

Unit 6: Brexit and European Perspectives

(Sek 2: Jahrgangsstufe 12, 8. Lernjahr, B2/B2+)

Allgemeine Erziehungsziele:

Europäische Integration;
Folgen von Migration und sozialem Abstieg;
Brexit als Protest gegen politische Eliten;
Medien kritisch analysieren;
Lesekompetenz schulen;
Inhalt von Informationen über komplexe Sachverhalte bearbeiten;
Eigene Stellungnahmen formulieren

Ziele fremdsprachlicher Bildung:

Karikaturen analysieren;
Interessen verstehen und zuordnen;
Gegenüberstellung von Positionen in *rubrics*;
Sprachliche Herausforderungen mit *scaffoldings* meistern;
Perspektivenwechsel vornehmen und an Diskursen teilnehmen

Inhalte und Themen:

A Scottish view of Brexit;
The Caribbean experience;
Ted Talks Brexit;
New European issues from a current point of view;
What Brexit means for Europe;
Headlines and contents

Fertigkeiten, Fähigkeiten, Anbahnung von Kompetenzen:

GeR (Auszüge):

B2: Kann die Hauptpunkte verstehen, wenn klare Standardsprache verwendet wird und wenn es um vertraute Dinge aus Arbeit, Schule, Freizeit usw. geht (Europarat 2001: 35); verfügt über ein hinreichend breites Spektrum sprachlicher Mittel, um unvorhersehbare Situationen zu beschreiben, die wichtigsten Aspekte eines Gedankens oder eines Problems mit hinreichender Genauigkeit zu erklären und eigene Überlegungen zu kulturellen Themen ... auszudrücken (111).

B2+: Kann Sachverhalte klar und systematisch beschreiben und darstellen und dabei wichtige Punkte und relevante stützende Details angemessen hervorheben (64); kann etwas systematisch erörtern und dabei entscheidende Punkte in angemessener Weise hervorheben und stützende Einzelheiten anführen (65); kann eine klare und systematisch angelegte Präsentation vortragen und dabei wesentliche Punkte und relevante unterstützende Details hervorheben (66); kann seine/ihre Gedanken und Meinungen präzise ausdrücken, überzeugend argumentieren und auf komplexe Argumentationen anderer reagieren (81).

Sachfach-Curriculum Po/Wi

Bundesrepublik Deutschland und Europäische Union: Prozess der europäischen Integration, institutionelle Strukturen und Entscheidungsprozesse (Europäisierung von Entscheidungsprozessen), wirtschaftliche Integration Europas und nationalstaatliche Interessen

Sprachfokus:

content-based word fields and structures;
analysing texts;
CLIL discourse files in useful words/phrases;
reading and viewing/listening comprehension;
mediation;
interpretation and research;

negotiation of meaning and perspectives

Lehr- und Lernstrategien:

Double circle; placemat activities*; caricature analysis*; plenary discussions; crib sheets*; think-pair-share*; viewing comprehension; summary writing; discourse files*

Evaluation:

formatives Feedback (im Rahmen der Lernaktivitäten mit *comparisons, negotiations, explanations of activities and procedures, peer scaffolding; plenary discussions, viewing comprehension in rubrics; discourse files*); summatives Feedback: Ergebnisse von *summary writing*

Übersicht Unit 6: Brexit and European Perspectives

Unterrichtsstunde 1

Worksheet 1: A Scottish view of Brexit

Unterrichtsstunde 2

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Unterrichtsstunde 3

Worksheet 3: Ted Talks Brexit

Unterrichtsstunde 4

Worksheet 4: New European issues from a current point of view

Unterrichtsstunde 5

Worksheet 5: What Brexit means for Europe

Unterrichtsstunde 6

Worksheet 6: Headlines and contents

Worksheets 1 bis 6: Anregungen zum Vorgehen

In der Häufigkeit von politischen Schlagzeilen wird Brexit nur noch von Meldungen über den amerikanischen Präsidenten Trump übertroffen. Das hat auch damit zu tun, dass der (sehr knappe) britische Volkentscheid Auswirkungen für viele Lebensbereiche und alltägliche Situationen hat, die nicht einmal im Ansatz abschätzbar sind. Aber Brexit ist nicht nur ein Monumentalereignis, das in der europäischen Geschichte nicht seinesgleichen hat, sondern auch das Ergebnis von Prozessen, die einerseits mit globaler Migration, Entfremdung von politischen Eliten und Gefühlen des Zurückgelassen-Werdens zu tun haben, andererseits erst aus der Genese der europäischen Integration zu verstehen sind (vgl. Unit 6).

