

I.E.3.8

Landeskunde – The English-Speaking World

Interkulturelles Orientierungswissen über Kanada aufbauen – Let's explore Canada!

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In dieser abwechslungsreichen Unterrichtseinheit entdecken Ihre Lernenden Kanada. Durch kooperative, digitale und motivierende Lernsettings erschließen sie die Natur, Geschichte, Städte und Popkultur des Landes. Die Reihe verbindet quasi-authentische Materialien, Hör-Seh-Aufgaben, Rechercheaufträge und einen Podcast. Differenzierte Aufgabenformate, eine begleitende PowerPoint-Präsentation sowie digitale Zusatzangebote unterstützen einen kompetenzorientierten Unterricht, der interkulturelles Orientierungswissen gezielt aufbaut.

KOMPETENZPROFIL

Klassenstufe/Lernjahr:	Klasse 8; 4. Lernjahr
Dauer:	1–10 Unterrichtsstunden + LEK
Kompetenzen:	1. Interkulturelle Kompetenz: Merkmale der Kultur Kanadas durch Leseverstehen, Hör-Seh-Verstehen und Sprachmittlung erschließen; 2. Sprechkompetenz: monologisches und dialogisches Sprechen üben; 3. Medienkompetenz: digitale Informationsquellen und Medienformate gezielt nutzen
Materialien:	PowerPoint-Präsentation
Themen:	<i>geography, nature, society, cities, history</i>

Auf einen Blick

1. Stunde

Thema: Canada's basic geography and early history

M 1 **Let's get to know Canada! – Places, people and past** / anhand eines Videos geografische und historische Informationen über Kanada erarbeiten

Benötigt:

- Beamer
- Endgeräte
- Internetzugang

2./3. Stunde

Thema: A research project on the Internet: A holiday in Canada

M 2 **Planning a holiday – Creating the perfect trip to Canada** / mit der Planung einer Reise durch Kanada Wissen über die Sehenswürdigkeiten des Landes aneignen

Benötigt:

- Optional: Beamer
- Endgeräte
- Internetzugang

4./5. Stunde

Thema: Vancouver and Toronto

M 3 **What's your place to be? – Find the perfect match** / durch ein Interview herausfinden, welche Stadt zu einem passt

M 4 und M 6 **Group A: Vancouver – Canada's natural beauty** / Detailinformation über Vancouver erarbeiten

M 5 und M 7 **Group B: Toronto – Canada's economic heart** / Detailinformation über Toronto erarbeiten

M 8 **Canada's major cities – Comparing Vancouver and Toronto** / mithilfe der gewonnenen Informationen Gemeinsamkeiten und Unterschiede erarbeiten, um herauszufinden, welche Stadt besser zum Partner oder zur Partnerin passt

Benötigt:

- Optional: Beamer

6. Stunde

Thema: The beaver wars

M 9 **North American fur trade – The role of the beaver** / durch eine Hörverstehensaufgabe Informationen zu den Biberkriegen erarbeiten

Benötigt: • Optional: Beamer

7.–9. Stunde

Thema: Traditional Canadian sports

M 10 **Sports in Canada – Writing a podcast script** / durch ein Gruppenpuzzle Detailinformationen zu den Sportarten Eishockey, Lacrosse, Curling und Canadian Football erarbeiten; die Informationen nutzen, um einen Podcast zu produzieren

Benötigt: • Optional: Beamer
• Digitale Endgeräte zur Aufnahme des Podcast

10. Stunde

Thema: Drake's life and his song "God's Plan"

M 11 **"God's Plan" – Listening to a song** / durch Hör-Seh-Verstehensaufgaben das Leben von Drake und seine Musik kennenlernen

Benötigt: • Beamer
• Endgerät zum Abspielen des Videos und der Audiodatei

Materialien zum Download

In Ihrem Kundenkonto finden Sie alle Materialien im veränderbaren Word-Format. Bei Bedarf können Sie die Materialien am Computer gezielt überarbeiten, um sie auf Ihre Lerngruppe abzustimmen. Zusätzlich finden Sie in Ihrem Kundenkonto:

- ZM 1** Vokabelliste
- ZM 2** Test (auf drei Niveaus) inkl. Korrekturhinweisen
- ZM 3** Audio-Datei für den Test
- ZM 4** begleitende PowerPoint-Präsentation

Erklärung zu den Symbolen

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.		
	einfaches Niveau		mittleres Niveau
			schwieriges Niveau

M 2



Planning a holiday – Creating the perfect trip to Canada

You work in a travel agency. A family (two adults, a 10-year-old and a 14-year-old) would like you to plan their seven-day holiday. They would like to start their trip in Vancouver or Toronto. They have a budget of 10,000 Euros and have prepared a list of possible activities they would like to do.

