

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

Level 2: Intermediate – Teacher's notes

Article summary: The article talks about 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

- 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. *cancelled / miserable*
2. *experience*
3. *abandoned*
4. *gamers*
5. *cancelled*
6. *expectations*
7. *locals*
8. *festive*

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>experience</i> | 7. <i>abandoned</i> |
| 2. <i>expectation</i> | 8. <i>mannequin</i> |
| 3. <i>miserable</i> | 9. <i>gamer</i> |
| 4. <i>reality</i> | 10. <i>unofficial</i> |
| 5. <i>festive</i> | 11. <i>cancel</i> |
| 6. <i>locals</i> | 12. <i>claim</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 "*It was held in Glasgow, Scotland*", or similar.

Key (suggested answers):

1. *Glasgow*
2. *House of Illuminati*
3. *spend more money than they'd like on things they'll never need*
4. *a mobility scooter*
5. *£15; a shop mannequin in a Santa outfit*
6. *at the Rialto Theater in Montreal*
7. *The promise was for costumes, snacks, CBD, up to 20 go-kart laps, a DJ, after party, games room and more. In reality, there were dirty costumes, one cupcake per person and two Nintendo Wiis.*
8. *10,000*
9. *It was closed, and the makers of Fortnite brought a claim to the high court.*
10. *set a new level of terrible (and set the future direction for rip-off events)*

4. Key language

- a. The activity gives students an opportunity to review six different tenses found in the article. You could take this opportunity to compare usage and/or ask students to find additional verbs and name the tense.

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Key:

1. Most will be festive in nature. future simple
2. When it comes to Christmas events, it is very easy. present simple
3. The Rialto Theatre in Montreal hosted an adult Harry Potter-themed event. past simple
4. Willy's Chocolate Experience has set an incredible new level of terrible. present perfect

- b. Students have an opportunity to practise different tenses here. Invite them to challenge themselves and get creative as they write their own sentences. If students need some support, you may wish to have them work in pairs. Save some time for students to share examples of their work.

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 scams and rip-offs.
- b. Students 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.