Der Brexit wird im Folgenden als Prozess und aus unterschiedlichen Perspektiven dargestellt und erarbeitet – sowohl mit aktuellen als auch historischen Bezügen (*worksheets 1-2*) –, sodass die Lernenden ihre eigenen Wahrnehmungen kompetent erweitern können. Auf die übliche pro/contra Ausrichtung wird hier bewusst verzichtet, weil in beiden britischen Lagern, aber auch europaweit die Erkenntnis gereift ist, dass dieser demokratisch legitimierte, aber sozialpolitisch und ökonomisch völlig unkalkulierbare Einschnitt auf einer Reihe von Missverständnissen und Fehlwahrnehmungen beruht; selbst von einer Erpressung durch konservativ-orientierte politische Eliten ist die Rede. In den *worksheets 3-6* geht es vielmehr darum, diese verzerrten Wirklichkeitswahrnehmungen und politischen *knee-jerk reactions* auf ihren sozioökonomischen Kern zurückzuführen, um den Lernenden ein differenziertes und informiertes Urteil zu ermöglichen.

Im erweiterten sprachlichen Aktionsfeld ist formatives Feedback durchgängig in den *worksheets* angelegt, während summatives Feedback die gewonnenen Erkenntnisse und Fähigkeiten der Schüler in *right/wrong exercises, viewing/listening comprehension* und *rubrics* überprüft, sowie im individuellen *summary writing (worksheet 5)*. Alle *worksheets* sind so konzipiert, dass sie in rhythmisierten Stunden (90 Minuten-Einheiten) bearbeitet werden.

Worksheet compass

phase	activities of		scaffolding
	teachers	students	
planning; backward design	issues/ problems to be solved	allocating, discussing, analysing, assessment, negotiation, critical thinking, mediation	worksheet compass
	guiding questions, worked examples	advance organizer; study objectives, peer-scaffolding, research	
complex task	guided research, listening comprehension	double circle, think-pair-share, placemat activity, working in groups, plenary discussion, evaluation, summary writing	crib sheets*, caricature analysis*, rubrics, word banks*, video interpretation, useful phrases, discourse files
worksheet 1	A Scottish view of Brexit	task 1: point out, infer, allocate task 2: watch, discuss, write review, assess task 3: listen, compare, discuss	double circle*, placemat activity*, review writing, crib sheet*
worksheet 2	The Caribbean experience	task 4: identify, describe, complete task 5: outline, discuss task 6: read, describe, explain, evaluate task 7: comment, mediate, discuss task 8: outline	rubrics, fish-bowl-discussion*, crib sheet*, role play, think-pair-share*
worksheet 3	Ted Talks Brexit	task 9: watch, answer task 10: interpret, assess, discuss	think-pair-share*, caricature interpretation*
worksheet 4	New European issues from a current point of view	task 11: watch, outline, discuss, mediate task 12: read, decide, present	crib sheet*, gallery walk*, right/wrong answers
worksheet 5	What Brexit means for Europe	task 13: summarise task 14: select, compare	summary writing, discourse file
worksheet 6	Headlines and contents	task 15: study, infer, report task 16: summarise, create crib sheet, write essay	crib sheet*, rubrics, essay writing

Worksheet 1: A Scottish view of Brexit

Task 1:

Point out the message the two images intend to convey about the current situation within the European Union. In a double circle*, **infer** what the “loss” of a single star might change and **allocate** the rubber and pencil.

Voc.: convey: zum Ausdruck bringen; infer: erschließen; allocate: zuordnen



© Shutterstock, www.shutterstock.com, <https://www.shutterstock.com/image-photo/european-union-flag-one-star-removed-442495885> (last accessed August 2018)



© European Union, 1995-2018;
https://europa.eu/newsroom/highlights/special-coverage/brexit_en (last accessed June 2018)

Questions

1 ?
(Chris 1)	
2 ?
(Chris 1)	
3 ?
(Chris 2)	
4 ?
(Chris 3)	
5 ?
(Chris 3)	

