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The 4 page 60 minute ESL British English lesson – 25/05/16

Countdown to Brexit vote

The referendum vote in the UK on whether the UK should leave or remain in the European Union is edging closer. The outcome is still too close to call, as it is still 50/50 as to what the result will be.

Many people in the UK are currently watching on YouTube [‘BREXIT - The Movie’](#). I did. I wasn’t going to, but I am glad I watched all of it, as it’s an eye opener. The movie, whilst one sided, does show that in politics nothing changes - there is arrogance, people control, and power.

The EU in Europe is currently running its ‘empire’. It functions just like empires did 100 years ago – the German Empire, the Austro-Hungarian Empire, and the British Empire. The latter had administrators sent out to places like India and Australia to run the ship. These days it is the likes of the Irish and Swedes working in Luxembourg and Brussels who keep the EU’s cogs working. It is no different.

Voters in the UK have a once in a lifetime decision to make on June 23. If they vote to stay in the EU they can watch their country be engulfed by big international businesses, run mostly by foreigners. The British, black or white, can watch their nationality be diluted even more by foreigners.

The UK can become part of the future federal United States of Europe - run by unelected bureaucrats in Brussels and Luxembourg, or it can vote to leave and take back control of its borders, which currently it cannot do due to clever EU legislation.

Of course there are many arguments for either staying or leaving the EU. This English lesson focuses on some of them and looks hopefully at both sides in the discussion ahead.

(Continued on page 3)

SPEAKING – WARM UP

Think of three things you know about the Brexit vote in the UK on June 23. Go round the room swapping details with others.

LISTENING – WRITING - DICTATION

The teacher will read some lines of the article slowly to the class.

READING

Students should now read the article aloud, swapping readers every paragraph.

SPEAKING - UNDERSTANDING

1) The article – Students check any unknown vocabulary or phrases with the teacher.

2) The article - Students should look through the article with the teacher.

- 1) What is the article about?
- 2) What do you think about the article?
- 3) Was this an easy or difficult article to understand?
- 4) Was this a boring or interesting article?
- 5) Discuss the article.

3) Article quiz - Students quiz each other in pairs. Score a point for each correct answer. Score half a point each time you have to look at the article for help. See who can get the highest score!

Student A questions

- 1) Name the movie.
- 2) Name the empires.
- 3) Name three countries.
- 4) Name three nationalities.
- 5) Name three cities.

Student B questions

- 1) Who is George Osbourne?
- 2) Name the EU President in the article.
- 3) What is TTIP?
- 4) What is ‘a gravy train’?
- 5) Who is Nigel Farage?

Note: TTIP = The Transatlantic Trade and Investment Partnership (TTIP) is a proposed trade agreement between the European Union and the United States.

Note: NHS = National Health Service

Note: EEC = European Economic Community

**Category: UK / Brexit Referendum / EU
Intermediate / Upper Intermediate**

Countdown to Brexit vote – 25th May 2016

WRITING / SPEAKING

In pairs. On the board write as many words as you can to do with '**Brexit**'. *One-two minutes.* Compare with other teams. Using your words compile a short dialogue together.

WRITING / SPEAKING

In pairs – Using the article write down three reasons for the UK to remain in the EU. Discuss together.

- 1) _____
- 2) _____
- 3) _____

Add three reasons for the UK to leave the EU. Discuss together.

- 1) _____
- 2) _____
- 3) _____

The teacher will choose some pairs to discuss their findings in front of the class.

SPEAKING - ROLEPLAY 2

In pairs. Student A is someone who wishes to leave the EU. Student B is someone who wishes to remain in the EU. *5 mins.*

DISCUSSION

Student A questions

- 1) Did the headline make you want to read the article?
- 2) Which way do you think the UK will vote on June 23?
- 3) Do you want the UK to remain in the EU? Why? Explain.
- 4) What happens if the UK votes to leave the EU? Explain.
- 5) What happens if the UK votes to remain in the EU? Explain.
- 6) How will immigration affect the vote on June 23?
- 7) Why is the UK having this vote on June 23?
- 8) What would you advise the people of Britain to do on June 23? Why?
- 9) Is the EU a dictatorship? Explain.
- 10) Should Britain leave the EU?

SPEAKING – ROLEPLAY 1

In groups. One of you is the interviewer. There are up to four guests. You are in the Radio London studio. Today's interview is: *Countdown to Brexit vote. 10 mins.*

- 1) Someone from Australia / China.
- 2) Someone from Slovakia / France.
- 3) Someone from the UK who wants to leave the EU.
- 4) Someone from the UK who supports remain in the EU.

The teacher will choose some groups to roleplay their interview in front of the class.

SPEAKING – PRESENTATION

In pairs - prepare a 2 minute presentation...

*Either ... The UK should remain in the EU
Or ... The UK should leave the EU*

The teacher can moderate the session.

SPEAKING – DISCUSSION

Allow 10 minutes – As a class.

*Countdown to Brexit vote
Remain or Leave?*

The teacher can moderate the session.

DISCUSSION

Student B questions

- 1) What do you think about what you've read?
- 2) Should Britain be able to take back control of its borders?
- 3) How effective has the EU been in the last year in controlling its borders and stopping illegal immigrants entering the EU?
- 4) Why is the EU run by unelected bureaucrats?
- 5) Is the TIPP trade deal a good idea? Explain.
- 6) Why does Germany need the UK to buy its products?
- 7) Why have the Cockneys been driven out of the East End of London?
- 8) Is the British government instigating Project Fear on its people? Explain.
- 9) What do you know about the EU gravy train?
- 10) Did you like this discussion?

