

## MODUL 3 – COUNTRY SPECIFIC

### EINLEITUNG

Landeskundliche Kenntnisse sind ein unverzichtbarer Teil interkultureller Kompetenz. Jedoch sind zunächst drei grundlegende Fragen zu beantworten:

- a. Wie ist mit der Vielzahl möglicher Zielkulturen (Länder, Nationen) innerhalb der englisch sprechenden Welt umzugehen?
- b. Englisch wird heute weltweit als Geschäfts- und Verhandlungssprache gesprochen, also auch in Situationen, in denen einzelne oder alle Gesprächspartner keine Muttersprachler des Englischen sind. Welche Rolle spielen landeskundliche Informationen in solchen Kontexten?
- c. Was kann als landeskundlich wichtige oder unverzichtbare Information angesehen werden?

**Zu a.** Die S werden aufgefordert, eine Zielkultur ihres Interesses aus der englisch sprechenden Welt selbst zu wählen. Dies könnte England, USA, Kanada, Australien, Neuseeland, Südafrika ebenso sein wie Indien oder Kenia, um nur einige Beispiele zu nennen. In der Unterrichtseinheit „Internationale Präsentationen“ werden sie dazu angehalten, eine Präsentation zu ihrer Zielkultur vorzubereiten und vorzutragen. Die Präsentation sollte vorzugsweise auf interkulturell relevante Informationen zielen, wozu neben grundlegenden landeskundlichen Informationen auch wichtige Verhaltensregeln gehören (vgl. c.).

**Zu b.** Der Erfolg des Englischen als globaler lingua franca sollte nicht zu der Annahme verleiten, dass landeskundliche und kulturelle Unterschiede nicht wichtig und wirksam wären. Die Verwendung des International English durch eine Vielzahl von Nicht-Muttersprachlern kann über tiefgehende Unterschiede zunächst sogar hinwegtäuschen. Es kommt daher darauf an, die englische Sprache so einzusetzen, dass mögliche Irritationen und Missverständnisse seitens eines oder aller Gesprächspartner vermieden werden. Dafür werden Höflichkeitskonventionen eingeübt, die weder zu direkt noch zu indirekt sind und in einer Vielzahl kultureller Kontexte als angemessen angesehen werden dürften (vgl. Einleitung zu Modul 4). Für die Behandlung landeskundlicher Inhalte hat dies ähnliche Konsequenzen wie für den Umgang mit englischsprachigen Kulturen: Die S werden aufgefordert, eine Zielkultur ihres Interesses auszuwählen (z. B. Schweden, Polen, Saudi-Arabien ...) und eine landeskundliche Präsentation vorzubereiten, die interkulturell relevante Besonderheiten des Ziellandes in den Mittelpunkt stellt.

**Zu c.** Im vorliegenden Zusammenhang wird als landeskundlich wichtige Information alles das gezählt, was einen Besucher in den Augen seiner Gesprächspartner als „ausreichend informiert und interessiert“ im Gegensatz zu „unwissend und uninteressiert“ erscheinen lassen würde. Dazu gehört eine nicht näher zu bestimmende Menge von Informationen, die von der Landeswährung über Namen der wichtigsten Städte bis hin zu prägenden geographischen, sozialen, wirtschaftlichen, politischen, religiösen oder weltanschaulichen Merkmalen reichen können. Maßgebliche Verhaltensregeln gehören selbstverständlich ebenso dazu, eventuell auch die wichtigsten Werke der „Hochkultur“ eines Landes. Jedoch dürften einige solcher Informationen für einen Besucher/Gesprächspartner verzichtbar sein, zumal sie den altersbedingten Interessen und Fähigkeiten entsprechen sollten.

Das Modul 3 zielt darauf ab, eine grundlegende Menge landeskundlicher Informationen bezogen auf mindestens **eine** Zielkultur bei den S voraussetzen zu können und das Bewusstsein von der Wichtigkeit landeskundlichen Wissens zu vermitteln. Die Schüler/innen sollten ermutigt werden, sich im Laufe des Seminaarfachs auf vielfältige Weise mit landeskundlichem Wissen vertraut zu machen und solches Wissen von Stereotypen zu unterscheiden.

Gleichzeitig geht es darum, die eigenen Lebensbedingungen und scheinbaren Selbstverständlichkeiten als fremd und erklärungsbedürftig zu erfahren, indem sie Besuchern kontrastierend vorgestellt und erläutert werden.

## INHALTSÜBERSICHT MODUL 3

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# 1. THE ENGLISH-SPEAKING WORLD

TO DO

Das Thema eignet sich für Projektarbeiten. Nach einer allgemeinen Einführung durch L sollten sich interessierte S für ein oder mehrere Länder entscheiden, in denen Englisch als offizielle Sprache gesprochen wird, eine Präsentation (vorzugsweise mit Powerpoint) vorbereiten und der Gesamtgruppe vortragen. Als weiteres Thema in diesem Zusammenhang eignet sich die Zukunft des Englischen als globaler lingua franca (International English).

