

THE ARTICLE

From <https://breakingnewsenglish.com/2104/210404-racism.html>

A report on racism commissioned by the United Kingdom has drawn criticism from upholders of racial equality. The Commission on Race and Ethnic Disparities was established last summer in the wake of the killing of George Floyd in the USA. That death sparked protests across the world and fuelled the Black Lives Matter movement. The commission acknowledged that racism remains a "real force" in the UK. However, it said the British system is no longer "deliberately rigged against ethnic minorities". It said people use racism as a "catch-all explanation" for not getting ahead in life. It added that geography, family, socio-economic background, culture and religion have a more significant impact on success in life than race.

Advocates of racial equality called the report, "a truly historic denial of the scale of race inequality in Britain". The day the report was released, the UK government's most senior adviser on race resigned, although he said the timing was coincidental. A leading UK politician and radio show host, David Lammy, was deeply critical of the report. He accused the government of "gaslighting" the British public. He tweeted: "For my own mental well-being I am not doing media interviews on the race commission today. Like so many in Britain's Black community, I'm tired of the endless debate about whether structural racism exists with little desire to actually address it. We are being gaslighted."

Sources: <https://www.npr.org/2021/04/01/983499592/u-k-government-report-draws-criticism-over-historic-denial-of-race-issues>
<https://www.theguardian.com/commentisfree/2021/apr/02/sewell-report-racial-disparity-progress-division-racism>
<https://www.thedailybeast.com/samuel-kasumu-quits-after-gaslighting-study-that-denied-institutional-racism-exists>

WARM-UPS

1. RACISM: Students walk around the class and talk to other students about racism. Change partners often and share your findings.

2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

report / racism / racial equality / ethnic / protests / rigged / minorities / geography / denial / inequality / adviser / resigned / politician / gaslighting / mental / community

Have a chat about the topics you liked. Change topics and partners frequently.

3. NO RACISM: Students A **strongly** believe racism will disappear one day; Students B **strongly** believe it won't. Change partners again and talk about your conversations.

4. EQUALITY: Where do you see inequality with these things? How can we create greater equality? Complete this table with your partner(s). Change partners often and share what you wrote.

	Inequality	Creating Greater Equality
Race		
Gender		
Age		
Wealth		
Religion		
Weight		

5. REPORT: Spend one minute writing down all of the different words you associate with the word "report". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. PROTESTS: Rank these with your partner. Put the things you would protest about most at the top. Change partners often and share your rankings.

- Racial equality
- Lower taxes
- Corruption
- No war
- Global warming
- Food prices
- LGBTQ rights
- Free speech

VOCABULARY MATCHING

Paragraph 1

- | | |
|-------------------|---|
| 1. commissioned | a. Set up or started. |
| 2. established | b. A statement or action expressing disapproval of or objection to something. |
| 3. in the wake of | c. Provided the stimulus for a dramatic event or process. |
| 4. sparked | d. Used to refer to the aftermath or consequences of something. |
| 5. protest | e. Gave an order for or authorize the production of something such as a report, building, piece of equipment, or work of art. |
| 6. rigged | f. Great or important enough to be worthy of attention. |
| 7. significant | g. Manage or conducted something fraudulently so as to produce a result or situation that is advantageous to a particular person. |

Paragraph 2

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|------------------|--|
| 8. advocate | h. Relating to the arrangement of and relations between the parts of something. |
| 9. denial | i. A person who publicly supports or recommends a particular cause or policy. |
| 10. scale | j. A kind of psychological control in which a person or a group sows seeds of doubt in people, making them question their own memory, perception, or judgment. |
| 11. coincidental | k. Think about and begin to deal with an issue or problem. |
| 12. gaslighting | l. The relative size or extent of something. |
| 13. structural | m. Resulting from a coincidence; done or happening by chance. |
| 14. address | n. The action of declaring something to be untrue. |

BEFORE READING / LISTENING

From <https://breakingnewsenglish.com/2104/210404-racism.html>

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- a. A report on UK racism was set up after a man was killed in the USA. **T / F**
- b. The report says racism is a real force in the UK. **T / F**
- c. The report says the British system is rigged against ethnic minorities. **T / F**
- d. The report says geography has a bigger impact on success than race. **T / F**
- e. Critics of the report said it denied the scale of race inequality in Britain. **T / F**
- f. A senior government race adviser quit the day the report was released. **T / F**
- g. The report said the UK needed a lot more gas lighting. **T / F**
- h. An MP said he was tired of the debate on whether gaslighting exists. **T / F**

2. SYNONYM MATCH:

Match the following synonyms. The words in **bold** are from the news article.

- | | |
|------------------------|--------------------|
| 1. commissioned | a. tackle |
| 2. established | b. continues to be |
| 3. sparked | c. quit |
| 4. remains | d. set up |
| 5. impact | e. welfare |
| 6. scale | f. prompted |
| 7. resigned | g. constant |
| 8. well-being | h. ordered |
| 9. endless | i. extent |
| 10. address | j. effect |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|-------------------------------------|---------------------------|
| 1. A report on racism commissioned | a. denial |
| 2. in the wake | b. ethnic minorities |
| 3. acknowledged that racism remains | c. on success in life |
| 4. deliberately rigged against | d. debate |
| 5. a more significant impact | e. was coincidental |
| 6. a truly historic | f. by the United Kingdom |
| 7. he said the timing | g. critical of the report |
| 8. deeply | h. of the killing |
| 9. I'm tired of the endless | i. address it |
| 10. little desire to actually | j. a "real force" |

COMPREHENSION QUESTIONS

From <https://breakingnewsenglish.com/2104/210404-racism.html>

1. When was the Commission on Race and Ethnic Disparities established?
2. What movement did the death of George Floyd fuel?
3. What did the commission acknowledge racism remains?
4. Who did the commission say the British system wasn't rigged against?
5. What might geography have a bigger impact on for success in life?
6. What did racial equality advocates call the report?
7. Who quit on the day the report was released?
8. What did David Lammy accuse the British government of doing?
9. What is David Lammy tired of?
10. What did Mr Lammy say there was little desire to do regarding racism?

AFTER READING / LISTENING

From <https://breakingnewsenglish.com/2104/210404-racism.html>

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'racism' and 'criticism'.

racism	criticism

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none">• drawn• wake• across• force• catch• culture	<ul style="list-style-type: none">• truly• senior• leading• accused• tired• address
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RACISM DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'racism'?
3. Why are people racist?
4. What is your impression of the UK and multiculturalism?
5. What kinds of racism have you seen in your country?
6. Have you ever experienced racism?
7. What would you say to a racist?
8. What would you do if you saw someone being racist?
9. What can countries do to reduce racism?
10. What do you think life is like being part of an ethnic minority?

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RACISM DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

11. Did you like reading this article? Why/not?
12. What do you think of when you hear the word 'criticism'?
13. What do you think about what you read?
14. What is the history of racial equality in your country?
15. What do you know about gaslighting?
16. What damage does racism do to a country?
17. What is structural racism?
18. Do you think we are all racist to some degree?
19. What advice do you have for people who suffer from racism?
20. What questions would you like to ask the head of the commission?