READING 2 - from page 1

Britons are currently being warned that house prices could fall by 18% if they left the EU. If you are a young person in the UK and you are struggling to buy your first house for £200,000-£300,000, this can only be positive - surely?

Brits are also being warned by the Chancellor of the Exchequer, George Osborne, that mortgages would go up and that there will be 'an economic shock'.

EU President Jean Claude Juncker has made it very clear that "deserters will not be welcomed with open arms." The funny thing is I thought in 1973 the UK joined a trading organisation called the EEC.

Today the EEC has evolved into the EUSSR that is a dictatorship run by unelected bureaucrats in Brussels and Luxembourg - scary! The irony is that most people in the EU haven't got a clue who its unelected EU leaders actually are. Do test this point out!

Nigel Farage, Ukip leader and out campaigner responded by saying that those campaigning for the UK to remain in the EU were moving from "project fear to project threat."

Certainly, if Britain stayed in the EU, Britain's NHS could be under threat. Why? Because if the EU signs the TTIP trade agreement with the U.S. it could see the NHS partly privatised to American companies. The trade deal currently being negotiated is really all about big American companies with less rules ruling the roost, which actually would upset many unions and governments in France and Germany.

The 'remain camp' argues that jobs would be lost if Britain left the EU. Really? Britain does more trade with the rest of the world. The reality is the EU needs Britain more than the UK needs the EU.

Germany needs the UK to buy its products. It needs Czechs and Slovaks to help keep its steam engine running. They drive it *and* put the coal in the fire. In the future it'll be Czech and Syrian workers.

Britain is one of the EU cash cows. If it leaves the EU, the poorer EU countries, whose populations have been allowed to milk the EU cash cow two to three

READING 3 - continued

times a day continuously till now, would get less milk. Britain would be able to use this money to reinvest in Britain. We are talking some £136m a week!

The likelihood is that the Brexit vote will actually be decided by young people. If they bother to vote they are seen as voting to remain in the EU. People over 50 in the UK will mostly vote to leave, as they remember life as it used to be before mass immigration changed the face of the UK.

Today, you can walk down any high street in the UK. Many have changed beyond recognition. In the East End of London the Cockneys have been driven out by foreigners - scary! Over the last 10 years or so white flight has happened in north London, thus adding to its multiculturalism.

Currently there is a lot of interference by foreign heads of states about whether the UK remains in the EU. It is time for the people of the UK to decide their own fate *not* anyone else. It is not down to 300 odd film celebrities who want Britain to remain in the EU. These movie actors get rich from the subsidies paid by the EU. Oh, the gravy train just spoke!

To help balance the discussion a little let's now look at some of the merits of staying in the EU. Britons can live, study and work anywhere in Europe and vice versa. There are no border controls, especially those within the Schengen zone. In many parts of Europe there is the euro. This makes travel and trade easier within the EU.

There is a huge amount of investment by international companies in the UK which have helped create a lot of jobs. One in 10 of these is EU related. Security is another important issue within the EU. There is cross border co-operation to counter terrorism. Thanks to the EU you can now make cheaper mobile phone calls across Europe. Having the European Union has also allowed EU countries to live in peace.

June 23 will be a deciding day for Brits of what *they* want for their future. Their decision though will affect the whole world.

Countdown to Brexit vote – 25th May 2016



GAP FILL: LISTENING

WRITING/SPELLING

Countdown to Brexit vote

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The EU in Europe is currently running its 'empire'. It functions just like empires did 100 years ago – the German Empire, the _____ Empire, and the British Empire. The latter had administrators sent out to places like India and Australia to run the ship. These days it is the likes of _____ working in Luxembourg and Brussels who keep the EU's cogs working. It is no different.

Voters in the UK have a _____ decision to make on June 23. If they vote to stay in the EU they can watch

their country be engulfed by big _____, run mostly by foreigners. The British, black or white, can watch their nationality be diluted even more by foreigners.

The UK can become part of the future federal United States of Europe - run by _____ in Brussels and Luxembourg, or it can vote to leave and take back control of its borders, which currently it cannot do due to _____. Of course there are _____ either staying or leaving the EU. This English lesson focuses on some of them and looks hopefully at both sides in the discussion ahead.

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WRITING / SPEAKING

1) On the board - *In pairs, as a class* - write down 20 different things you know about the EU. Talk about them! *5 mins.*

2) Sentence starters - Finish these sentence starters. Correct your mistakes. Compare what other people have written.

- 1) The EU _____
- 2) The Brexit vote _____
- 3) The Brits _____

3) In class - Write down 50 words about: **Countdown to Brexit vote**. Your words can be read out to the class.

4) Homework - Write and send a 200 word email to your teacher about: **Countdown to Brexit vote**. Your email can be read out in class.

SPELLING

The teacher will ask the class individually to spell the following words that are in the article. Afterwards check your answers.

- 1) foreigners
- 2) should
- 3) decision
- 4) nationality
- 5) bureaucrats
- 6) legislation
- 7) functions
- 8) referendum
- 9) whether
- 10) arrogance

SPELLING

Use the following ratings:

- Pass = 12**
- Good = 15**
- Very good = 18**
- Excellent = 20**

- 11) administrators
- 12) cogs
- 13) chancellor
- 14) project
- 15) poorer
- 16) immigration
- 17) discussion
- 18) terrorism
- 19) subsidies
- 20) likelihood

Countdown to Brexit vote – *25th May 2016*