

Der bilinguale Zug am MBG



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Klasse	Regelstunden	Fächer (+ Zusatzstunden)
6	2	Vorkurs Englisch
7	1	Erdkunde (+1) + einwöchiges Radioprojekt (+1)
8	1 und 1	Erdkunde (+1) und Geschichte (+1) Ab Klasse 8 werden aufgrund der Profilwahl alle Klassen neu aufgeteilt. Ab dann gibt es auch eine Bili-Klasse. Die Profilwahl ist <u>unabhängig</u> von der Bili-Klasse möglich.
9	1	Biologie (+1)
10	2 und 1	Biologie (+1) und Erdkunde (+1)
JG 1	3 oder 5	verschiedene Möglichkeiten durch Wahl des bilingualen Sachfachs und der Fremdsprachen in der Oberstufe: Internationales Abitur Baden-Württemberg oder bilinguales Zertifikat Kursstufe beide mit Nachweis C1 CEFR , ohne bilinguale Ausrichtung B2 in Teilen C1 CEFR
JG 2	3 oder 5	

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Unterrichtsbeispiel Vorkurs Flughafenprojekt

Station 4 Getting to the plane



You have passed the security checkpoint and you are on your way to Gate 162, where your plane is parked and waiting for the passengers to get on board.



Getting on the plane

1. The airline you will be travelling with is Delta Air Lines. Look at their route map and make sentences about other ways to get to Northern America.

You can fly directly from ... to ...
You can reach ... from ...
There are two nonstop flights from ... to ...

2. While you are walking around Terminal 1 of Stuttgart Airport, you see a lot of information monitors that show you information about arrival and departures of planes to and from Stuttgart.



Choose one flight and write down the sentences about the flight information on this departure monitor.

There is a flight to It departs from gate The airline/carrier code is ... (...)

Destination airport, next airport Zielflughafen, Folgehafen	Expected departure time Erwartete Abflugzeit	Check-in counter Check-in Schalter	Remark Bemerkung
KL 1870 AMSTERDAM	11:35 14:00 T3 333-335 310	Late	
LH 297 BERLIN-TXL	14:15 T1 150-165 117		
LH 907 DUESSELDORF	14:20 T1 150-165 161		
LH 1044 HANNOVER	14:35 T1 150-165 163		
DI 7030 BERLIN-TXL	14:40 T3 306-309 333		
OGG 204 ISTANBUL	14:45 T4 416-417 414		
LH 4302 PARIS-CDG	14:50 T1 150-165 164		
LH 3602 WIEN	14:55 T1 150-165 161		
LH 1259 ROM	14:55 T2 150-165 162		
LH 2884 BRUESSEL	15:10 T3 206-209 322		

Flight status: **ABFLUG/DEPARTURE**

Carrier code: Abkürzung Fluggesellschaft
Flight no.: Flugnummer
Planned departure time: Planmäßige Abflugzeit
Departure Terminal: Abflugterminal
Gate: Ausgang

In the waiting area



3. In the waiting area, passengers sit and wait for the boarding process. Make a list of things you or your parents or friends can do while you are waiting.

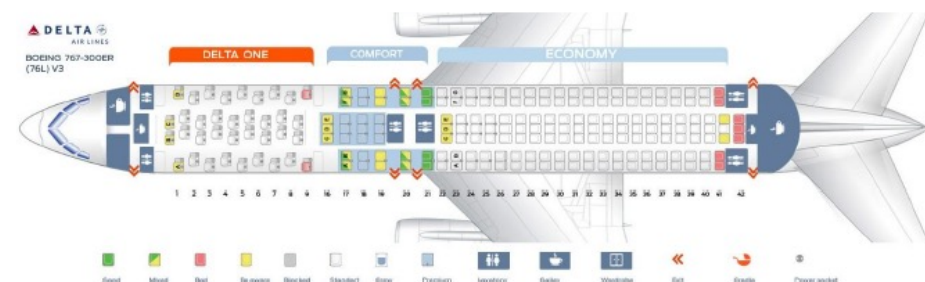
Make six sentences and write them down:

I can read a book while I'm waiting.
My father can ... while I'm waiting.
My sister and I can... while we are waiting for boarding....