Answers

multiple choice	right	wrong	not given
Brexit is the biggest satirical thing in the UK, making people quite anxious			
In Scotland, the newspapers were in favour of Brexit			
People in Scotland are not afraid of foreigners			
The Scottish government does not want to leave the EU			
Brexit supporters were mainly from higher income groups			
Scotland receives more money from EU funds than the rest of Britain			
Parts of Scotland are remote and need support			
When Brexit happens, the UK government will withdraw the EU support money			
The majority in Scotland wants to be independent from England			
There are doubts whether Scotland might be able to get back into the EU			
We don't want a proper border with England or Ireland			
If I had Irish forebears I would apply for an Irish passport			

Worksheet 2: The Caribbean experience

Task 4:

Identify differences between the push and pull factors for migration using information from the box below and **describe** some of them in detail by **completing** the table.

Info: Push and pull factors

Immigration is a global phenomenon. Reasons for migration can be categorized into push and pull factors. Depending on which region or countries emigrants come from, one category will prevail. This also has a strong influence on the expectations of emigrants concerning their new country of residence and the reactions of the local population. (BK)

Voc.: prevail: be more important than

Push factors	Pull factors
<ul style="list-style-type: none"> ▶ Civil wars ▶ ... ▶ ... ▶ ▶ ▶ ▶ ▶ 	<ul style="list-style-type: none"> ▶ Good job opportunities ▶ ... ▶ ... ▶ ▶ ▶ ▶ ▶

Task 5:

Outline and **discuss** two opposing views on immigration in a **role play** by sorting out points for discussion (scaffolding) first and then complete your respective role cards. Your audience will take a vote on how convincing the arguments of both sides have come across. Possible format: fish-bowl discussion*.

Scaffolding

Points for discussion (scrambled)

Language problems; no jobs; ignoring Western values; religious fanatics; stealing jobs; bringing families together; relief from political or religious persecution; vocational training; gaps in the labour market for low-paid jobs; welcome culture; Christian values; security issues; young men without families and potential of violence; skills and knowledge of immigrants; job offers; too many immigrants in one place; right of asylum guaranteed; abusing social security system; sharing wealth

Role card: pro immigration

You are a representative of the UNESCO (United Nations Educational Scientific and Cultural Organisation). You are going to take part in a discussion on immigration. You want to convince the other side that the immigration of foreigners will be in everyone's best interest. Your arguments:

...

Role card: contra immigration

You are a representative of a local community and you sympathise with the recent PEGIDA movement. PEGIDA (Patriotic Europeans Against the Islamisation of the West) is strongly against allowing foreigners to immigrate into Germany. You want to convince the other side that foreigners should not be admitted into Germany without coming across as too xenophobic.

Your arguments:

...

Task 6:

Read the text about the BBC documentary "Windrush". On a crib sheet*, **describe** the contents of the documentary and **explain** the changes in the UK as indicated by the four parts of the series. **Evaluate** what might have been the biggest changes. Work in groups and consider watching parts of the series beforehand:

Video: https://www.youtube.com/watch?reload=9&v=YGTm_Gsvyvw, first part of the documentary: Arrival (last accessed June 2018)

The BBC documentary "Windrush"

In 1998, a documentary was broadcast by the BBC to tell the story of the Windrush generation: The BBC four-part historical documentary series traced the changes to British national life brought about by the first major influx of people from the Caribbean on the troopship Empire Windrush. The first part, **Arrival**, followed the initial warm reception, the growing sense of rejection and isolation, and the first flash point of racial intolerance in Britain. The second part, **Intolerance**, traced the further development: The 1959 Notting Hill riots saw the murder of Kelso Cochrane, the first acknowledged racial killing in Britain. But the story was not all bleak. Against increasing racial division came the black churches, the growth of communities and the beginning of the fight to be recognised. **A New Generation**, the third part of the series, focused on the education of black children, their search for an identity through their music and lifestyle, and the tragedy of the New Cross house fire in 1981. The final part, **A British story**, updated events: The 1990s saw the emergence of a new black British identity, with black peers in the House of Lords and black celebrities in literature, sports, entertainment and broadcasting. (BK)

contents of the BBC documentary	the biggest changes
<p>The documentary shows ...:</p> <p>initial warm reception; ...</p>	<p>Changes in the UK:</p> <p>black churches ...</p>

Task 7:

Zadie Smith is a popular London writer of novels with a Caribbean background. **Comment** on her strong opinion about Brexit (mediation* required) and **discuss**, in plenary, the implications of her "solution", using the crib sheet* below.

