

# Gambling and the National Lottery

## Topic

Gambling, National Lottery

## Aims

- To learn how to speak about probability
- To review vocabulary and grammar structures
- To practise reading skills
- To practise speaking skills

## Age group

12 – adult

## Level

B1 / B2

## Time

60 – 90 minutes

## Materials

1. Gambling and the National Lottery student worksheet
2. Internet links: <https://www.national-lottery.co.uk/life-changing> - information on where National Lottery charity money goes  
<http://www.ncpgambling.org/> - National Council for Problem Gambling  
<http://money.aol.co.uk/2014/08/19/lottery-winners-who-lost-it-all/> - Article on lottery winners who lost everything

## Introduction

This lesson looks at the theme of gambling and ties in with the 10th birthday of the National Lottery in the UK. Depending on where you are working, talk to some friends or other teachers about the general attitudes towards gambling before bringing the topic into the classroom. Adapt the activities as much as you feel necessary to your local cultural context.

Task 1 gets students thinking about gambling by giving some odd examples of things that you can bet on in the UK. Task 2 is a version of bingo and is a staple TEFL activity. It can be used with many different topics. Task 3 is a magazine style quiz for students to find out if they are risk takers. Task 4 is a reading text with comments from the general public who have been asked how their lives have changed since the National Lottery began. It can be used as a spring - board to discussions and role - plays. Then there is an optional game called Jackpot. Pairs compete against each other to test their knowledge of vocabulary or grammar. It can be adapted to any level of learner. Task 5 requires students to use their imaginations and decide what they would do if they won a lottery jackpot.

## Procedure

<b>1. Task 1 – How likely is it?</b>	<p>Task one is for intermediate levels and above but you could easily simplify it for lower levels. The meaning of the words 'bet' and 'gamble' should be clear from the context but be prepared to explain them. Students think about the questions and then you can ask them, 'are you confident / sure about that?' Encourage them to think about the risk involved with betting. Explain that in the UK you can bet on almost anything, and if possible give some recent examples of things that have been popular bets.</p>
<b>2. Task 2 – Vocabulary Bingo!</b>	<p>Before the class cut up 30 small pieces of paper. For very low levels write the numbers 1 to 30 on them and use them to play number bingo. Get the students to write 8 numbers in the bingo board and then pull the numbers from a bag or an envelope. Have fun calling them in true bingo fashion. "2 little ducks, twenty – two!" etc. If students are new to bingo do a demonstration on the board and teach them to say "line" and "bingo." When they get the idea, ask the winner to be the bingo caller.</p> <p>An alternative to the traditional numerical bingo is vocabulary bingo and is good for revising any group of words. Ask your students to look in their course books or vocabulary books and to tell you 30 words they have learnt in English this term. Give the board pen to a student to write the words up on the board as class-mates call them out and you write the words on the bits of paper and put them in a hat (or an envelope or a plastic bag!) Ask students to write eight of the words on the bingo board. Call out the words one by one. (You could say a sentence with the word contained in, or you could say the words in their mother tongue so they have to translate) When the first student gets a Bingo, they take over as bingo caller.</p>
<b>3. Task 3 – Are you a risk taker?</b>	<p>This is a short magazine style quiz for pre-intermediate students and above. Students answer the questions to discover whether or not they like risk. As an extension, you could get students to write an extra question or two to ask the rest of the group.</p>
<b>4. Task 4 – The UK National lottery</b>	<p>The National Lottery started in 1994 and has become extremely popular in the UK. This reading text is for intermediate levels and above. Depending on the level, you may need to pre-teach some of the vocabulary. There are 2 discussion questions which follow the reading and an optional role play activity for higher levels.</p>

**5. The Jackpot – optional game**

This is a multi-level activity to revise any vocabulary or grammar items. All you need is lots of cut up blank bits of paper. Students play in pairs against a partner. Give each pair a bunch of blank papers and demonstrate the game clearly before you start. Decide what you need to revise. This is an example to revise the use of the prepositions in / on / at. Read out a sentence with a missing word. As you miss out the word say 'beep'.

Example

*I was born \_\_\_\_ (beep) 1974.*

*My birthday is \_\_\_\_ (beep) November 22nd*

*I got up today \_\_\_\_ (beep) 8 o'clock etc. etc.*

As you read the sentence, students write what they think the missing word (the 'beep') is on a bit of paper. They mustn't show their partner. When everyone has written something, say "1, 2, 3, turn over" and students should turn over their answer on the table and put it next to their partner's. If both of them are correct the papers stay in a pile in the middle. If both are wrong, they stay in a pile in the middle. The bits of paper accumulate in the middle until one of the pair gets an answer right and the other gets it wrong they win all the accumulated bits of paper in the middle. This is the jackpot! After ten or so sentences, the winner in each pair is the one with the most bits of paper.

**6. Task 5 – Lottery winner!**

How much is £10, 000,000 in the currency where you are working?

Calculate it more or less. Students are going to imagine they have won this amount in a lottery.

(If you could get your hands on a copy of the song 'If I had a million dollars' by the Bare Naked Ladies or 'Money Money Money' by Abba it would make a lovely introduction to this activity) Students imagine that they have won the equivalent of £10, 000,000 in a lottery. For lower levels you could mime the scene of winning the money and show pictures of luxury items to activate their mind set.

**Contributed by**

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