GERR **B1**: Kann eine vorbereitete, unkomplizierte Präsentation zu einem vertrauten Thema aus seinem/ihrem Fachgebiet so klar vortragen, das man ihr meist mühelos folgen kann, wobei die Hauptpunkte hinreichend präzise erläutert werden. **B2**: Kann eine klare und systematisch angelegte Präsentation vortragen ... kann spontan vom vorbereiteten Text abweichen und vom Publikum aufgeworfene interessante Fragen aufgreifen... (S. 66)

DOKUMENTATION<sup>1</sup>

Country	Region	Population <sup>1</sup>
Antigua and Barbuda <sup>[3]</sup>	North America	85,000
Australia <sup>[3]</sup>	Oceania	21,450,000
The Bahamas <sup>[3]</sup>	North America	331,000
Barbados <sup>[4]</sup>	North America	294,000
Belize <sup>[5]</sup>	Central America	288,000
Botswana <sup>[5]</sup>	Africa	1,882,000
Cameroon <sup>[3]</sup>	Africa	18,549,000
Canada <sup>[3]</sup>	North America	33,531,000
Dominica <sup>[3]</sup>	North America	67,000
Fiji <sup>[3]</sup>	Oceania	827,900
The Gambia <sup>[3]</sup>	Africa	1,709,000
Ghana <sup>[3]</sup>	Africa	23,478,000
Grenada <sup>[3]</sup>	North America	106,000
Guyana <sup>[6]</sup>	South America	738,000
India (associate status) <sup>[5]</sup>	South Asia	1,143,540,000
Ireland <sup>[3]</sup>	Europe	4,517,800
Jamaica <sup>[7]</sup>	North America	2,714,000
Kenya <sup>[3]</sup>	Africa	37,538,000
Kiribati <sup>[3]</sup>	Oceania	95,000
Lesotho <sup>[3]</sup>	Africa	2,008,000
Liberia <sup>[3]</sup>	Africa	3,750,000
Madagascar <sup>[3]</sup>	Africa	19,683,000
Malawi <sup>[8]</sup>	Africa	13,925,000
Malta <sup>[3]</sup>	Europe	412,600
Marshall Islands <sup>[3]</sup>	Oceania	59,000
Mauritius <sup>[3]</sup>	Africa	1,262,000
Micronesia <sup>[3]</sup>	Oceania	111,000
Namibia <sup>[3]</sup>	Africa	2,074,000
Nauru <sup>[9]</sup>	Oceania	10,000
New Zealand <sup>[4][3]</sup>	Oceania	4,294,350
Nigeria <sup>[3][10]</sup>	Africa	148,093,000
Pakistan <sup>[3]</sup>	South Asia	165,449,000
Palau <sup>[5]</sup>	Oceania	20,000
Papua New Guinea <sup>[11][12]</sup>	Oceania	6,331,000

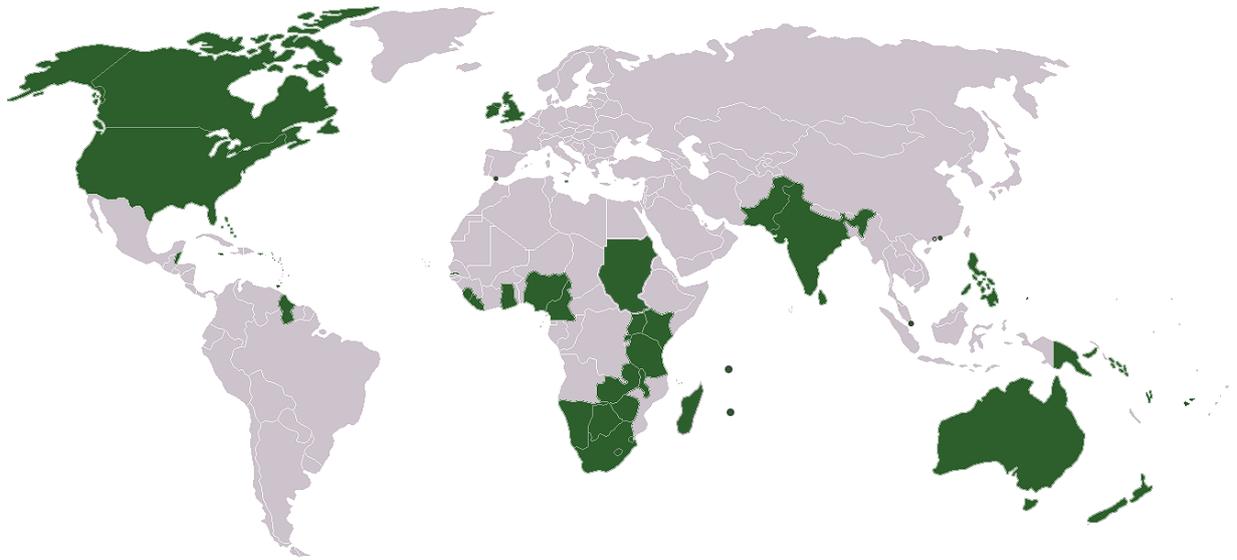
Philippines <sup>[3][13]</sup>	Asia	90,457,200
Rwanda <sup>[3]</sup>	Africa	9,725,000
Saint Kitts and Nevis <sup>[14]</sup>	North America	50,000
Saint Lucia <sup>[3]</sup>	North America	165,000
Saint Vincent and the Grenadines <sup>[15]</sup>	North America	120,000
Samoa <sup>[16]</sup>	Oceania	188,359
Seychelles <sup>[3]</sup>	Africa	87,000
Sierra Leone <sup>[3]</sup>	Africa	5,866,000
Singapore <sup>[17]</sup>	Asia	4,839,400
Solomon Islands <sup>[3]</sup>	Oceania	506,992
South Africa <sup>[18]</sup>	Africa	47,850,700
Sudan <sup>[3]</sup>	Africa	38,560,000
Swaziland <sup>[3]</sup>	Africa	1,141,000
Tanzania <sup>[3]</sup>	Africa	40,454,000
Tonga <sup>[19]</sup>	Oceania	100,000
Trinidad and Tobago <sup>[3]</sup>	North America	1,333,000
Tuvalu <sup>[5]</sup>	Oceania	11,000
Uganda <sup>[3]</sup>	Africa	30,884,000
United Kingdom <sup>[20]</sup>	Europe	61,612,300
Vanuatu <sup>[21]</sup>	Oceania	226,000
Zambia <sup>[3]</sup>	Africa	11,922,000
Zimbabwe <sup>[3]</sup>	Africa	13,349,000

Zur Geschichte, Gegenwart und Zukunft der englischen Sprache siehe das gut lesbare und reich illustrierte Bändchen von David Graddol, English Next. British Council 2006.