Finding your seat

4. Look at your boarding pass and the seatmap of Delta's Boeing 767-300ER aircraft. Are you happy with your seat? Why? Why not? Which seat would you want instead? Send a short WhatsApp message to your friends and tell them what you think.

engine	Triebwerk
window seat	Fensterplatz
aisle seat	Gangplatz
front of the plane	vorderer Bereich
center of the plane	mittlerer Bereich
back of the plane	hinterer Bereich
lavatory	Toilette
row	Reihe
cabin	Flugzeugkabine
galley	Küchenbereich
power socket	Steckdose (zB für Ladegeräte)
Delta One	Deltas erste Klasse
Comfort	Bessere Touristenklasse
Economy	Touristenklasse



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Unterrichtsbeispiel Vorkurs Flughafenprojekt

Station 5 On the plane



You made it onto the plane! There are many things happening on flights.

1. Have a look at the photos below. Find the right activities and match them to the pictures.



- Fasten your seat belt.
- Use the on-board entertainment system.
- Board the plane. / Get on board the plane.
- Get your airline meal.
- Turn off your electronic devices.

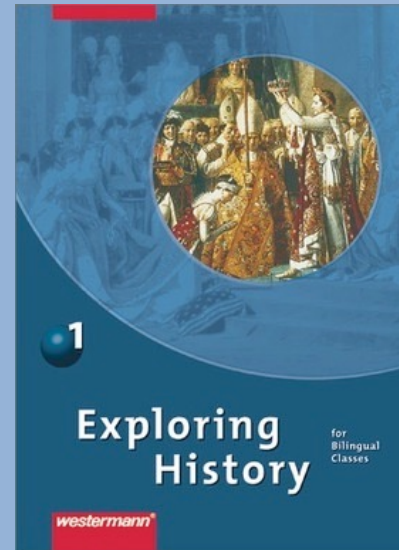
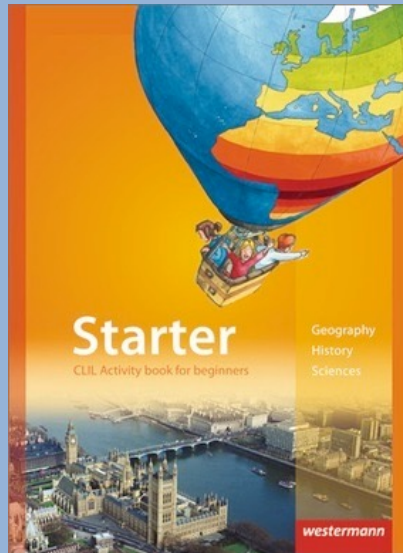
- Watch the safety demonstration.
- Take off.
- Throw up into an air sickness bag.
- Recline your seat.
- Stow your carry-on bag.

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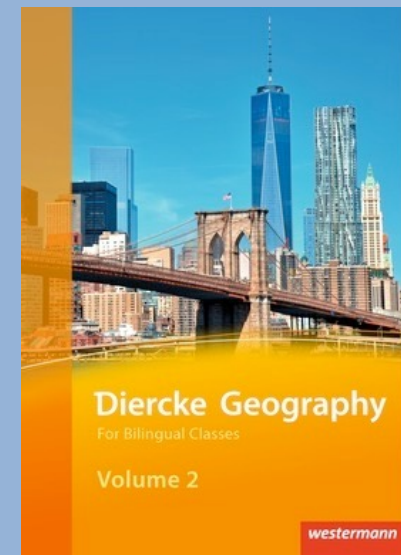
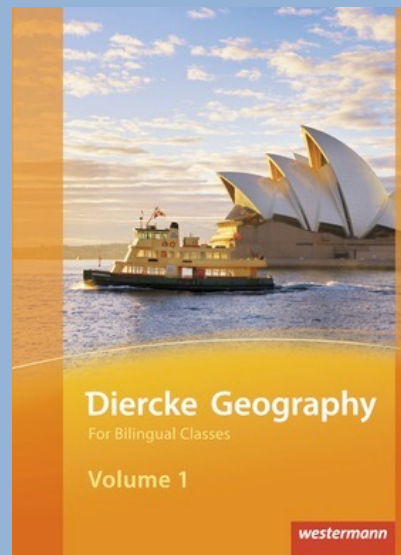
Vorkurs Hotelprojekt



