

Is the UK better off leaving the EU? – Talking about the Brexit

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Der Brexit – der geplante Austritt des Vereinigten Königreiches aus der Europäischen Union bietet den internationalen Medien fast täglich Anlass für neue Schlagzeilen. Welche Folgen wird der Brexit für die Wirtschaft des Vereinigten Königreiches und die der EU haben?

Ihre Schüler finden heraus, wie es zu dem Volksentscheid in der britischen Gesellschaft kommen konnte. Sie informieren sich über mögliche Einflüsse des Brexits auf Wirtschaft und Politik. Dabei trainieren sie ihre Kommunikationskompetenz im Bereich „*Business calls*“, üben die *comment writing* und beschreiben aktuelle Schaubilder zum Thema „Brexit“.



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Das Wichtigste auf einen Blick

Kompetenzen

- den Wortschatz zum Thema „Brexit“ und „Europäische Union“ erlernen und anwenden
- Diagramme beschreiben und interpretieren
- die Schreibkompetenz trainieren (*writing a comment*)
- die Sprachkompetenz üben (*business calls*)

Dauer

2–6 Stunden

Niveau

B1

(Differenzierungsmaterial für B2)

Ihr Plus

Viele anschauliche Diagramme zum Thema „Brexit“

Materialübersicht

1. Stunde The Brexit – an overview

- M 1 (Ws) The election results of the EU Referendum – an overview
 M 2 (Tx) Britain's exit from the EU – a short historical overview

2. Stunde Political parties and opinion makers

- M 3 (Ws) Political parties – what are their positions on the Brexit?
 M 4 (Ws) Opinion makers – analysing quotes

3./4. Stunde What are the consequences of the Brexit?

- M 5 (Tx) A Hard or a Soft Brexit? – Reading a text
 M 6 (Me) Pros and cons of the Brexit – fact files

5./6. Stunde Talking about the Brexit – making a business call

- M 7 (Ws) Phrases for making a business call – matching exercise
 M 8 (Ws) How will the Brexit affect our business? – Talking about the Brexit in the business context
 M 9 (Ws) Make a call! – Exercises on business calls

Test The Brexit – a mediation about a business call (M 10)

Bedeutung der Abkürzungen

Me: Mediation; **Tx:** Text; **Ws:** Worksheet

Minimalplan

Sie haben nur zwei Stunden zur Verfügung? So können Sie die wichtigsten Inhalte erarbeiten:

1. Stunde: The Brexit – an overview **M 1 und M 2**
 2. Stunde: What are the consequences of the Brexit? **M 5 und M 6**

Zusatzmaterialien auf CD-ROM bzw. in der ZIP-Datei

M6_Zusatz_A2/B1 (zusätzliches Arbeitsblatt für Niveau A2 und B1 mit Anleitung für eine *panel discussion*)

M6_Zusatz_A2/B1 (zusätzliches Arbeitsblatt für Niveau A2 und B1 mit Feedback-Bogen für die Diskussion)

M6_Zusatz_A2/B1 (zusätzliches Arbeitsblatt für Niveau A2 mit Schreibauftrag und *scaffolding* für einen *comment*)

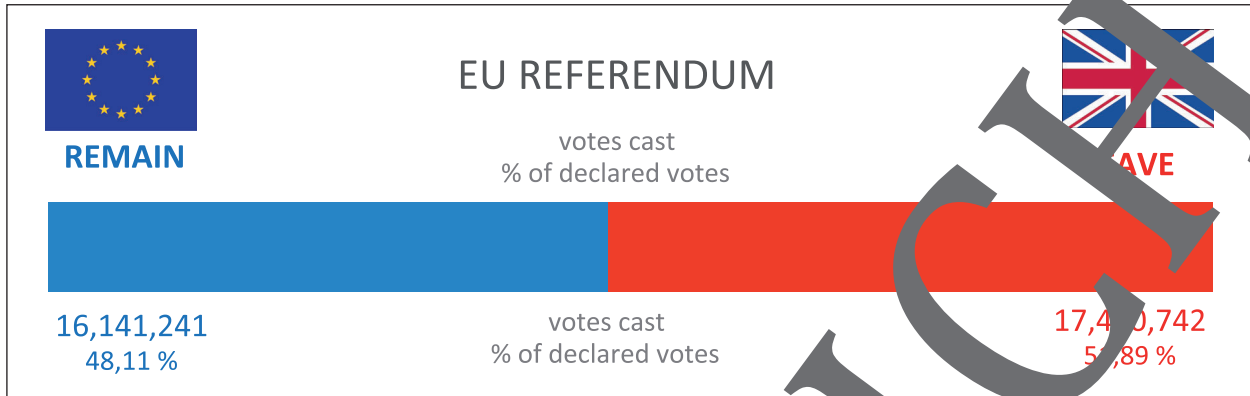
M6_Zusatz_A2 (zusätzliches Arbeitsblatt für Niveau A2 als Wiederholung und Strukturierung des Gelernten)

M6_Zusatz_A2 (zusätzliches Arbeitsblatt für Niveau A2 mit thematischer Wortschatzliste)



M 1 The election results of the EU Referendum – an overview

On 23 June 2016 the British people voted on whether the UK should leave the EU or stay in it. Find out how they voted.



