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Benchmarks

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Shopping Online

A CLB 5-6 Module with
Teaching Materials

Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

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How to Use the Module Package

This module includes activities for a unit on *Shopping Online* for CLB levels 5 and 6. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



Skill-Building Activity



Skill-Using Task



Assessment Task

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules often have interrelated real world task goals. As such, the activities in one skill area (e.g., Listening) often support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 5 and CLB 6 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 5 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 6. You might adjust the expectations and expect learners at CLB 6 to demonstrate greater mastery than learners at CLB 5 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

Some Notes about Assessment within a PBLA Context:

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

Your Feedback:

CCLB values your feedback to help guide the future development of these multi-level modules. You can help by:

- Piloting all or some of the activities in this module in your classroom, and
- Providing your feedback via an online survey at:
<https://www.surveymonkey.com/r/modulefeedback1>

Module Plan

Theme: Commercial Services

Topic: Shopping Online

	Listening CLB Level: 5-6	Speaking CLB Level: 5-6	Reading CLB Level: 5-6	Writing CLB Level: 5-6
Real-World Task Goal(s)	Understand information about shopping online.	Give opinions about shopping online in a small group discussion.	Understand information related to shopping online; make comparisons.	Write a review of an online product or transaction.
Context/ Background Information	Online shopping and services in Canada; identifying reputable vendors; taking precautions and avoiding frauds/scams when shopping online; awareness of consumer rights; understanding how to protect personal/financial information online; understanding terms, conditions and additional fees; shipping or return shipping policies and fees; weighing the advantages and disadvantages of shopping online vs. in person; navigating online shopping sites; payment options (e.g., credit card; PayPal) and advantages/disadvantages of each.			
CLB Competency Area(s) and Statements	Getting Things Done Understand the gist and some details in moderately complex communication intended to influence or persuade (such as advice, opinion, or suggestions). Comprehending Information Understand descriptive or narrative monologues or presentations related to everyday, personally relevant/generally familiar topics or situations.	Sharing Information Ask for and give information related to routine daily activities in one-on-one interactions; Agree, disagree and give opinions in small group discussions. CLB 6: Give information in some detail.	Getting Things Done Get information from simple to moderately complex business or service texts. Comprehending Information Understand simple to moderately complex descriptive or narrative texts on familiar topics.	Sharing Information Write one (CLB 5) or two (CLB 6) paragraphs to relate a familiar sequence of events or description.

Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus	<ul style="list-style-type: none"> Vocabulary related to online shopping Modals for suggestions, advice 	<ul style="list-style-type: none"> Vocabulary to describe items or shopping experiences Descriptive adjectives Question formation Intensifiers Expressions for giving opinions, agreeing/disagreeing Disagreeing politely 	<ul style="list-style-type: none"> Vocabulary related to the specific reading texts Comparative/superlative adjectives and expressions for comparisons 	<ul style="list-style-type: none"> Descriptive adjectives Expressions for making complaints or giving negative reviews Expressions for giving helpful feedback Writing clearly and concisely Level of formality when writing a review
Language and Learning Strategies	<ul style="list-style-type: none"> Using visuals for making inferences to guess and predict Using background knowledge to help comprehension 	<i>Strategies for:</i> <ul style="list-style-type: none"> Managing a conversation or small group discussion Asking open-ended questions Reframing disagreements in constructive ways Encouraging others to participate in the discussion 	<ul style="list-style-type: none"> Skimming to determine purpose and organization of information on a website Scanning visuals/headings to help find specific information when navigating websites 	<ul style="list-style-type: none"> Using a checklist to proof-read and edit writing
Assessment Tasks	Understand a text about safety tips while shopping online.	Participate in a small group discussion about online shopping: give opinions (with reasons), agree/disagree with others' opinions, ask questions to maintain the conversation.	Read reviews of a product sold online and answer questions.	Write a review about a product sold online.

Additional Teacher Resources

The Language Companion Stage II:

<i>My Canada:</i>	<i>p. 30-31: Banking and Credit</i>
<i>Helpful English</i>	<i>p. 3: Informal Conversations</i>
	<i>p. 28: Giving Opinions</i>
	<i>p. 30: Taking Turns and Interrupting</i>
	<i>p. 36: Tips for Effective Writing</i>
	<i>p. 38: Reading Strategies</i>



- *LINC Classroom Activities (LINC 4)*, Algonquin College, 2009.
http://www.moresettlement.org/LINC1-4/LINC4/LINC_4_Classroom_Activities.pdf
 - Internet Use Survey (pp. 265-270)
 - Shop Online (pp. 271-275)
 - Internet Shopping Role-Play (pp. 276-279)
 - Gifts Online (pp. 280-283)
 - Internet Shopping Cards (pp. 284-291)
- *LINC 4 E-Activities* <http://learnit2teach.ca/linc4/> THEME: Commercial Services and Business: Internet Shopping Dialogue, Internet Use Survey, Shop Online
- Online Shopping Dialogue: <https://basicenglishspeaking.com/shopping/>
- Online versus Traditional Shopping: E-Commerce Vocabulary: <https://eslbrains.com/online-shopping-vs-traditional-shopping/>
- Breaking News English: Online Shopping Addiction: <https://breakingnewsenglish.com/1911/191119-buying-shopping-disorder.html>
- The best online shopping sites in Canada 2020: <https://www.finder.com/ca/online-shopping>
- Government of Canada: Buying Consumer Products Online: <https://www.canada.ca/en/health-canada/services/buying-consumer-products-online.html>
- Government of Canada: Get Cyber-Safe: <https://www.getcybersafe.gc.ca/cnt/prtct-yrs1f/prtctn-mn/nln-shpng-en.aspx>
- Government of Ontario: Safe Online Shopping: <https://www.ontario.ca/page/safe-online-shopping>

Introducing the Module to the Class

There are many ways to introduce the module to learners. Here are some suggestions:

Warm-up Questions:

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas; after a given time limit, the groups move to the next question. The groups move around the room until each question has been discussed.
 - Do you enjoy shopping? Do you enjoy going to malls?
 - Do you shop online? Why or why not?
 - What are the advantages and disadvantages of traditional in-store shopping?
 - What are the advantages and disadvantages of shopping online?
 - What concerns do you have (if any) about shopping online?
 - How do you pay for the things you buy online?
 - Have you ever had a bad experience or been disappointed with something you bought online?
 - How do you think shopping habits will change in the future?
2. Debrief with the whole class by having each group share their answers for the questions.

Additional Warm-up Activities:

3. Organize the class into small groups of 3 or 4. Give each group a set of *Items for Sale* cards on the next page. Have learners place the set of cards face down on the table. Each person draws a card and says whether they have ever purchased this item online or if they would consider doing so in the future. They give a reason for their decision, if appropriate.
4. Ask groups to brainstorm:
 - What questions do you have about online shopping?
 - What do you need to know?

