C: | Dealing with technical things | T | F |
|-----|---|---|---|-----|---|---|---|
| 1. | I like to have my things tidy and in order. | X | Z | 1. | I always make spontaneous decisions | Z | X |
| 2. | Other people's problems don't interest me. | Y | Z | 2. | I'm not good at persuading others. | Y | Z |
| 3. | I don't always finish jobs on time. | Z | X | 3. | I try to solve problems using my feelings. | Z | X |
| 4. | I like working under pressure. | Y | Z | 4. | I never hide my emotions. | Z | X |
| 5. | I don't like checking detail. | Z | X | 5. | I find easy solutions to practical problems. | Y | Z |
| 6. | I find it hard to express myself in a group. | Y | Z | 6. | I like being independent. | X | Z |
| 7. | I love nature. | Z | Y | 7. | I enjoy reading books. | Z | Y |
| 8. | I seldom question what people say. | Z | Y | 8. | I don't like repairing things. | Z | Y |
| 9. | I like to predict the results of my work. | X | Z | 9. | I often think in an abstract way. | Z | X |
| 10. | I feel comfortable in most social situations. | Z | Y | 10. | Other people's comments about me don't affect me. | Y | Z |

| B: | Working with people | T | F | D: | Being creative | T | F |
|-----|---|---|---|-----|--|---|---|
| 1. | I like working with figures and statistics. | Z | X | 1. | I'd like to have my own radio show. | X | Z |
| 2. | I always help a friend with problems. | X | Z | 2. | I think I can write well. | X | Z |
| 3. | I often forget where I put things. | Y | Z | 3. | I'm not interested in fashion. | Z | Y |
| 4. | I don't mind too much if people insult me. | Z | X | 4. | I would like to be a translator. | X | Z |
| 5. | I feel nervous in a group of people I don't know. | Z | Y | 5. | Unusual people make me feel uncomfortable. | Z | Y |
| 6. | I always like to win. | Z | X | 6. | I like doing practical things. | Z | X |
| 7. | I like difficult, challenging jobs. | Y | Z | 7. | I enjoy talking to other people. | X | Z |
| 8. | I often think about how I feel. | X | Z | 8. | I think I could design jewellery or shoes. | Y | Z |
| 9. | If I have the choice, I do things my way first. | Z | X | 9. | I find it hard to say what I really mean. | Z | X |
| 10. | I like telling people about my successes. | Z | Y | 10. | I am full of ideas. | Y | Z |

Quelle: *New Active English Nine*, Oldenbourg Verlag, 1. Auflage 1995, S. 44–45.

Results:

Ignore your Z answers. Add up your X and Y answers for each section (A-D). You will have four numbers between 0 and 10. Locate the area you are most interested in. (The higher the number, the greater your interest is in that area.) Find the jobs which suit you best by checking if you have more X or Y answers in this section.

| | |
|--|---|
| A: Handling systems | B: Working with people |
| X Working with words (secretary, clerk, personal assistant, etc.) | X Working in a caring profession (nurse, teacher, air-hostess, etc.) |
| Y Working with data (finance, data processing, banking, etc.) | Y Working in a job where you have influence (police, sales, advertising, etc.) |
| C: Dealing with technical things | D: Being creative |
| X Working in a research field (laboratory, technician, pharmacist, etc.) | X Working in the media (writer, journalist, translator, etc.) |
| Y Working in practical, hands-on jobs (electrician, plumber, etc.) | Y Working in design (graphic designer, fashion designer, photographer, architect, etc.) |

(aus: *New Active English Nine*, Oldenbourg Verlag, 1. Auflage 1995, S. 44–45.)

Job Profiles

A job profile gives you more information about a specific job, e.g. fitness instructor, nurse, clerk ...

*Administrative
Legal Secretary*

*Arts and Design
CAD Technician*

*Medicine and
Nursing
Paramedic*

*Sport and Tourism
Fitness Instructor*

*Financial Services
Accounts clerk*

*Manufacturing
and engineering
Plumber*

*information
about:*

- ◆ work
- ◆ skills/interests
- ◆ education/qualification
- ◆ hours and environment
- ◆ annual income
- ◆ opportunities



Fitness Instructor



The Work

Fitness instructors work with groups and individuals in gyms, health and fitness centres and leisure centres.

As a fitness instructor you would:

- ◆ supervise customers and make sure that they are exercising safely and effectively
- ◆ conduct group exercise classes such as circuit training, aerobics or spinning
- ◆ carry out inductions and consultations with new members
- ◆ design personal programmes

If you have an advanced qualification, you could work with special groups of people, such as older adults, children with disabilities or clients referred by doctors.

In smaller clubs you may also carry out routine duties, such as reception, health and safety checks and pool operations.

Skills and Interests

You would need:

- ◆ good communication skills
- ◆ an outgoing and lively personality
- ◆ the ability to motivate people from a wide range of backgrounds
- ◆ a responsible attitude to health and safety
- ◆ knowledge of food and healthy diet

Hours and Environment

As a full-time fitness instructor you would usually work 38 to 40 hours a week, often on a shift and rota basis to cover early mornings, evenings and weekends. Many people work part-time or on a freelance basis.

You would work indoors in gyms, health clubs or leisure centres. If you are self-employed, you may also take classes in school halls or community centres, so you would need to do some travelling locally.

(adapted from: www.learnndirect.com)

Text:**An Advertisement in the 'Courant'**

Fitness Instructor

Are you **highly motivated, enthusiastic, super-fit and outgoing**?
 Have you a good knowledge of exercise as well as being a good communicator who can work flexible hours?
 Then YOU are the right person we are looking for to join our professional team of coaches and instructors.

Fitness First was recently given the Fitness Leadership and Management Excellence Award and we are now looking for an additional instructor with fitness related qualifications.

The work includes using computerised fitness testing equipment so IT skills are absolutely necessary, but further training will be given. The ability to motivate customers in individual exercise programmes and independent work in a customer orientated company is essential.

If you've got what we want, send a written application to

**Steve Sands, Fitness First
 Lake Road, Littletown LT1 5MX**

by 1st May, quoting the post title Fitness Instructor FF/32 and enclosing the names of two referees.

Task:

Which of the following statements is true (T), false (F) or not in the text (N)?

- 1 The name of the company is "The Fitness Leadership".
- 2 Steve Sands is the owner of the company.
- 3 You can attend additional computer courses offered by the company.
- 4 Your working time may change.
- 5 Teaching IT skills is an essential part of the work.

| T | F | N |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Text:**Letter of Application**

12, Kenmore Road
Littletown LT12 9BH
01456 788 4567
Louise.Longford@yahoo.co.uk

2nd April 2007

Fitness First
Lake Road
Littletown
LT1 5MX

Dear Mr Sands

Re: Fitness Instructor FF/32

I am writing to apply for the job of Fitness Instructor, as advertised in Thursday's Courant. This is an ideal job given my enthusiasm for sport, my related experience and qualifications.

Sport and fitness training have always been important to me, which is why I chose to take a BTCE Diploma in Sports Science. I obtained distinctions in the Sports Anatomy & Physiology and Sports Injuries last year and I am confident that I will get similar marks in Exercise Physiology, Mechanics of Sport and Sports Supervision & Management this year. I am a confident user of Microsoft Office and have worked extensively with Fitness Publisher, a program for analysing fitness.

As you can see from my CV, I've taken the opportunity to gain extra qualifications offered at college, which has helped me get part-time work as a pool attendant. I'm called on to provide cover during busy times so I am used to working irregular hours at short notice. I've also run a lunchtime aerobics class at college since the start of this year.

I will finish college in six weeks and am keen on finding a job rather than carrying on further full-time study. I could start any part-time work or training sooner as many of my classes are finishing and most of my assignments are done.

I look forward to hearing from you.

Yours sincerely

Louise Longford

Louise Longford

Enc. CV

Task:

Complete the following text by using words from the box below.

How to write covering letters

A covering letter should accompany every (1) _____. You may also prefer to include one with your completed application form. This type of letter is designed as a pointer to information in your CV or application form. Its aim is to 'sell' you to the reader by pointing out your specific experience or (2) _____ which will be useful to the company. If you get the (3) _____'s attention with a good covering letter, this will encourage him to read your CV in more detail.

Some simple rules

- A covering letter should be no more than one side of an A4 page. Don't cram in too many words. A4, plain, white paper and use black ink.
- Unless a handwritten letter is requested, word processed is best.
- Use a clear readable font. Times New Roman or Arial are good choices.
- If a handwritten letter is requested, make sure it's clear and neat.
- It should include your name, address and the date. If you have a telephone number or e-mail address then you may include it.
- It must be addressed to the contact name or position as mentioned in the (4) _____ and include the company's name and address.
- If you know, address the letter to a named person, i.e. the one who advertised the vacancy. If no particular name was mentioned use '*Madam/Sir*'.
- The body of the letter should be to the point. Mention the job, where you saw the advert and add a short paragraph to indicate your suitability for the position.
- Apply positively for the job, write '*I am applying for...*' do not write '*... wish to apply*', '*... wish to be considered*' or '*... like to apply*'.
- Be grammatically correct, concise and to the point. Do not write in long, complex sentences as they will be difficult to read.
- If the letter is addressed to a named person, end it with '*Yours sincerely*'. If not, use '*Yours faithfully*'.
- Do not forget your (5) _____ at the end of the letter.

(see: www.careers-scotland.org.uk)

employer

signature

CV

job advertisement

skills

Text:
CV

Louise Longford
12, Kenmore Road
Littletown LT12 9BH
01456 788 4567
e-mail: Louise.Longford@yahoo.co.uk

Skills and Abilities

- ◆ Motivating others to share my passion for sport and fitness
- ◆ Enjoy being part of a team both in netball and for academic work
- ◆ Able to work without Supervision
- ◆ Good at balancing work and study commitments
- ◆ Competence in use of all aspects of Microsoft Office and Fitness Publisher

Achievements

- ◆ Establishing college aerobic class
- ◆ Leader of College netball team
- ◆ Second Place in county cross country finals

Education and Qualifications

- ◆ 2000-2007 Littletown School
- ◆ 9 GCSEs:
English Language (B); P.E. (A); English Literature (A); Art (A); Biology (A); French (B);
Maths (B); Chemistry (C); Geography (C);

Interests

Netball, circuit training, squash, skiing and mountain biking;

References

- ◆ Mr. T. Baker, Manger Littletown Baths, Borough Street, Littletown, LT1 9GL.
- ◆ Ms. S. Smith, Course Manager (Sport Science), Littletown Community College
West Street, Littletown, LT2 6EK.