Zadie Smith about Brexit

Vor einem Jahr saß ich einige Abende vor dem Brexit-Votum mit einigen Freunden in London beim Abendessen zusammen. Keiner glaubte an diesen Ausgang. Wir lebten wie hinter einem Schleier.

Frage: Wie sehen Sie England ein Jahr nach dem Brexit-Votum?

Wenn es still und leise einen Weg dazu gäbe, ihre Entscheidung rückgängig zu machen, würden es viele Menschen tun. Das ist meine Beobachtung und mein vollkommen unwissenschaftlicher Blickwinkel auf die Situation. In dem Votum kam Unzufriedenheit über alles Mögliche zusammen, auf vermeintlich ultimativ demokratischstem Wege, durch ein simples „Ja“ oder „Nein“, Daumen hoch oder runter. Eine irrsinnige Reduzierung. Was mich angeht, ich befinde mich in einem Zustand ständigen Staunens, was in England ganz generell in der Politik toleriert wird und was nicht.

„Wir waren blind und naiv“, F.A.S. vom 13.08.2017 von Anne Ameri-Siemens

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Crib sheet

Zadie Smith's "solution":	living behind a veil in Britain; ...
implications	the vote showed disapproval ...
personal opinion	realistic/unrealistic? Good for Europe? ...

Task 8:

Andrea Levy, another popular British writer from the Caribbean, wrote an essay about “How I learned to stop hating my heritage” (in: “Six stories and an essay”, 2014). Read a summary of her essay and, in a think-pair-share* format, **outline** how she experienced discrimination and the effects on her life and how she overcame feelings of shame and embarrassment.

Summary of Andrea Levy’s essay “How I learned to stop hating my heritage”:

Andrea Levy describes her family background, the circumstances of her growing up in England and her attitude towards her Caribbean origins that changed over time. Both her parents immigrated to England in 1948. In Jamaica, their mother country, they belonged to the middle class and even had their own servants, but in England they were poor and working class. In contrast to her mother, Levy’s father had no problems in finding a suitable job. However, her mother’s qualification as a teacher was not acknowledged in England. Because of their fairer skin colour, Andrea’s parents had been brought up in the belief that they were superior to the dark-skinned Jamaicans and thus they were pleased that their children could grow up in England together with white children, expecting their daughter to stay away from darker-skinned people. But over the years, Levy was exposed to ever present racism, often being asked how long her family intended to stay in Great Britain and receiving comments about funny food, looks and smells. Consequently, she became ashamed of her family and her origins. A visit to Jamaica and her relatives changed her attitude fundamentally. She developed a certain fascination for the British-Caribbean history and became convinced that, on the one hand, Britain had “made” the Caribbean in the first place, but that her ancestors had also contributed to Britain’s development, on the other hand. (BK)

Outline

Growing up, Andrea Levy suffered from ...

Worksheet 3: Ted Talks Brexit

Task 9:

Watch the first seven minutes of the TED Talk about Brexit and answer the following questions.

TED Talk about Brexit

Professor Alexander Betts is director of the Refugee Studies Centre at the University of Oxford. He is the author of *Survival Migration: Failed Governance and the Crisis of Displacement*. He talks about his view of Brexit and the consequences for Britain (BK):

https://www.ted.com/talks/alexander_betts_why_brexit_happened_and_what_to_do_next/transcript (last accessed June 2018)

1. **By which news was Prof. Alexander Betts shocked on June 24, 2016?**
...
2. **How does he compare a possible Scottish (second) referendum on independence to a sports match?**
...
3. **Which accusations were made after Brexit?**
...
4. **What shocked him most?**
...
5. **Why did the vote for Brexit split the British population?**
...
6. **Which two things mattered to the “Leavers” according to opinion polls?**
...
7. **How does the narration of globalization need to be changed?**
...
8. **What was the “argument” of a minority of Leavers?**
...

9. Which role did the political establishment play in Brexit?

...

10. What are the implications of Brexit worldwide?

...

Task 10:

Interpret the caricature and **assess** its message about the UK leaving the European Union. Using the think-pair-share* format, **discuss** the open questions the Britons might be left with.



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(last accessed June 2018)

Scaffolding

Caricature Analysis

Content: *topics/issues* – Brexit ...

Context: *description* – GB on the European tree ...

Technique: *message* – sawing off the branch you are sitting on ...

Target: *effects* – biting the hand that feeds you ...