Collect this information in a class chart and post it.

Items for Sale



books	a new car	groceries
furniture (e.g., sofa, dining room table, bed)	small appliance (e.g., iron, coffee maker, toaster oven)	musical instrument (e.g., guitar, flute)
cell phone	television	dishes
baby clothes	laptop	clothing
camera	bed sheets	flowers
jewellery	desk lamp	shoes
bicycle	child's toy	curtains

Goal Setting: Shopping Online

Teaching Notes: Complete the goal setting activity after introducing the module to the class.

Set up:

1. Post a list of language skills that learners can develop in this module. Share the list with learners to use for their goal setting.
 - Building vocabulary related to online shopping
 - Listening to safety tips for shopping online
 - Participating in a discussion: giving opinions, giving reasons to support opinions, agreeing/disagreeing with the opinions of others, asking questions to keep the conversation going
 - Making inferences about the meanings of unfamiliar words by looking at them within the context of a sentence
 - Using correct pronunciation with new vocabulary (e.g., paying attention to word stress, consonant clusters, individual vowel sounds or problematic consonant sounds)
 - Writing a product review to practice descriptive writing
2. Ask learners to think about which skills they want to focus on and improve. Distribute the goal-setting handout on the next page, and go over the instructions for completing it. Discuss the items in the list and have learners write their learning goals on the chart.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

Goal Setting: Shopping Online

Name: _____

Date: _____

Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

End of module review:

Date: _____

My goals:	Did I achieve my goals?	Were my strategies successful?
My Next Steps:		

Vocabulary: A Teacher's Resource

The master list below includes words that appear in this module and may be unfamiliar to learners. Other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the activity and the learners in your class.

Vocabulary Related to Websites

- | | | |
|------------------|-------------|--------------------|
| • Navigation bar | • encrypted | • webpage/homepage |
| • URL address | • padlock | • navigate |

Vocabulary Related to Shopping (in-store and online)

- | | | |
|----------------------------|--------------------|------------------|
| • e-commerce | • return policy | • scam |
| • consumer | • vendor | • fraud |
| • retail | • curbside pick-up | • transaction |
| • retailer | • warranty | • promotion |
| • shipping | • cyber-criminal | • deal |
| • customs and duty charges | • scammer | • produce (noun) |
| • fine print | | |

Other Vocabulary in this Module

- | | | |
|------------------|-------------------------|-----------------------|
| • recommendation | • credible/ credibility | • compromised |
| • vague | • testimonials | • consolidate |
| • perk | • wary | • reputable |
| • dispute | • precautions | • verified/unverified |
| • liability | • legitimate | • deceive |
| • sleek | • skeptical | • reliable |

Expressions in this Module

- | | | |
|------------------------------------|--------------------------|----------------------------------|
| • being a big fan of something | • a rip-off | • top marks |
| • an item costs a fortune | • every bell and whistle | • fork out (money for something) |
| • something isn't worth the hassle | • cost-effective | • (something is) a snap |

Vocabulary-Building Activities

It is good practice to use a variety of activities to help learners strengthen and build their vocabulary. The following are possible vocabulary-building activities that could be used with learners. The *Vocabulary Reflection* on page 13 could be used regularly, such as at the end of a week, or after completing a skill section (e.g., Listening, Speaking).

- **Word Bank:** Post a short list of new words on the board. Have learners work in small groups to identify their meanings and create a word bank.
- **Scrambled Letters:** Write a scrambled version of words on the board that learners have recently learned (e.g., tedecrynp, for encrypted). Have them unscramble the letters to come up with the correct word. This can be set up as a contest with a time limit so that the first learner or group to decipher the word wins.
- **Pronunciation Practice:** Have learners mark the stressed syllables and practise pronouncing the words in their word bank with a partner. Circulate and give feedback on pronunciation where needed.
- **Vocabulary Cards:** Arrange the class into small groups of three or four learners, and give each group one Vocabulary Card Sheet (on the next page). Have one learner copy vocabulary into the spaces, then cut out the individual cards and place them face down on the table. Learners take turns drawing a card and then giving a definition, synonym or antonym for the word on the card without mentioning the actual word or phrase. The rest of the group tries to guess the word/phrase on the card.
- **Word Race:** Divide the class into small groups of three or four learners. Set a time limit, and have each group list as many vocabulary words from the unit as they can. When the time is up, the team with the most correctly spelled words wins!
- **Vocabulary Practice:** Have learners choose new words or expressions that they have learned and write sentences with each word or expression.



Vocabulary Card Sheet

Vocabulary Reflection

Name: _____

Date: _____

Think about the new vocabulary and expressions you learned this week.

List your new words.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Now write sentences using the new words or expressions to demonstrate your understanding.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

What strategies will you use to help remember this new vocabulary?

Learning Reflection: End of Module

Name: _____

Date: _____

Part One: Self-Assessment

Think about the skills you practised in this module. Check the column that describes your ability.

	Yes!	Need more practice.	No!
I can use the vocabulary in this module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand information about how to keep my private information safe online.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to politely disagree with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask questions to keep a discussion going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pronounce online shopping words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess the meaning of new words using clues from the sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can navigate a shopping website to find information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a review with useful feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. What is the most useful thing you learned in this module?

Learning Reflection: End of Module, *continued*

2. Which activity was the most difficult for you? How can you practise this skill more?

3. What do you plan to do differently for the next topic we study?

4. What learning strategies will you try?



Listening

Skill-Building and Skill-Using Activities

Listening to Online Shopping Experiences.....	17
Pre-Listening: Vocabulary Development	20
Video: Stay Safe When Shopping Online	24

Teaching Notes: This activity involves listening to a conversation about online shopping. You may need to teach or review some of the vocabulary and expressions used in the conversation (e.g., *reputable*, *size charts*, *customs and duty charges*; and the expressions *being a big fan of something*, *an item costs a fortune*, *something isn't worth the hassle*). You can also mention the 'star' rating system for online reviews.

Set Up:

1. Engage learners in a class discussion about their experiences shopping online. Some guiding questions could include: *Do you shop online? What kinds of things do you buy? What kinds of things would you never buy online? What are some of your favourite online shopping sites? If you have never bought anything online, why not? Have you ever had a bad experience shopping online?*
2. Arrange learners into groups of 3 and have them discuss and make a list of what is important to them when shopping online. Consider giving each group flip-chart paper to post their lists around the room. Answers will vary, but try to target possible answers, such as *ease of returns*, *free shipping*, *sales*, *big name stores versus small online vendors*, *positive product reviews*, and *convenience*. Have volunteers from each group share their lists.
3. Inform learners that they will listen to two people talk about their positive and negative experiences of shopping online. Play the audio, and instruct learners to take notes. (Consider having them create a simple table with two columns similar to the one below to facilitate note-taking.). Play the audio as many times as needed for learners to complete and check their notes.

