

Words In The News

Teacher's pack

Lesson plan and student worksheets
with answers

Online Gambling
04 October 2006



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LEARNING ENGLISH



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Level: Intermediate and above

Topic: New US laws banning gambling on the Internet

Language: Vocabulary of news report related to US laws and the gambling business
Present perfect grammar

Aims: Reading skills – Understanding a short news report
Language skills – Practising present perfect
Writing skills – Discursive essay – The Internet

Materials: Worksheet 1 – Comprehension questions
Worksheet 2 – Vocabulary matching task
Worksheet 3 – Grammar/language focus – Present perfect
News story – Available online at:

http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/10/061004_gambling.shtml

Preparation: Before the lesson, make enough copies of worksheet 2 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations, to make a matching exercise. Students also need one copy each of worksheets 1 and 3.

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LESSON STAGES

A Stimulate student interest in text

Generate interest about today's topic by asking students about their use of the internet, particularly in their leisure time. Also, introduce the concept of gambling – perhaps through reference to lotteries or sports betting.

B Pre-teach essential vocabulary

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan. Have students working in small groups together and ask them to try to match the vocabulary with the definitions.

Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they are not sure of. If they don't have dictionaries, check their answers and give them help with any words they aren't sure of.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

to clamp down on

to take sudden firm action (against a negative behaviour)

legislation

a law or set of laws

tacked onto

added to (something already complete)

to come into effect

to officially start

taken a significant battering

suffered a lot of damage (here, lost a lot of value in shares)

follow suit

do the same as somebody else has already done

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a huge blow

serious damage

revenues

income

bleak

making you feel without hope

punters

typical customers, particularly gamblers

C Written record of vocabulary

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy your boardwork into their notebooks.

Boardwork:

to clamp down on

legislation

tacked onto

to come into effect

taken a significant battering

follow suit

a huge blow

revenues

bleak

punters

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D Set global questions.

Tell the students they are going to read a text about laws and the use of the internet in the USA.

Put these questions on the board:

1. What activity on the internet is this article about?
2. How will the new law affect this activity?
- 3 Do you think this law is a good or bad idea? Why?

Students read text the first time.

Give them a time limit (1 - 2 minutes) to read the text quickly to find the answer to the first 2 questions. They do not need to understand the details for each topic.

E Check answers

Elicit students' answers and tick the correct answers on the board. Invite comments in response to the third question.

The answers are: 1 – Gambling 2 – There will be no more gambling on the Internet in the USA. It will be illegal.

F Set specific information questions

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text a second time in more detail and to answer the questions.

G Check answers

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit the correct answer (see worksheet 1 and answer key).

H Vocabulary consolidation/building

Students do the vocabulary matching exercise (worksheet 2 that you cut up before the lesson): in small groups they match the correct word with the right definition.

I Check answers

Elicit answers. If an answer is wrong, ask other students to try to elicit the correct answer.

J Grammar focus: present perfect

Show students the first two examples of the present perfect in the article.

Paragraph 1: 'Shares in online gambling companies have lost more than half their value on the London Stock Exchange today...'

'While there have been moves to clamp down on Internet gambling in the United States for some time...'

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Elicit or show the students the form of the present perfect and explore its uses.

First sentence – Action occurring in a period of time that has not finished (today)

Second sentence – Actions that occurred before now but the exact time is not specified.

Contrast these with the use of the past simple to refer to actions in completed periods of time (last year) or at specific times in the past (January 1 2006)

Ask the students to find another example of the present perfect in the text.

'The world's largest online casino, 888, has already suspended its operations in the US'

Hand out Worksheet 3 which focuses on the present perfect and the past simple. Tell students to complete the sentences with the correct verb and the correct tense.

K Check answers

If an answer is wrong, ask other students to try to elicit the correct answer (see worksheet 3 and answer key).

L Follow-up activity: Writing - For and against essay

Ask students to think about the positive and the negative things about the internet.