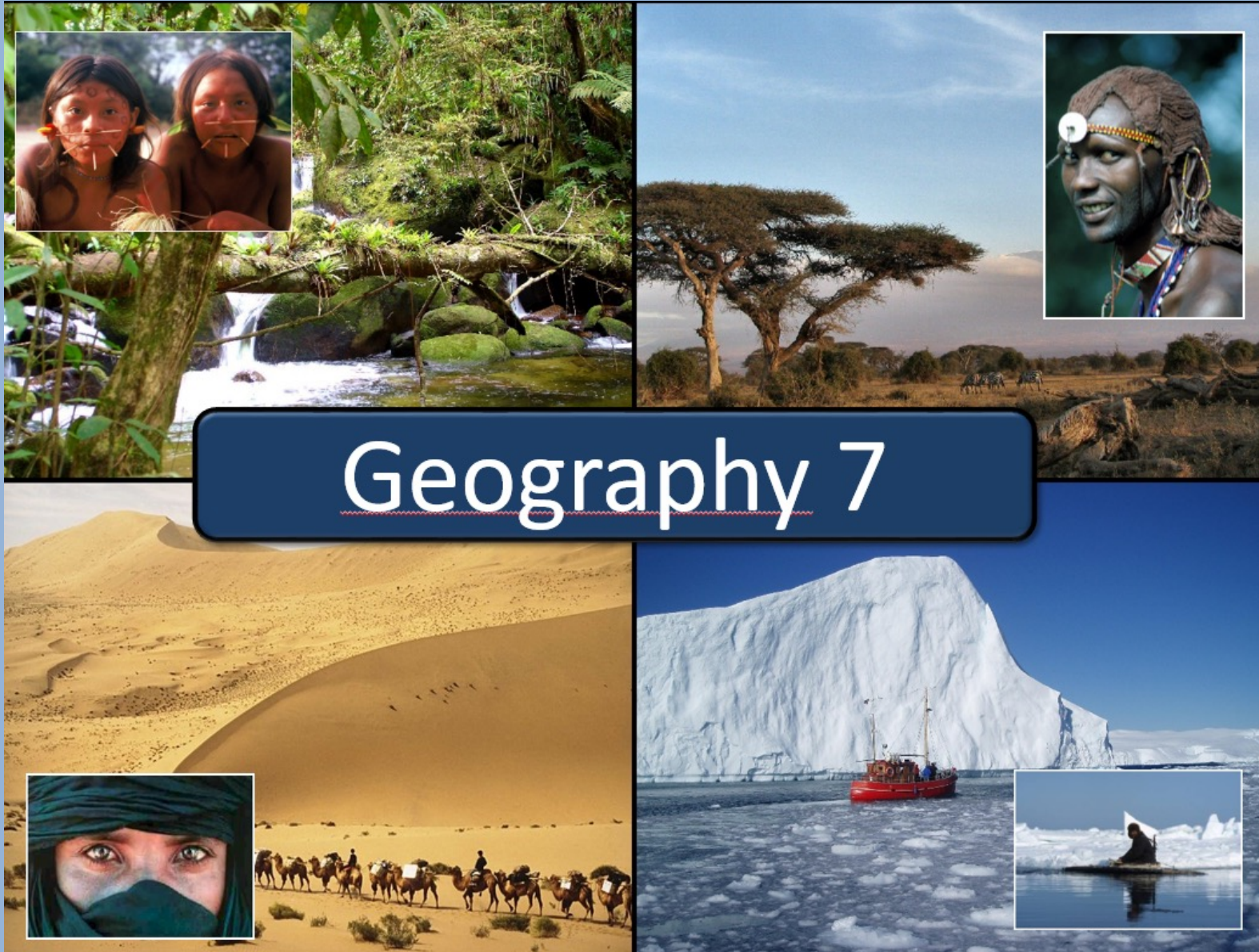
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Aktuell verwendete
Bücher im Unterricht