Unter <http://englishagenda.britishcouncil.org/sites/ec/files/books-english-next.pdf> kann das Buch samt Illustrationen kostenlos heruntergeladen werden. [letzter Zugriff: 16.12.2015]

<sup>1</sup> Quelle: [http://en.wikipedia.org/wiki/List\\_of\\_countries\\_where\\_English\\_is\\_an\\_official\\_language](http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language) [letzter Zugriff: 16.12.2015]

## 1. THE ENGLISH-SPEAKING WORLD



**In which countries is English an official language?**

**Projektarbeit** (evtl. mit Powerpoint).

Informationen unter

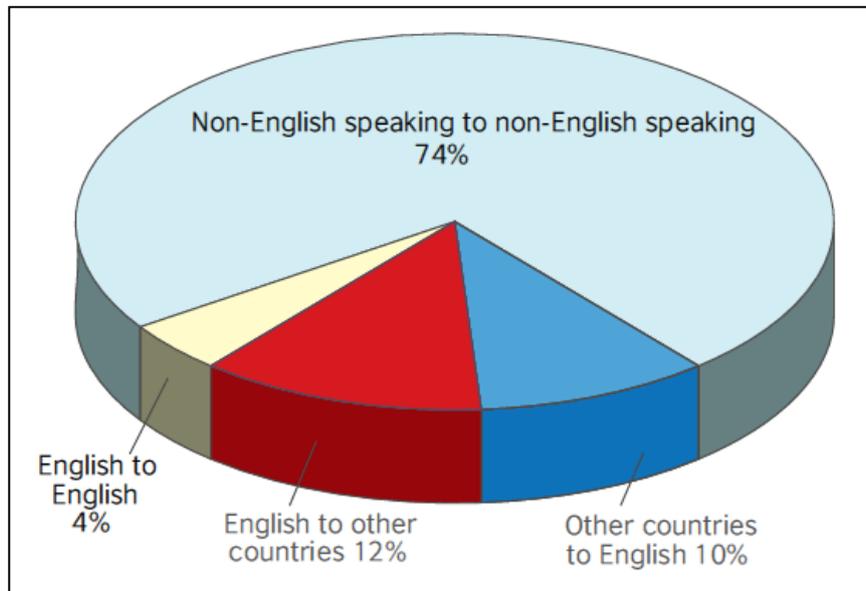
- <http://geography.about.com/od/politicalgeography/a/englishcountry.htm>
- [http://en.wikipedia.org/wiki/List\\_of\\_countries\\_where\\_English\\_is\\_an\\_official\\_language](http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language)

[letzter Zugriff: 16.12.2015]

# 1. THE ENGLISH-SPEAKING WORLD

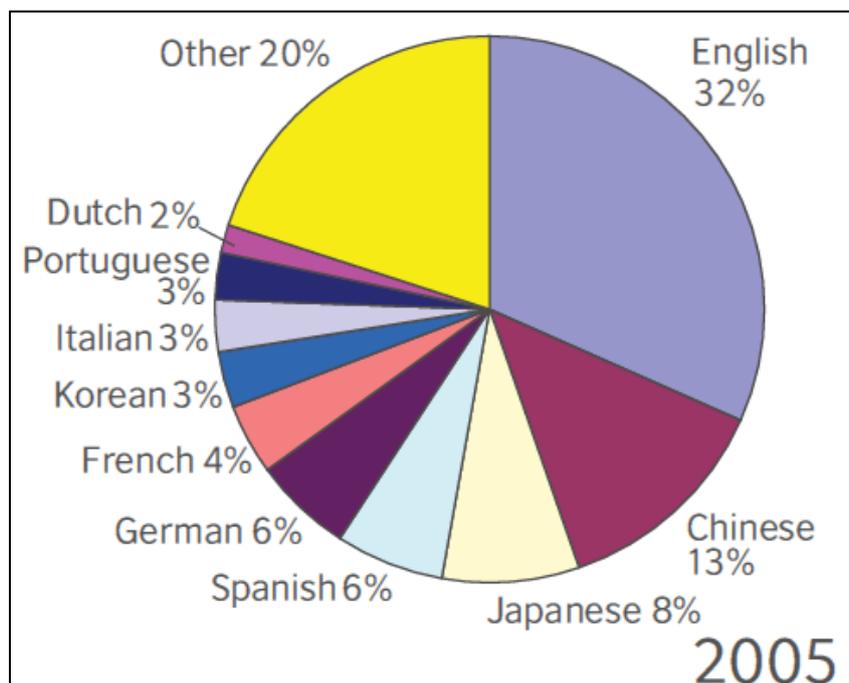
TO DO

## ENGLISH USED IN TOURISM



**International English**, i.e. English used as a lingua franca, has become the rule rather than the exception. Anglo-American varieties of English, which were exclusively taught in the past, may therefore no longer be enough to prepare students for international and intercultural encounters.