Positive	Negative

4. Working with their original small group of 3, ask learners to compare and discuss their notes about the speakers' positive and negative experiences. Debrief as a class.

Additional Practice Suggestions:

5. Consider giving learners the transcript of the dialogue (on the next page) and having them practise it in pairs as a role-play. They can substitute different online shopping experiences (positive or negative) as they wish.

Transcript:

Carmen: Hi Alya! How are you doing?

Alya: Oh, hi Carmen! I'm good. How about you? I bet you're excited about your trip to Mexico. Are you all packed and ready to go?

Carmen: Well, almost. I still have a few little things that I need to get, like a bathing suit and a couple of T-shirts. But other than that, I'm ready to go!

Alya: Oh. Where are you going to get those? It's hard to shop for summer clothes in the middle of winter.

Carmen: I know. January's not the best time to find swimsuits and beachwear, but I found an online shopping site that has almost everything I need.

Alya: Really? Are you a big fan of shopping online?

Carmen: Well, I never was before, to be honest. I'm usually one of those people who likes to go to the mall every weekend. I like to see things and try them on before I buy them. But I found this site called "The Blue Nile" and it's great.

Alya: Oh yeah? Tell me about it.

Carmen: Well, they have a really good selection of things, and I like that they have size charts on their website that show you exact measurements for all the sizes. That way, I can easily figure out what size will fit me. They have some great deals and such a good return policy! So, I'm just sticking to online shopping for everything I need.

Alya: Really? But what about the shipping costs? Shipping usually costs a fortune, doesn't it?

Carmen: It depends. On this site, anything over \$20 is free shipping. Also, it's a Canadian site, so you don't have to worry about customs and duty charges, like with some American sites.

Alya: Sounds good. So, did you see anything for your trip?

Carmen: Yeah, I found a couple of pairs of sandals and some swimsuits that I liked. I'm going to order them this week and then my shopping is done!

Alya: Awesome! Sounds so easy. I've only had one experience with shopping online and it was terrible.

Carmen: Oh no, what happened?

Alya: I bought a pair of pants and they didn't fit properly. I wanted to send them back but it was really difficult to find the return policy on the company website. When I eventually did find it, I realized I had to pay for the return shipping. The shipping cost was \$15 and the pants were only \$25.

Carmen: Oh no! What a rip-off!

Alya: I know, right? And it took over a month to get my money back. I even called their customer service line a couple of times and it was always busy. I decided after that that I would never buy anything online again.

Carmen: Oh, that's too bad. What was the name of the website?

Alya: It was called "Fairprice." When I did more investigating, I realized there was no physical address for the company. I also noticed so many spelling mistakes on their website, so I started to become suspicious. I should have paid closer attention to those details. Through all the fine-print, I figured out the company was overseas somewhere and not in Canada.

Carmen: Sounds like it wasn't a reputable site. I'm glad that you eventually got your money back, but it's too bad about the return shipping fee.

Alya: Yeah, it really wasn't worth all the hassle.

Carmen: Well, if you change your mind about online shopping, you should try The Blue Nile. I give it 5 stars!

Teaching Notes: This is the first of two activities based on a video about online shopping. It focuses on vocabulary development, and prepares learners for watching the video in the next activity, the listening skill-using task. The video may be challenging for learners, so it's important that they have a good understanding of the vocabulary before watching it. Learners can work through this activity on their own, in pairs or in small groups.

Set Up:

1. Distribute a copy of the transcript on page 22 to each learner. Inform them that this is the transcript of a video they will watch for the next task. They will be working on exercises that will help them develop the vocabulary they need to understand the video.
2. Distribute the worksheet on page 23. Looking at question 1, ask learners to find all of the words in the left column in the transcript and underline or highlight them. Inform them that one way to understand the meanings of unfamiliar words is by using context clues, or looking at an unfamiliar word within the context of a sentence, to guess or infer its meaning. Have learners use the context clues in the transcript to try and match each word on the left with its meaning on the right. Learners can check their answers with a partner before debriefing as a class.
3. Have learners discuss the sentences in question 2 of the worksheet and underline the correct words. Debrief as a class.
4. Have learners go through the transcript again, and identify any other words or phrases they are unsure about. Engage them in vocabulary building activities similar to the ones on the worksheet. They can also practise making inferences and confirming the meanings in a dictionary, search for synonyms in a thesaurus, or complete a word family table similar to the one below using words from the transcript.

Noun	Verb	Adjective	Adverb
fraud	defraud	fraudulent	fraudulently
security	secure	secure	securely
convenience		convenient	conveniently

Additional Practice Suggestions:

- Have learners practise using new vocabulary in sentences, orally or in writing.
- Engage learners in various pronunciation activities related to the vocabulary in the transcript (e.g., word stress, consonant clusters, individual vowel sounds or problematic consonant sounds).

Answer Key:

- 1.**
- | | |
|-----------------------------|---|
| 1. <u> F </u> perk | A. not real |
| 2. <u> H </u> fraud | B. someone who sells things |
| 3. <u> K </u> secure | C. to question something |
| 4. <u> G </u> consolidate | D. someone who buy things |
| 5. <u> A </u> fake | E. responsibility |
| 6. <u> C </u> dispute | F. benefit |
| 7. <u> B </u> merchant | G. to combine (things) into one |
| 8. <u> J </u> e-commerce | H. deceiving someone, usually for money |
| 9. <u> E </u> liability | I. real |
| 10. <u> I </u> authentic | J. business done electronically over the internet |
| 11. <u> D </u> consumer | K. safe |
- 2.**
- a. fake
 - b. dispute
 - c. merchants
 - d. consolidate
 - e. fraud
- 3.**
- a. convenient
 - b. protect
 - c. consideration
 - d. fraudulent

Transcript for Video:

Staying Safe When Shopping Online: https://youtu.be/LC_qM1P6nG4 (3:27)

As the number of e-commerce sites grows each day, more and more people prefer to shop online for convenience, choices and ease of price comparison. Online shopping is easier than ever before with Internet-connected computers, phones or tablets. With the availability of Wi-Fi in many locations, internet access for online shopping is no longer an issue, although security has become a major concern for consumers and businesses. If you are a regular online shopper, there are a few steps that you can take to protect yourself from identity theft, prevent online fraud and avoid paying higher prices. Here are a few steps that you can take to protect yourself when shopping online.

First, make sure you are on the right website. There are many fake sites that look exactly like the authentic ones. Avoid clicking links from emails which can direct you to fake sites. Type the website's address and double check the spelling to make sure you didn't miss-type.