Caricature Analysis

Content: The caricature refers to ...

Context: The image a big tree with branches ...

Technique: The Union Jack and the European flag ...

Target: The image implies ...

Worksheet 4: New European issues from a current point of view

Task 11:

Watch the video clips and write crib sheets* on both of them. In a gallery walk*, the contents would be **outlined** and the implications of Brexit from a German point of view be **discussed**. In a **mediation**, you can convey the different reports for a feature on German reactions to your exchange partner from Australia working on his/her project about German perceptions of Britain leaving the EU.

Video clip 1

ARD:

Auf ihrer Reise durch England, Schottland und Nordirland geht die ARD Journalistin Julie Kurz der Frage nach, warum sich eine Mehrheit der Briten für einen Austritt aus der EU entschieden hat. Sie beschreibt die Stimmung der Menschen und ihre Hoffnungen für die Zukunft.

Video: <https://www.youtube.com/watch?v=fRTahQ3aXf4> (last accessed June 2018)

Video clip 2

Deutsche Welle:

In a Brexit timeline ("in pictures") the video's captions outline the results of the British vote to leave the EU and its consequences:

Video: <http://www.dw.com/en/top-stories/brexit/s-32798> (last accessed June 2018)

Crib Sheet

Reise durch Großbritannien	Brexit Timeline
...	...

Task 12:

Read the text and **decide** which answers are correct, wrong or not given. **Present** your results in plenary.

What you need to know about Britain leaving the EU

In a referendum in the UK, it was decided that the country would leave the EU in 2019. A transition period will come into effect to clear a number of issues, such as UK debts to the EU and free movement of people crossing the borders of Ireland and the UK. In England and Wales there was a majority for leaving the EU with 53.4 % to 46.6 % and 52.5 % to 47.5 % respectively. In Scotland and Northern Ireland the result was the other way around (remain: 62 % to 38 %; 55.8 % to 44.2 %). Negotiations with the EU are based on the Treaty of Lisbon, containing a plan for countries wishing to leave the EU. Article 50 regulates the process of leaving and will be first implemented in the case of Brexit. (BK)

answers	right	wrong	not given
UK is scheduled to leave the EU in 2019			
A two-year transition period will come into effect after negotiations with the British government were successful			
Two issues will have to be cleared			
These issues were about UK debts to the EU and free movement of people crossing Irish and UK borders			
England and Wales voted for Brexit, Scotland and Northern Ireland against it			
Negotiations are based on the goodwill of the European Parliament			
Other EU members consider leaving the EU based on article 50 of the EU Treaty			

Worksheet 5: What Brexit means for Europe

Task 13:

Summarise the given text in your own words considering the general rules that apply for shortening texts.

Scaffolding

The general rules of a summary apply: use present tense only, avoid quotations, always use your own words, employ strategies to abridge the text and link the single sentences in a logical way. Also, omit unnecessary details and examples. Your own text should be one third of the length of the given text (no more than 330 words).

Brexit and what it means for Europe

To many continental Europeans it came as a complete surprise when the grand old United Kingdom suddenly became a real-life satire in the **aftermath** of the EU membership referendum. But **Brexit** raises some fundamental questions for the EU as a whole, and the remaining member states have to work harder to keep the promise of prosperity, security, and **cohesion** of the EU-27. The fact that the leaders of the **"Leave" campaign** were completely unprepared to win was almost more of a shock to the rest of Europe than the outcome of the EU referendum itself. All of a sudden, the blustering **"Brexiters"** were nowhere to be seen, the Westminster establishment was at each other's throats, and it became obvious to the rest of the world that nobody had the faintest idea what to do after the outcome of the referendum. The UK descended into political chaos in the first few weeks after the referendum, while Europe looked on in disbelief, almost pitying the British people. As dauntless as the British are, they are now trying to make a virtue out of necessity. When Theresa May was appointed Prime Minister soon after David Cameron's resignation, this was an initial indication of the sentiment in the British capital: although the situation is very serious, we, the British people, have achieved a lot over the course of our history. We will turn Brexit into a success. Anyone visiting London over the summer certainly encountered bewildered **"Remain" supporters** but otherwise found a European capital going about its usual summertime business. Theresa May was no doubt pleased to have some breathing space **to close ranks** in her cabinet, insofar as it was possible to do so in the first place, and to prepare Downing Street in strategic and organisational terms for the months and years ahead. At the end of the summer break, Theresa May invited the members of her cabinet to attend a brainstorming meeting at her country retreat **"Chequers"**. At the beginning of the meeting, the Prime Minister announced resolutely when addressing the world public that it is now a matter of **forging a new role for the UK in the world** – a strong role that will benefit all the people of the United Kingdom. Statements issued about the meeting said there was no reason **to trigger** article 50 of the EU Treaty to launch exit negotiations before the end of the year. This means there is no end in sight to the phase of uncertainty that is of major economic and political concern to the rest of the EU – and in the final analysis, it is the British government that will decide when this phase will end. As breathtakingly simple as Theresa May's announcement about the UK forging a new role for itself in the world sounds, it must be taken literally. This will be the British government's most important goal in the coming months, overriding all other matters.