## Languages used for internet communication



Languages growing most rapidly are Chinese, Portuguese and the lesser used languages labelled 'Other'.

David Graddol. English Next. 2006. pp. 29 & 44; unter <http://englishagenda.britishcouncil.org/sites/ec/files/books-english-next.pdf> kann das Buch samt Illustrationen kostenlos heruntergeladen werden. [letzter Zugriff: 16.12.2015]

## 2. WHAT IS IT FOR YOU?

TO DO

**2. WHAT IS IT FOR YOU?**

Choose a country in which English is an official language. Try to find seven things or more which you associate with it. Make a list.



COUNTRY: .....

1. ....

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

78

KOPIERVORLAGE

ZIEL: Landeskundliches Wissen ermitteln und festigen. Stereotypen diskutieren.

GERR: Interkulturelle Fertigkeiten umfassen die Fähigkeit, die Ausgangskultur und die fremde Kultur miteinander in Beziehung zu setzen, ..., die Fähigkeit, stereotype Beziehungen zu überwinden. (S. 106)

METHODE:

- A. Anfangsfrage: "What comes to your mind when thinking of the USA, of Australia or of the UK?"
- B. Partnerarbeit: Die S wählen je zu zweit ein englischsprachiges Land und fertigen eine Liste an.
- C. Die S einigen sich auf 5 Punkte, die sie für besonders wichtig halten. Die Punkte werden an die Tafel geschrieben und mit der Gesamtgruppe diskutiert.

**Example 1:** A list for the USA could include the following items:

- sky scrapers
- Mc Donald's
- Broadway
- blue jeans
- cowboys
- American football
- Barack Obama
- Grand Canyon
- Disneyland
- Hollywood
- Brad Pitt
- San Francisco
- Cape Kennedy
- baseball
- Henry Ford
- stars and stripes
- ...

**Example 2:** A list for Australia could include the following items:

- Kangaroo
- Melbourne
- Nicole Kidman
- Aborigine
- Uluru / Ayers Rock
- white wine
- Sydney Opera House
- Australian Open (tennis)
- Outback
- surfing
- beaches
- Great Barrier Reef
- plains and deserts
- Gold Coast
- Heath Ledger
- ...

## 2. WHAT IS IT FOR YOU?

Choose a country in which English is an official language. Try to find seven things or more which you associate with it.

Make a list.



COUNTRY: .....

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....

### 3. BEEING A GOOD HOST

TO DO

**3. BEEING A GOOD HOST**

Your home town's twin city is Dunfermline, Scotland. A group of 10 people from Dunfermline is arriving next week for a three-day visit.

A. Make a list of things your visitors ought to see, then suggest a three-day programme. Remember to include a typical meal, a cultural event, a local tradition, a monument or anything that might be interesting for your visitors to find out about your home town or region.

B. Discuss the programme with your partners and try to agree on a programme. What is it that makes a programme for visitors successful?

C. Write an email to one of the visitors from Dunfermline and inform him/her about the programme you have prepared.

Words you might want to use	Sentences you might want to use
<ul style="list-style-type: none"> <li>twin city – Partnerstadt</li> <li>host – Gastgeber/in</li> <li>customs, traditions – Gebräuche</li> <li>everyday – Alltags...</li> <li>speciality – Spezialität</li> <li>optional – freiwillig / optional</li> <li>town hall / city hall – Rathaus</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>What would you like to do / see?</li> <li>How do you like...? / How would you like ...?</li> <li>We would like to suggest [doing s.th.]...</li> <li>People here in [...] often do / think / feel ...</li> </ul>

KOPIERVORLAGE

Day 2	
Day 1	
Activity	Comments
9.30	
12.00	
14.30	
17.00	
19.00	

Fotos: www.abendmail.de/Photo: Nachbarbau - Atomic.de/design



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ZIEL: Bewusstmachen der eigenen regionalen, nationalen u.a. Besonderheiten. Entwurf eines Besuchsprogramms.

GERR: Interkulturelle Fertigkeiten umfassen die Fähigkeit, die Ausgangskultur und die fremde Kultur miteinander in Beziehung zu setzen, ..., die Fähigkeit, stereotype Beziehungen zu überwinden. (S. 106)

METHODE:

- A. Frage: Wer hat fremden Gästen bereits einmal seine Stadt gezeigt? Was hat die Gäste interessiert? - These: Ein fremdes Land kennen zu lernen ist besonders bereichernd, wenn man weiß, was im eigenen Land besonders und wissenswert ist, obwohl es einem dort oft als „normal“ und wenig interessant erscheint.
- B. Triade: Je 2 S entwerfen ein Besuchsprogramm und suchen Gründe, warum die Programmpunkte interessant sind. 1 S ist "referee".
- C. Diskussion in der Gesamtgruppe.
- D. ggf. Entwurf eines gemeinsamen Programms.

evtl. Folgeaktivität: Präsentation ausarbeiten und auf Englisch vortragen.

### 3. BEEING A GOOD HOST

Your home town's twin city is Dunfermline, Scotland. A group of 10 people from Dunfermline is arriving next week for a three-day visit.

- A. Make a list of things your visitors ought to see, then suggest a three-day programme. Remember to include a typical meal, a cultural event, a local tradition, a monument or anything that might be interesting for your visitors to find out about your home town or region.
- B. Discuss the programme with your partners and try to agree on a programme. What is it that makes a programme for visitors successful?
- C. Write an email to one of the visitors from Dunfermline and inform him/her about the programme you have prepared.