List of attractions

• Niagara Falls, Ontario • Banff National Park, Alberta • Old Quebec, Quebec • CN-Tower, Toronto • Stanley Park, Vancouver • Old Montreal, Quebec	• Bay of Fundy, New Brunswick • Whistler Blackcomb, British Columbia • Gros Morne National Park, Newfoundland • Churchill, Manitoba
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Tasks

Work in groups of three.

1. Choose five activities from the list of attractions.
2. Research the activities and possible accommodations on the Internet and complete the table.

	Attraction	What to do	Accommodation (where to sleep)	Total costs
1.				
2.				
3.				
4.				
5.				

3. Add the attractions, the type of transportation (plane, train, public bus, rental car) and the estimated travel time to the map.
4. Present your results to the class using your notes and the map.

M 5



Group B: Toronto – Canada's economic heart

In this activity, you will learn more about Toronto. Share your findings with a partner from the other group.

Tasks

1. Summarise the text by taking notes.
2. Respond to the tasks a)–d) in complete sentences.
 - a) Explain why Toronto is a multicultural and diverse city.
 - b) Take notes on the problems Toronto faces.
 - c) Describe the TTC and its purpose.
 - d) Describe the climate in Toronto.

Toronto and its upsides

Toronto is famous for being one of the most multicultural cities in the world. You can find over 160 different languages spoken here. This diversity¹ creates an incredible food scene and many interesting cultural festivals all year, like the Toronto International Film Festival (TIFF). It is also the biggest job market in Canada, especially in finance and technology, offering many



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work opportunities. The city has excellent public transport (the TTC), making it easy to move around the downtown area, and it is known for being relatively safe for a large city. Toronto also experiences all four seasons² with hot summers and snowy winters. Toronto's skyline is dominated by the CN Tower, which was once the tallest freestanding structure in the world and offers amazing views of the city and Lake Ontario.

Issues of Toronto

The most significant disadvantage of Toronto is the high cost of living, particularly the housing market. Renting or buying a home is very expensive, making it hard to live comfortably, especially for single people and young families. The city's size and growth mean that traffic jams³ are a major problem and travelling from the suburbs⁴ can take a long time. Also, while you get all four seasons, the winters can be very cold with a lot of snow, which is a big change for people who are not used to it.

Poverty and housing

Toronto also faces increasing social challenges. The high cost of living has led to growing issues with homelessness and poverty⁵. Even though there are many jobs, numerous people struggle with low wages⁶ and high expenses⁷, leading to a rise in the number of people who need help from services like food banks. The city is actively working on solutions for these issues, but the need for affordable housing is very high.

Vocabulary:

1 **diversity**: die Vielfalt – 2 **season**: die Jahreszeit – 3 **traffic jam**: der Verkehrsstau – 4 **suburb**: der Vorort – 5 **poverty**: die Armut – 6 **wage**: der Lohn – 7 **expenses**: die Ausgaben

M 11



“God’s plan” – Listening to a song

Explore Drake’s life, watch the video and listen to the song.

Tasks

1. Listen to the podcast about Drake: <https://raabe.click/drake-podcast>
2. While listening, complete his resume below.

Name:	Aubrey Drake Graham
Date of birth:	
Birthplace:	
Childhood:	When he was five, his parents got _____. He lived together with his _____. They did not have a lot of _____.
Early TV career	TV show’s name: _____ Character name: _____
Music career:	2009: Breakthrough with the song: _____ Amount of Grammy Awards: _____

3. Watch the music video without sound: <https://raabe.click/drake-godsplan>.
What does Drake do with the money? Tick the eight correct answers.

- | | |
|--|---|
| ☐ (1) He buys a big house for a friend.
☐ (2) He gives a \$50,000 scholarship to a student.
☐ (3) He pays for everyone’s groceries in a supermarket.
☐ (4) He finds a home for a lost dog.
☐ (5) He gives a new car to a family.
☐ (6) He gives a lot of cash to people on the street.
☐ (7) He buys a new yellow school bus.
☐ (8) He takes people shopping for clothes and shoes. | ☐ (9) He pays for a party in a hotel.
☐ (10) He donates money to a women’s shelter.
☐ (11) He gives a bag of toys to children.
☐ (12) He builds a new basketball court.
☐ (13) He pays for everyone’s dinner at a restaurant.
☐ (14) He donates \$20,000 to a fire station.
☐ (15) He buys a new diamond ring for a fan. |
|--|---|

4. Now listen to the song “God’s Plan” with sound.
5. Work on tasks a)–c).
 - a) While listening, tick the boxes you agree with.
 - ☐ I can understand every word.
 - ☐ Drake sounds like he’s talking.
 - ☐ I like his voice.
 - ☐ The chorus (“God’s plan”) is easy to remember.