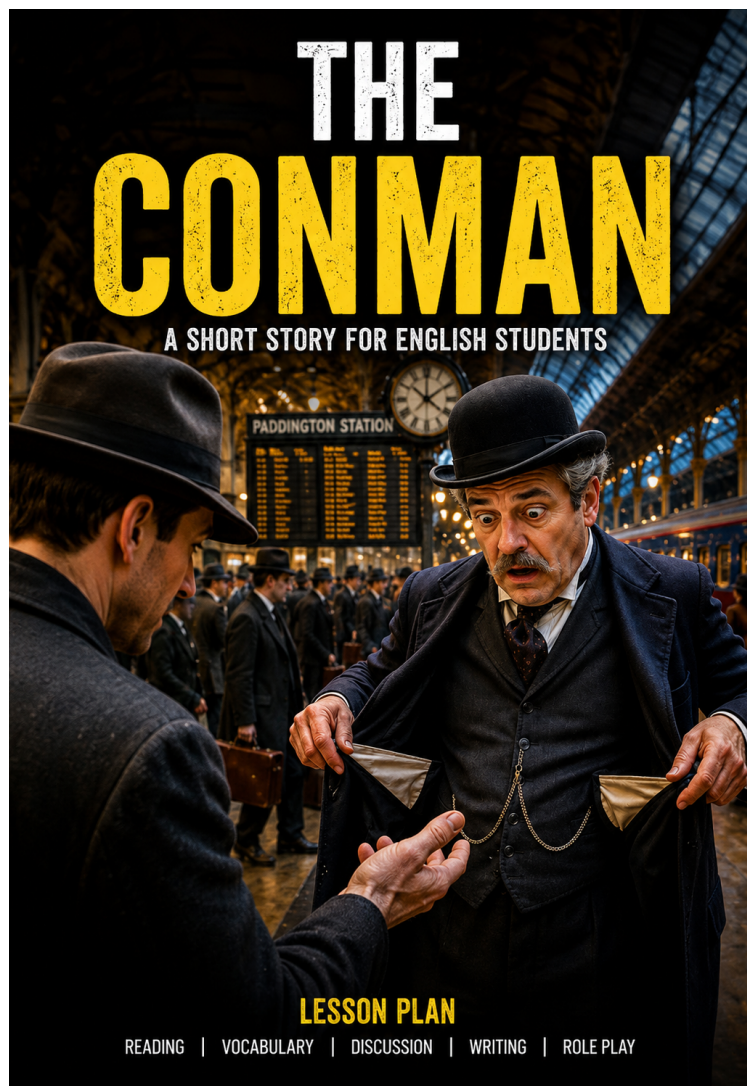




## Teacher's Guide

### *The Conman*

A complete guide to teaching the ManWrites short-story lesson

LEVEL

B1-B2

FORMAT

Flexible lesson sequence

AUDIENCE

Teenage and adult learners

# 1. Lesson at a Glance

**Teaching principle** The full pack is a flexible resource bank. Select the activities that suit your class; it is not necessary to complete every exercise in one lesson.

|                            |                                                              |
|----------------------------|--------------------------------------------------------------|
| <b>Story type</b>          | Darkly comic crime story / twist ending                      |
| <b>Main characters</b>     | Harry and the apparently gullible man                        |
| <b>Core language level</b> | B1-B2                                                        |
| <b>Core lesson time</b>    | Approximately 90 minutes                                     |
| <b>Extended sequence</b>   | Two or three lessons, including speaking and writing         |
| <b>Main skills</b>         | Reading, vocabulary, speaking, critical thinking and writing |

## Learning objectives

- Understand the sequence, character motivation and ironic final twist in an original short story.
- Use contextual clues and targeted exercises to develop vocabulary knowledge.
- Support answers and interpretations with evidence from the text.
- Discuss scams, trust, personal responsibility and crime with appropriate sensitivity.
- Develop fluency through role play, debate, investigation and problem-solving.
- Plan and produce a formal letter of complaint connected to the story setting.

## Before the lesson

- Read the story and choose the questions and vocabulary items most appropriate for the class.
- Open the classroom workspace and test the presentations, reveal buttons and full-screen mode.
- Decide whether students will read individually, in pairs, or follow the teacher reading aloud.
- Download and print only the pages required for the chosen lesson route.

## 2. Choose a Teaching Route

### Route A: Focused 60-minute lesson

- 1. Introductory questions - 5 minutes
- 2. Read or present selected story sections - 15 minutes
- 3. Selected reading comprehension questions - 15 minutes
- 4. One vocabulary activity - 10 minutes
- 5. Selected discussion questions - 10 minutes
- 6. Exit reflection - 5 minutes

### Route B: Complete 90-minute lesson

- 1. Introductory questions - 10 minutes
- 2. Story sections and key words - 25 minutes
- 3. Comprehension check - 20 minutes
- 4. Vocabulary practice - 15 minutes
- 5. Discussion - 15 minutes
- 6. Review and follow-up task - 5 minutes

### Route C: Extended sequence

| Lesson | Focus                          | Suggested content                                                       |
|--------|--------------------------------|-------------------------------------------------------------------------|
| 1      | Story and understanding        | Introduction, Sections 1-10, key words, comprehension and True or False |
| 2      | Language and interpretation    | Vocabulary activities, discussion and role play                         |
| 3      | Critical and creative response | Debate, Alibi, Operation Clean-Up, writing and review                   |

**Homework option** Students can complete one vocabulary activity or plan the formal complaint between lessons.

### 3. Teaching the Core Lesson

#### A. Introduce the theme

Use the five introductory questions to activate ideas about conmen, scams and personal safety. Keep the discussion exploratory and do not reveal that the apparently gullible man is the real thief.