Text:

Below is a list of useful phrases which can be used in letters of application, covering letters, CVs and job interviews. Use the phrases listed to identify your own experiences.

Useful Phrases

- ◆ analyzing problems and developing solutions
- ◆ arranging meetings or events
- ◆ an effective team worker
- ◆ excellent interpersonal and communication skills
- ◆ able to organise and motivate colleagues
- ◆ managing change
- ◆ experienced in handling customers' complaints
- ◆ able to analyse and interpret information
- ◆ effective negotiation skills
- ◆ advising individuals
- ◆ accurate record keeper
- ◆ can work well without supervision
- ◆ able to meet deadlines
- ◆ excellent planning skills
- ◆ self-motivated and energetic
- ◆ able to work exactly under pressure
- ◆ an effective time manager
- ◆ excellent organisational and co-ordinating skills
- ◆ high-level IT skills



(see: www.careers-scotland.org.uk)

Task:

Which phrase from above tells you that a person ...

1. does her/his task in time?
2. has an excellent knowledge of computers?
3. is able to work together with other people?
4. is able to work independently?
5. very good at organising events, meetings?
6. is able to work fast but also correctly?

Text:**Hints and Tips**

Sometimes it's useful to phone your future employer to get some extra information about your application, job interview etc. Here are some useful hints and tips.

Your first contact with an employer may be on the telephone. This is your chance to make a good impression.

**Before the Call**

- ◆ Be sure you are clear about the **reason for making the call**.
- ◆ Write down the information you need e.g. the **name of the person you would like to speak to, the department or the extension number**.
- ◆ Write a **list of questions** you may want to ask.
- ◆ Have a copy of your CV ready as this may help you to answer some questions.
- ◆ Have a pen and paper handy to take notes.
- ◆ Find a quiet place where you will not be disturbed.
- ◆ Have a drink of water near you if possible, in case your mouth gets dry.

'Voice Mail'

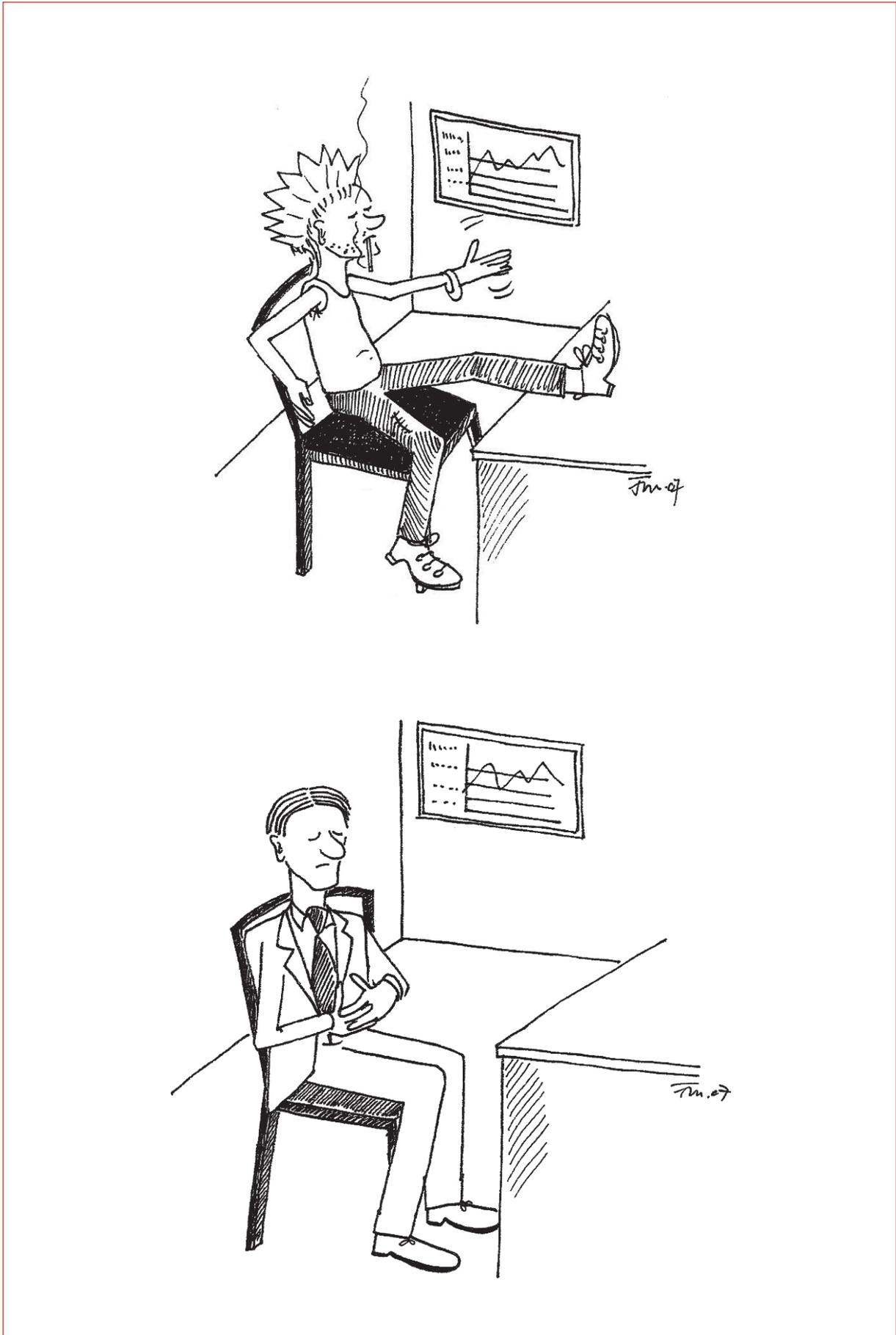
Be prepared to leave a message on an answering machine or 'voice mail':

- ◆ Leave your name, address and phone number.
- ◆ Leave the name of the person you are leaving the message for.
- ◆ Say why you are calling.
- ◆ Talk slowly and clearly.
- ◆ Why not practice speaking out loud before you make the call?

During the Call

- ◆ Keep calm. Before you start, take a deep breath and a drink of water.
- ◆ Be polite and smile! This can help your confidence and you will sound friendly.
- ◆ Don't slouch – good posture will improve your breathing.
- ◆ Speak slowly and clearly in your normal voice.
- ◆ Don't do other things while you are on the phone. The other person will be aware of this.
- ◆ Don't be put off if the person you need to speak to is not available. Ask when it will be convenient to phone back.
- ◆ Try to say more than 'yes' or 'no' to questions. Give as much information as you can.
- ◆ Ask the person to repeat something if you are unsure what has been said.
- ◆ Thank the person by name for their time at the end of the call.

(see: www.careers-scotland.org.uk)



Part 1:
Preparation**How to be well-prepared for a job interview**

It pays to think ahead. Preparing your interview makes you less nervous and more self-confident at an interview. It will also help you to decide whether you want to work for this company or not.

What you need to know

- ◆ What does the company do?
- ◆ Exactly what services or products do they offer/produce?
- ◆ How many people work there?
- ◆ Is the company well-known in the area?
- ◆ Do they have a good or bad reputation?
- ◆ What is the company's financial position?

How can you get this information?

- ◆ Read any information the company has already sent to you.
- ◆ Ask someone you know who works there.
- ◆ Telephone the company for a copy of their last annual report.
- ◆ Look in local papers.
- ◆ Even take a walk past the premises, so you can get some idea of the scale of the company.
- ◆ You should also prepare questions you can ask at the end of the interview. This shows the interviewer that you have thought about the job. If your research has left you with some questions, don't be scared to ask the interviewers.

Your careers centre can usually help you with most of the above; they often hold files on local and major companies as well as copies of local papers and real experiences there as written by previous students.



Part 2:
Applicant's Questions**What you might want to ask****More details about the job**

- ◆ Where will you do your training (town)?
- ◆ What office or department will you be working for?
- ◆ Who will you be working with and who will be your boss?
- ◆ What will the salary be?
- ◆ When will you hear the results of the interview?

Training

- ◆ What training will be provided?
- ◆ Are there any extra courses (e.g. language courses)?

Future prospects

- ◆ Chances of getting employment after the apprenticeship?
- ◆ What opportunities are there within the company?
(This makes you look ambitious).

Now, go and iron a clean shirt, shine your shoes, and make sure you set the alarm clock!



(see: www.thesite.org)

Task:

It's always good to prepare some answers before you go to a job interview. Here are some "frequently asked questions" (FAQs). Match them with suitable answers.

- 1 Why did you choose this company?
- 2 What are your strengths/weaknesses?
- 3 How would your friends describe you?
- 4 What was your greatest success?
- 5 How well do you work in a team?
- 6 Where will you be in 5 years?

| | |
|----------|--|
| A | People say I am well organised and don't get nervous even when I'm under pressure. |
| B | My aim is to have a position in the Management Team. |
| C | Sometimes my mum complains about the mess in my room, but at school I'm always well organised. |
| D | I work for our school magazine and I am used to working in groups. |
| E | Your personnel department offers a lot of extra courses for apprentices. |
| F | Leading our school football team to the local championships. |

(see: www.careers-scotland.org.uk)

Further questions asked in interviews:**What are your favourite school subjects?**

Think of reasons why you liked certain subjects. Explain how these subjects would be important in this job.

What work experience have you had?

Give examples for any part-time jobs you have done, work experience, voluntary work.

What do you do in your spare time?

Youth clubs, sports teams and any other interests. This gives an employer a more detailed impression of you as a person.

Why have you applied for this job?

This will depend on the job, but could be *'enjoy working with people, good opportunity to get training and qualifications'*, etc.

M5 – Task:

Which of the following statements is true (T), false (F) or not in the text (N)?

- 1 The name of the company is “The Fitness Leadership”.
- 2 Steve Sands is the owner of the company.
- 3 You can attend additional computer courses offered by the company.
- 4 Your working time may change.
- 5 Teaching IT skills is an essential part of the work.

| T | F | N |
|---|---|---|
| | X | |
| | | X |
| X | | |
| X | | |
| | X | |

M7 – Task:

Complete the following text by using words from the box below.

- 1 CV
- 2 skills
- 3 employer
- 4 job advertisement
- 5 signature

M9 – Task:

Which phrase from above tells you that a person ...

- 1 able to meet deadlines
- 2 high-level IT skills
- 3 an effective team worker
- 4 can work well without supervision
- 5 excellent organisational and co-ordinating skills/arranging meetings or events
- 6 able to work exactly under pressure

M12 – Task:

It’s always good to prepare some answers before you go to a job interview.

Here are some “frequently asked questions” (FAQs).

Match them with suitable answers.