Second, avoid visiting less-known websites, especially if the websites don't show a security lock to indicate the website is secure for shopping. Read online reviews from other people who bought items from that website, and look for feedback about the quality of service and any issues with payment delivery, scams and complaints.

Third, consolidate your shopping lists. Know what you want to buy in advance and plan ahead. Determine what items you want to buy and place them in categories that can be purchased from one merchant. Limiting the number of websites from which you buy things will reduce the number of times that you share your credit card and personal information, thus reducing your online shopping risks.

Once you have selected your items and placed them in the shopping cart, you must decide how to pay. Credit cards are the most common type of payments. Whether you enter a credit card number or use your fingerprint to authorize the payment, credit cards offer some protection that other methods of payment may not. For example, if there's a problem, the law gives consumers the right to dispute credit card charge's and temporarily withhold payment while the dispute is investigated. If someone uses your credit card without your permission, your liability is limited to \$50. But most credit card companies waive all charges to keep their customers happy.

As a reminder, before you enter your credit card or other sensitive information online, make sure that the website address is correct and starts with HTTPS. The S stands for secure and means that your information is encrypted before it's transmitted. You can also look for the lock sign, which would also indicate the site is secure. Other online shopping considerations include shipping terms and cost, prices, return policies, taxes, other costs, and perks, like coupons, discounts and free shipping.

With careful planning, when selecting merchants and products for online shopping you can be confident that you have the best deal and stay safe when shopping online. Even if you shop in the stores, you can check the prices online and make sure you're not overpaying.

1. Match the words with their meanings. Write the correct number on each line.

- | | |
|----------------------|---|
| 1. _____ perk | A. not real |
| 2. _____ fraud | B. someone who sells things |
| 3. _____ secure | C. to question something |
| 4. _____ consolidate | D. someone who buy things |
| 5. _____ fake | E. responsibility |
| 6. _____ dispute | F. benefit |
| 7. _____ merchant | G. to combine (things) into one |
| 8. _____ e-commerce | H. deceiving someone, usually for money |
| 9. _____ liability | I. real |
| 10. _____ authentic | J. business done electronically over the internet |
| 11. _____ consumer | K. safe |

2. Underline the correct word to complete the sentences.

- Be careful of (**authentic/fake**) websites that offer deals that are too good to be true.
- You have the right to (**dispute/secure**) any charges on your credit card that aren't yours.
- Many online (**merchants/consumers**) offer free shipping if you spend over \$50.00.
- It is a good idea to (**consolidate, dispute**) all of your online shopping on one site to protect your financial information.
- Cyber-criminals commit (**e-commerce/fraud**) using deceptive techniques to make you disclose your personal information.

3. Write the correct form of the word to fill in the blanks.

- Online shopping is a _____ way to buy things. (**convenience/convenient**)
- Make sure to _____ your personal information online. (**protect/protection**)
- The company return policy is an important _____ when shopping. (**consider/consideration**)
- Your credit card company will investigate _____ activity on your card. (**fraud/fraudulent**)

Competency Area: Comprehending Information

Indicators of Ability: Identifies main idea and specific factual details; makes inferences

Teaching Notes: Review vocabulary as needed prior to the listening task. Play the video as often as needed for this listening practice activity.

Set Up:

1. Inform learners that they will watch the video *Staying Safe When Shopping Online*:
https://youtu.be/LC_qM1P6nG4
2. Engage the class in a discussion about things they should be doing to shop safely online. Encourage learners to think about the lists they created in the first skill-building activity.
3. Distribute the handout with the comprehension questions. Allow 2-3 minutes for learners to read through the questions and ask for clarification on anything that isn't clear.
4. Have learners watch the video and answer questions 1 to 6. Play the video again, so learners can confirm their answers. After completing the first 6 questions, have learners work with a partner (or in small groups) to check and confirm their answers and to discuss question 7. Debrief as a class.

Answer Key:

1. c
2. a
3. b
4. No. It increases your online shopping risks
5. Yes. Credit cards offer some protection against fraud
6. b
7. Some possible answers include the following:
 - make sure you're on a legitimate website (not a fake one)
 - avoid using less-known sites
 - look for the security lock symbol
 - read the reviews for the site
 - limit the number of websites you use for online shopping
 - use a credit card to pay
 - make sure the website address includes an 's' after http

Name: _____

Date: _____

Instructions: Watch the video and answer the questions.

1. The video mentions three reasons people prefer shopping online. What are they?
 - a. It's easy to do, convenient, and offers better prices.
 - b. It's very safe, convenient, and easy to compare prices.
 - c. It's convenient, offers more choices, and easy to compare prices.
2. What has made online shopping so easy?
 - a. More people can access the internet through Wi-Fi.
 - b. More people can detect fraud.
 - c. More people have computers.
3. What does the security lock mean?
 - a. This website has good reviews.
 - b. It is safe to buy things on this website.
 - c. This website has good quality items for sale.
4. Mona likes to shop on lots of different websites. According to the video, is this a good idea?
Yes ☐ No ☐
Why? _____
5. Pablo always pays for items online with a credit card. Is this a good idea?
Yes ☐ No ☐
Why? _____
6. The video says that if your credit card is used without your permission, the credit card company will *waive all charges*. This means _____.
 - a. You will have to pay the charges.
 - b. You will not have to pay the charges.
7. With your partner, summarize the things the video says you can do to shop online safely. Use point form. You don't have to write complete sentences, and don't worry about spelling or grammar.



Speaking

Skill-Building and Skill-Using Activities

Giving Opinions: Advantages and Disadvantages	27
Keeping a Discussion Going: Asking Questions.....	28
Giving Opinions in a Discussion	30

Teaching Notes: In this activity, learners will engage in a brief discussion about their favourite store. Give learners some time before getting into small groups to make notes about what they want to say. If needed, you can also allow them time to research specifics about their store of choice and confirm information, such as the store's return policy, sales or promotions, and convenience in terms of location and hours of operation. You may want to specify the type of store learners should talk about (e.g., their favourite clothing store, or grocery store).

Set Up:

1. Ask the class about the names of stores they typically shop at, and have learners call out their answers. Inform learners that they will have a brief discussion about their favourite store and the advantages and disadvantages of shopping there. As a class, brainstorm a list of expressions they can use for giving their opinions and agreeing/disagreeing with the opinions of others. For example:

Giving Opinions	Agreeing/Disagreeing with Others
<ul style="list-style-type: none"> • I think (that) ... • I feel (that) ... • In my opinion ... • I would say (that) ... 	<ul style="list-style-type: none"> • I agree • I feel the same way • I'm not sure I agree • That's true but ... • You have a point, but ...

Remind learners about the importance of disagreeing politely; consider teaching a mini-lesson on using the appropriate tone when disagreeing with someone's opinion.

