



English

Year **7**

#мошенничества
#English
#7 класс

Lesson Topic: The Man Who Sold Admiral Nelson

Lesson created by Maria Garder

Teacher's comments: In this lesson, students read a text about Arthur Furguson, the conman who repeatedly defrauded rich tourists by “selling” them UK’s and the USA’s famous sights, practice vocabulary related to finance and fraud schemes, identify stages of a fraud scheme and discuss what can be done to avoid being defrauded.

Aims. By the end of the lesson the students will have managed the following, grouped by category:

1. **English:** read a text about a fraud scheme and search it for relevant vocabulary; practice speaking using vocabulary related to finance and fraud schemes.
2. **Financial Literacy:** understand the mechanism of a fraud scheme and how to avoid being defrauded.

Key vocabulary and structures: a conman; debt/debts, to be in debt; suspicious, to refuse; immediately; to complete a deal; a victim

When to teach: *Passive skills.* To benefit from the lesson, students should be familiar with major British and American sights such as Trafalgar Square, the Statue of Liberty, Big Ben and Buckingham Palace. *Active skills:* Students should be able to analyse a text finding examples of notions described in another text.

Time: 40 minutes.

Resources: Whiteboard and pictures of famous UK and US sights that your students are most likely to know, markers, handouts (see Teacher's Materials file), paper, pens.

Lesson procedure

| Timing | Action | Goals |
|--|--|--|
| Warm up 5 min | Begin by showing pictures of famous UK and US sights such as The Tower of London, The Empire State Building, The Statue of Liberty. Can your students recognize and name them? Ask them how much they think those buildings/sights might cost. Is there a commercial price for them? Could they ever be sold? | To get students' attention and prepare them for the lesson. |
| First reading 5 min | Tell you students they are going to read about the "sales" of such objects. Their task is to read the text quickly and answer the questions (see Teacher's Materials file). Let them check answers in pairs before checking as a whole class (see the Key file for answers). | To practice reading for specific information, to introduce students to the notion of a fraud scheme. |
| Second reading and vocabulary work 10 min | Now ask your students to read the text again, this time looking for as many words as possible about money and fraud schemes. Set a time limit of two minutes, then do a whole class check, encourage your students to write down new vocabulary for future revision. | To present and practice vocabulary related to fraud schemes; to practice reading for detail; to practice controlled speaking. |
| Speaking, reading 15 min | Elicit or tell your students that confidence, lack of information and the need to make a decision very quickly (immediately) are the basis of any short-term con game. Another important component may be fear. Ask students to remember if they have heard any stories of fraud schemes. Listen for their ideas, then hand out copies of the text, Top five mobile phone fraud schemes in Russia (see teacher's Materials file). How do we avoid being defrauded? (See Key file for some possible answers.) | To practice reading for detail, free speaking; to discuss popular fraud schemes in Russia and ways of avoiding them; to practice new vocabulary. |
| Closure 5 min | Review some of the most difficult new vocabulary and finish the lesson. | To consolidate new vocabulary; to give the lesson a closure. |

Potential problems and solutions

1. In the vocabulary search stage of the lesson, to make your students' work a little easier, you can tell them how many vocabulary items you want them to find.

References

1. Oxford. Project 5. Third edition. By Tom Hutchinson. P. 63

2. Confidence trick: https://en.wikipedia.org/wiki/Confidence_trick
3. Top 5 cell phone fraud schemes in Russia:
http://rbth.com/science_and_tech/2013/07/13/top_5_cell_phone_fraud_schemes_in_russia_28045.html

Выводы по итогам апробации в Пироговской школе

Наибольший интерес вызвало:

- обсуждение различных схем мошенничества, известных ученикам из личного опыта и опыта знакомых, а также из мировой литературы и кинематографа;
- чтение текста об Артуре Фергюсоне и его махинациях, разбор и обсуждение текста о мошеннических схемах, наиболее часто встречающихся в современной российской действительности;
- обсуждение способов ограждения себя и своих близких от телефонных и интернет-мошенников.

Наибольшую трудность представляло:

- необходимость быстрого чтения текста с пониманием деталей – как адаптированного, так и оригинального;
- работа (чтение и использование в устной речи) с техническими и финансовыми терминами.

Рекомендации:

- для облегчения понимания аналитического текста о современных телефонных и интернет-махинациях в менее сильных и подготовленных группах можно выделить в тексте наиболее важную информацию.