Anyone who is relying on the British, who are after all still part of the EU, remaining committed to the principle of good faith and trust when they enter into negotiations with the other 27 Member States on the terms of their exit from the EU and future relationships is bound to be disappointed. The British government will need to make the best out of a disastrous starting position. There will certainly be **little scope** for political hygiene. The EU-27 need to realise that the British government is concerned about its own country and its own people. The referendum revealed the deep political, social and geographical **divide** that exists within the country. If it does not manage to overcome this divide, the United Kingdom will not survive. This is the key conclusion Theresa May and her advisors have drawn from the referendum. Anyone entering into negotiations with the British, will therefore need to brace themselves. The German government alongside with partners in the EU has understood this. The last thing political leaders want is to become dependent on a country that is now (understandably) focusing on its own fortunes. But unlike the British government, the Federal Government in Berlin is adamant that the future of Germany lies within the EU. This is how we can interpret the messages iterated by Federal Chancellor Angela Merkel during the extensive talks she held with her European partners during the summer. She made little or no reference to the divisive issue of **"Brexit"**, clearly shifting her focus to the problems that need to be tackled jointly in Europe, namely prosperity and security for people in the EU. It is now a priority to ensure Brexit does not en-

courage other Member States to hold **copycat referendums** which could effectively spell the end of the European project, but to come up with a recipe to fight the centrifugal forces that threaten to drive Union members away from each other. ...

It has come back to bite Britain in particular that there have been very few voices in recent decades that sought to generate basic acceptance of the EU among the British people as one of their political arenas. In continental Europe, politicians are now trying to ensure this **permissive consensus** on the European Union does not diminish any further. In order to do so, the governments of the EU Member States need to prove more so than ever before that they are capable of finding common solutions to problems that extend beyond their own national capacities. And these solutions must benefit everyone and not just a chosen few. For now, it looks like the strategy ... is to avoid divisive issues such as migration, and to focus on **deliverables** in other fields. But the deep **cracks between and within EU countries and societies** require a more proactive approach to conflict and consensus within the EU. Leaving out the difficult bits will ultimately not bring Europeans closer to each other again. (989 words)

<http://www.bpb.de/veranstaltungen/netzwerke/nece/235252/brexit-and-what-it-means-for-europe> (last accessed June 2018)

Summary (330 words)

The outcome of the British referendum on EU membership ...

Task 14:

From the given text, **select** words/phrases specific to the topic of European integration. In a list, **compare** your words/phrases with their German equivalents.

Discourse file

European words/phrases	deutsche Begriffe
aftermath	
EU membership referendum	Volksabstimmung über die EU
Brexit	British exit (Ausstieg aus der EU)
cohesion	Zusammenhalt
"Leave" campaign = Brexiteers	
"Remain" supporters	
to close ranks	
forging a new role for the UK in the world	
to trigger	auslösen
little scope	
copycat referendums	Nachahmungseffekt
permissive consensus	
deliverables	
cracks between and within EU countries and societies	

Worksheet 6: Headlines and contents

Task 15:

Study the following headlines from European newspapers and **infer** the gist of their contents by informed guessing (some mediation required). Work in groups, subdividing the headlines and **report** in plenary.