Words you might want to use	Sentences you might want to use
<ul style="list-style-type: none"> <li>• twin city – Partnerstadt</li> <li>• host – Gastgeber/in</li> <li>• customs, traditions – Gebräuche</li> <li>• everyday – Alltags...</li> <li>• speciality – Spezialität</li> <li>• optional – freiwillig / optional</li> <li>• town hall / city hall – Rathaus</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• What would you like to do / see?</li> <li>• How do you like ...? / How would you like ...?</li> <li>• We would like to suggest [doing s.th.]...</li> <li>• People here in [...] often do / think / feel ...</li> </ul>

Day 3	
Day 2	
Day 1	
Activity	Comments
9.30	
12.00	
14.30	
17.00	
19.00	



Fotos: www.aboutpixel.de/Goenz, Nachbarauer, stormpic, sk design

## 4. STEREOTYPES (A) (B)

TO DO

**4. THE GERMANS DRINK BEER: STEREOTYPES (A)**

Ways of life can be different from country to country. Before travelling to another country you should therefore try to collect as much information as possible so you know what to expect.

Here are a few notes taken by a group of American students after a two-week visit to Germany.

1. Germans are hard working, highly disciplined and punctual people.
2. They don't laugh a lot and don't seem to have a great sense of humor.
3. You can call Germans polite, but sometimes they can be very direct.
4. Breakfast is a complete meal. You get an enormous variety of bread, of which Germans seem to make a lot of use. In the afternoon they sit around a table having a cup of coffee and cakes.
5. Their homes are usually quite big. But their fridges are small.
6. German beds are really hard and they have no sheets on their beds.
7. Germans worry more about their cars than about their wife and kids.
8. German clothes are really cool!
9. You see fewer dogs in German cities than you would see in an American city, and the sidewalks are really clean.

picture, and could they be seen as helpful information for visitors to Germany?

Use these phrases:

- I think ...
- I believe ...
- The way I see it ...
- You are absolutely right ...
- Exactly! / Absolutely!

• I'm not sure I see it this way.

• You may be right, but ...

• Don't you believe that ... ?

• I absolutely agree [with you], but ...

• I absolutely agree [with you], but ...

**4. THE ENGLISH DRINK TEA: STEREOTYPES (B)**

Read the following sentences.

An Englishman is a person who does things because they have been done before. An American is a person who does things because they haven't been done before.

Mark Twain (1835-1910)

England and America are two countries separated by a common language.

George Bernard Shaw (1856-1950)

America is the only country that went from barbarism to decadence without civilization in between.

Oscar Wilde (1854-1900)

The thing that impresses me most about America is the way parents obey their children.

Discuss these sentences with your partner.

- What are they trying to say?
- Why do people like to think in stereotypes?

Use these phrases:

- I think ...
- I believe ...
- The way I see it ...
- You are absolutely right ...
- Exactly! / Absolutely!

• I'm not sure I see it this way.

• You may be right, but ...

• Don't you believe that ... ?

• I absolutely agree [with you], but ...

• I see what you mean, but ...

• That's true, but ...

### KOPIERVORLAGEN

**ZIEL:** Bewusstmachen der Unterschiede zwischen Selbst- und Fremdbild. Im Vordergrund steht die Verwendung von Formulierungen des höflichen Diskurs (s. Schüler-Blatt) und von Kompensations-Strategien.

**GERR:** Interkulturelle Fertigkeiten umfassen die Fähigkeit, die Ausgangskultur und die fremde Kultur miteinander in Beziehung zu setzen, ..., die Fähigkeit, stereotype Beziehungen zu überwinden. (S. 106)

### METHODE:

- Die Arbeitsblätter 4 (A) & (B) sollten in zeitlichem Zusammenhang behandelt werden.
- Tafelanschrieb (s.u.): Wisst ihr, wie Deutsche von vielen Nicht-Deutschen gesehen werden? Habt ihr eigene Erfahrungen damit?
- Partnerarbeit: 2 S verständigen sich über die Bedeutung der Zitate und äußern ihre Meinung dazu.
- Diskussion in der Gesamtgruppe und Einübung des höflichen Diskurs.

**ACHTUNG:** Die Beobachtungen amerikanischer Schüler/innen, die auf Blatt 4 (A) wiedergegeben sind, dürften teils als zutreffend, teils als abwegig bezeichnet werden. Eine solche Mischung ist kennzeichnend für die Neigung vieler (aller?) Menschen, wenig vertraute Verhältnisse vom Standpunkt eigener Erfahrungen aus zu bewerten. Notwendige Schlussfolgerung: Beobachtungen deutscher Besucher in USA und anderswo dürften eine ähnliche Mischung von zutreffenden und abwegigen Verallgemeinerungen enthalten. Interkulturelle Kompetenz erweist sich daher auch in der Fähigkeit, die eigenen (Vor-)Urteile hintanzustellen und Andersartiges – jedenfalls zunächst – als solches zu akzeptieren.

### TAFELANSCHRIEB:

#### Compensation strategies:

- What I'm trying to say is ...
- ... I think ...
- ... you see ...
- ... how can I say?
  
- Excuse me, I'm not sure I've understood what you said.
- Could you please explain that? I don't think I'm with you.
- What are you trying to say? I'm not sure I've understood you.

#### 4. THE GERMANS DRINK BEER: STEREOTYPES (A)

Ways of life can be different from country to country. Before travelling to another country you should therefore try to collect as much information as possible so you know what to expect.