2. Inform the class that when talking about the advantages/disadvantages of shopping at their favourite store, they will also need to give reasons for their opinions. As a class, brainstorm a list of expressions they could use. For example:

Advantage	Disadvantage
<ul style="list-style-type: none"> • What I like about shopping at ... is ... • What's great about this store is ... • A good thing about this store is ... • A positive is ... • One advantage of shopping here is . 	<ul style="list-style-type: none"> • What I don't like is ... • What's not so great is ... • A drawback is • A downside is • A criticism is

3. Organize the class into groups of three. Allow time for learners to think about three (or more) advantages and one possible disadvantage of shopping at their favourite store. Remind them to use the brainstormed expressions for giving their opinion and talking about the pros and cons of their favourite store.
4. Circulate and provide feedback on pronunciation and the expressions used, as needed.

Teaching Notes: In this activity, learners ask each other about assigned or self-chosen stores that they have researched online. Provide time before this activity for learners to find the information they need to answer the questions. The stores that learners research should be large companies that offer a variety of items. The stores should also have easily accessible information on their websites about the kinds of things learners will be asking each other about, such as store return policies, shipping options, in-store pick up, and additional services.

Set Up:

Part 1: Pre-Discussion

1. As a class, brainstorm possible things about an online store that learners might want to know about before shopping there. The list should include things such as the store's return policy (whether it offers refunds or exchanges on returns), shipping (is it free or is there a charge?), the availability of in-store/curbside pick-up, the types of products offered, prices, whether any additional services are offered, and whether there are any sales or promotions. Create a list on the board and have learners copy it.
2. Assign or have learners decide on a large online store that they would like to research. In class or for homework, have learners search the company's website for information related to the list of items generated in the previous discussion. (Alternatively, each learner could be given a discussion card with the list of topics that is on the page that follows.). Encourage learners to take notes during their research so they can refer to them when answering questions about their stores in a small group discussion.

Part 2: Small Group Discussion

3. Inform learners that asking questions is an important way to keep a discussion going. Review or provide a grammar lesson on how to form yes/no and information-type questions, as needed.
4. Using the list of topics from the discussion card on the next page, have learners sort questions into ones that require a yes/no response (e.g., Is there free shipping?) and ones that require a response with information (e.g., What is the store's return policy?). As a class, review how to ask all of the questions.
5. Organize learners into small groups. Using the discussion card, have learners present information about the store they researched and ask/answer each other's questions.
6. Circulate and provide feedback as needed on pronunciation, question formation or other issues that arise.

Discussion Card



<p>You will ask about ...</p> <ol style="list-style-type: none"> 1. the store's return policy 2. refunds or credit on returns 3. free shipping or (cost of shipping) 4. in-store or curbside pick up 5. the selection of items the store offers 6. store prices compared to other stores 7. any other possible services 	<p>You will ask about ...</p> <ol style="list-style-type: none"> 1. the store's return policy 2. refunds or credit on returns 3. free shipping or (cost of shipping) 4. in-store or curbside pick up 5. the selection of items the store offers 6. store prices compared to other stores 7. any other possible services
<p>You will ask about ...</p> <ol style="list-style-type: none"> 1. the store's return policy 2. refunds or credit on returns 3. free shipping or (cost of shipping) 4. in-store or curbside pick up 5. the selection of items the store offers 6. store prices compared to other stores 7. any other possible services 	<p>You will ask about ...</p> <ol style="list-style-type: none"> 1. the store's return policy 2. refunds or credit on returns 3. free shipping or (cost of shipping) 4. in-store or curbside pick up 5. the selection of items the store offers 6. store prices compared to other stores 7. any other possible services

Competency Area: Sharing Information

Indicators of Ability: Gives opinion; agrees and disagrees appropriately; asks questions to confirm understanding and keep the conversation going

Teaching Notes: Encourage learners to come up with their own ideas for the discussion. If needed, they can use the *Discussion Ideas* cards on the page that follows.

Set Up:

1. Inform learners that they will be giving their opinions in a discussion about shopping for groceries online. They will also agree or disagree with the opinions of others and ask each other questions about their views. Review expressions for giving opinions and agreeing/disagreeing politely. Also review question formation, if needed.
2. Assign half of the class the position of being in favour of online grocery shopping, and the other half the position of being against it. Inform learners that they will need to come up with arguments for their assigned position. Arrange learners in groups of four. To help them come up with arguments for their assigned position, consider putting learners with same position in the same group and having them brainstorm possible arguments together. If learners are having trouble coming up with ideas, distribute a Discussion Ideas Card (on the next page) to each group. Direct learners to take notes on their arguments.
3. Regroup learners so that in each group, there are two learners in favour of and two learners against online shopping. Learners can use their notes for the discussion or try and present ideas on their own. However, they should not read from the Discussion Ideas Card when presenting their opinions. Consider having learners record the discussions to make it easier for self or peer feedback.

Assessment:

Choose the approach that best suits the needs of learners, for example:

- Peer and self-assessment: Ensure that time is given for peers to share and review feedback. Alternatively, the feedback form can be used for self-assessment only, or for both self and peer assessment (with the learner using the checkboxes in the first column for self-assessment).
- Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

Discussion Ideas Card

Grocery shopping online is a GOOD idea.



- You can order groceries whenever it is convenient (even in the middle of the night!).
- It saves time: not having to travel to the store, look for parking, go up and down the aisles looking for specific items.
- When you shop for produce online, the store picks the best fruits and vegetables.
- You can easily check what you have on hand so you don't repurchase the same item.
- Less impulse buying than shopping in a physical store, so you are less likely to overspend.
- Less stress. You can avoid crowded stores with long line-ups at the checkout counter.



Grocery shopping online is NOT a GOOD idea.



- It is more expensive than in-store shopping. There are delivery (and sometimes other) charges.
- You don't get items immediately the way you do when shopping in a store. You have to wait for delivery.
- You can't see and pick your own meat and produce. Someone does it for you.
- The prices of some items may be higher online than in a store.
- You might not find everything online that is available in the store.
- You might miss out on deals and promotions that are only available in store.
- You need to have some computer skills to navigate the website.

Giving Opinions in a Discussion, *continued*

PEER FEEDBACK: Giving Opinions in a Discussion About Online Grocery Shopping			
Speaker: _____	Date: _____		
Peer: _____			
The speaker:	Yes	No	Comments
<input type="checkbox"/> Clearly stated his/her opinion	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Agreed and disagreed with the opinions of others appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Asked a question to keep the discussion going	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	



PEER FEEDBACK: Giving Opinions in a Discussion About Online Grocery Shopping			
Speaker: _____	Date: _____		
Peer: _____			
The speaker:	Yes	No	Comments
<input type="checkbox"/> Clearly stated his/her opinion	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Agreed and disagreed with the opinions of others appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Asked a question to keep the discussion going	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Spoke clearly	<input type="checkbox"/>	<input type="checkbox"/>	



Reading

Skill-Building and Skill-Using Activities

Comparing Return Policies	34
Reading Real and Fake Reviews	36
Reading About Online Reviews	38

Teaching Notes: This activity requires learners to search for information about return policies on store websites. It may be useful to review website-related terms, such as homepage, navigation bar. The following website provides clear explanations that learners may find helpful: <https://11web.com/parts-of-a-website/>

The set up of this activity leaves it open for either the instructor to suggest 2-3 different companies learners can research, or for learners choose companies on their own. The activity can be assigned for homework if access to computers at school is not possible.