#### B. Read and present the story

- First encounter: ask students to follow for general meaning without stopping for every unknown word.
- Section sequence: use the 10 classroom presentations in order; each combines story text, three key words and comprehension questions.
- Prediction: before Section 10, ask students what they think has happened to Harry's belongings.

#### C. Check comprehension

The pack contains 52 questions. For a shorter lesson, select 12-18 questions covering Harry's method, his choice of target, the invented robbery, the policeman and the final reversal. For a complete lesson, divide questions among pairs, then confirm answers as a class.

**Efficient correction** Ask students to answer and identify the words or event that support the response. Use the revealable answers in each story section or the dedicated Answer Keys presentation.

#### D. Teach vocabulary

The Essential Vocabulary list contains 28 words and phrases. Each story section also highlights three key words for prediction and repetition. Pre-teach only items that block understanding; let students infer the rest before revealing meanings.

- Key words: students repeat the word, predict its meaning, then the teacher reveals the definition.
- Vocabulary notebook: record the meaning, part of speech where useful, and one original sentence.
- True or False: use as a fast comprehension review before deeper vocabulary work.
- Synonyms, antonyms, Words and Meanings, and Gap Fill: work alone, compare in pairs, then reveal answers.

## 4. Speaking, Activities and Writing

### Discussion questions

There are 32 prompts. Choose 6-10 rather than attempting all of them. Begin with reactions to Harry and the stranger, move to the twist, and finish with broader questions about trust, deception, policing and victim responsibility.

- Give students one minute to think or make notes before speaking.
- Use pairs first, then invite selected answers during whole-class feedback.
- Ask follow-up questions such as 'What makes you think that?' and 'Which detail supports your view?'

### Role play and debate

For Role Play, pairs recreate Harry's encounter at Paddington Station using dialogue from the story and original lines of their own. In the debate, teams argue whether people tricked by conmen are partly responsible for what happens to them. Judge clarity, evidence and responses to opposing arguments rather than the opinion itself.

### Alibi and Operation Clean-Up

In Alibi, two suspect pairs create consistent stories about visiting a cinema or restaurant, then face a police interrogation. In Operation Clean-Up, groups act as a police task force and propose three practical ways to reduce pickpocketing and confidence tricks at the station.

### Writing

Introduce the writing task in class and clarify the situation, tone and structure. Students then write a formal letter to Paddington Train Station Police describing an invented crime, requesting action and proposing changes. This is designed as homework, although planning can begin in class.

**Safeguarding note** Scams and theft may connect to upsetting personal experiences. Do not require students to disclose real incidents; they may discuss examples from the news or invent a fictional situation.

## 5. Classroom Workspace Directory

The classroom workspace brings the complete lesson together on one page. Open only the sections needed for the chosen route; presentations can be shown full-screen and answers remain hidden until the teacher reveals them.

| No. | Workspace section      | Best use                                                   |
|-----|------------------------|------------------------------------------------------------|
| 1   | Introductory Questions | Activate background knowledge before reading.              |
| 2   | Story Sections         | Present 10 sections with key words and comprehension.      |
| 3   | Key Words Review       | Review all 30 section key words with hidden meanings.      |
| 4   | Vocabulary Practice    | Run True/False, synonyms, antonyms, matching and gap fill. |
| 5   | Discussion Questions   | Support pair, group or whole-class speaking.               |
| 6   | Role Play              | Recreate and extend Harry's encounter.                     |
| 7   | Debate                 | Discuss responsibility when someone is conned.             |
| 8   | Alibi                  | Run a preparation and interrogation activity.              |
| 9   | Operation Clean-Up     | Design ways to make the station safer.                     |
| 10  | Writing                | Introduce the formal complaint homework task.              |
| 11  | Downloads              | Open or print the complete lesson plan PDF.                |
| 12  | Answer Keys            | Check comprehension and vocabulary activities.             |

## 6. Differentiation and Classroom Management

### Support for B1 learners

- Pre-teach 8-12 essential items and provide sentence starters for discussion.
- Use the story in short sections and check the sequence after each one.
- Allow preparation in pairs before answers are shared publicly.
- Use a class discussion instead of formal debate rebuttal rounds.

### Challenge for B2 learners

- Ask students to separate Harry's assumptions from details stated in the story.
- Require textual evidence and alternative interpretations in discussion.
- Extend the debate with rebuttals and audience questions.
- Ask students to use formal register, precise sequencing and persuasive recommendations in the letter.

### Mixed-level classes

- Give different pairs different comprehension questions, then create mixed groups for feedback.
- Assign speaking roles by confidence: chairperson, note-taker, evidence finder and reporter.
- Offer core and extension vocabulary lists rather than one identical target for everyone.

### Assessment suggestions

- Reading: accuracy plus evidence for inference questions.
- Speaking: clarity, interaction, relevant detail and responsiveness.
- Writing: organisation, formal register, language control and practical recommendations.

### Answer keys

Complete answers appear at the end of the lesson plan and in the Answer Keys presentation. Accept equivalent wording when the meaning is accurate and supported by the story; discussion, role play, debate, investigation, problem-solving and writing tasks are open-ended.

**Final reminder** Choose a route, prepare the required sections, and keep the story central. The activities are there to deepen understanding and communication, not to crowd out the reading experience.