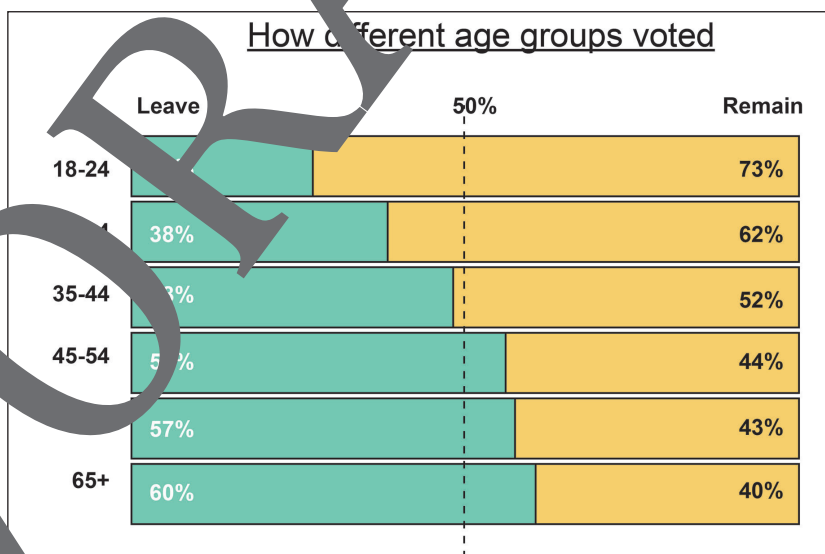
Source: <http://wikielections.com/europe-elections/eu-referendum-Brexit-election-results-counting-2016-live/>

Tasks

1. What does the word "Brexit" mean? Where does it come from? Explain.
2. Describe the chart above. What information can you draw from the chart?
3. In groups of four: Describe your chart. Present your chart to the class. The „Useful vocabulary“ from the box below might help you.
4. Answer the questions a)–c).
 - a) What age groups voted for "remain"? Can you think of reasons why?
 - b) Which regions in the UK voted for "leave"? Can you guess why?
 - c) The people of London voted for "remain". Can you think of reasons why?



Group 1



Graph: Julia Lenzmann

Opinion makers – analysing quotes

M 4

What are the opinions of famous politicians about the Brexit?

Task

In groups of four: Compare the three quotes.

- What vision does each politician have of the EU?
- What kind of language do the politicians use?
- What objective does each of them try to achieve?



Boris Johnson member of the Conservative Party and political leader of the Brexit-campaign

① The more the EU does, the less room there is for national decision-making. Sometimes these EU rules sound silly – ‘ludicrous’¹, like the rule that you can’t recycle a teabag, or that children under eight cannot blow up balloons, or the limits on the power of vacuum cleaners. Sometimes they can be truly infuriating² – like the time I discovered, in 2013, that there was nothing we could do to bring in better-designed cab windows³ for trucks, to stop cabs being crushed.

Source: <https://quotecatalog.com/bruceaszabala/2016/06/insightful-quotes-about-brexit/>

② Today, hundreds of millions dwell⁴ in freedom, from the Baltic to the Adriatic, from the Western Approaches to the Aegean. And while we must never take this for granted, the first purpose⁵ of the European Union – to secure peace – has been achieved and we should pay tribute to all those in the EU, alongside those who made that happen. But today the main, over-riding purpose⁵ of the European Union is different: not to win peace, but to secure prosperity. At the core of the European Union must be, as it now is, the single market. Britain is at the heart of that single market, and must remain so.

Source: <https://www.bbc.com/news/uk-politics-21158316>



David Cameron member of the Conservative Party and former Prime Minister



Barack Obama former President of the United States of America

③ And on that matter, for example, I think it’s fair to say that maybe some point down the line there might be a UK-US trade agreement, but it’s not going to happen any time soon because our focus is in negotiating with a big bloc, the European Union, to get a trade agreement done. [...] The UK is going to be in the back of the queue⁶.

Source: www.gov.uk/government/speeches/hong-kong-special-administrative-region-20th-anniversary-written-ministerial-statement

Vocabulary

1 **ludicrous**: albern – 2 **infuriating**: ärgerlich – 3 **cab window**: der Außenspiegel – 4 **to dwell**: leben, wohnen – 5 **over-riding purpose**: der übergreifende Zweck – 6 **queue**: die Warteschlange

M 7 Phrases for making a business call – matching exercise

Making a business call in English can be challenging. The following phrases help you in different situations that might occur during a business call.

