

Before Wonka: the original rip-off events that left children in tears

Level 1: Elementary – Teacher’s notes

Article summary: The article discusses the recent Wonka scam in Scotland and highlights other past ones.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Verb tense review

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking and talking about situations where people get tricked out of money. Ask students if they're familiar with the term *rip-off*. Have students discuss rip-offs or scams they have heard of or fallen victim to. If students are comfortable, encourage them to share what happened, how they felt and how they protected themselves against future scams. They can also talk about things they have heard from others or in the news.

2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Students may know the word *experience* to describe knowledge about something (e.g. *She has 10 years' teaching experience*) or something that happens to you and how you felt about it (e.g. *We had a great experience at that restaurant*). Students may also be familiar with the word *local* as an adjective to describe a small area. As an extension activity, ask students to highlight the key words in the article.

Key:

- | | |
|----------------------------|-------------------------|
| 1. <i>promise</i> | 6. <i>ride</i> |
| 2. <i>spend</i> | 7. <i>mannequin</i> |
| 3. <i>charge</i> | 8. <i>disappointing</i> |
| 4. <i>ticketholder</i> | 9. <i>climbing wall</i> |
| 5. <i>mobility scooter</i> | 10. <i>court</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- | | |
|-------------------|-------------------------|
| 1. <i>charged</i> | 4. <i>mannequin</i> |
| 2. <i>court</i> | 5. <i>promised</i> |
| 3. <i>spend</i> | 6. <i>disappointing</i> |

3. Comprehension check

- a. Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say '*The event's name is Willy's Chocolate Experience,*' or similar.

Key (suggested answers):

1. *Willy's Chocolate Experience*
2. *Glasgow*
3. *the company that ran the event*
4. *spend too much money on things they don't need*
5. *\$60 Australian*
6. *a mobility scooter*
7. *a mannequin*
8. *at the Rialto Theater in Montreal*
9. *a chance to dress up as Nintendo characters, race go-karts and play in a games room*
10. *10,000*

b. **Key language**

- a. The activity gives students an opportunity to review the present simple and past simple using sentences found in the article. You could take this opportunity to compare usage and/or ask students to find additional verbs and name the tense, or change sentences in the present simple to past simple or vice versa.

Key:

1. *past simple*
2. *simple present*
3. *past simple*
4. *present simple*

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- b. Students have an opportunity to practise asking and answering questions in simple present and simple past using verbs from the article. Monitor and offer help with the language when necessary.

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research more about rip-offs.
- b. Students could then present their reports to the class. Encourage students to share the information they've gathered and their opinions about the issue. Encourage students to use some of the given phrases in their presentations when stating facts and their opinions.