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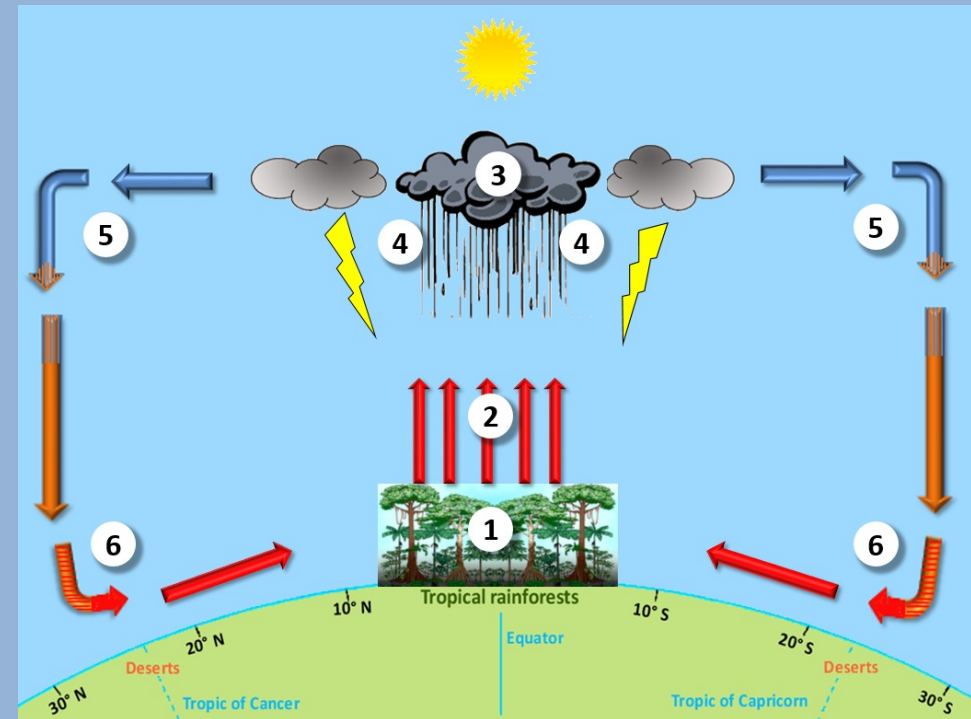


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Unterrichtsbeispiel Erdkunde Klasse 7

The following text is the first piece in a puzzle. As soon as the puzzle will be finished, you will be able to give a complete answer to our question (What makes the tropical climate so different from ours?).

The rainforest belt along the equator has rainfall all year round. In some places, at least 2,000mm of rain falls every year (Stuttgart-Hohenheim ~700mm). The rain is called **zenithal rain**. This means that the land is heated by the sun so that the air rises, expands and then cools. The water vapour in the air condenses, forms clouds and starts to fall as rain.



Unterrichtsbeispiel Erdkunde Klasse 7

7a-c MBG EkBI

Date:

San

Savannahs

Wet, dry and thorn savannah: what are they?

Savannahs are separated into **wet**, **dry** and **thorn savannahs**. But what are the differences between these savannah types? You will find out more in this text.

Savannahs are tropical grasslands that also have single trees, groups of trees and sparse forests. There are three types of savannahs: **wet savannah**, **dry savannah** and **thorn savannah**.



In the dry savannah

5 Tall grass, which can reach up to two to three meters in size, grow in the **wet savannah**. Tall trees can be found in smaller groups or create sparsely grown forests. The trees lose their leaves during the dry period of the year. The average annual temperature is 23°C. The dry season lasts two and a half to five months. For the rest of the year, there is regular and significant precipitation that can reach 1,000-

15 1,500 mm per year. Crops like maize and millet, and roots like batatas, yams and manioc can be grown in the wet savannah, as well as peanuts and cotton. Because there is a low risk of droughts, two harvests per year are possible.

20 There is 500-1,000 mmm of precipitation in the **dry savannah**. The dry season lasts between five and seven and a half months. The average temperature is 18.5°C. Most of the grassy landscapes, with their 0.5-1.5m high grass blades, are riddled with single trees, like the baobab and the umbrella acacia. These trees have adapted to the dry seasons. To reduce evaporation, most of the trees grow only small and leathery leaves. Other plants have succulent¹ parts, with which they can store water for a longer time. Maize, barley and several types of millet are grown in the dry savannah, but there is only one harvest possible during the year. Next to growing crops, keeping cattle is also possible.

¹succulent: dry plant with water-conserving material in leaves, stems or roots. The plant can take in water during the rainy season and store it there.

40 The driest of all savannah types is the **thorn savannah**. Only 200-500mm of annual precipitation falls here. The dry season lasts for seven to ten months, the majority of the year. The annual temperature is around 18°C as well. Vegetation is much more adapted to the dryness than in the dry savannah. Grass blades can reach a height of 30-50 centimeters, accompanied by thorn bushes and succulents, as well as single trees only, like the baobab. The thorn savannah is where the nomads live, who cross the area with their cattle, sheep and coat herds, and where they let them graze on pastures. Because of the dryness, only very adaptable and drought-resistant types of millet can be cultivated here. With the help of irrigation, peanuts and cotton can also still grow here.

Savannah type	Wet savannah	Dry savannah	Thorn savannah
Average precipitation			
Duration of dryness			
Average annual temperature			
Vegetation			
Land use			
Crops			

1. Read the text and add the missing information to the respective savannah type in the table

Unterrichtsbeispiel Erdkunde Klasse 8

8 MBG GeoBili



Date:

San

The demographic transition model

pp. 44/45

Stage 1
High stationary

The death rate is high due to diseases, famines, a lack of clean water, and a lack of medical care.



