Britain to join EU OceanEye alliance

LEVEL C1


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I. WARM-UP

1. How do oceans influence weather where you live?
2. When should countries share scientific data?
3. What extreme weather has your area faced recently?

II. KEY VOCABULARY

initiative
A new organised programme created to achieve a specific goal.

alliance
A formal partnership between countries or organisations for a shared aim.

replica
A close copy made to represent something, not the original itself.

sensors
Devices that detect and measure conditions such as heat or movement.

underpin
To support something and make it stronger or possible.

capacity
The amount of activity or work a system can handle.

dismantle
To take something apart so it stops working as a system.

vulnerable
Open to harm or risk because protection is weak or uncertain.

III. READING

Britain will join OceanEye, an EU-led ocean science initiative, to improve forecasts of extreme weather, Angela Eagle will announce in New York. Launched by the EU with €92m, OceanEye aims to build a digital, real-time replica of the world's oceans by 2030 using satellites, sensors and computer models.

The EU has formed an alliance with Canada to close gaps in under-monitored regions. Ocean observations also underpin national security, global trade and marine protections. Global observing capacity has serious gaps at the poles, in the deep ocean and in biological measurements.

The system has been strained by US moves to dismantle parts of its contribution. After a backlash, the US reversed a proposal to scrap $368m for its Ocean Observatories Initiative, yet the Global Ocean Observing System remains vulnerable to changing US priorities.

Britain will share more data from the Met Office and other agencies with the EU and Canada. Officials say joining the alliance will help the UK manage climate impacts at home. European Commission president Ursula von der Leyen and Canada's prime minister, Mark Carney, are attending the UN event.

Reading text adapted from reporting by **The Guardian***: "UK to join EU ocean science scheme to...". Original article linked at theenglishwire.com.*

IV. COMPREHENSION QUESTIONS

1. What programme is Britain joining to improve forecasts?
2. What budget and target year does OceanEye have?
3. Which partners are in the alliance before Britain joins?
4. Why is the global observing system described as vulnerable?
5. Who will announce the move, and where?

V. DISCUSSION

1. Should the UK share more ocean data or keep tighter control? Why?
2. How could a real-time ocean replica change daily decisions?
3. What risks grow if polar and deep oceans stay under-measured?
4. When should scientists speak out about funding cuts?

VI. GRAMMAR FOCUS

Three-word phrasal-prepositional verbs

These are verbs made of a verb + particle + preposition (three words) that act as one unit and cannot be split. Each verb takes a fixed particle and preposition, and the object comes after the preposition, never between the parts.

*"Scientists must **keep up with** rapid changes in the oceans."*

*"Long-term projects can **run out of** money if funding stops."*

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence.

1. Researchers (come up against / come up with) data gaps in the deep ocean. _____
2. Officials (face against / face up to) mounting security risks at sea. _____
3. Coastal towns (cope up with / put up with) more extreme weather. _____
4. Forecasters (look forward for / look forward to) better data. _____
5. Agencies may (cut down on / cut down of) surveys if funds fall. _____

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



I. LESSON GUIDE

- Timing: 8–10 minutes warm-up, 10 minutes vocabulary, 12–15 minutes reading and comprehension, 8–10 minutes grammar, 12–15 minutes discussion.
- Pre-teach or check: initiative, replica, sensors, Met Office, vulnerable. Note OceanEye is EU-led and the UK is joining to share more data.
- Run a skim-then-scan: first gist (who, what, why, where), then specifics (figures, dates, names). The topic involves extreme weather impacts, so invite examples from news reports rather than personal losses if needed.
- Differentiate by task: stronger students map institutions and roles (EU, UK, Canada, GOOS, US agencies); others mark the timeline and numbers, then summarise the article in three sentences.

II. DISCUSSION FACILITATION TIPS

1. Take a quick show of hands, then pair opposing views; push for concrete benefits and risks (security vs science).
2. Elicit specific cases: shipping routes, storm warnings, fishing closures; ask for one local example per student.
3. Build a class list (forecast errors, trade disruption, defence gaps), then have groups rank the risks.
4. Use a timeline prompt (before, during, after a cut is proposed); in groups, choose one point and justify it.

III. EXTENSION ACTIVITIES

Debate: In two teams, argue for or against sharing more Met Office data with OceanEye; 8 minutes prep, 6 minutes debate.

Writing: In pairs, draft a 100-word briefing for UK MPs explaining why the €92m OceanEye plan matters by 2030.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Three-word phrasal-prepositional verbs

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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These answers are for teachers only. Please do not share this page with students.


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IV. COMPREHENSION QUESTIONS

1. What programme is Britain joining to improve forecasts?
   OceanEye, an EU-led ocean science initiative.
2. What budget and target year does OceanEye have?
   €92m and 2030.
3. Which partners are in the alliance before Britain joins?
   The EU and Canada.
4. Why is the global observing system described as vulnerable?
   It is exposed to changing US priorities.
5. Who will announce the move, and where?
   Angela Eagle, in New York.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Circle the correct option in each sentence.

1. Researchers (come up against / come up with) data gaps in the deep ocean. **come up against**
2. Officials (face against / face up to) mounting security risks at sea. **face up to**
3. Coastal towns (cope up with / put up with) more extreme weather. **put up with**
4. Forecasters (look forward for / look forward to) better data. **look forward to**
5. Agencies may (cut down on / cut down of) surveys if funds fall. **cut down on**

VI. GRAMMAR FOCUS

Key point: These are verbs made of a verb + particle + preposition (three words) that act as one unit and cannot be split. Each verb takes a fixed particle and preposition, and the object comes after the preposition, never between the parts. (Examples constructed.)

> *"Scientists must* **keep up with** *rapid changes in the oceans."*
>
> *"Long-term projects can* **run out of** *money if funding stops."*