Task: Match the phrases from the box to the correct situation from the speech bubble.

Making contact, first information

Connecting

Saying the person is not available

Problems with the connection

Can I leave a message?

I'm sorry, he/she is out of the office today.

He/She isn't here at the moment.

I'm afraid we don't have a Mr/Mrs/Ms ... here.

Could you repeat that please?

I'd like to talk to ...

I'm calling from Tokyo/Paris ...

This is John Brown speaking.

Could I speak to ... please?

Could you give me your name please?

I'm afraid I can't hear you.

Could you give him/her a message?

Please hold the line.

Sorry, I think you've dialled the wrong number.

The line's free now. I'll put you through.

I'll connect you now.

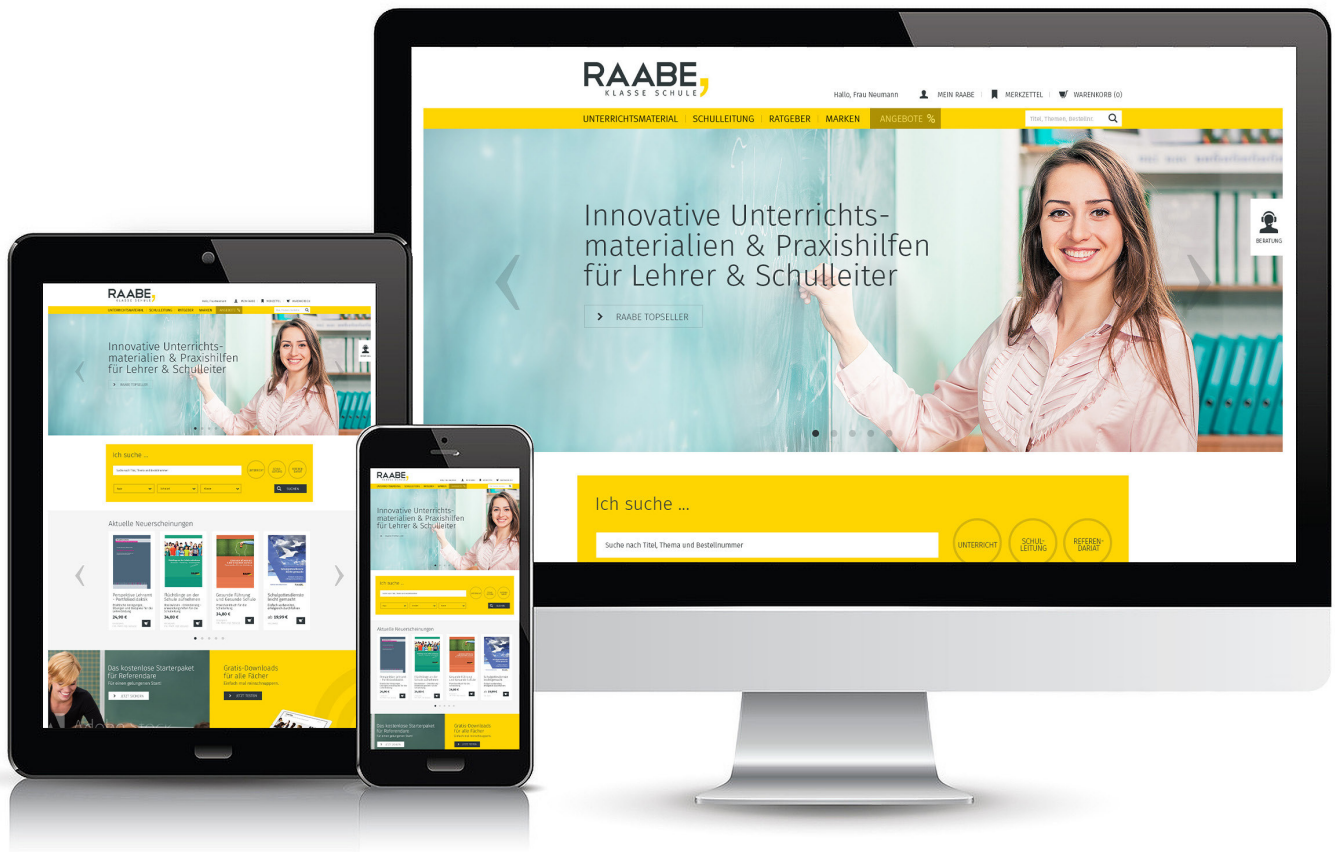
Could you spell that please?

I'm sorry. There's nobody here by that name.

The line is very bad. Could you speak up please?

Could you ask him/her to call me back?

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