- 1 E
- 2 C
- 3 A
- 4 F
- 5 D
- 6 B

5.2 The Stock Market (Jahrgangsstufe 9)

Lehrplanbezug

Der Themenbereich Geld- und Kapitalmarkt setzt sich aus den beiden Schwerpunkten **Kreditinstitute in der Volkswirtschaft** sowie **Geldanlage in Wertpapieren** zusammen. Im Vordergrund steht dabei die Anlagemöglichkeit in Aktien. Die Schüler lernen in diesem Zusammenhang die Börse als typische marktwirtschaftliche Einrichtung und Wirtschaftsbarometer kennen.

Die Themengebiete Bank und Börse finden sich auch in den Themengebieten im Fach Englisch der 9. Jahrgangsstufe wieder (vgl. Lehrplan S. 407, Wirtschaft und Technik).

Die vorliegende Unterrichtseinheit beschränkt sich auf folgende Themengebiete:

- (1) Basic facts about the stock market
- (2) Comparing different types of investment
- (3) Investing money on the stock market

(1) Basic facts about the stock market

Vorerwägungen

Als Hinführung sollen zunächst, aufbauend auf dem Grundwissen der Schüler im Fach BwR, Grundbegriffe zum Thema Börse und Aktien eingeführt werden.

Materialien

- M1 The Stock Exchange
- M2 Stock Market (Transparency)
- M3 Vocabulary Worksheet (incl. Key)

Vorbereitungen

Kopieren der Arbeitsmaterialien M1-M3

Ablauf

- ◆ In Form eines Unterrichtsgesprächs werden folgende Begriffe mit Hilfe des Arbeitsblatts M1 erarbeitet: *stock exchange – shares – dividend*
- ◆ mündliche Zusammenfassung der Ergebnisse mit Hilfe einer Grafik (vgl. M2), die als Folie aufgelegt wird
- ◆ Überprüfung und Festigung der Begriffe in Form eines Lückentexts in Einzelarbeit (M3)

(2) Comparing different types of investment

Vorerwägungen

In dieser Einheit sollen sich die Schüler aus der Gegenüberstellung verschiedener Anlageformen der unterschiedlichen Anlagerisiken bewusst werden.

Materialien

- M4 Types of investment
- M5 Investment Portfolios (incl. Key)

Vorbereitungen

Kopieren der Arbeitsmaterialien M4-M5

Ablauf

- ◆ Zum Textverständnis (M4) müssen zunächst einige Grundbegriffe im Rahmen eines Unterrichtsgesprächs vor-entlastet werden. Um den Zusammenhang von Risiko und Anlageform herauszuarbeiten sind insbesondere folgende Begriffe zu erklären: *interest rate* (Zinssatz) – *unit trust* (Investmentfonds) – *bonds* (festverzinsliche Wertpapiere)
- ◆ In Partnerarbeit markieren die Schüler die wesentlichen Merkmale der einzelnen Anlageformen farblich.
- ◆ Anschließend erhalten die Schüler kurze Personenbeschreibungen (M5), denen jeweils eine der im Text (M4) aufgeführten Anlageformen zugeordnet werden soll (mit kurzer Begründung).
- ◆ Die im Text dargestellten Anlagemöglichkeiten werden zur Ergebnissicherung in Form einer Pyramide (The Risk Triangle) an der Tafel zusammengefasst (M6).

(3) Investing money on the stock market

Vorerwägungen

Angesichts des hohen Risikos, das mit dem Kauf von Aktien verbunden ist, stellt sich die Frage, für welche Aktie bzw. für welches Unternehmen man sich entscheiden soll. Vor allem dem in den Wirtschaftsteilen der Tageszeitungen veröffentlichten Börsenteil kommt daher eine wichtige Bedeutung zu.

Materialien

- M7 Financial section of a newspaper (Text, Tasks)
- M8 Newspaper Headlines (Worksheet)
- M9 Stock price factors

Ablauf

- ◆ Austeilen einer Kopie eines Börsenteils (M7)
- ◆ gemeinsame Erarbeitung der wesentlichen Angaben am Beispiel *Unilever*
- ◆ Transfer auf andere Unternehmenswerte in Gruppenarbeit
- ◆ Präsentation der einzelnen Ergebnisse vor der Klasse
- ◆ Fallbeispiel für Aktienkauf und anschließender Vergleich der Kursentwicklung nach sechs Monaten (M7-Worksheet)
- ◆ Transfer auf eigene Beispiele in Gruppenarbeit
- ◆ Sammlung möglicher Gründe für die Kursentwicklung einer Aktie am Beispiel von Zeitungsüberschriften (M8)

Neben den hier aufgeführten betriebswirtschaftlichen Gründen werden weitere volkswirtschaftliche bzw. politische Gründe ergänzt (als Anregung vgl. hierzu Schaubild M9).

Text:
The Stock Market

A to Z Investments

You are here: [Investing](#) > [Stock Market Basics](#) > [Why invest in the stock market?](#)

Why invest in the stock market?

[450%+ Investment Returns](#)

We Beat The Stock Market \$10,000 Minimum Investment
[www.seismaresearch.com](#)

[Make Easy Money In 1 Hour](#)

Simple & New Stocks Trading Arena Up To %75 Return Every Hour
[www.eztrader.com](#)

["I Make \\$143,220 Monthly"](#)

Using A Simple System From Home... You Can Too. !!! Teach You How...
[www.MillionaireWealthPro.com](#)

[Value Investing Stocks](#)

Value Investing Software Stock Screener Europe, UK, USA
[www.value-investing.eu](#)



Ads by Google

When you buy stock in a corporation, you own part of that company. This gives you a vote at annual shareholder meetings, and a right to a share of future profits.

When a company pays out profits to the shareholder, the money received is called a "dividend". The corporation's board of directors chooses when to declare a dividend and how much to pay. Most older and larger companies pay a regular dividend, most newer and smaller companies do not. Newer companies prefer to use profits for research and development, expansion into new markets, and "growing" the business.

The average investor buys stock hoping that the stock's price will rise, so the shares can be sold at a profit. This will happen if more investors want to buy stock in a company than wish to sell. Usually, the potential of a small dividend check is of little concern.

What is usually responsible for increased interest in a company's stock is the prospect of the company's sales and profits going up. A company who is a leader in a hot industry will usually see its share price rise dramatically.

Investors take the risk of the price falling because they hope to make more money in the market, than they can with safe investments such as bank CD's or government bonds.

The 30 Dow Companies, even though they are considered "blue chip", don't all pay good dividends. Microsoft doesn't pay one, and 6 others are paying less than 1%. The average, historically 4.4%, is now a paltry 1.7%. Eastman Kodak's 6.6% is great not because they pay a lot per share, but because their stock price has dropped so low that the dividend is high in relation to the share price. In 1960, S&P 500 companies paid out 65% of profits as dividends, but now only about 30% is distributed.

Who's Not Investing?

Millions marry and start families each year without taking basic steps to make sure their future, as well as their children's, is financially secure.

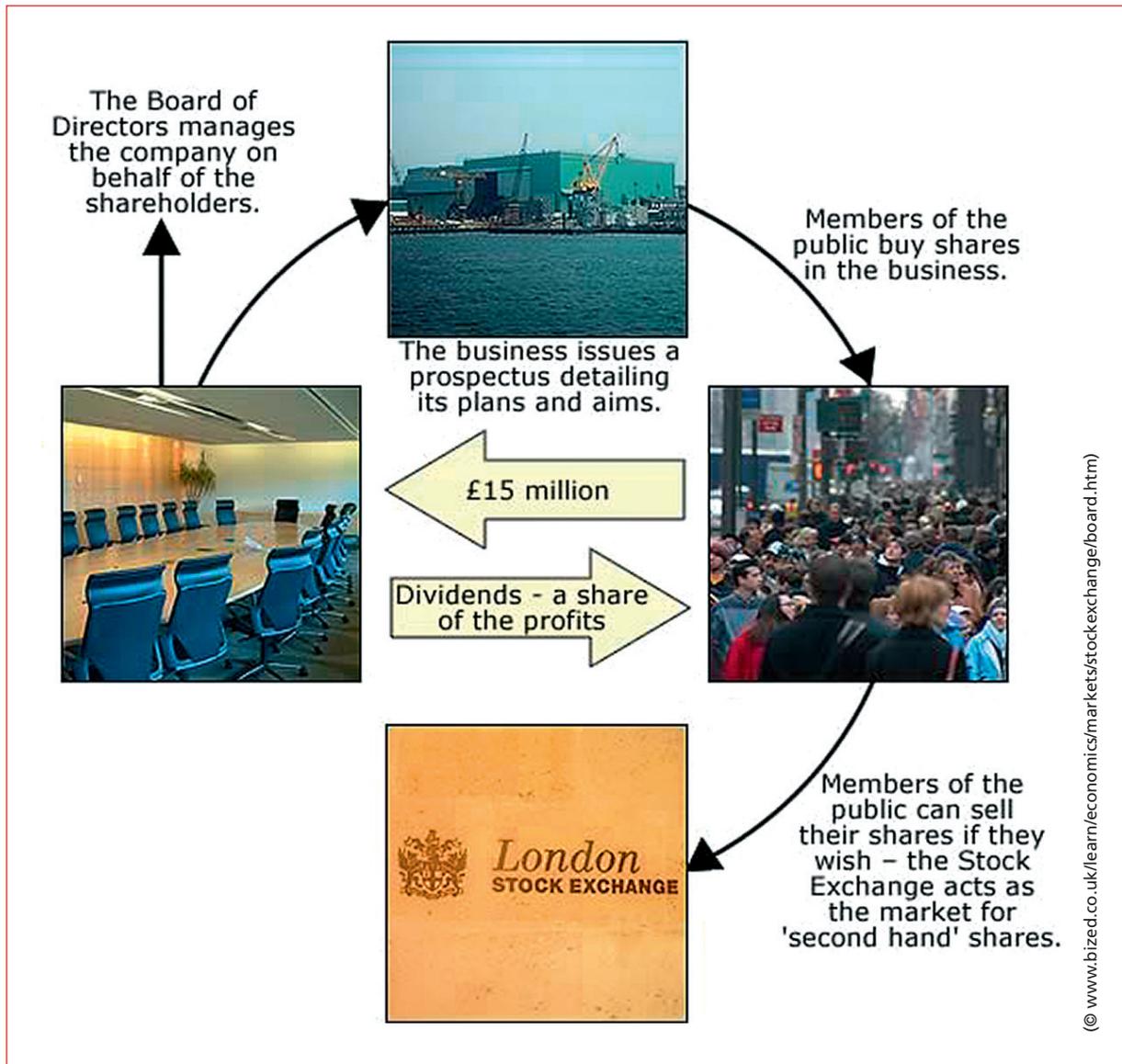
According to a recent survey by Princeton University and the Consumer Federation of America, 70% of households with incomes under \$50,000 a year have retirement savings of less than \$5,000. This same report said "most Americans are living paycheck to paycheck".