Here are a few notes taken by a group of American students after a two-week visit to Germany.

1. Germans are hard working, highly disciplined and punctual people.
2. They don't laugh a lot and don't seem to have a great sense of humor.
3. You can call Germans polite, but sometimes they can be very direct.
4. Breakfast is a complete meal. You get an enormous variety of bread, of which Germans seem to make a lot of fuss. In the afternoon they sit around a table having a cup of coffee and cakes.
5. Their homes are usually quite big. But their fridges are small.
6. German beds are really hard and they have no sheets on their beds.
7. Germans worry more about their cars than about their wife and kids.
8. German clothes are really cool.
9. You see fewer dogs in German cities than you would see in an American city, and the sidewalks are clean.
10. When in a restaurant, Germans are really noisy.

#### Discuss with your partner:

Are all points on this list "correct", do they give a realistic picture, and could they be seen as helpful information for visitors to Germany?



#### Use these phrases:

- I think ...
- I believe ...
- The way I see it ...
- You are absolutely right ...
- Exactly! / Absolutely!
- I'm not sure I see it this way.
- You may be right, but ...
- Don't you believe that ... ?
- I absolutely agree [with you], but ...

#### 4. THE ENGLISH DRINK TEA: STEREOTYPES (B)

Read the following sentences.

**An Englishman is a person who does things because they have been done before. An American is a person who does things because they haven't been done before.**

Mark Twain (1835-1919)

**England and America are two countries separated by a common language.**

George Bernard Shaw (1856-1950)

**America is the only country that went from barbarism to decadence without civilization in between.**

Oscar Wilde (1854-1900)



**The thing that impresses me most about America is the way parents obey their children.**

Edward VIII, King of England (1894-1972)

**America is the country where you buy a lifetime supply of aspirin for one dollar, and use it up in two weeks.**

Anonymous



Discuss these sentences with your partner.

- What are they trying to say?
- Why do people like to think in stereotypes?

##### Use these phrases:

- I think ...
- I believe ...
- The way I see it ...
- You are absolutely right ...
- Exactly! / Absolutely!
- I'm not sure I see it this way.
- You may be right, but ...
- Don't you believe that ... ?
- I absolutely agree [with you], but ...
- I see what you mean, but ...
- That's true, but ...

## 5. THE GREAT AMERICAN QUIZ

TO DO

Landeskundliches Wissen (s. Notiz am Anfang von Modul 3)

### METHODE:

- Input: Was kann, sollte, muss man über ein Zielland wissen?
- Einzelarbeit: Die Schüler versuchen, das Quiz zu lösen.
- Anschließend Besprechung der Antworten in der Gesamtgruppe. Wettbewerb mit Punktwertung bietet sich an.

5. THE GREAT AMERICAN QUIZ		
Nobody can possibly know everything about the English speaking world! But it is always helpful to have some basic information about a country you are travelling to, simply to avoid mistakes or seem uninterested.		
Test yourself and see how many of your answers are correct.		
	TRUE	FALSE
1. New York's Chinatown is the largest Chinese community outside of China.	x	
2. Montreal is a city in the USA.		x
3. The 4th of July is America's Day of Independence.	x	
4. Bourbon is another name for Coke.		x
5. The world's highest building is in Chicago.		x
6. Baseball is America's national sport.	x	
7. The MOMA is a museum in New York.	x	
8. In the US you leave High School at the age of 17.	x	
9. Approximately 10% of the American population are Latinos.	x	
10. The American soccer team beat Germany during the 2004 Olympics.	x	
11. George Washington was the first President of the United States.	x	
12. Free driving lessons are part of the high school curriculum.	x	
13. Afro-American music plays an important role in modern American pop.	x	
14. Las Vegas is a popular television series.		x
15. Walt Disney created the Snoopy cartoons.		x
16. The Hudson is a river that flows in the Great Canyon.		x
17. The American flag is sometimes called the Union Jack.		x
18. Harvard is a famous elite university on the East Coast.	x	
19. Barak Obama is America's 44th President.	x	
20. Henry Ford invented the assembly line.	x	
21. New Orleans is famous for its music, Mardi Gras, and Cajun food.	x	
22. Generally there is no speed-limit on American motorways.		x
23. What is called the Underground in England is called the Subway in the US.	x	
24. The American Dream was a famous movie by Alfred Hitchcock.		x
25. NASA stands for National Aeronautics and Space Administration.	x	

Zur Verfestigung empfiehlt sich eine **Wiederholung als Kartenspiel** (s. nächstes Blatt: Karten zum Ausschneiden). Die S können auf diese Weise ihren Zugewinn an landeskundlichem Wissen selbst feststellen. Dabei spielen drei bzw. vier Schüler/innen zusammen. Die Karten liegen im Stapel in der Mitte. Die S ziehen abwechselnd eine Karte und beantworten die Frage. Die Mitspieler entscheiden, ob die Frage korrekt und vollständig beantwortet ist (Englisch & ganze Sätze!). L hilft nur bei Bedarf. Wer die Frage richtig beantwortet, behält die Karte. Sieger ist, wer am Schluss die meisten Karten hat.

KOPIERVORLAGE

TIPP: Die S sollten angeregt werden, für jede falsche Aussage die jeweils richtige Antwort zu finden, z. B. 2. Canada, 4. Whisky.

## 5. THE GREAT AMERICAN QUIZ

Nobody can possibly know everything about the English speaking world! But it is always helpful to have some basic information about a country you are travelling to, simply to avoid mistakes or seem uninterested.

