

C.23

The English-speaking world – Regions

Großbritannien im 21. Jahrhundert – Britishness in the past and present

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Was heißt es, im 21. Jahrhundert britisch zu sein? Was macht die britische Bevölkerung heutzutage aus und haben sich ihre Werte, Traditionen und Einstellungen im Laufe der Zeit verändert? Anhand verschiedener Formate wie Zeitungsartikeln, Gedichten, einer Rede, Videos, Bildern und Cartoons setzen sich die Lernenden mit diesen und weiteren Fragen auseinander. Hierbei trainieren sie insbesondere ihre Analysefähigkeiten sowie ihre Hör-Seh-Verstehens- und Schreibkompetenz.

Auf einen Blick

1.–3. Stunde

Thema: Erasing the empire

M 1 **How to deal with the past – The cases of Robert Curzon and Cecil Rhodes /** Einen Zeitungsartikel lesen, analysieren und diskutieren (EA, UG); einen *comment* verfassen (EA)

M 2 **Working with a video – “The toxic legacy of Britain’s empire” /** Ein Video ansehen und verstehen (EA); eine historische Persönlichkeit recherchieren und Argumente präsentieren (PA, UG)

M 3 **Christmas in India /** Ein Bild beschreiben, interpretieren und diskutieren (UG)

Benötigt:

- Digitale Endgeräte und Internetzugang zum Ansehen des Videos und für die Recherche

4./5. Stunde

Thema: Shifting attitudes

M 4 **Analysing social attitudes – Britain in Britain’s history /** Einen Text lesen und verstehen (EA); einen Essay schreiben (EA); ein Bild beschreiben und analysieren (UG)

6./7. Stunde

Thema: Visions of past and present

M 5 **What does it mean to be British? – Two poems /** Zu Rudyard Kipling recherchieren (EA); das Gedicht “If” anhören, verstehen und analysieren (EA/PA); das Gedicht “Britishness, or A Riposte to the Platinum Jubilee” lesen, verstehen und analysieren (EA/PA); einen *comment* schreiben (EA)

Benötigt:

- Digitale Endgeräte und Internetzugang zum Ansehen des Videos und für die Recherche

8./9. Stunde

Thema: Whatever happens to adventure?

M 6 **Parents' concerns – Freedom or restrictions?** / Einen Artikel lesen, verstehen und analysieren (EA, UG); einen Cartoon beschreiben, analysieren und diskutieren (EA, UG)

Benötigt: • Digitale Endgeräte und Internetzugang zum Lesen eines Textes

10./11. Stunde

Thema: Britishness unwritten

M 7 **British etiquette – Politeness, punctuality and more** / Einen Text erarbeiten (EA, UG); einen Cartoon beschreiben und analysieren (EA, UG); einen *comment* verfassen

M 8 **Working with a video – What Brits say and what they mean** / Ein Video ansehen, verstehen und bewerten; die Bedeutung einiger *phrases* diskutieren und recherchieren (GA)

Benötigt: • Digitale Endgeräte und Internetzugang zum Ansehen des Videos und für die Recherche

12./13. Stunde

Thema: It's wrong to be

M 9 **The King's speech at Mansion House** / Eine Rede von King Charles lesen, verstehen und analysieren (EA, UG); eine Recherche durchführen (EA)

M 10 **Working with a video – What does Britishness mean to you?** / Ein Video ansehen und verstehen (EA); einen Essay schreiben (EA)

Benötigt: • Digitale Endgeräte und Internetzugang zum Ansehen des Videos und für die Recherche

M 2 Working with a video – “The toxic legacy of Britain’s empire”



Tasks



1. What does the video’s title “The toxic legacy of Britain’s empire” imply? What do you expect the video to be about? Share your ideas in class.

2. Watch the video and tick the most appropriate box to complete each sentence.

<https://raabe.click/Britains-empire>

Annotation: “Windrush” refers to the steamer HMS Empire Windrush, which brought the first West Indians to the UK in 1948. These and subsequent West Indian immigrants became known as the Windrush generation.