But the birth rate is also high due to a lack of birth control, a low age of marriage for women, and the fact that children work so they can add to the family income.

So the natural increase is low – the population doesn't increase much.

The UK was in Stage 1 before 1760.

Few places are in this stage today – perhaps a few remote tribes in the tropical rainforests.

Stage 2
Early expanding

The death rate is starting to fall due to improved medicine, cleaner water, more and better food, and improved sanitation.



But the birth rate is still high, for the same reasons as before.

So the natural increase is high – the population increases quickly.

The UK was in Stage 2 between 1760 and about 1900, during the Industrial Revolution.

Today some LEDCs are in this stage – for example, Bangladesh and Nigeria.

Stage 3
Late expanding

The death rate is still falling, for the same reasons as before.

But now the birth rate is starting to fall because there are fewer farmers needing children to work the family land, birth control is available, infant deaths are falling, and women are staying in education and marrying later.

So there's still some natural increase, but it's lower than it was – population increase is slowing down.

The UK was in Stage 3 between 1900 and about 1950.

Today many LEDCs are in this stage – for example, India, Brazil, and Mexico.

Stage 4
Low stationary




The death rate remains low.

And the birth rate is low – through birth control, people are now having the number of children they want.

So there's little or no natural increase – the population doesn't increase much.

The UK has been in Stage 4 since about 1950. Many other MEDCs are currently in this stage, such as the USA, France, and Japan.

Few LEDCs have reached this stage.

Stage 5
Declining




The death rate could go up because a greater proportion of the population is elderly.

The birth rate remains low and could get lower – lifestyle changes mean people have children later in life, and have fewer of them.

If more people die than are being born, there's negative natural increase – so the population falls.

This stage wasn't on the model when it was first devised – it has been added to show recent developments in population change.

The UK could enter Stage 5 soon. Other MEDCs are already there – Germany, Sweden, and Italy.

1. Read the table on the front page and make a collection of words you don't know.

English	German	English	German

2. Match the statements with the respective stage of the demographic transition model (I, II, III, IV, V).

Statement	Stage number
Birth rate is very high, death rate is high.	
Birth rate is low and the death rate is low	
Both birth and death rate are falling.	
The death rate is falling but the birth rate is still high.	
Very low birth rate, rising death rate.	

3. Read pages 44 and 45 in your book. Compare the lives of Madiha and Ursula and explain why they have different family sizes (p. 44).

4. Now look at M2 on p. 45. Explain why the blue and purple population pyramids look the way they do in Stages I-IV.

Unterrichtsbeispiel Geschichte Mittelstufe

New Imperialism and the Scramble for Africa

International Tensions

Rivalry Among the European Powers

The scramble for colonies in Africa or Asia intensified the rivalry among the European powers. The dispute between France and Great Britain over the Sudan almost led to war at Fashoda in 1898 and Anglo-Russian relations often reached the point of war over disagreements in Asia. Russia and Japan actually engaged in a war in 1904/05. All the imperial powers became obsessed with gaining further territory and showing no sign of weakness. An atmosphere of *heightened patriotism* and *glorification of armed force* spread and undermined any forms of criticism and rational thought.

"New course" in Germany

This was most noticeable in Germany. Chancellor Bismarck, who had subordinated colonial policy to the goal of stability in Europe, was dismissed in 1890. The Reinsurance Treaty with Russia was not renewed and Emperor William II chartered a "new course" announcing that Germany would adopt a "world policy". Attempting to find "a place in the sun" William's policy aimed at building a strong German navy and making Germany a major imperial power by expanding overseas. The new policy, however, showed little success. The only colonies added between 1897 and 1899 were some islands in the Pacific. But at the same time Germany's "world policy" created a great deal of tension and damaged Germany's standing in the world.

The French and Russian governments concluded the Franco-Russian Alliance in 1894. The British engaged in a naval race against Imperial Germany and in 1904 finally settled their differences with France over colonial policy in an agreement called the "Entente Cordiale".

Anglo-French cooperation in the Moroccan Crises (1905-1911) ruined Germany's attempt to gain greater influence in North Africa and when Russia and England finally concluded an agreement on their *spheres of interest* in Asia, the German government felt "encircled". The balance of power in Europe had turned against Germany, which had only one firm ally: Austria-Hungary.