Learn more about how you can plan, save and [invest smart](#) for your family's future.

Investing Money Sections

- > [Why Invest Money?](#)
- > [Investment Basics](#)
- > [Saving Money](#)
- > [Stock Market History](#)
- > [Stock Market Basics](#)
- > [Stock Market Indexes](#)
- > [Stock Market Investing](#)
- > [Mutual Funds](#)
- > [Investing Advice](#)
- > [Retirement Planning](#)
- > [Saving for College](#)
- > [Financial Planners](#)
- > [Investment Opportunities](#)
- > [Financial Charts](#)
- > [Investment Terms](#)
- > [Return Home](#)

Transparency:
The Stock Market



(© www.bized.co.uk/learn/economics/markets/stockexchange/board.htm)

Task:

Fill in the missing words.

What's a stock?

Stock represents a little piece of a company and is bought and sold in units called

(1) _____.

When you buy a share of stock, you become part- (2) _____ of the

company. If the company does well, either by making money now or by doing things that other investors think will help it make money in the future, the value of your stock may

(3) _____. If the company does poorly – losing money, announcing job cuts or predicting that it won't earn as much money next quarter as it did last

quarter – then your stock price may (4) _____. Sometimes, a

company will decide to pay a (5) _____ on its stock. It is a share

of the company's earnings in the form of a cash payment. Most stockholders own common stock in a company. These stockholders have the right to elect the company's

(6) _____. It helps ensure that the company's management

makes decisions keeping shareholder interests in mind.

In contrast to government bonds, investing money in shares is very risky. In the end your return depends on the (7) _____ you make when you sell your

(8) _____ plus the (9) _____ which

depends on the economic success of the company.

All stockholders receive a company's annual report. This important report details the company's financial health and may provide information on the company's achievements during the year and plans for the future.

(adapted from: www.younginvestor.com/teens/investIt/articleWhatsaStock.asp)

Please fold here

Key:

1 shares

2 owner

3 go up/rise

4 drop/fall

5 dividend

6 Board of Directors

7 profit

8 shares

9 dividend

Banks

Banks provide safe-keeping for cash and offer several different types of account. The main ones are:

- ◆ Current accounts for ready access to your money, but normally carry a very low rate of interest.
- ◆ Savings accounts which often limit immediate access to your money, but offer higher rates of interest.

Building Societies

Building societies generally offer savings accounts, some of which allow immediate access to your money.

Bonds

Bonds come in two main forms:

Government Bonds (or *Gilts*) are issued by the Government and offer fixed interest rates. They can be bought and sold by individuals, with their prices varying according to current interest rates.

Corporate Bonds are issued by large companies who wish to borrow money, and carry a fixed rate of interest. As they are less secure than Government Bonds, the interest rate is usually higher.

National Savings Certificates

National Savings Certificates are issued by the Government and are therefore as safe an investment as you can get. They offer relatively low interest rates, but the interest is tax-free, and they run for a period of five years.

Unit trusts

Unit Trusts are managed by professional investment managers and consist of a large number of different shares. This allows small investors to spread their investment risk, which they could not do themselves.

Shares

Shares are so-called because they give you a 'share' in the ownership of a company. The prices of shares rise and fall according to the company's prospects of making profits, and other economic factors.

Prices can also be affected by the views of other investors as to what might happen to the company in the future. The capital you invest in shares is not protected.

Task:

Consider the example investment portfolios and set out the risk profile for the one most appropriate to your own situation. Suggest suitable investment options (up to three).

Portfolio 1:

Janet – 57 years old, has a low paid part-time job, pays a small amount into a personal pension. She has very little savings and owns a small house. She hopes to retire at 60.

Amount to invest – **£ 20,000**

Aim of investment – **Wants income in her retirement.**

What are the investment options for Janet? Give reason for your choice.

Portfolio 2:

Tom is 65 and has just retired. In addition to his state pension, he has a small occupational (company) pension.

Amount to invest – **£ 20,000**

Aim of investment – **to produce extra income in retirement.**

What are the investment options for Tom? Give reason for your choice.

Portfolio 3:

Angela is 40, married with 2 small children and doesn't have a paid job. Her husband has a job in a large company with an occupational pension. They have a house with a mortgage of £80,000 still outstanding.

Amount to invest – Angela has inherited **£ 120,000**

Aim of investment – **to provide some personal security for the future for herself and the children.**

What are the investment options for Angela? Give reason for your choice.

Portfolio 4:

Margaret is 73 and lives alone. She has a pension, lives in a house which she owns. She has a son and two grandchildren.

Amount to invest – **£7,000**

Aim of investment – **a concern about long-term care costs.**

What are the investment options for Margaret? Give reason for your choice.

Portfolio 5:

Anne is aged 26 and has a job with good prospects. She lives at home with her parents.

Amount to invest – **£750**

Aim of investment – **to prepare for a rainy day or to buy a car in two years' time.**

What are the investment options for Anne? Give reason for your choice.

Portfolio 1:

Janet – 57 years old, has a low paid part-time job, pays a small amount into a personal pension. She has very little savings and owns a small house. She hopes to retire at 60.

Amount to invest – **£20,000**

Aim of investment – **Wants income in her retirement.**

What are the investment options for Janet? Give reason for your choice.

Answer: The risk profile for Janet is as follows:

*low income and assets;
time is short;*

Investment Options

Janet cannot afford to take any risks, which means that her investments must carry minimum risk. So, she should choose things at the bottom of the risk triangle, e.g. National Savings, Building Society, Savings Account. Alternatively, since Janet is three years from her planned retirement, she could consider putting her money into Bonds until then.

Portfolio 2:

Tom is 65 and has just retired. In addition to his state pension, he has a small occupational (company) pension.

Amount to invest – **£20,000**

Aim of investment – **to produce extra income in retirement.**

What are the investment options for Tom? Give reason for your choice.

Answer: The risk profile for Tom is as follows:

His medium-term income is unlikely to increase.

He wants income immediately.

The income should be without much risk to his capital, so the capital needs to be protected.

Investment Options

Tom should opt for low risk options like National Savings or Building Society. He might consider buying an annuity, which would protect his income (but would give away his capital). Alternatively, if he is prepared to take some risk, he could invest up to £7,000 in an ISA. He may benefit from taking financial advice.

Portfolio 3:

Angela is 40, married with 2 small children and doesn't have a paid job. Her husband has a job in a large company with an occupational pension. They have a house with a mortgage of £80,000 still outstanding.

Amount to invest – Angela has inherited **£ 120,000**

Aim of investment – **to provide some personal security for the future for herself and the children.**

What are the investment options for Angela? Give reason for your choice.

Answer: The risk profile for Angela is as follows:

Her time scale is medium- to long-term, she can therefore afford some risk.

Investment Options

One option would be to pay off the mortgage, particularly since mortgage interest no longer attracts tax relief. She could usefully consider the Three-Box approach (see page 7/2).

Portfolio 4:

Margaret is 73 and lives alone. She has a pension, lives in a house which she owns. She has a son and two grandchildren.

Amount to invest – **£7,000**

Aim of investment – **a concern about long-term care costs.**

What are the investment options for Margaret? Give reason for your choice.

Answer: The risk profile for Margaret is as follows:

*low income and assets;
time is short;*

Investment Options

Margaret could invest in National Savings or use the money to purchase a long-term care insurance policy. Alternatively, she could spend the money now and, if and when necessary, release capital by selling her house and buying a smaller one.

Portfolio 5:

5) Anne is aged 26 and has a job with good prospects. She lives at home with her parents.

Amount to invest – **£750**

Aim of investment – **to prepare for a rainy day or to buy a car in two years' time.**

What are the investment options for Anne? Give reason for your choice.

Answer: The risk profile for Anne is as follows:

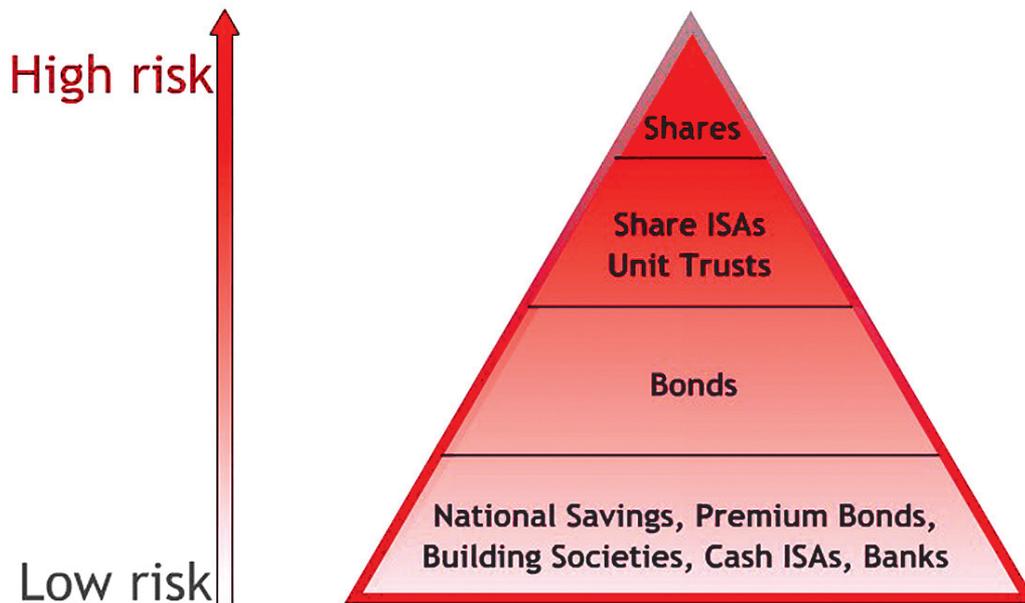
*she has time on her side;
needs ready access;*

Investment Options

If she is risk averse she could put the money in an building society, direct telephone or internet notice account. If she is prepared to accept some risk she could consider things at the top of the risk triangle such as ISAs or Unit Trusts.

The Risk Triangle

This risk triangle shows the higher risk investments at the top of the triangle.



Less risky ways of storing money are shown at the base of the triangle.

An investor should always be aware of the following fact: Low risk generally means low return and vice versa. If you invest money in shares for example you should at least limit the amount of money you invest, especially if it is money you need for your retirement pension plan.

Besides you should never finance stock purchase on credit, because in case of falling stock price, you could get into severe financial problems.