Students work in pairs or small groups to brainstorm ideas. Encourage the students to see that some things may have both advantages and disadvantages e.g. chat rooms allow people from all over the world to talk with each other (positive) but they also mean that people spend less time in face to face communication with neighbours (negative)

Tell students to write a short for and against essay in answer to the following question:

Do you think that the world would be a better place without the internet?

They should use the following structure:

Paragraph 1 – Introduction (What is the internet? How old is the internet? Why might the internet be seen as making the world worse?)

Paragraph 2 – Positive things about the internet

Paragraph 3 – Negative things about the internet

Paragraph 4 – Personal opinion and overall conclusion in answer to the question.

Encourage the students to be selective with regard to the ideas that they brainstormed – they only need two or three points in each paragraph in the main body of the essay.

Following the writing, put the students in small groups to swap essays and to read them. Then, they discuss the opinions that they have read and ask each other further questions.

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M Feedback

Give praise for content and show your interest in the different views expressed.

Give praise for correct language.

Give feedback on incorrect language you saw. You could write some example phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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STUDENT WORKSHEET 1

Are the following sentences true or false?

1. People have been surprised by this new law. **T/F**

2. The new law is already in action. **T/F**

3. All the companies are waiting for the law to start before they stop business. **T/F**

4. The US is the main market for these companies. **T/F**

5. Consumer power means that online gambling may increase again in the future. **T/F**

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STUDENT WORKSHEET 2

VOCABULARY

Match these words and phrases to their definitions

- | | |
|---|---|
| 1. to clamp down on | A. a law or set of laws |
| 2. legislation | B. suffered a lot of damage (here, lost a lot of value in shares) |
| 3. tacked onto | C. do the same as somebody else has already done |
| 4. to come into effect | D. to take sudden firm action (against a negative behaviour) |
| 5. taken a significant battering | E. to officially start |
| 6. follow suit | F. added to (something already complete) |
| 7. a huge blow | G. typical customers, particularly gamblers |
| 8. revenues | H. making you feel without hope |
| 9. bleak | I. serious damage |
| 10. punters | J. income |

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STUDENT WORKSHEET 3

GRAMMAR FOCUS – Present perfect

Complete the sentences with a verb from the box and choose the most appropriate tense – the present perfect or the past simple.

learn know visit meet finish eat see have (x2) use

1. In my life I ____ many different countries, and I hope to go to even more!
2. When she was fifteen, she ____ to drive.
3. I ____ David for 12 years. We ____ each other at school.
4. So far today, I ____ four chocolate bars and a packet of crisps.
5. ____ you ____ the homework? I did mine last night.
6. What film ____ you ____ last night?
7. ____ you ever ____ the Internet for gambling?
8. Last week, I ____ a lot of free time, but this week I ____ any at all, not even a second!

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ANSWER KEY

STUDENT WORKSHEET 1

1. True – Paragraph 1 of the written text says, 'this latest action...was a little unexpected.'
2. False – Paragraph 1 says, 'All the bill needs to come into effect is the signature of President George Bush - and that's likely to happen within the next two weeks.'
3. False – Paragraph 2 says, 'The world's largest online casino, 888, has already suspended its operations in the US - and another company, PartyGaming says it'll follow suit once the bill is signed into law.'
4. True – Paragraph 3 says, 'PartyGaming generates as much as 78 percent of its revenues from the United States. For 888, the figure is around 50 percent.'
5. False – Paragraph 3 says 'many experts say that the desire on the part of punters to gamble means that, in time, ways around these new laws will probably be found.'

STUDENT WORKSHEET 2

- | | | | | |
|------|------|------|------|-------|
| 1. D | 2. A | 3. F | 4. E | 5. B |
| 6. C | 7. I | 8. J | 9. H | 10. G |

STUDENT WORKSHEET 3

1. In my life I have visited many different countries, and I hope to go to even more!
2. When she was fifteen, she learnt/learned to drive.
3. I have known David for 12 years. We met at school.
4. So far today, I have eaten four chocolate bars and a packet of crisps.
5. Have you finished the homework? I did mine last night
6. What film did you see last night?
7. Have you ever used the internet for gambling?
8. Last week, I had a lot of free time, but this week I haven't had any at all, not even a second!