newspaper article (source)	possible contents
Rechnung für London (FAS 19.3.2017)	
Gespaltenes Bild von Europa (FAZ 30.6.2014)	
Rückkehr an den Rand (FAS 13.1.2013)	
Rest EU ringt um Antwort auf Brexit (FAZ 8.10.2016)	
Brexit im Alltag (FAZ 7.10.2016)	
Britannien – starker Staat kehrt zurück (FAZ 6.10.2016)	
Von der Expansion zur Krise (FAZ 19.9.2016)	
Brexit treibt China nach Deutschland (FAZ 26.1.2017)	
Ohnmacht in Oxford (FAZ 3.3.2017)	
Brexit als Glücksfall (FAS 26.2.2017)	
Mayday (Der Spiegel 2/2017)	
Wo der Brexit an eine Grenze stößt (FAZ 1.9.2017)	
Die Rückkehr der Grenzen (SZ 13./14.5.2017)	
Der Angriff auf London (FAZ 18.5.2017)	
Johnson's Hit – wie es zum Brexit kam (SZ 18.4.2017)	
Das Dünkirchen der Gegenwart. Was bedeutet der Brexit? (FAZ 12.2.2018)	
Bye, bye Britain. Social ingredients of Brexit (praxis fu 1/2017)	
Yet another referendum (Sun 4.7.2016)	
Scotland facing £ 3.7 billion black hole (Scotsman 22.8.2017)	
Hidden plan for independence (Scotsman 22.8.2017)	
Brexit looming – global city in unease (Financial Times 18.4.2017)	
Britain's scientists fear Brexit brain drain (Business World & Press 2/2017)	
Britons apply for Irish passports after Brexit vote (Read on 1/2017)	

Task 16:

Summarise key points of the glossary entries and **create** a crib sheet* to prepare **writing** a short essay about the question of whether to enlarge or deepen EU membership.

European Union

The European Union (EU) was established with the Treaties of Rome in 1958. Since then, it has evolved through a long history of successive Treaty reforms. The EU is both a political project and a form of legal organisation. It is a political project that reflects the will of the EU countries to create an ever closer union among the peoples of Europe, in which decisions are taken as openly as possible and as closely as possible to the citizen (Article 1 of the Treaty on European Union). To achieve this, the EU has a number of objectives:

- ▶ to promote peace, its values and the well-being of its peoples;
- ▶ to offer European citizens an area of freedom, security and justice without borders;
- ▶ to establish an internal market which ensures the sustainable development based on balanced economic growth and price stability, a highly competitive social market economy aiming at full employment, social progress, protection of the environment and promoting scientific advance;
- ▶ to combat social exclusion and discrimination and to promote equality between women and men, solidarity between generations and the rights of the child;
- ▶ to ensure economic, social and territorial cohesion between EU countries;
- ▶ to respect the cultural and linguistic diversity of EU countries and to protect European cultural heritage;
- ▶ to establish an economic and monetary union whose currency is the euro; - to act in accordance with its values and international law in its relations with the wider world;
- ▶ to ensure peace, security, sustainable development, development of people, and the protection of human rights.

The EU is founded on values: respect for human dignity, liberty, democracy, equality, the rule of law and human rights. It is recognizable by its symbols: a flag (twelve stars on a blue background), an anthem (Ludwig van Beethoven's 'Ode to Joy'), a motto ('United in diversity'), a currency (the euro) and a Europe Day (9 May). The EU is a form of legal organization founded on the Treaty on European Union and the Treaty on the Functioning of the EU. EU countries confer competences on the EU to attain objectives that they have in common. The 'Community method' applies to all policies coming under the EU's responsibility, with the exception of: - police and judicial cooperation on criminal matters where EU countries have a right of initiative and a right of appeal to the European Council on legislative matters; - the common foreign and security policy where the intergovernmental method prevails. It has a single institutional framework (consisting of the European Parliament, the European Council, the Council, the European Commission, the Court of Justice, the European Central Bank and the Court of Auditors). Furthermore, the Treaty of Lisbon confers legal personality on the EU.

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Deepening and widening

Deepening and widening are 2 schools of thought as to how the EU should develop. Over time, the European Union has progressively evolved into what aspires to be an 'ever closer union' among the peoples of Europe (Article 1 of the Treaty on European Union – TEU). The notion of deepening refers to this ever closer union and is seen in the increased integration of the EU. Its clearest manifestation has been the EU's transition towards economic and monetary union (EMU) and the introduction of the single currency, the euro. Proponents of widening consider that the EU should expand in terms of membership but that this membership should be looser than that desired by the deepening school. The EU has also managed to widen itself, enlarging from 15 countries in 2004 to 28 in 2013.

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Crib sheet

Aims of the European Union	Deepening and widening
promote peace, ...	2 schools of thought; ...