Set Up:

1. Begin with a whole-class discussion about whether anyone has returned something they purchased in a store or online. Discuss details, such as whether it was easy to return the item, whether they got a refund or an exchange, or whether they got a gift card or store credit for future use. Inform learners that return policies are different for each store.
2. Go over the instructions for the activity. Learners will research different shopping websites to find out about their return policies. They will complete a chart to compare the policies.
3. Assign or have learners choose 2 or 3 companies to research online. Consider having CLB 5 research 2 companies and CLB 6 research 3.
4. Distribute the chart on the page that follows, and go over anything learners are unclear about. Have learners complete the chart and report their findings in a class or small group discussion. Ask them to talk about which companies they think have the best return policies and the easiest sites to navigate.

Name: _____

Date: _____

Instructions: Research the return policies of two stores (CLB 5) or three stores (CLB 6). Write the name of each store in the first row. Fill in the chart, and compare the return policies of the stores. Report your findings to the class.

	Store 1 _____	Store 2 _____	Store 3 _____
Money-back (refund) on returns	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Store credit only on returns	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Exchange only on returns	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Time allowed to return an item			
Items that cannot be returned (final sale)			
Any additional important details			

Teaching Notes: This activity can be done prior to or after the skill-using task that follows. Learners read two sets of reviews to determine which are fake and which are real. Note that because of the difficulty of spotting which review in each set is fake, this activity should be used for reading and discussion purposes, rather than an exercise in trying to accurately detect fake reviews.

Set Up:

1. Group learners into pairs or small groups. Have them watch a CBC Marketplace video on how to spot a fake review, at: <https://www.cbc.ca/player/play/2590989699>
As learners view the video, ask them to take notes on how to spot fake reviews, and compare their notes with their group members.
2. In a class discussion, create a list of tips for spotting fake reviews from the video.
3. Distribute the handout on the page that follows. Ask learners to read the two pairs of reviews. For each pair, have groups discuss which is fake and which is real using the previous list of tips. Have learners give reasons to support their opinion. Debrief as a class after the discussion.
4. Alternatively, have learners access the website using the URL above and complete the entire quiz. It includes five sets of reviews.

Answer Key:

Hotel 1: The second review is fake. Note that this review has a few spelling and grammar errors, which could indicate that it is fake.

Hotel 2: The first review is fake.

Name: _____

Date: _____

Instructions: Read the following pairs of hotel reviews. In your group, decide which one of each pair is fake and which one is real. Give reasons for choice.

Reviews for Hotel 1



I have stayed at many hotels traveling for both business and pleasure and I can honestly say that Hotel #1 is tops. The service at the hotel is first class. The rooms are modern and very comfortable. The location is perfect within walking distance to all of the great sights and restaurants. Highly recommend to both business travellers and couples.



My husband and I stayed at Hotel #1 for our anniversary. This place is fantastic! We knew as soon as we arrived we made the right choice! The rooms are BEAUTIFUL and the staff very attentive and wonderful!! The area of the hotel is great, since I love to shop I couldn't ask for more!! We will definatly be back to Chicago and we will for sure be back to Hotel #1.

Reviews for Hotel 2



Hotel 2 is one of the most beautiful hotels that I have ever stayed at. I stayed there for 3 days and two nights. My room had an amazing view and was clean and furnished beautifully. The staff was very kind and very helpful. The concierge staff was kind and helped me to find enjoyable things to do in Chicago. Overall, A beautiful hotel in a beautiful city.



I asked for a high floor away from the elevator and that is what I got. The room was pleasantly decorated, functional and very clean. I didn't need a whole lot of service, but when I did, they were pleasant and prompt. I used the fitness center, which was well equipped and everything was in working order. It is in a great location at one end of the Michigan Avenue shopping district.

Source of reviews: CBC Marketplace website: <https://www.cbc.ca/marketplace/blog/quiz-how-good-are-you-at-spotting-fakes-reviews>

Competency Area: Comprehending Information

Indicators of Ability: Gets the gist; finds specific factual details; makes inferences; summarizes

Teaching Notes: Review vocabulary and content as needed prior to the task.

Set Up

1. Engage learners in a discussion about online reviews using the following guiding questions: *Why do people read reviews? Do you ever read reviews? Do online reviews influence your purchasing decisions? Do you think reviews are always real? What might be someone's motivation for writing a fake review?*
2. Distribute the text on the page that follows. Have learners look at the title and make predictions about what the text is about.
3. Have learners practise scanning the text for details. Inform them that an effective way to scan for specific details is to focus on key words in the question. A few examples could be:
 - What is the percentage of consumers who read online reviews? (scan for a percentage)
 - What is the number of reviews people read before trusting a company? (scan for a number)
 - What are the characteristics of a helpful review? (scan for the word *helpful*)

The activity can be set up as a race to see who finds the information the fastest.
4. Give learners a few minutes to look over the text more carefully. Ask them to underline any unfamiliar vocabulary or concepts. Then have learners practise making inferences about the meanings of those words from the context clues. Also, talk about whether their original predictions about the content of the text were accurate.
5. Distribute the comprehension questions. Learners can either work through the questions independently or with a partner. Debrief and take up the answers as a whole class.

Answer Key:

1. c 2. a 3. a
4. A business trying to discredit a competitor; people paid by the seller to improve their online reputation.
5. Make sure review is on a verified site; look for indicators that the person was actually at the place being reviewed; watch out for reviews that are either too positive or overly negative; only look at products that have lots of reviews.
6. Answers may vary.

Name: _____

Date: _____

Instructions: Read the article below and answer the questions. You do not need to write in complete sentences. Spelling and grammar will not be considered.

Online Reviews: Honesty or Deception?

Customer reviews are an important source of information when buying things in a store or online. For a lot of shoppers, reading other people's first-hand experiences with a product or service will greatly influence their own purchasing decisions. In fact, according to the market research company BrightLocal, 82% of consumers read online reviews before buying anything. And the average consumer reads at least 10 reviews before feeling like they can trust a business.¹ The general opinion among shoppers is that online reviews help them make informed decisions about what they choose to spend their money on.