In considering your personal risk profile, don't forget to ask yourself:

- ◆ *What is the money needed for?*
- ◆ *How soon is the money needed?*
- ◆ *Would it be a disaster if part of the money was lost?*

Text:**The Independent – Financial Section**

Stock
The name of the share.

Price-Earnings ratio
This figure refers to the relationship between the current market price of a share and the profit earned by the company over the most recent year. For example the price of a Unilever share is 38.7 times the earnings per share for the most recent year. The P-E is often used to compare companies in the same industry.

Sector
Companies are grouped according to sector, for example Insurance, Building, Banks, Electricity.

High / Low
These columns show the highest and lowest prices (in pence) for the shares during the current year. For example, Unilever shares had been bought and sold was 712 and the lowest price at which they had been bought and sold was 400 pence.

Price
This shows the price of the share as it stood at the close of business yesterday. For example, Unilever closed at 600 pence.

Yield
The yield shows how much shareholders can expect to receive as a dividend, in pence, for every £1 invested (based on the current share price). In other words, if you own £100 worth of shares in Unilever and the share price remains constant, you can expect to receive a dividend of £1.80.

Change
This shows how much the closing price of the share changed in comparison with the previous day's closing price. For example, Unilever closed 15 pence higher than the previous day.

| Sector | High | Low | Stock | Price | Chg | Yld | P/E |
|-------------------------|-------------|------------|------------------------|---------------|--------------|------------|----------------|
| FOOD PRODUCERS | | | | | | | -1.252% |
| | 287 | 135 | Acatos & Hutch | 155.0 | 0.0 | ... | ... |
| | 39 | 6 | Albert Fisher | 7.0 | 0.0 | ... | 18.0 |
| | 96 | 27 | Anglo East | 40.0 | 0.0 | 10.0 | 4.2 |
| | 668 | 433 | Assc Brit Fds | 560.0 | -38.0 | 2.2 | 18.5 |
| | 305 | 155 | Banks Syd C | 217.0 | 0.0 | 6.6 | 9.2 |
| | 513 | 379 | Barr A G | 440.0 | 0.0 | 6.8 | 8.5 |
| | 193 | 83 | Bertam Hldgs | 87.5 | 0.0 | 5.9 | 7.0 |
| | 360 | 92 | Booker | 121.5 | -4.0 | 20.5 | 6.6 |
| | 1078 | 527 | Brake Bros | 660.0 | 0.0 | 2.2 | 18.0 |
| | 993 | 573 | Cadbury-Schw | 915.0 | 25.0 | 2.0 | 24.9 |
| | 245 | 184 | Rob Wiseman | 184.0 | -1.0 | 2.7 | 12.4 |
| | 103 | 48 | Rowe Evans | 50.5 | 0.5 | 8.6 | 4.0 |
| | 585 | 256 | Tate & Lyle | 350.0 | 11.0 | 4.9 | 15.5 |
| | 153 | 103 | Terranova Fds | 118.5 | 0.0 | ... | ... |
| | 739 | 428 | Unigate | 521.5 | 24.0 | 5.3 | 11.2 |
| | 712 | 400 | Unilever | 600.0 | 15.0 | 1.8 | 38.7 |
| | 304 | 180 | Utd Biscuits | 235.0 | 2.0 | 5.6 | 40.5 |
| | 63 | 37 | WT Foods | ... | ... | ... | 17.5 |
| GAS DISTRIBUTION | | | | | | | -1.145% |
| | 60 | 46 | Carlo Grp | 57.7 | 0.8 | 1.4 | 18.7 |
| | 125 | 79 | Centrica | 116.0 | -0.5 | ... | ... |
| | 428 | 247 | BG | 391.5 | -5.5 | 2.6 | ... |
| | 147 | 98 | Intl Energy Grp | 134.0 | 0.0 | 3.7 | 12.5 |
| HEALTH CARE | | | | | | | 2.449% |
| | 603 | 263 | Alliance UniChem | 575.0 | -1.5 | 2.2 | 25.4 |
| | 1025 | 638 | Bespak | 827.5 | 22.5 | 2.1 | 20.8 |
| | 647 | 62 | Biocompatibles | 75.5 | -1.0 | ... | ... |
| | 167 | 78 | Biotrace Intl | 97.5 | 0.0 | 54.2 | ... |
| | 248 | 133 | Care UK | 185.5 | 0.5 | 0.9 | 23.8 |
| | 101 | 22 | Ceisis Intl | 28.0 | 0.0 | ... | ... |
| | 551 | 388 | Comnty Hosp | 430.5 | 0.0 | 3.8 | 14.5 |
| | 130 | 54 | Drew Scientific Grp | 80.5 | 0.0 | ... | ... |
| | 173 | 128 | Gyrus Grp | 130.0 | 0.0 | ... | ... |
| | 244 | 131 | Huntleigh | 215.0 | -1.5 | 1.9 | 23.4 |
| | 593 | 400 | Isotron | 512.5 | 0.0 | 1.7 | 15.9 |
| | 232 | 143 | London Intl | 205.5 | 3.0 | 1.6 | 41.1 |
| | 388 | 160 | Nestor-BNA | 373.5 | 10.0 | 1.4 | 40.2 |
| | 577 | 305 | Nyce Amersham | 419.5 | 13.5 | 1.2 | ... |
| | 835 | 455 | Seton Scholl | 755.0 | 24.0 | 1.7 | 26.0 |
| | 810 | 280 | Shield Diagn | 452.5 | -15.0 | ... | 196.7 |
| | 241 | 99 | Sinclair Montrose | 102.5 | -1.0 | 0.2 | 36.6 |
| | 200 | 118 | Smith & Neph | 166.0 | 6.0 | 4.1 | 15.2 |
| | 83 | 13 | Tepnel Life | 15.0 | 0.0 | ... | ... |
| | 413 | 254 | Westm H'care | 257.5 | 1.0 | 3.4 | 17.2 |
| HOUSEHOLD GOODS | | | | | | | -1.949% |
| | 178 | 73 | Airsprung | 73.5 | -3.0 | 12.5 | 3.8 |
| | 220 | 165 | Alba | 169.5 | 0.0 | 4.8 | 9.1 |
| | 167 | 82 | Alexandra | 110.0 | 5.5 | 8.0 | 10.3 |
| | 188 | 79 | Allied Text | 97.5 | 0.0 | 11.0 | 5.9 |
| | 233 | 146 | Aquarius Grp | 165.5 | 0.0 | 6.9 | 9.2 |
| | 25 | 7 | Armour Tst | 10.0 | -0.5 | ... | ... |
| | 286 | 101 | Baird (Wm) | 117.5 | 0.0 | 15.3 | 5.8 |
| | 422 | 233 | Black (Peter) | 241.0 | 2.5 | 3.6 | 12.6 |
| | 150 | 87 | Black Arrow | 107.5 | 0.0 | 5.8 | 8.3 |
| | 615 | 103 | Churchill China | 117.5 | 0.0 | 13.2 | 2.9 |
| | 93 | 13 | Claremont | 18.3 | 0.0 | ... | ... |
| | 115 | 30 | Coats Viyella | 31.5 | -1.3 | 7.9 | ... |
| | 133 | 71 | Colefax & Fowler | 74.0 | 2.0 | 4.7 | 92.5 |
| | 183 | 94 | Cornwell Pkr | 93.5 | -1.5 | 5.3 | 6.2 |
| | 203 | 174 | Pifco A | ... | ... | ... | ... |
| | 358 | 165 | Portmeirion | 167.5 | 0.0 | 9.9 | 8.8 |
| | 48 | 23 | Readicut | 25.3 | 0.3 | 12.8 | 7.2 |
| | 1333 | 806 | Rockitt & C | 1033.0 | 24.0 | 2.5 | 19.4 |
| | 620 | 280 | Relyon | 301.5 | 11.0 | 6.4 | 9.7 |
| | 228 | 76 | Royal Doulton | 83.5 | 5.0 | 15.0 | 12.3 |
| | 48 | 27 | Sherwood Gp | 43.0 | -0.5 | 10.5 | 10.8 |
| | 295 | 165 | Silentnight | 189.5 | -2.5 | 7.8 | 7.6 |
| | 71 | 51 | Sirdar | 59.5 | 0.5 | 11.9 | 7.2 |
| | 53 | 27 | Stirling | 28.5 | 0.0 | 11.0 | 5.3 |
| | 263 | 90 | Stoves | 94.0 | 0.5 | 8.5 | 6.1 |
| | 279 | 75 | Swallowfield | 78.5 | 0.0 | 11.0 | 3.7 |
| | 165 | 68 | Vymura | 86.5 | 1.5 | 7.9 | 6.1 |
| | 87 | 11 | Walker GBank | 53.0 | 0.0 | ... | 8.0 |
| | 106 | 48 | Waterfd Wedg | 56.0 | 3.5 | 2.6 | 69.3 |
| | 73 | 57 | Worthington Grp | 59.0 | 1.5 | 6.6 | 8.1 |
| | 145 | 78 | Yorklyde | 80.0 | 0.0 | 6.0 | 12.7 |
| INSURANCE | | | | | | | 1.695% |
| | 900 | 461 | Allied Zurich | 714.0 | 29.0 | ... | ... |
| | 150 | 96 | Amlin Ordinary | 112.5 | 8.0 | 12.2 | ... |
| | 162 | 105 | Benfield & Rea | 111.0 | 1.0 | 7.3 | ... |
| | 79 | 34 | Bradstock Gp | 48.5 | 0.0 | 12.4 | 6.5 |
| | 1297 | 725 | CGU | 946.5 | 8.5 | 3.5 | 18.2 |
| | 278 | 199 | Charles Taylor | 216.0 | 0.0 | 2.8 | 24.0 |
| | 167 | 120 | CLM Insur Fnd | 127.0 | -0.5 | 12.9 | ... |
| | 525 | 222 | Cox Inscce | 349.0 | 1.5 | 1.4 | 26.8 |
| | 610 | 430 | Dom & Genl | 460.0 | 10.0 | 3.0 | 15.7 |
| | 168 | 97 | Euclidian | 126.0 | 0.0 | 14.9 | 4.2 |
| | 162 | 116 | GoshawkinsurHldgs | 118.0 | 0.0 | 3.1 | 11.8 |
| | 497 | 229 | GRE | 289.5 | 6.8 | 4.5 | 4.4 |

The Independent

Task 1:

You have £1,000 and are thinking of investing it on the stock market. Decide which of the listed shares (p. 144) you would buy, and calculate how many you could afford. Choose a maximum of four different companies.