**Test yourself and see how many of your answers are correct.**

	TRUE	FALSE
1. New York's Chinatown is the largest Chinese community outside of China.		
2. Montreal is a city in the USA.		
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## KARTEN ZUM AUSSCHNEIDEN

### 5. THE GREAT AMERICAN QUIZ

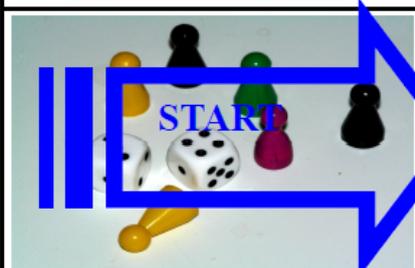
<p>New York's Chinatown is the largest Chinese community outside of China.</p>	<p>Baseball is America's national sport.</p>	<p>George Washington was the first President of the United States.</p>
<p>Montreal is a city in the USA.</p>	<p>The MOMA is a museum in New York.</p>	<p>Free driving lessons are part of the high school curriculum.</p>
<p>The 4th of July is America's Day of Independence.</p>	<p>In the US you leave High School at the age of 17.</p>	<p>Afro-American music plays an important role in modern American pop.</p>
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## KARTEN ZUM AUSSSCHNEIDEN

### 5. THE GREAT AMERICAN QUIZ

<p>The Hudson is a river that flows in the Great Canyon.</p>	<p>New Orleans is famous for its music, Mardi Gras, and Cajun food.</p>	<p>Your question</p>
<p>The American flag is sometimes called the Union Jack.</p>	<p>Generally there is no speed-limit on American motorways.</p>	<p>Your question</p>
<p>Harvard is a famous elite university on the East Coast.</p>	<p>What is called the Underground in England is called the Subway in the US.</p>	<p>Your question</p>
<p>Barak Obama is America's 44th President.</p>	<p>The American Dream was a famous movie by Alfred Hitchcock.</p>	<p>Your question</p>
<p>Henry Ford invented the assembly line.</p>	<p>NASA stands for National Aeronautics and Space Administration.</p>	<p>Your question</p>



<p>37</p> <p>The Prime Minister of Great Britain:</p>	<p>38</p> <p>The first man on the moon was ...</p>	<p>39</p> <p>The United States' population is about ... million.</p>
<p>36</p> <p>Ten countries where English is spoken as an official language:</p>	<p>35</p> <p>THE</p>	<p>34</p> <p>In Australia cars drive on which side of the road?</p>
<p>25</p> <p>Money in Ireland is called <b>a)</b> Pound Sterling <b>b)</b> Euro <b>c)</b> Irish Dollar</p>	<p>26</p> <p>Three cities in South Africa:</p>	<p>27</p> <p>GAME</p>
<p>24</p> <p>OF</p>	<p>23</p> <p>Aborigines are ...</p>	<p>22</p> <p>Nelson Mandela is ...</p>
<p>13</p> <p>Hollywood is in what American city?</p>	<p>14</p> <p>COUNTRY</p>	<p>15</p> <p>In Britain Christmas is celebrated on the .... December.</p>
<p>12</p> <p>Henry Ford invented the ...</p>	<p>11</p> <p>Uluru is a ..... in central Australia.</p>	<p>10</p> <p>Canada's official languages are ...</p>
	<p>2</p> <p>Edinburgh is the capital of ...</p>	<p>3</p> <p>Name 12 states in the USA.</p>

<p>40 Great Britain and the United Kingdom are one and the same. True or false?</p>	<p>41 The Queen of England's London home is called:</p>	<p>42 </p>
<p>33 The Great Barrier Reef is ...</p>	<p>32 10 Downing Street is ...</p>	<p>31 3 professional football clubs in the UK:</p>
<p>28 One famous movie actor from India:</p>	<p>29 SPECIFICS</p>	<p>30 The Cape of Good Hope is where?</p>
<p>21 Washington DC stands for:</p>	<p>20 Nicole Kidman was born in ...</p>	<p>19 </p>
<p>16 Montreal is a city in ...</p>	<p>17 The New York Stock Exchange is on ...</p>	<p>18 The "father" of Mickey Mouse was ...</p>
<p>9 In the USA it is normal to keep your left hand under the table during a meal. True or false?</p>	<p>8 Australia's capital city:</p>	<p>7 One Pound Sterling has how many pence?</p>
<p>4 What and where is the Channel?</p>	<p>5 The Statue of Liberty stands in the port of London. True or false?</p>	<p>6 The New York Yankees are a famous club in American a) football b) baseball c) basketball.</p>

## 7. GUIDELINES FOR PRESENTERS

TO DO

**7. GUIDELINES FOR PRESENTERS**

**1. First questions to consider**

- Why are you giving this presentation?
- Why did you choose this subject?

**2. Preparation**

- Do not translate from German
- Do not just copy text from the Internet
- Make sure you can pronounce all the words you use properly
- Be able to explain words or terms which the audience may not know
- Use proper intonation for sentences
- Practise enough
- Make your (view) point clear
- Signal the direction of your presentation
- Outline presentation at beginning
- Summarise at end

**3. General**

- Define your audience (nationality, culture, level of English)
- Timing (introduction and questions)
- Introduce yourself
- Introduce subject
- Beginning and end
- Variety
- Rehearsal
- DO NOT READ OR MEMORIZE EVERYTHING!
- Pauses
- Pronunciation

**4. Handout**

- Before/after/during?
- How much info?
- Handout of slides?