In order for reviews to be helpful to potential consumers, they need to be clear, accurate and somewhat detailed. They need to clearly outline all the things that contributed to the user's positive or negative experience with the product or service. They should provide an accurate description of what is good about the item and also what is not so good (if applicable). And they usually give the reader enough information to be able to decide if this particular product or service is right for them.

Consumers rely on online reviews for information that is honest and reliable. But unfortunately, not all reviews can be trusted. Some are fake and not written by who they say they are. Sometimes companies will try to improve their online reputation by paying for fake comments and testimonials that make their product or service look much better than it actually is. In other cases, fake reviews are written to discredit a competitor selling a similar product or service. It's important for people to remain somewhat skeptical when reading reviews that are overly positive or very negative.

Here are some things you can do to avoid getting deceived by fake reviews:

- Make sure that the reviews you are reading are on verified sites. Verified websites are ones where the person writing the review has actually bought the product they are reviewing. Unverified sites are more likely to have fake reviews.
- If the review is about a restaurant or hotel, look for clues in the description that indicate the person has actually been there and not writing about a place they were not physically at.
- Be wary of reviews that are extreme- either extremely negative or overly positive, as this could be an indication that they are fake.

The best way to protect yourself from fake reviews is to look at how many reviews something has. A product that has hundreds of reviews will give you a better overall picture than one that has just a few reviews. Reviews are more likely to be authentic when there are lots of them. It's difficult to fake hundreds of reviews.

¹ Local Consumer Review Survey (2018, December 7) Retrieved from <https://www.brightlocal.com/research/local-consumer-review-survey/>

Answer the questions.

1. Which sentence best describes the main message in the text?

- a. Not all online sellers are honest about their products.
- b. Not many online consumers are influenced by reviews.
- c. Not all online reviews are accurate.

2. According to the text, a useful review should include _____.

- a. the pros and cons of a product or service
- b. an accurate description of what the product is used for
- c. clear information about the seller

3. Which word in the text means the same as *truthful*?

- a. accurate
- b. fake
- c. similar

4. Who is responsible for writing fake reviews? (2 points)

5. Create a list (in your own words) of 4 things you can do to avoid being influenced by fake reviews. (4 points)

a.

b.

c.

d.

6. Explain how an online review might influence your decision to buy something.



Writing

Skill-Building and Skill-Using Activities

Writing a Well-Written Review	42
Writing About the Pros and Cons of a Product	44
Writing an Online Review	47

Teaching Notes: The purpose of this activity is to help learners recognize the elements of a well-written review. They will brainstorm a tip sheet for writing a review that is useful to a reader.

Set Up:

1. In a class discussion, talk about the purpose of online reviews (they help businesses improve their products or services) and why they are useful (they help consumers make decisions about purchases). Have learners brainstorm different services or products that are often reviewed (e.g., restaurants, hotels, hair salons/stylists, electronics, cell phones, appliances).
2. Distribute the handout on the page that follows. Arrange learners into small groups. Give the class a few minutes to read the review and go over any unfamiliar words. While reading, have learners note whether the review is well-written and what makes it a useful review. The following questions could be used to guide the discussion: *If you wanted to buy a smart watch, would this review be useful to you when making a decision? What is good about the review? Is there any additional information that would be helpful to add?*
3. In small groups, have learners create a list of things that make the review well-written and useful. Some possible things to consider include: the amount of detail, whether the review provides useful, constructive feedback (e.g., Does it mention what is good and what is not so good about the product?); whether it mentions a range of elements, including customer service; whether it provides a recommendation.
4. Create a checklist on the board based on learner responses.
5. In a class discussion, analyze some of the language elements in the review, such as words and expressions that introduce a positive or negative statement, descriptive adjectives, the level of formality, and the grammatical errors (two sentences don't include a subject). As part of the activity, consider having learners underline these elements in the text.
6. Brainstorm other words and expressions that learners can use when writing their reviews. Below are a few examples.

Introducing Positive/Negative Statements	Descriptive Adjectives
<ul style="list-style-type: none"> • <i>Unfortunately</i> • <i>On the downside ...</i> • <i>What I like/don't like ...</i> • <i>What's good/not so good</i> • <i>A positive/negative about [the product] is ...</i> • <i>A good thing about [the product] is ...</i> 	<p>Positive: <i>perfect, fantastic, amazing, awesome, wonderful, great, terrific, excellent, great, well worth the money</i></p> <p>Negative: <i>terrible, poor/inferior quality, low-grade, average, junky, cheap, poorly made</i></p>

**Sunrise Smartwatch with Heart Rate Monitor**

★★★★★ An Awesome Watch!

Elisa N. Winnipeg, MB on June 2020

Bought the Sunrise Smartwatch as an early birthday gift to myself and I love almost everything about it! It's really sleek and has a very stylish band. The face is bigger than most smart watches so it's easier to read. And it's completely waterproof - I've even worn it swimming many times.

The best part of this purchase is that it does everything I want. It calculates my daily steps, checks how many hours I slept, gives me the weather, and tracks my fitness activities. I love that I can make phone calls, send texts, check my emails and scroll social media on it as well.

One downside is that the heart rate monitor on it isn't as good as my previous smartwatch. It starts and stops and seems to only work for about 70% of my workout period. Another negative is that the battery life is kind of short so I have to charge the watch frequently. But if you can get past those things, everything else about this watch is well worth the money.

Highly recommend it!



Teaching Notes: In this activity, learners practise writing a few sentences about the positive and negative aspects of an item. Note that they are not expected to write a full review of each product. They can use one or both handouts as needed.

Set Up:

1. Review the words and expressions for introducing the positive/negative aspects of a product or service, as well as descriptive adjectives from the previous activity, as needed.
2. Distribute the handout on the following two pages that include brief descriptions of various products. Review each description and go over any unfamiliar words or expressions.
3. Arrange the class into small groups. Ask learners to imagine that they have purchased these items and are thinking about writing a review. In their groups, have them discuss possible pros (e.g., price, long battery life, easy to use, well-constructed) and cons (e.g., poor quality, over-priced, short battery life) of each product. Debrief as a class.
4. Working on their own, have learners write two or three things they like about each product and one or two things they don't like using the sentence stems provided. Encourage learners to use descriptive adjectives in their writing.
5. Circulate and provide feedback on writing as needed.