Example:

| | | | |
|-------------------|------------|------|-----------------|
| Tate & Lyle | 100 shares | 350p | £ 350.00 |
| Intl Energy Group | 150 shares | 134p | £ 201.00 |
| Allied Zurich | 25 shares | 714p | £ 178.50 |
| Seton Scholl | 35 shares | 755p | £ 264.25 |
| TOTAL | | | £ 993.75 |

Task 2:

Look at the prices for the same shares six months later. Calculate how much money your group would have lost if you had bought the shares.

| 52 weeks | | | | | | | | | | | | | |
|-------------------------|-----|--------------------|-------|-------|------|-------|------------------------|-----|-------------------|--------|------|------|------|
| High | Low | Stock | Price | Chg | Yld | P/E | High | Low | Stock | Price | Chg | Yld | P/E |
| FOOD PRODUCERS | | | | | | | HOUSEHOLD GOODS | | | | | | |
| -1.252% | | | | | | | -1.949% | | | | | | |
| 287 | 115 | Acatos & Hutch | 151.0 | 12.0 | ... | ... | 178 | 71 | Airsprung | 71.5 | 0.0 | 12.9 | 3.7 |
| 39 | 6 | Albert Fisher | 7.0 | 0.0 | ... | 5.8 | 220 | 165 | Alba | 175.0 | 0.0 | 4.6 | 9.4 |
| 91 | 27 | Anglo East | 43.5 | 0.0 | 9.2 | 4.5 | 167 | 82 | Alexandra | 106.5 | 0.0 | 8.2 | 9.9 |
| 668 | 433 | Assc Brit Fds | 615.0 | -23.0 | 3.2 | 20.8 | 188 | 79 | Allied Text | 101.0 | 5.0 | 10.6 | 6.1 |
| 300 | 155 | Banks Syd C | 205.0 | -2.0 | 7.0 | 8.7 | 233 | 146 | Aquarius Grp | 162.5 | 0.0 | 7.0 | 9.0 |
| 513 | 379 | Barr A G | 445.0 | 1.0 | 6.7 | 8.6 | 25 | 7 | Armour Tst | 11.3 | 0.0 | ... | ... |
| 188 | 83 | Bertam Hldgs | 87.5 | 0.0 | 5.9 | 7.0 | 286 | 101 | Baird (Wm) | 113.5 | 0.0 | 11.6 | 5.7 |
| 360 | 60 | Booker | 64.0 | -1.5 | 38.9 | 3.5 | 422 | 233 | Black (Peter) | 286.5 | 0.0 | 3.1 | 14.9 |
| 1078 | 537 | Brake Bros | 685.0 | 0.0 | 2.1 | 18.7 | 150 | 95 | Black Arrow | 94.5 | 0.0 | 6.6 | 7.3 |
| 993 | 591 | Cadbury-Schw | 924.0 | 0.5 | 2.0 | 25.1 | 495 | 69 | Churchill China | 99.5 | 0.0 | 15.6 | 2.5 |
| 245 | 183 | Rob Wiseman | 200.0 | 3.5 | 3.4 | 13.4 | 89 | 13 | Claremont | 18.3 | 0.0 | ... | ... |
| 99 | 48 | Rowe Evans | 50.5 | 0.0 | 8.6 | 4.0 | 115 | 25 | Coats Viyella | 26.0 | -1.0 | 9.6 | ... |
| 585 | 256 | Tate & Lyle | 373.0 | -15.5 | 4.6 | 16.5 | 133 | 71 | Colefax & Fowler | 76.5 | 1.5 | 4.6 | 95.6 |
| 153 | 94 | Terranova Fds | 95.5 | 0.0 | ... | ... | 183 | 69 | Cornwell Pkr | 78.5 | 0.0 | 6.4 | 5.2 |
| 739 | 428 | Unigate | 496.0 | -3.0 | 5.6 | 10.7 | 203 | 165 | Pifco A | 180.0 | 0.0 | 4.2 | 9.2 |
| 712 | 437 | Unilever | 645.0 | -5.0 | 1.7 | 41.6 | 320 | 160 | Portmeirion | 165.0 | 0.0 | 10.0 | 4.7 |
| 299 | 180 | Utd Biscuits | 242.0 | 0.0 | 5.5 | 41.7 | 48 | 23 | Readicut | 25.5 | 0.0 | 12.6 | 7.2 |
| 63 | 43 | WT Foods | ... | ... | ... | 17.5 | 1333 | 820 | Reckitt & C | 861.0 | -3.0 | 3.0 | 16.2 |
| GAS DISTRIBUTION | | | | | | | INSURANCE | | | | | | |
| -1.145% | | | | | | | 1.695% | | | | | | |
| 61 | 47 | Carlo Grp | 59.4 | -0.6 | 1.3 | 19.3 | 620 | 280 | Relyon | 298.5 | -1.5 | 6.5 | 9.6 |
| 127 | 81 | Centrica | 121.3 | -0.8 | ... | ... | 228 | 76 | Royal Doulton | 87.5 | -2.5 | 14.3 | 12.9 |
| 450 | 268 | BG | 429.5 | 4.5 | 2.4 | ... | 48 | 27 | Sherwood Gp | 38.0 | 0.5 | 11.8 | 9.5 |
| 147 | 99 | Intl Energy Grp | 133.5 | 0.5 | 3.7 | 12.5 | 285 | 165 | Silentnight | 187.0 | 0.0 | 8.0 | 7.5 |
| HEALTH CARE | | | | | | | INSURANCE | | | | | | |
| 2.449% | | | | | | | 1.695% | | | | | | |
| 603 | 315 | Alliance UniChem | 562.5 | 3.0 | 2.2 | 24.9 | 71 | 51 | Sirdar | 56.5 | 0.0 | 12.5 | 6.8 |
| 1025 | 688 | Bespak | 856.5 | 0.0 | 2.0 | 21.6 | 53 | 22 | Stirling | 22.0 | 0.0 | 14.2 | 4.1 |
| 647 | 62 | Biocompatibles | 96.5 | -1.0 | ... | ... | 262 | 85 | Stoves | 86.0 | -3.5 | 9.3 | 5.6 |
| 167 | 78 | Biotrace Intl | 107.5 | -5.0 | 59.7 | ... | 279 | 64 | Swallowfield | 64.0 | -1.5 | 13.5 | 3.0 |
| 248 | 133 | Care UK | 207.5 | 1.5 | 0.8 | 26.6 | 165 | 68 | Vymura | 76.5 | 0.0 | 9.0 | 5.4 |
| 93 | 22 | Celsis Intl | 28.5 | -2.5 | ... | ... | 75 | 40 | Walker GBank | 52.5 | 0.0 | ... | 8.0 |
| 551 | 388 | Comnty Hosp | 432.5 | 0.0 | 3.8 | 14.6 | 106 | 48 | Waterfd Wedg | 57.0 | 3.0 | 2.4 | 72.1 |
| 130 | 54 | Drew Scientific Gp | 90.0 | -1.5 | ... | ... | 73 | 57 | Worthington Grp | 58.5 | -0.5 | 6.6 | 8.0 |
| 173 | 128 | Gyrus Grp | 136.5 | 2.5 | ... | ... | 142 | 78 | Yorklyde | 77.5 | 0.0 | 6.2 | 12.3 |
| 244 | 131 | Huntleigh | 233.5 | 1.0 | 1.7 | 25.4 | INSURANCE | | | | | | |
| 593 | 425 | Isotron | 550.0 | 27.5 | 1.6 | 17.0 | 900 | 461 | Allied Zurich | 826.0 | 0.0 | ... | ... |
| 232 | 145 | London Intl | 209.5 | 0.0 | 1.5 | 41.9 | 150 | 96 | Amlin Ordinary | 112.5 | 0.0 | 12.2 | ... |
| 390 | 160 | Nestor-BNA | 388.5 | 0.0 | 1.3 | 41.8 | 162 | 105 | Benfield & Rea | 125.0 | 2.0 | 6.5 | ... |
| 577 | 305 | Nyce Amersham | 386.0 | -6.3 | 1.3 | ... | 78 | 34 | Bradstock Gp | 44.0 | 0.5 | 13.6 | 5.9 |
| 867 | 455 | Seton Scholl | 849.0 | 0.0 | 2.0 | 29.3 | 1297 | 733 | CGU | 1030.0 | 12.0 | 3.3 | 19.9 |
| 810 | 280 | Shield Diagn | 535.0 | 0.0 | ... | 232.6 | 278 | 199 | Charles Taylor | 219.5 | 1.5 | 2.7 | 24.4 |
| 229 | 97 | Sinclair Montrose | 98.5 | 0.0 | 0.3 | 35.2 | 167 | 121 | CLM Insur Fnd | 123.5 | 0.0 | 13.2 | ... |
| 200 | 118 | Smith & Neph | 166.5 | -3.5 | 4.1 | 15.3 | 525 | 228 | Cox Insce | 364.5 | 13.5 | 1.1 | 27.9 |
| 68 | 13 | Tepnel Life | 19.0 | 0.0 | ... | ... | 555 | 430 | Dom & Genl | 527.5 | 0.0 | 2.6 | 18.0 |
| 413 | 254 | Westm H'care | 274.0 | 0.0 | 3.2 | 18.3 | 168 | 97 | Euclidian | 126.0 | 0.0 | 14.9 | 4.2 |
| | | | | | | | 162 | 116 | GoshawkinsurHldgs | 117.5 | 0.0 | 3.1 | 11.8 |
| | | | | | | | 494 | 229 | GRE | 344.0 | -6.5 | 3.8 | 5.3 |

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Many companies are authorised to use the stock exchange to trade their shares. Every day, the press gives prices and other information about the shares of these listed companies.

Task:

Read the following newspaper headlines. In groups, decide whether each one reflects a good or poor performance of the company's shares on the stock exchange.

Example:

"GENERAL CINEMA SEES \$20 MILLION GAIN"

→ The shares of this company are doing well since there has been a gain.

