

# Tradition and change in UK politics and society

by Paul Jenkinson



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In dieser Unterrichtseinheit beschäftigen sich die Schülerinnen und Schüler mit der aktuellen Situation der Großen Briten anhand von vier Themenkomplexen: *The UK in the European context*, *multicultural society*, *the monarchy* und *modern democracy*. Mittels vielfältiger Materialien – Cartoons, Gedicht, Diagramme, Videos, Zeitungsartikel – erschließen die Lernenden die verschiedenen thematischen Bereiche und verschaffen sich so ein umfassendes Bild von einer Gesellschaft im Wandel.

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## Facts

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## Notes on the material

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**Topic 1:** The UK in the European context

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**Topic 2:** Multicultural society

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**Topic 3:** The monarchy

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**Topic 4:** Modern democracy

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2

2

4

15

30

48

## Competences and skills:

By working with several newspaper articles and two diagrams, students enhance their **reading and analysing competences**. Throughout the unit, they continually apply and improve their **writing skills**. Students also train their **listening and viewing skills** by engaging with a number of videos. Dealing with a cartoon and a poem, they also practise their **interpretative skills**.

## Overview:

List of abbreviations:

|   |  |
|---|--|
| <b>CT</b> Creative Task                 | <b>C</b> Comment                           |
| <b>D</b> Discussion/debate              | <b>G</b> Group work                        |
| <b>L</b> Language                       | <b>LVC</b> Listening/viewing comprehension |
| <b>P</b> Working with a picture/cartoon | <b>PR</b> Presentation                     |
| <b>R</b> Research                       | <b>RC</b> Reading comprehension            |
| <b>S</b> Summary                        | <b>T</b> Working with a text               |
| <b>VI</b> Working with a video          | <b>W</b> Writing                           |

| Topic                             | Material | Methods/Skills                    |
|-----------------------------------|----------|-----------------------------------|
| 1: The UK in the European context | M1–M9    | C, G, L, RC, S, T, W              |
| 2: Multicultural society          | M1–M9    | CT, G, LVC, P, PR, R, VI          |
| 3: The monarchy                   | M10–M15  | C, D, G, L, LVC, PR, R, RC, T, VI |
| 4: Modern democracy               | M16–M21  | C, RC, T, VI                      |

## M4 Worksheet – *The UK and EU are heading for bad-tempered rivalry, unless we can avert it*

### Reading comprehension



1. Summarise the text in less than 150 words.

### Working with the text

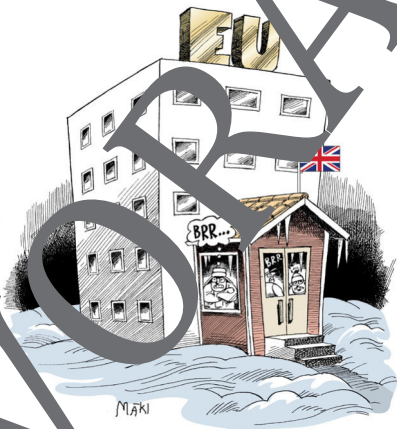


2. Identify the tone of the article using supporting evidence for your decision.
3. Explain in depth the author's reference to Gore Vidal's comment, "It is not enough to succeed. Others must fail".
4. Analyse the use of language in the first paragraph.

### Working with a cartoon



5. Study the cartoon carefully, then write about the following issues:
  - a) Describe the visual elements of the cartoon.
  - b) Aspects of the cartoon could be seen as symbolic. Explain what these could be.
  - c) Comment on the message of the cartoon and express your opinion concerning its effectiveness.
  - d) Suggest a suitable title for the cartoon.



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## M9 Worksheet – Video: *London not feeling like Britain*

Nigel Farage is a former politician who led the UK Independence Party (UKIP) from 2006 to 2016 and the Brexit Party from 2019 to 2021.

He was also a member of the European Parliament. In the video he gives his views on "London not feeling like Britain". [https://raabe.com/en/Farage\\_London](https://raabe.com/en/Farage_London) (2:58 minutes)



### Working with the video



Before watching the video, read the sentences carefully and the options to complete them. The words used are not the exact ones spoken. Then, watch the video and tick (✓) the correct box to complete each sentence.

- Farage supports multiculturalism in ...
  - some things.  his book.  certain regions.
- He objects to areas becoming ...
  - uncontrolled.  foreign.  racially unbalanced.
- In some urban areas, foreign languages ...
  - predominate.  are increasing.  are banned.
- John Cleese thinks London has ...
  - altered slightly.  changed dramatically.  entered a transitional phase.
- Farage's response to Cleese's opinion is one of ...
  - disappointment.  support.  surprise.
- Farage would like to see immigration being restricted ...
  - to essential workers.  by quotas.  through government regulations.
- Uncontrolled immigration prevents ...
  - cultural diversity.  effective multiculturalism.  integration.
- His train observation resulted in ...
  - public support.  a court case.  a lot of criticism.
- The pro-multiculturalists he complains about are the ...
  - wealthy.  unemployed.  poor.
- Southall and Tower Hamlets are predominantly ...
  - white.  ethnic.  mixed areas.
- The consequence of having areas of ethnic communities is that ...
  - bad buildings surface.  crime increases.  poverty increases.
- The society Farage would prefer to live in is one ...
  - retaining native values.  where cultural identities blend.  without social divisions.
- Farage criticises the rich of also creating their own type of ...
  - parallel society.  cultural discrimination.  social racism.

## M11 Worksheet – Video: *Explained: Why does Britain still have a royal family?*



1. Before watching the video, read the fact sheet on the monarchy (M 10). Then, watch the video twice and complete the sentences. You may write in note form using words from the video or your own. [https://raabe.click/en\\_royal\\_family](https://raabe.click/en_royal_family) (4:34 minutes)



- a) The consequence of the English Civil war was ...
- \_\_\_\_\_
- b) The monarch's role is mainly ...
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- c) Younger royals have to ...
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- d) Essentially, the royals ...
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- e) The Queen's approval rating is ...
- \_\_\_\_\_
- f) Prince Harry and Prince William's weddings had TV audiences of ...
- \_\_\_\_\_
- g) The monarch's income from the royals comes from, for example ...
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- h) The monarch's image-changing events were ...
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- i) The immediate future of the royals ...
- \_\_\_\_\_

2. Describe how the royal family are presented in the video.

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