

UK and Spain strike 'historic' deal over Gibraltar's future and borders

Level 3: Advanced

Article summary: This article explains a new agreement between the UK and Spain on the territory of Gibraltar and how people move across the border.

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Reported speech

Materials needed: One copy of the worksheet per student

11. *residence*
12. *agreement*
13. *paying for the privilege*
14. *Schengen*
15. *guaranteed*
16. *dispute*
17. *clause*
18. *deal*
19. *referendum*
20. *smuggling*

- b. Before reading the article carefully, students use the key words to fill the gaps in the sentences to ensure that they know how the words are used in other contexts.

1. Warmer

- a. This activity aims to let students discuss the practicalities of a country having territory far away from the geographical area of the country. Ask them to share what they know about people living in other territories or people who travel from one territory to another. End by having students brainstorm the impact of free movement and the impact of having complete control over a territory.

2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

Key:

1. *breakthrough*
2. *self-governing*
3. *surrendering*
4. *concessions*
5. *bilateral*
6. *barrier*
7. *shadow foreign secretary*
8. *mirror*
9. *sovereignty*
10. *hailed*

Key:

1. *smuggling*
2. *agreement*
3. *barrier*
4. *concession*
5. *bilateral*
6. *breakthrough*
7. *clause*
8. *deal*
9. *dispute*
10. *hailed*
11. *guaranteed*
12. *mirror*
13. *shadow foreign secretary*
14. *residence*
15. *Schengen*
16. *self-governing*
17. *pay for the privilege*
18. *sovereignty*
19. *surrendering*
20. *referendum*

3. Comprehension check

- a. Students answer the questions based on the information in the article. If possible, encourage students to add more explanatory information when they answer, e.g. in item 3, they may say *Some British citizens could be prevented from entering Gibraltar even though Gibraltar is a British territory.*

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Key:

Suggested answers:

1. *It resolves the dispute over territory and movement of people and products that started after Brexit.*
2. *dual passport checks*
3. *90 days, meaning that some British citizens could be prevented from entering Gibraltar even though Gibraltar is a British territory.*
4. *The nickname for Gibraltar is The Rock, and the expression 'solid as a rock' means something very dependable.*
5. *A hard border from being imposed under new EU rules.*
6. *Eurostar in St Pancras*
7. *Gibraltar will function as if it is part of the Schengen area, so now all of continental Europe has free movement of people and goods.*
8. *That they had failed to reach a deal.*
9. *The government and shadow government have a different approach to Europe.*
10. *The constitution of Gibraltar and the fact that the citizens do not want to be part of Spain.*

4. Key language

- a. This activity helps students see how direct speech changes when it is reported. Ask students to find what each person said in the article and then use the words in the box to transform it into reported speech. As an extension activity, ask students to explore the rules and think of examples for each one.

Key:

1. *had delivered*
2. *remained*
3. *would disappear*
4. *unlocked*
5. *would be reviewing*
6. *had reinforced*

Rules

1. *back*
2. *would*
3. *she*

- b. Students change the direct speech into reported speech. Encourage students to explore all of the words that might need to be changed. Explain that statements that describe facts that are still true don't always have to change tense, e.g. statements 3 and 7.

Key:

1. *The UK and Spain **had signed** an agreement to make travel easier at the Gibraltar border.*
 2. *The UK and Spain **would** continue to work on **that** bilateral relationship.*
 3. *The agreement **included** a clause that **said** the UK still **owned** Gibraltar. / The agreement includes a clause that **says** the UK still **owns** Gibraltar.*
 4. ***That / The** new arrangement **was** designed to significantly reduce smuggling.*
 5. *The Gibraltar airport checks **had been** mirrored on the system at Eurostar stations.*
 6. *People with residence in Gibraltar **could** cross the border more easily.*
 7. *Gibraltar was self-governing, but the UK **controlled** its defence and foreign policy. / Gibraltar is self-governing, but the UK **controls** its defence and foreign policy.*
 8. ***They were** worried that the UK **was** surrendering too much control to Spain.*
- c. Students ask each other about their opinion of the article and then use reported speech to report what the other student said. Save some time for students to share examples of their work.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

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6. In your own words

- a. Ask students to list the arguments for protecting national sovereignty and the arguments for free borders. If possible, have students research further arguments. You might want to have students research the positions of the UK foreign secretary and the UK shadow foreign secretary.
- b. Students then hold a debate. Divide the class (student A, student B) into two groups: one representing the views of the UK shadow foreign secretary, who wants to protect the sovereignty of the UK over Gibraltar; the other representing the views of the UK foreign secretary, who wants to open the borders of Gibraltar. You might want to divide the class according to the students' actual opinions or divide them randomly.

Students should debate the arguments in favour of the views they are representing. Encourage students to comment on what the other students have said. This will enable them to use reported speech. Encourage students to look at the examples of phrases they can include when arguing their ideas.