① **XIR sales improve in second quarter**

② **AMD TO CUT JOBS
IN DRIVE TO
RESCUE FALLING
PROFITS**

③ **INTERNATIONAL COMPUTING RISES**

④ **JONES AND SHIPMAN PROFITS
REACH RECORD HIGH**

⑤ **Belle Cosmetics sees
fall in first quarter**

⑥ **Scottish and Newcastle
report slight losses**

⑦ **SELECT WINES HAVE CAUSE TO CELEBRATE**

⑧ **Simmons and Simmons face disastrous
year as sales continue slide**

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7 Anhang

Anhang 1:

Blick auf andere Fächer bei der Umsetzung von einzelnen Modulen

Bisher finden sich im Lehrplan nur Themenvorschläge zu den Fächern Erdkunde, Geschichte und Wirtschaft und Recht. Die folgende Übersicht soll Ihnen bezüglich der anderen Sachfächer Anregungen geben. Teilweise sind sie relativ weit gefasst, teilweise beziehen sie sich auf einzelne Lehrplaninhalte.

| Mathematik | |
|------------|--|
| 7 | <ul style="list-style-type: none">◆ Rechnen mit rationalen Zahlen◆ Abbildungen: Parallelverschiebung, Drehung◆ Proportionalitäten◆ geometrische Zusammenhänge: Kreise, Dreiecke |
| 8 | <ul style="list-style-type: none">◆ Einsatz von Geometrieprogrammen◆ Rechnen mit Bruchtermen◆ Lineare Gleichungen und Ungleichungen◆ Symmetrieeigenschaften von Dreiecken und Vierecken |
| 9 | <ul style="list-style-type: none">◆ Reelle Zahlen◆ Bestimmung von Flächeninhalten◆ Kreiszahl◆ Vermessungsaufgaben |
| 10 | <ul style="list-style-type: none">◆ Berechnungen im Dreieck◆ Aufgaben zur ebenen Geometrie◆ Kreisbogen und Kreissektor |

| Physik | |
|--------|--|
| 7 | <ul style="list-style-type: none">◆ Modell des Lichtstrahls (Lichtausbreitung)◆ Längenmessung◆ Teilchenmodell◆ Schall und Umwelt |
| 8 | <ul style="list-style-type: none">◆ Mechanik: Volumenmessung, Reibung (Modellvorstellung)◆ Luftdruck◆ Astronomie: Sonnensystem, Raumfahrt |
| 9 | <ul style="list-style-type: none">◆ Temperatur und Temperaturmessung◆ Grundbegriffe der Elektrizität◆ Wärme: Leitung und Strahlung◆ Magnetfeld der Erde |
| 10 | <ul style="list-style-type: none">◆ Atommodell◆ Regenerative Energieträger◆ Gefahr und Nutzen von radioaktiven Strahlen◆ Energie und Umwelt |

| Biologie | |
|----------|--|
| 7 | <ul style="list-style-type: none"> ◆ Sinnesorgane ◆ Verhalten von Mensch und Tier |
| 8 | <ul style="list-style-type: none"> ◆ Pilze, Bakterien und Viren ◆ Immunsystem ◆ Lebensraum Wasser |
| 10 | <ul style="list-style-type: none"> ◆ Grundlagen der Vererbung ◆ Schwangerschaft und Geburt ◆ Evolutionstheorien |

| Sozialwesen | |
|-------------|--|
| 7 | <ul style="list-style-type: none"> ◆ Groß- und Kleingruppen in der Schule ◆ Klassenklima ◆ Schulleben ◆ Risiken im Jugendalter ◆ Familie |
| 8 | <ul style="list-style-type: none"> ◆ Menschen- und Grundrechte ◆ Leben als Behinderter ◆ Probleme und Hilfen für Mitbürger aus anderen Ländern |
| 9 | <ul style="list-style-type: none"> ◆ Soziale Aspekte der Berufs- und Arbeitswelt ◆ Das soziale Netz ◆ Bedeutung der Kommunikation |
| 10 | <ul style="list-style-type: none"> ◆ Rollendarstellung in den Medien ◆ Sozialisation ◆ Bedeutung der Ehe für den Einzelnen und für die Gemeinschaft ◆ Globalisierung ◆ Berufsbild: Entwicklungshelfer ◆ Migrationsbewegungen |

| Sport | |
|-------|--|
| 7 | <ul style="list-style-type: none"> ◆ Aerobic ◆ Inline Skaten ◆ Walking ◆ Step Aerobic ◆ Rope Skipping ◆ Exercises ◆ für Mädchen: Tanz |
| 8 | <ul style="list-style-type: none"> ◆ s. a. Jahrgangsstufe 7 ◆ Streetball und Streetdance ◆ für Mädchen: Rock'n'Roll |
| 9 | <ul style="list-style-type: none"> ◆ s. a. Jahrgangsstufe 7 |
| 10 | <ul style="list-style-type: none"> ◆ s. a. Jahrgangsstufe 7 |

| Musik | |
|----------------------|---|
| 7 | <ul style="list-style-type: none"> ◆ Lieder der Welt: Texte fremdsprachiger Lieder ◆ Bewegung und Tanz: aktuelle Tänze wie z. B. Hip-Hop, Break Dance ◆ System der Tonarten ◆ Musikinstrumente ◆ Aktuelle Musik: versch. Bands, deren Zusammensetzung etc. ◆ Barock: Bearbeitung barocker Musik in Pop- und Rockmusik, Film, Internet ◆ geistliche Musik: Jesus Christ Superstar |
| 8 | <ul style="list-style-type: none"> ◆ Lieder der Welt: Pop- und Rocksongs, Blues, Gospels, Spirituals ◆ Jazz: kulturgeschichtliche Grundlagen, Stile, Einflüsse, Persönlichkeiten |
| 9 | <ul style="list-style-type: none"> ◆ Musikgeschichte: Rock- und Popmusik ◆ Oper und Musical: Unterscheidung, Entstehung, Beispiele ◆ Organisation eines Theaters |
| 10 | <ul style="list-style-type: none"> ◆ Textvertonung im Musical ◆ Spiel mit Sprache: Rapsongs ◆ Musik in Politik und Gesellschaft anhand aktueller Beispiele ◆ Entstehung eines Videoclips |
| Kunst | |
| 7 | <ul style="list-style-type: none"> ◆ Linie und Form ◆ Farbe und Malerei (Farbsymbolik) ◆ Comic: Bilderfolge – Bewegung |
| 8 | <ul style="list-style-type: none"> ◆ Kunstbetrachtung und Bildbeschreibung ◆ Renaissance: Künstler als Universalgenie ◆ Barock: Gesamtkunstwerk, bedeutende Künstlerpersönlichkeiten ◆ Werbung, Image und Mode |
| 9 | <ul style="list-style-type: none"> ◆ Kompositionsmerkmale in der Landschaftsmalerei ◆ Kunstbetrachtung ◆ Kunstgeschichte ◆ filmische Ausdrucksmittel |
| 10 | <ul style="list-style-type: none"> ◆ Interaktive Kunstformen (z. B. Performance) ◆ Kompositionsmittel ◆ Kunstgeschichte (z. B. Popart) |
| Werken ¹⁹ | |
| 7 | <ul style="list-style-type: none"> ◆ Kulturhistorische Bedeutung des Werkstoffes Holz/Papier/Ton ◆ Werkstoffkunde (Holz/Papier/Ton) ◆ Gesundheit- und Umweltschutz (Holz/Papier/Ton) |
| 8 | <ul style="list-style-type: none"> ◆ Verwendung von Metall in der Frühgeschichte ◆ Entwicklungsgeschichte der Kunststoffe ◆ Einsatzmöglichkeiten von Holz |

19 Im Fach Werken gilt seit dem Schuljahr 2008/09 ein neuer Lehrplan. Die in der Übersicht genannten Inhalte beziehen sich noch auf den auslaufenden Lehrplan, können aber auf den neuen Lehrplan übertragen werden.

| | |
|-------------------------------|--|
| 9 | <ul style="list-style-type: none"> ◆ Verwendung von Gips ◆ Geschichte des Papiers ◆ Entwicklungsgeschichte der Keramik |
| 10 | <ul style="list-style-type: none"> ◆ Bedeutung von Verwendung von Massivholz und Kunststoff ◆ Wandel der Verwendung von Metallen ◆ Gesundheits- und Umweltschutz |
| Textiles Gestalten | |
| 7 | <ul style="list-style-type: none"> ◆ Kennenlernen historischer Techniken der europäischen Kultur ◆ Mode- und Kostümkunde: Einblick in die Mode vergangener Epochen ◆ Überblick über Textilberufe |
| 8 | <ul style="list-style-type: none"> ◆ Brauchtum und Traditionen im Zusammenhang mit Textilien |
| 9 | <ul style="list-style-type: none"> ◆ Mode in Massenmedien und der Werbung |
| Haushalt und Ernährung | |
| 7 | <ul style="list-style-type: none"> ◆ Ess- und Tischkultur: „The English way of life“ ◆ ökologische Verhaltensweisen ◆ Novel-Food-Verordnungen ◆ Zusammenhang zwischen Gesundheit und Ernährung (u. a. Fast Food) |
| 8 | <ul style="list-style-type: none"> ◆ Bedeutung und Gefahren von Genussmitteln |
| 9 | <ul style="list-style-type: none"> ◆ Convenience-Produkte ◆ Entwerfen von Platz- und Tischkarten mithilfe eines PCs |
| 10 | <ul style="list-style-type: none"> ◆ Energiebedarf ◆ Mahlzeitenverteilung ◆ Ess- und Tischkultur im Wandel der Zeit |
| IT²⁰ | |
| 7 | Einsatz des PCs (Hardware, Software, Textverarbeitung) Moderne Kommunikationsmittel: E-Mail und Internet |
| 8 | <ul style="list-style-type: none"> ◆ Grundfunktionen eines CAD-Programms ◆ Gestaltung von Texten nach Layout-Gesichtspunkten ◆ gezielte Suche im Internet |
| 9 | <ul style="list-style-type: none"> ◆ Arbeit mit einem 3D-CAD-Programm ◆ Textorganisation: Lebenslauf ◆ Standard-Codes ◆ EDV-Berufe, Entwicklung der EDV-Systeme |
| 10 | <ul style="list-style-type: none"> ◆ Arbeit mit CAD-Systemen: Konstruktionszeichnungen, Architekturpläne ◆ Technisches Zeichnen in der Innenarchitektur ◆ Dienste in Rechnernetzen: www, FTP, E-Mail, Suchmaschinen |

20 Im Fach IT wurde im Schuljahr 2008/09 der bisher gültige Versuchslehrplan durch einen neuen Fachlehrplan mit modularem Konzept ersetzt. Die in der Übersicht genannten Inhalte beziehen sich noch auf den Versuchslehrplan, können aber problemlos auf die neuen Module übertragen werden.

