

Credit card fraud

Level

Upper intermediate

Tasks

Telling anecdotes about lost or stolen credit cards
Working out the meaning of four types of credit card fraud
Reading an article about credit card fraud
Matching verb–noun collocations taken from the text
Discussing points arising from the article

How to use the lesson

- 1 Hand out the worksheet. Ask students if they have ever lost their credit cards, or had them stolen. Students discuss any experiences in pairs. Ask students to tell any interesting stories to the class (e.g. if any stolen cards were used illegally).
- 2 Refer students to the four types of credit card fraud in the box. Ask them to try and work out what each involves. If students are struggling, encourage them to guess or give them clues.
- 3 Ask students to read the article and check their answers in 2. Elicit students' reactions to the content of the article. You may wish to check vocabulary at this point e.g. *counterfeit*, *fraudster*, *PIN number*, *ATM (cash-point machine)*, *a scam*.
- 4 Ask students to match the verbs and nouns to make collocations. Students may want to underline the collocations in the text to remind them how they are used in context.

Answers

- (a) carry out fraud (paragraph 1)
 - (b) enter a PIN number/account details (paragraph 2/3)
 - (c) input a four-digit code (paragraph 4)
 - (d) upgrade a cash machine (paragraph 4)
 - (e) receive an e-mail (paragraph 3)
 - (f) produce a replica card (paragraphs 1 and 2)
- 5 Students discuss their answers to the questions in groups, then report their ideas to the class. Hold a class feedback session.

Related websites

Send your students to these websites, or just take a look yourself.

<http://www.ftc.gov/bcp/online/pubs/credit/cards.htm>

<http://www.scambusters.org/CreditCardFraud.html>