- a) The newsreel from those days shows that people were ...
 - ☐ welcoming.
 - ☐ against the new arrivals.
 - ☐ expecting improvements as a result.
- b) The commentator was born in ...
 - ☐ Jamaica.
 - ☐ Bristol.
 - ☐ the North.
- c) Clive Myrie feels a connection to the city because ...
 - ☐ he is a journalist.
 - ☐ it is where he got his first job.
 - ☐ his ancestors were slaves.
- d) Bristol was ...
 - ☐ the only port dealing with slaves.
 - ☐ the main port involved in the slave trade.
 - ☐ one of many ports involved in moving human cargo.
- e) The route taken by the ships was known as the ...
 - ☐ cotton run.
 - ☐ slave trade.
 - ☐ triangular trade.
- f) The slave trade resulted in cities like Bristol ...
 - ☐ becoming richer.
 - ☐ attracting businesses.
 - ☐ becoming multi-cultural centres.
- g) Bristol’s deputy mayor wants to know more about ...
 - ☐ her roots.
 - ☐ the slave trade.
 - ☐ how to put history into perspective.
- h) West Indians were encouraged to come to the UK ...
 - ☐ for better prospects.
 - ☐ to help rebuild it after the war.
 - ☐ to be factory workers.

M 7 British etiquette – Politeness, punctuality and more



Tasks

1. Give examples of any forms of etiquette that you have come across either in Germany or in another country.
2. Read the text and outline the development of etiquette and good manners through time.
3. Identify mistakes a foreigner might make in Britain explaining them where possible.
4. Outline the situation regarding business.
5. Describe the cartoon and relate it to the text.
6. Provide a title for the cartoon and suggest what each of the characters might be saying or thinking (executioner, first person, second person, last person). Indicate whether words are spoken or thought.
7. Write a comment about one of these quotations, relating it to the text where appropriate.
 - a) "Give me a child until he is seven and I will show you the man." (Aristotle, BC 384–322)
 - b) "Manners maketh man." (Probable source: William of Wykeham, 1324–1404, Bishop of Winchester and Chancellor of England)



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Working with a video – What Brits say and what they mean

M 8

Tasks

1. Watch the video: <https://raabe.click/What-Brits-say>. Tick the correct statements about the meaning of each phrase. There are two correct answers for each phrase except for phrase 3.



- a) Phrase 1: I'll bear that in mind.
- ☐ The suggestion made in this way is usually well-received.
 - ☐ It delays making a decision.
 - ☐ How the phrase is said makes a difference to its meaning.
 - ☐ Being direct is very British.
- b) Phrase 2: Could do.
- ☐ This indicates a definite yes.
 - ☐ An alternative suggestion normally follows.
 - ☐ People use it to be funny.
 - ☐ A polite "Forget it!"
- c) Phrase 3: I'd love to but ...
- ☐ The suggestion would be accepted at another time.
 - ☐ You have another commitment at this time.
 - ☐ A polite way to reject an invitation.
 - ☐ It shows your excitement about the idea or invitation.
- d) Phrase 4: Let's go for a drink some time.
- ☐ It is said when organising a meeting of former acquaintances.
 - ☐ Suggesting a loose social plan with little or no intention to go ahead with it.
 - ☐ A way to catch up on old times.
 - ☐ A conversation closure with someone once known casually to you.
2. Write an appraisal of the video.
3. Work in groups.
- a) Discuss what the meaning of each of these commonly used phrases might be.



- I might join you later.
- I hear what you're saying. It could be worse.
- You must come to dinner.

- Not too bad actually.
- By the way, just one more thing.
- When you get a minute
- You must be joking.

Research the phrases individually to discover what is actually being said. Discuss your findings within your group to establish whether everyone has a similar conclusion regarding the true meaning.

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