| Chemie | |
|--------|---|
| 8 | <ul style="list-style-type: none"> ◆ Teilchenmodell ◆ Wasser |
| 9 | <ul style="list-style-type: none"> ◆ Eigenschaften von Säuren und Laugen ◆ organische Chemie |
| 10 | <ul style="list-style-type: none"> ◆ Herstellung durch Gärung ◆ Herstellung von Essig ◆ Biomoleküle ◆ Kunststoffe |

| Ethik | |
|-------|--|
| 7 | <ul style="list-style-type: none"> ◆ Ethik des Islam ◆ Feste, Feiern und Brauchtum |
| 8 | <ul style="list-style-type: none"> ◆ Möglichkeiten und Grenzen der eigenen Lebensplanung ◆ Selbsteinschätzung ◆ Einfluss von Werbung und Medien auf die Lebenseinstellung und -planung ◆ Lebensbereiche Jugendlicher ◆ Martin Luther King als Vorbild ◆ moderne Lebensgewohnheiten ◆ Werte und Normen |
| 9 | <ul style="list-style-type: none"> ◆ der Lebenssinn in modernen Medien ◆ Supervision ◆ Gegenüberstellung der Weltreligionen ◆ Aberglaube, Okkultismus, Spiritismus |
| 10 | <ul style="list-style-type: none"> ◆ Problematik der politischen Entscheidungsfindung ◆ Beispiel von Schuld ◆ Begriffserklärungen „Frieden“ ◆ angewandte Ethik |

Anhang 2:

Synopse von Lehrplaninhalten und Veröffentlichungen im Fach Geographie (Jahrgangsstufe 7)

| LP-Kapitel | LP-Inhalt | Veröffentlichungen | Seite |
|------------|--------------------------------------|--|----------------------------|
| 7.1 | Tabellen erstellen und verbalisieren | Diercke Geography for bilingual classes (BASIC) Diercke Geography for bilingual classes (VOLUME 1) Around the world – New Edition Volume 1 | 48–49 168–169 98–101 |
| | Orientierung im Gradnetz | Diercke Geography for bilingual classes (BASIC) Rolf Bächle: Orientation in the world (CD) Orientation in Europe (CD) | 14–17 |
| | Wetterkarte | Diercke Geography for bilingual classes (BASIC) Rolf Bächle: Weather and Climate (CD) | 27 |
| | Klimadiagramme räumlich zuordnen | Diercke Geography for bilingual classes (BASIC) Diercke Geography for bilingual classes (VOLUME 1) Around the world – New Edition Volume 1 | 48 174–175 102–103 |
| | Satellitenbild beschreiben | Diercke Geography for bilingual classes (VOLUME 1) | 166–167 |
| | Inhalte von Texten | Diercke Geography for bilingual classes (VOLUME 1) | 178–181 |
| 7.2 | Klimafaktoren | Diercke Geography for bilingual classes (BASIC) Rolf Bächle: Weather and Climate (CD) | 28–31 |
| | Niederschläge | Diercke Geography for bilingual classes (VOLUME 1) Rolf Bächle: Weather and Climate (CD) | 22–23 |
| | Wetterkarte und -vorhersage | Diercke Geography for bilingual classes (BASIC) Rolf Bächle: Weather and Climate (CD) | 26–27 |
| | Erdrotation und -revolution | Diercke Geography for bilingual classes (VOLUME 1) Around the world – New Edition Volume 1 Rolf Bächle: Orientation in the world (CD) | 26–29 8–9 |
| 7.3 | Passatkreislauf | Diercke Geography for bilingual classes (VOLUME 1) | 30–31 38–39 |
| | Klima- und Vegetationszonen | Diercke Geography for bilingual classes (VOLUME 1) Around the world – New Edition Volume 1 Rolf Bächle: Weather and Climate (CD) | 30–35 92–93 |

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|------------|--------------------------------|---|-------------------------|
| | Savanne, Nomadismus | Diercke Geography for bilingual classes (VOLUME 1) Rolf Bächle: The Savannas | 46–47 |
| | Schwarzafrika – Staat: Kenia | Diercke Geography for bilingual classes (VOLUME 1) | 50–51 |
| | Schwarzafrika – Staat: Nigeria | Diercke Geography for bilingual classes (VOLUME 1) | 52–53 |
| | Hilfe zur Selbsthilfe | Diercke Geography for bilingual classes (VOLUME 1) | 56–57 |
| 7.4 | Abgrenzung Orient | Diercke Geography for bilingual classes (VOLUME 1) | 60–61 |
| | Erdöl | Diercke Geography for bilingual classes (VOLUME 1) | 64–65 |
| | Wüsten und Oasen | Diercke Geography for bilingual classes (VOLUME 1) Bilingual Geography – Polar Regions/Hot Deserts/ Tropical Rain Forests/California Around the world – New Edition Volume 1 | 42–45 26–46 20–32 |
| | Türkei | Diercke Geography for bilingual classes (VOLUME 1) | 72–73 |
| 7.5 | Sibirien | Diercke Geography for bilingual classes (VOLUME 1) Around the world – New Edition Volume 1 | 102–103 48–51 |
| | Russland: Weite des Raums | Diercke Geography for bilingual classes (VOLUME 1) | 100–101 |
| | Moskau | Diercke Geography for bilingual classes (VOLUME 1) | 98–99 |
| | Ungleichgewicht | Diercke Geography for bilingual classes (VOLUME 1) | 106–107 |

Anhang 3:

Synopse von Lehrplaninhalten und Veröffentlichungen im Fach Geschichte (Jahrgangsstufe 7)

| LP-Kapitel | LP-Inhalt | Veröffentlichungen | Seite |
|------------|--|--|--|
| 7.1 | Das Frankenreich erlangt europäische Bedeutung | Modul Handreichung des ISB | i. Vorb. |
| | Grundherrschaft und Lehnswesen | Medieval Realms Access to History (Medieval Britain) Geschichte auf Englisch 7 Praxis Geschichte (Januar 2002) | S. 23 S. 6 S. 6–12 S. 12–15 |
| | Mönchtum und Missionierung | Bilingual Geschichte Raabits Going CLIL Medieval Realms Access to History (Medieval Britain) Geschichte auf Englisch 7 | I/B Reihe 1 S. 50 S. 34 S. 20–24 S. 27–34 |
| | Grundlagen königlicher Herrschaft | Für England: Medieval Realms Access to History (Medieval Britain) Geschichte auf Englisch 7 | S. 20–25 und S. 70–75 S. 30–34 S. 84–91 |
| 7.2 | Ständeordnung, Entwicklung des Rittertums; Höfische und ritterliche Kultur- und Lebensformen | Bilingual Geschichte Raabits Going CLIL Access to History (Medieval Britain) Geschichte auf Englisch 7 | I/B Reihe 3 i. Vorb. S. 46 ff./S. 51 f. S. 10; S. 60 f. S. 58–74 S. 84–91 |
| | Alltagsleben Black Death | Access to History (Medieval Britain) Medieval Realms There and Then Access to History (Medieval Britain) Geschichte auf Englisch 7 | S. 81–86 S. 42–46 S. 22 ff. S. 55–57 S. 92–97 |
| | Selbstverwaltung und soziale Verhältnisse | Bauern: Access to History (Medieval Britain) Geschichte auf Englisch 7 | S. 50–54 S. 13–19 S. 98–103 |
| | Stadt als Zentrum von Information und Wissen | Access to History (Medieval Britain) Geschichte auf Englisch 7 | S. 70–74 S. 75–83 |
| | Begegnung von Orient und Okkzident (z. B. Kreuzzüge) | Bilingual Geschichte Raabits Access to History (Medieval Britain) Geschichte auf Englisch 7 | i. Vorb. S. 25–29 S. 41–57 |
| | | Wiederentdecken der Antike | Geschichte auf Englisch 7 |
| 7.3 | Wandel in der Informations- und Wissensvermittlung: die Druckmedien | SHP History Year 7 (William Caxton) | S. 198–201 |
| | Entdeckungsfahrten | Geschichte auf Englisch 7 | S. 127–142 |

| | | | |
|------------|---|---|--------------------------------------|
| | Europäer im Kontakt mit fremden Kulturen in Amerika und Afrika | Geschichte auf Englisch 7 | S. 127–142 |
| 7.4 | Luthers Glaubensverständnis und die Reaktion geistlicher und weltlicher Macht | Bilingual Geschichte Raabits | i. Vorb. |
| | Ausformung evangelisch-lutherischer, reformierter und katholischer Reform | Bilingual Geschichte Raabits SHP History Year 7 Geschichte auf Englisch 7 | i. Vorb. S. 196–197 S. 143–151 |

Anhang 4:

Synopse von Lehrplaninhalten und Veröffentlichungen/ausgewählten Links im Fach Wirtschaft und Recht (Jahrgangsstufe 9)

| Lehrplanabschnitt | Inhalte | Veröffentlichungen/Links |
|--|--|---|
| WiR 9.1 Geld-und Kapital- markt | <ul style="list-style-type: none"> ◆ Kreditinstitute in der Volkswirtschaft ◆ Geldanlage in Wertpapieren | Insights into Business, by Graham Tullis and Tonya Trappe, published 2004, Pearson Longman: The Stock Market, p. 74–83 (stock market – shares) |
| WiR 9.2 Der Mensch in der Arbeitswelt | <ul style="list-style-type: none"> ◆ Arbeitsmarkt: Entwicklungstendenzen, Problembereiche ◆ Internationaler Vergleich ◆ Ursachen der Arbeitslosigkeit | http://statistik.arbeitsagentur.de/statistik/index.php?id=W&dbtyp=1&typ=WO (Describing situation/trends referring to German Labour Market) http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1090_30070682_1090_33076576&_dad=portal&_schema=PORTAL (European Labour Market: graphs, maps, statistics) http://www.bized.co.uk/virtual/economy/policy/outcomes/unemployment/unemph2.htm (types of unemployment – reasons – costs) |
| WiR 9.3 Berufsfindung und Berufsausbildung | <ul style="list-style-type: none"> ◆ Berufswahl und Entscheidungsprozess ◆ Ausbildungsmöglichkeiten und Berufe ◆ Bewerbung, Bewerbungsverfahren, Auswahlverfahren, Vorstellungsgespräch | New Active English Nine, Oldenbourg Verlag, 1. Auflage, S. 44–45 (Careers Advice) www.learnirect.com (Job Profiles) www.careers-scotland.org.uk (job application) www.thesite.org (job interview) |
| WiR 9.4 Erwerbseinkommen | | |
| WiR 9.5 Strafrecht als Teilgebiet des Öffentlichen Rechts | <ul style="list-style-type: none"> ◆ Strafrecht, Straftat, Ordnungswidrigkeit ◆ Jugendstrafrecht | Laws – Who Needs Them and How They Work Cornelsen Verlag, erarbeitet von Annegret Weeke und Johannes Ziegler, 1. Auflage, 1. Druck 2008: <i>(What are laws?- How are our daily lives affected by laws – Consequences of breaking the law)</i> |
| WiR 9.6 Interessensbereiche der Schüler | <ul style="list-style-type: none"> ◆ Auslandsaufenthalt als „au pair“ | www.aupair.uk.com |