



Pre-Reading Activities

A: What Are You Going To Do?

Work in pairs. Your teacher will give you some cards with sentence beginnings and endings. Match each sentence beginning with the correct ending.

B: Discussion

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Answer these questions in small groups.

- 1a. Do you like school? Why or why not?
or
- 1b. Did you like school when you were a child? Why or why not?
- 2. A bully hurts or frightens a weaker person.
Do you know any bullies?
- 3. Do you use a computer every day? If yes, what do you use it for?
- 4. Where is the country, the Netherlands?
What are people from the Netherlands usually called?



Reading Activities

A: Understanding The Main Idea

Here are the first two sentences of today's article. Read the sentences and answer the questions.

In the Netherlands some children bully other children **online**.

Word:

online - using the Internet to do things (send emails, go to chat rooms, etc.)

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- 1. What do some children do?

12% of Dutch young people said other children bully them online.

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- 2. Who bullies Dutch young people?
- 3. Do they bully them in the classroom? Yes / No.



B: Matching Information

Here are some numbers from today's article. Read **Part One** of today's article and match them with the correct question below. (Be careful! There is one extra answer.)

12%, 37%, 500, 30%, 11-15

1. How many children said other children bully them online?
2. How old were the children in the study?
3. How many children did Planet Internet interview?
4. How many children tell their parents other children bully them?

Part One

Online Bullying in the Netherlands

AMSTERDAM Fri Feb 11 (Reuters) - In the Netherlands some children bully other children online. 12% of Dutch young people said other children bully them online. The children in the study were between 11 and 15 years old.

30% of children in the study said they bully other children online. A company, Planet Internet did the study. The company **interviewed** 500 children. 37% of **victims** tell their parents.

Words:

interview - asking someone questions

victims - a person who is hurt or killed by someone else

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C: True Or False

Here is **Part Two** of the article. Read it and decide if each statement is 'true' (T) or 'false' (F).

1. The child is 11 years old.
2. We know the child is a girl.
3. The child sends emails.
4. The child sends emails to friends.
5. The child sends friendly emails.
6. The child bullies other children online.

Part Two

(.../Continued)

"I send **mails** to children who I don't like," said one 11-year-old child.
"I... say things like 'I'm **gonna** kill you tonight!'"

Words:

gonna - (informal) going to

mails - emails

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D: What Do You Think?

Answer these questions in pairs.

1. The student sends emails saying 'I'm gonna kill you tonight'. What does this mean?
2. Why do you think the student sends emails like this?



Post-Reading Activities

A: Discussion

Choose some or all of these questions and discuss them.

1. How can we stop bullying?
2. How can we stop bullying online?
3. Do you think children should have mobile phones? Why or why not?

B: Asking For Information

Your teacher will give you a worksheet. Walk around the class and ask other students the question on it. Write their answers in the spaces provided.

C: Language

We use *going to...* (*am / is / are + going to + base of verb*) to talk about something we plan to do in the future. We have thought about doing this thing before we talk about it.

*It's Valentine's Day soon.
Yes, I'm going to give my girlfriend some roses.*

*Do you want to go shopping with me after school?
No thanks, I can't. I'm going to visit my aunt.*

The student in today's article said "I'm gonna kill you tonight." This is a way of saying "*I'm going to kill you tonight.*"

Read these sentences. Fill the gaps with the correct word: *am / is / are*. The sentences use *going to...*

1. I _____ going to have a party on Saturday.
2. My friends _____ going to come to my house.
3. We _____ going to listen to some music and dance.
4. My parents _____ going to have dinner with some friends.
5. My younger brother _____ going to wash the dishes.
6. I _____ going to pay him \$15.00.
7. My friend has lots of CDs. She _____ going to bring her CDs to the party.
8. We _____ going to have lots of fun!



TEACHERS' NOTES AND ANSWER KEY

Pre-Reading Activities

A: What Are You Going To Do? - Notes

Tell students to work in pairs. You are going to give them some sentence beginnings and endings and they must match them. You will need to have made copies of the sentences below, cut them in half and mixed them up. Each pair needs a complete set. You may like to add sentences which reflect your students' interests.

Before beginning, you may like to write the question "What are you going to do this evening?" and talk about what this means. You could model the answer by answering it yourself, "I am going to..." Ask students to then take their sets and match the beginnings and endings in pairs. Alternatively, you could give each student a sentence half and tell them to find their partner. Circulate and assist with vocabulary.

Check answers with the class. You could then ask students to repeat the exercise in their pairs with one student asking, "What are you going to do this evening?" and the other answering with one of the responses below. Model pronunciation and intonation before they begin. You could also vary or extend the activity with other time expressions 'tomorrow morning, on Saturday, on Sunday... etc.'

A: What Are You Going To Do? - Sentence Halves To Be Cut Up And Given To Students

I am going to play...	...my guitar.
I am going to read...	...a book.
I am going to watch...	...television.
I am going to play...	... tennis.
I am going to see...	...a movie.
I am going to listen...	...to music.
I am going to send...	...emails to my friend in Japan.
I am going to visit...	...my friend.
I am going to clean...	...my room.

A: What Are You Going To Do? - Answers

I am going to play my guitar.
I am going to read a book.
I am going to watch television.
I am going to play tennis.
I am going to see a movie.
I am going to listen to music.
I am going to send emails to my friend in Japan.
I am going to visit my friend.
I am going to clean my room.

B: Discussion - Notes

Adapt question 1 to the age level of your students: i.e. if they have all finished school, do the b. option.

Reading Activities

A: Understanding The Main Idea - Answers

1. They bully other children online.
2. Other children.
3. No. (They bully them online.)

B: Matching Information - Answers

1. 12%, 2. 11-15, 3. 500, 4. 37%.

C: True Or False - Answers

1. T, 2. F (We don't know whether the child is a boy or a girl.) 3. T, 4. F, 5. F, 6. T.

D: What Do You Think? - Notes

The child probably sent an email but he or she could also have sent a text message.

You may like to add some questions here to get students' response to this kind of email. This could be followed with a discussion on whether children should be able to have access to this kind of technology when they are unsupervised and how parents can supervise their children's use of email and text messaging.

D: What Do You Think? - Sample Answers

1. The student is threatening to kill the child he/she doesn't like.
2. It suggests how much the students dislikes the person. Children often say things they don't really mean and it is used here to show how strong their dislike is. Answers may vary over why children send hate mail.

Post-Reading Activities

B: Asking For Information - Notes

Make copies of the worksheet below. Tell students what the question is (you can use the one provided OR vary it with your own idea: i.e. on a Friday, you can ask "What are you going to do this weekend?", in a night school class you can ask, "What are you going to tomorrow morning?", etc.

You might like to put the answers up from Pre-Reading Activity A on an OHT so students can still see them. You could also write a few others that you think students could use.

Students circulate and ask and answer the questions. They write the answers they get in the spaces.

e.g. Hiroko: "What are you going to this evening?"
Takeshi: "I am going to do my homework."
Hiroko writes: "do his homework."

After students have talked to everyone in the class, ask individuals to report what they have learnt. You could use the following way if you like:

i.e. Carlos: "Hiroko, what is Takeshi going to do this evening?"
Hiroko: "Takeshi is going to do his homework."

A student asks another student the question and after that student answers, they ask another student.

B: Asking For Information - Worksheet To Be Copied And Given To Students

Question: What Are You Going To Do This Evening?

Answer: I am going to...

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

Name: _____
He / she is going to... _____

C: Language - Answers

1. am, 2. are, 3. are, 4. are, 5. is, 6. am, 7. is, 8. are.