**5. Slides**

- Size of typeface
- Amount of text
- Pictures
- Colour
- Time for and between slides
- Links to other media (audio, video) – do they work?

**6. Dealing with difficulties**

- Technical problems
- Latecomers
- Hecklers

**7. Dealing with questions**

- Repeat if necessary
- If you don't know – stall/be frank
- Ending after questions

**8. Mistakes**

- Poor design
- Inept handling of material/visual aids
- Over-running
- Saying you are going to be boring
- Unreadable slides – too small, too crowded
- Mumbling

**9. Dealing with difficulties**

- Technical problems
- Latecomers
- Hecklers

**10. Dealing with questions**

- Repeat if necessary
- If you don't know – stall/be frank
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**11. Mistakes**

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**KOPIERVORLAGE**

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Präsentationen

ZIEL: Bewusstmachung von Grundregeln guter Präsentationen. Vorbereitung einer landeskundlichen Präsentation.

METHODE: Arbeitsblatt wird verteilt.

- Input: Liste wichtiger Merkmale guter Präsentationen. Im Vordergrund sollten die Punkte unter 1. und 2. stehen.
- Einzelarbeit: Die S entscheiden sich für ein Thema (Zielkultur) ihrer Wahl; anschließend fertigen sie eine Gedankenskizze zu Themen, Bildern u.a. Elementen, die ihre Präsentation enthalten sollte.
- Diskussion offener Fragen mit der Gesamtgruppe.
- Die S erhalten die Aufgabe, eine 10-minütige Präsentation über ein Zielland ihrer Wahl vorzubereiten. Sie sollten sich darauf einstellen, auf Fragen und Diskussionen im Anschluss an die Präsentation eingehen zu können.

## 7. GUIDELINES FOR PRESENTERS

### 1. First questions to consider

- Why are you giving this presentation?
- Why did you choose this subject?

### 2. Preparation

- Do not translate from German
- Do not just copy text from the Internet
- Make sure you can pronounce all the words you use properly
- Be able to explain words or terms which the audience may not know
- Use proper intonation for sentences
- Practise enough
- Make your (view) point clear
- Signal the direction of your presentation
- Outline presentation at beginning
- Summarise at end
- Use simple language clearly and correctly rather than complicated language incomprehensibly and wrongly. – KISS = Keep it short and simple!
- Think of an unusual way of starting or finishing – joke, anecdote, quiz, short video?

### 3. General

- Define your audience (nationality, culture, level of English)
- Timing (introduction and questions)
- Introduce yourself
- Introduce subject
- Beginning and end
- Variety
- Rehearsal
- DO NOT READ OR MEMORIZE EVERYTHING!
- Pauses
- Pronunciation

### 4. Handout

- Before/after/during?
- How much info?
- Handout of slides?



Foto: www.aboutpixel.de/mp3\_master

### 5. Slides

- Size of typeface
- Amount of text
- Pictures
- Colour
- Time for and between slides
- Links to other media (audio, video) – do they work?

### 6. Body language

- Dress
- Where do you look?
- Moving about
- Moving your hands
- Speed of language

### 7. Dealing with difficulties

- Technical problems
- Latecomers
- Hecklers

### 8. Dealing with questions

- Repeat if necessary
- If you don't know – stall/be frank
- Ending after questions

### 9. Mistakes

- Poor design
- Inept handling of material/visual aids
- Over-running
- Saying you are going to be boring
- Unreadable slides – too small, too crowded
- Mumbling

## 8. USEFUL WEBSITES<sup>2</sup>

### Landeskunde UK

<http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/lkuk/>

<http://www.ego4u.de/de/teach-in/cultural-studies/uk>

<http://www.lehrer-online.de/englisch.php?sid=61837059160996777426192279228940>

### Landeskunde USA

<http://www.ego4u.de/de/teach-in/cultural-studies/usa>

[http://www.schule-studium.de/index\\_Landeskunde\\_USA.html](http://www.schule-studium.de/index_Landeskunde_USA.html)

<http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/lkusa/>

<http://www.lehrer-online.de/englisch.php?sid=61837059160996777426192279228940>

### Landeskunde Kanada, Australien u.a.

<http://www.menrath-online.de/landeskunde.html>

<http://www.schule-bw.de/unterricht/faecher/englisch/mat-med/landeskunde/australia>

[http://www.australien-info.de/literatur\\_landeskunde.html](http://www.australien-info.de/literatur_landeskunde.html)

<http://www.lehrer-online.de/englisch.php?sid=61837059160996777426192279228940>

### Educational videos

<http://www.teachers.tv/behaviour>

<http://www.bbc.co.uk/learning/>

<http://www.teachingenglish.org.uk/top-stories/intelligent-video-top-cultural-educationalvideo-sites-0>

<http://www.teachernet.gov.uk/videochannel/>

### Linguistic varieties (dialects) of English

[http://en.wikipedia.org/wiki/List\\_of\\_dialects\\_of\\_the\\_English\\_language#Europe](http://en.wikipedia.org/wiki/List_of_dialects_of_the_English_language#Europe)

### The future of English

[http://www.officiallanguages.gc.ca/docs/f/Future\\_of\\_English.pdf](http://www.officiallanguages.gc.ca/docs/f/Future_of_English.pdf) [free downloadable pdf]

<http://www.britishcouncil.org/learning-research-englishnext.htm> [free downloadable pdf]

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<sup>2</sup> letzter Zugriff: 16.12.2015