

High cost of re-sale tickets results in ban

Level: Advanced (C1-C2)

Time: Approximately 90 minutes

Overview: This article discusses the proposed ban in the UK on the resale of tickets to live events. New legislation would ban all resales of tickets by individuals or companies like StubHub and Viagogo for prices above the face value shown on the ticket. Most event goers and artists are for the legislation, but resale companies argue that a ban on legal resale will cause tickets to sell for even higher prices on the black market.

Business topic: Government regulation in business

Business language: Laws and regulations

Activities: Key words, Understanding the article, Business language (phrases), discussion of opinions about ticket resale, discussion of free vs regulated markets

Groups: Whole class, pairs, small groups

entire sentences containing the key word to see how the word is used in context.

Key:

- | | |
|----------------------------|------------------------|
| 1. <i>blow</i> | 7. <i>crackdown</i> |
| 2. <i>undermined</i> | 8. <i>marketplaces</i> |
| 3. <i>industrial-scale</i> | 9. <i>face value</i> |
| 4. <i>cap</i> | 10. <i>entitled</i> |
| 5. <i>ban</i> | 11. <i>touts</i> |
| 6. <i>outlawed</i> | 12. <i>admission</i> |

- a. Ask students to use words from the previous activity to complete the sentences. Point out that two of the words will not be used. When you go over the answers, make sure that students understand all of the sentences and the key words.

Key

1. *marketplaces*
2. *blow*
3. *entitled*
4. *face value*
5. *undermined*
6. *crackdown*
7. *cap*
8. *admission*
9. *touts*
10. *industrial-scale*

1. Warmer

- a. Ask students to discuss the questions as a whole class. Encourage them to say whether they have ever bought tickets to a live event, and if so, where they bought them. Find out if anyone has paid a higher price for a ticket than the original price. For question 4, ask what kinds of things they would classify as essential and non-essential items. Ask if they think everyone should be able to attend events like concerts or sports events, no matter their income level.

2. Key words

- a. You can either have students read the whole article and then go back to the paragraphs listed next to the definitions to look for the key words, or you can ask them to locate the key words as quickly as they can and then read the article. Either way, remind them to read the

3. Understanding the article

- a. Ask student to tick (✓) the true statements and to rewrite the false statements so that they are true.

Key (suggested answers for false statements):

1. *False – Proposed government legislation in the UK would ban the resale of tickets to live events.*
2. ✓
3. ✓
4. *False – “Ministers want to make it illegal for people to resell more tickets than they were entitled to buy in the initial sale” means that there is a limit to the number of tickets that one person can buy.*
5. ✓
6. *False – The final legislation will totally ban the resale of tickets.*

7. *False – Ticket resales cost consumers about 145 million British pounds a year in increased prices.*
8. ✓
9. ✓
10. *False – The majority of ticket resales are done by individuals buying and reselling more than 100 tickets per year.*

4. Business Language – laws and regulations

- a. Ask students to use the phrases in the box to complete the sentences. Encourage them to scan the article to look at how each phrase is used in context before completing the sentences. When you check the answers, make sure students understand both the phrases themselves and the sentences they are used in.

Key:

1. *regulated market*
2. *draw up legislation*
3. *industry group*
4. *black market*
5. *Consumer protections*

- b. Ask students to complete the sentences from the article with words from task a. Point out that in one case, the form of the verb is different from the base form in the list in task a. Ask them not to look back at the article until they have finished the activity and to think about the meaning of each sentence. When you check the answers, check that they understand how the words are used in the contexts of the sentences.

Key:

1. *regulated market*
2. *black market*
3. *industry groups*
4. *consumer protections*
5. *legislation being drawn up (different form from the base form)*

5. Discussion

- a. Put students in pairs or small groups and ask them to discuss the questions. Point out that there are two different questions in question 2. For question 2, ask them to be prepared to give reasons for their answers.

Ask students if they know anyone personally who has bought or sold tickets for more than the face value price. If so, ask them to give their opinion about that. They do not have to say who the person was.

6. Wider business theme – free vs regulated markets

- a. Put students in pairs and explain that they are going to debate which system is better, free or regulated markets. Go over the debate issue and ask students to read the lists of some of the differences between free and regulated markets. Point out that there are some positive and some negative points listed for each type of market. Allow them to look up more information on free and regulated markets if they need it as they prepare their debate points on the ethics of the online sale of many products, and that there is not one easy, correct answer.
- b. If time allows, have each pair give their debate in front of the whole class. If not, you can put several pairs together and ask them to debate in front of their group. When each debate has finished, the class or the group should decide who they think won the debate. Remind students that their decisions should be made on the strengths of the debate, not on their personal opinions about the topic.