

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

### Level 1: Elementary

**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:** Modal verbs of possibility

**Materials needed:** One copy of the worksheet per student

- 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.

**Key:**

1. *agreement*
2. *deal*
3. *residence*
4. *Schengen*
5. *self-governing*
6. *goods*
7. *historic*
8. *territories*
9. *uncertainty*
10. *border*

### 1. Warmer

- a. This activity aims to let students discuss the practicalities of a country having territory far away from the geographic 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. *agreement*
2. *deal*
3. *goods*
4. *historic*
5. *border*
6. *self-governing*
7. *residence*
8. *Schengen*
9. *territory*
10. *uncertainty*

### 3. Comprehension check

- a. Students decide if the statements are true or false based on the information in the article. Encourage students to use full sentences when they correct the sentences that are false, e.g. item 2 is false, so students may say *Land border checks will be removed*.

**Key:**

1. *T*
2. *F – Land border checks will be removed.*
3. *T*
4. *F – Gibraltar remains under British control.*
5. *T*
6. *F – 99 per cent voted against sharing control.*

### 4. Key language

- a. This activity helps students see how modal verbs for possibility are used and answer questions about the differences in the way they are used. As an extension activity, ask students to look for these modal verbs and others in the article.

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**Key:**

- a. *must*
- b. *may*
- c. *can*
- d. *could*
- e. *might*

- 1. *can*
- 2. *may, could, might*
- 3. *must*

- b. Students complete the sentence using the modal verbs for possibility they have just studied. Explain that there is little difference between *may*, *could* and *might*.

**Key:**

- 1. *can*
- 2. *must*
- 3. *may / could / might*
- 4. *can*
- 5. *must*

### 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.

### 6. In your own words

- a. Ask students to list what can happen if there is free movement of people or if a country has complete control of its territory. If possible, have students research more information about these ideas.
- b. Students then present their ideas to the class. Encourage them to use modal verbs of possibility to describe how likely their ideas are to happen.