M.1 „How are we going to shake hands?“, German Cartoon from „Simplizissimus“, 1912

to heighten: to increase
glorification: extreme praise
spheres of interest: area a power declares interest in

M.2 Painting of William II "The Emperor during a Naval Manoeuvre", by Willy Stöwer, 1912



1870 1875 1880 1885 1890 1895 1900 1905 1910 1915 1920



The European Alliance System in 1887

- Triple Alliance (1872)
- Dual Alliance (1879)
- Triple Alliance (1892)
- Rumania joined the Triple Alliance (1883)
- Reinsurance Treaty (1887)
- Mediterranean Agreement (1887)
- Tensions and conflicts

M.3



The European Alliance System in 1914

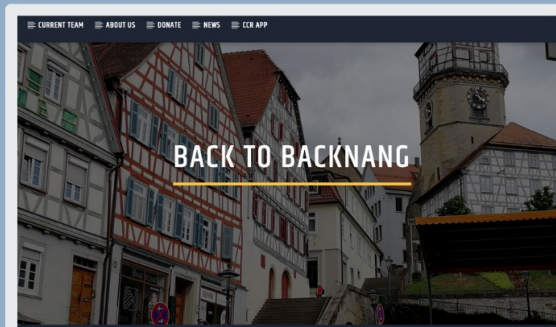
- Dual Alliance
- Triple Alliance
- Franco-Russian Alliance (1894)
- Treaty of Neutrality (1902)
- Entente Cordiale (1904)
- British-Russian Alliance (1907)
- Balkan Wars 1912/13
- Tensions and conflicts

M.4

Tasks

1. Prepare a short report on the Fashoda Crisis and its background.
2. Describe the cartoon "How are we going to shake hands?" and work out its message. Relate it to events mentioned in the text.
3. Show how the artist portrays William II.
4. Compare the two maps and write a short text about the changes in international relations in Europe between 1887 and 1914.

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Wir haben unsere eigene Sendung, So 18 Uhr



Wir haben ein eigenes Tonstudio am Max-Born-Gymnasium



Editieren und Schneiden der Aufnahmen mit audacity

bilinguale Projektwoche
Radioprojekt mit dem
Chelmsford Community Radio
und der Radio AG des MBG



Gestaltung von
Radiosendungen inkl.
Moderation, Interviews
und Musikauswahl

weitere Infos zur
Radio AG auf der
Homepage des MBG



KI.5: Anmeldung zum Vorkurs Kl. 6

Bitte nutzen Sie das **Online-Formular** unter folgendem Link, um Ihr Kind bis zum 5. Mai 2023 am Vorkurs anzumelden. Wir haben den Link zum Formular auch auf den Allgemeinen Kanal im Klassen- Team der Klasse in MS Teams hinterlegt.

Link zum Online Formular:

<https://forms.office.com/e/M0tGsmMCve>

**verbindliche Anmeldung zum bi
lingualen Vorkurs im Schuljahr
2023/24**



Kl.6: Entscheidung: Bili-Zug in 7 oder nicht?

- Wie belastet war Ihr Kind durch den Schulalltag bisher?
- Hat es neben den Hausaufgaben noch Zeit für Freunde, Hobbys, zum Spielen gehabt?
- Wie selbstständig arbeitete Ihr Kind (Hausaufgaben/Vorbereitung auf Klassenarbeiten)?
- Wie gern hat es das Fach Englisch?
- Kommt es gut mit in Englisch (und auch in den anderen Hauptfächern) zurecht?
- Werden die Englischhausaufgaben eher gern gemacht oder sind sie lästig?
- Werden freiwillige Zusatzaufgaben in Englisch gemacht und gern längere Texte in der Fremdsprache geschrieben?
- Beschäftigt sich Ihr Kind gern mit Büchern?
- Lernt es leicht Wörter?
- Möchte Ihr Kind bei vielen Themen in die Tiefe gehen?
- Arbeitet Ihr Kind gern in einer Gruppe, engagiert es sich in der Projekt-/ Gruppenarbeit?
- Traut sich Ihr Kind auch, sich in der Fremdsprache zu äußern?

Zusammenfassend:

Hat Ihr Kind noch Kapazitäten für 1-2 weitere Stunden Englisch pro Woche?

Wir möchten gern fordern, ohne zu überfordern. Wir möchten, dass die Schüler gern zu uns an die Schule kommen und Ihren Begabungen gemäß gefördert werden, so dass jeder sein persönliches Potential voll ausschöpfen kann.