Coffee Art

CDN \$45.99

Free shipping with membership to
Coffee of the Month Club

Features:

- 12 cup capacity
- Water window allows you to see water level
- 1-12 cup brew options
- Warming plate keeps coffee hot for up to an hour
- 3 warming temperatures, choose from high, low and warm settings
- 1-year warranty

What's great about this machine is _____

A downside is _____



Robo-Vac

\$549.99

+ shipping

Features:

- Lifts, and suctions dirt, dust, and hair from hard floors and carpet.
- Cleaning head automatically adjusts to different surfaces.
- Sensors navigate the Robo-Vac under and around objects and furniture to help thoroughly clean your floors.
- Schedule cleaning from anywhere using Wi-Fi or simply press the “clean” button
- Runs for 10 minutes before automatically docking and recharging.
- 3-year warranty

Some positive aspects about the Robo-Vac are _____

But what I don't like is _____

Competency Area: Getting Things Done

Indicators of Ability: Provides an accurate description; has good control of simple structures and spelling

Teaching Notes: In this task, learners write a short review. Ensure learners have completed the skill-building activities in the module prior to this activity, so they can apply the skills they have learned in this task.

Set Up:

1. Engage learners in a discussion about whether they (or a relative) have ever purchased a hair dryer, and the kinds of things they would consider if they were purchasing one.
2. Distribute the handout *Writing an Online Review* on the page that follows. Discuss any unfamiliar vocabulary or expressions in the descriptions of the product features.
3. Ask learners to imagine that they have purchased this item and are now writing a review about it. The review can be positive or negative and should be about one or two short paragraphs long. Remind them that the review should include a brief description of the positive and negative aspects of the product and whether they recommend it.
4. Go over the peer feedback tool so that learners are clear about expectations.

Assessment:

Choose the approach that best suits the needs of learners. For example:

- When learners have completed the writing activity, have them exchange their work with a partner for peer feedback using the feedback form.
- Have learners assess themselves using the same form.
- Review their writing sample and the peer feedback they received and provide additional feedback as needed.
- In a class discussion, have learners identify specific language elements they feel they need more practice with. Repeat this task with a different topic for additional practice.

**The Ionic Pro Hairdryer****CDN 129.99**

★★★★★ 117 reviews

Features:

- Powerful and fast-drying, 1875-watt hair dryer; 25% lighter than most other dryers on the market; very flexible and easy to handle
- Our energy-efficient, ionic technology provides gentle heat so that the natural moisture of your hair is maintained.
- The Ionic Pro includes three flexible temperature settings and two speeds for fast and efficient hair drying and styling
- Comes with two attachments: one for drying and one for styling as well as a 6.5-foot tangle-free cord.
- 1-year replacement warranty. If you have any problems, you can contact us anytime and we will provide quick and easy 24-hour support.

Instructions: Write a short review about the *Ionic Pro Hairdryer*. Mention what is good/not so good about the product by commenting on things, like the price, the features of the hairdryer, customer service, etc. Include your recommendation.

Writing an Online Review, *continued*

FEEDBACK FORM: Writing a Review			SU
Name of writer: _____ Date: _____			
Check <input checked="" type="checkbox"/> <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Included a brief description of the product	<input type="checkbox"/>	<input type="checkbox"/>	
Mentioned pros and cons	<input type="checkbox"/>	<input type="checkbox"/>	
Used descriptive adjectives	<input type="checkbox"/>	<input type="checkbox"/>	
No spelling or grammar mistakes	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing a Review			SU
Name of writer: _____ Date: _____			
Check <input checked="" type="checkbox"/> <input type="checkbox"/> Self-Assessment			
<input type="checkbox"/> Peer Assessment: Name of peer: _____			
<input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Included a brief description of the product	<input type="checkbox"/>	<input type="checkbox"/>	
Mentioned pros and cons	<input type="checkbox"/>	<input type="checkbox"/>	
Used descriptive adjectives	<input type="checkbox"/>	<input type="checkbox"/>	
No spelling or grammar mistakes	<input type="checkbox"/>	<input type="checkbox"/>	



Assessment Tasks

Listening, Speaking, Reading, Writing

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Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete them independently.

Set Up:

Review the task, instructions for completion, and criteria for success when introducing the tasks to learners, so they are aware of expectations.

- **Listening:** Distribute the handout for the appropriate CLB levels. Review the questions and note that some are worth two points. Inform learners that those at CLB 5 should focus mainly on the first half of the listening text; those at CLB 6 should focus on the entire text. The recording is paused at the halfway mark in the text, as indicated in the transcript.

Remind learners that they do not have to answer questions in complete sentences, and grammar and spelling will not be marked. Play the audio up to three times, if needed.

- **Speaking:** Arrange learners into groups of 4 and distribute the prompt cards. Two learners will talk about the advantages of online shopping; the other two will present the disadvantages. Inform the class that they need to provide reasons for their opinions. Give learners a few minutes to talk with their partner (with the same assigned opinion) about what they plan to say so they can avoid duplication, and to take notes. Inform them that they will not be able to use their notes during the assessment.

The Speaking assessment can be organized in various ways. Groups could be assessed one at a time in another room/space while the rest of the class is engaged in a self-led or volunteer-assisted activity. Alternatively, learners could record themselves during their group discussion. The instructor then listens to the recordings at a later time and assess the performance.

- **Reading:** Learners read various online reviews and answer questions. Explain the word *hack*, if needed. Remind learners not to worry about grammar or spelling as these are not marked on a reading assessment.
- **Writing:** Go over the assessment tool and instructions for the task before learners begin. Remind them to use the tool as a checklist prior to submitting their writing. Make it clear that CLB 5 learners write one paragraph and CLB 6 learners write two paragraphs.

Feedback:

- *Productive Tasks:*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with.

Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (meets expectations/not yet) beside each criterion, or write “not sure” if appropriate.

- **Receptive Tasks:**

When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer.

Answer Key:

Listening Assessment Task

1. c
2. Any of the following: customer reviews; physical location; customer service information; real time chat services
3. grammar/spelling mistakes
4. a
5. No. It's an easy password for cyber criminals to hack.
6. b
7. c
8. There is a risk of cyber criminals stealing your information.
9. Make sure you have anti-virus software installed on your devices.
10. Answers will vary. Generally, the answer should be that it is safe, if you take precautions. However, give full points if the learner provides an answer that references the content in the listening text.

Reading Assessment Task

1. c
2. a
3. b
4. a
5. Answers will vary, but opinion needs to be based on the features of each blender and the advantages /disadvantages.
6. No. The review says that food sometimes gets stuck under the blade and it is difficult to get it out.
7. a
8. 5 stars
9. Only number of speeds should be underlined.
10. Answers will vary. Give full points if the learner provides three reasons that reference the features of the chosen blender.

Transcript: Listening Assessment

CLB 5-6

Online shopping can be fun, convenient, cost-effective and relatively safe when you take certain precautions. Here are some tips for shopping safely online:

First; always make sure the websites (and the companies) you want to buy from are legitimate. Before you make a purchase, try to find some customer reviews to see what others are saying. Also, check if the company has a physical location and look for any customer service information. Some websites even have real-time chat services to help you while you shop. Be really careful if you see a lot of spelling and grammar mistakes on the site; they are a good indication the company isn't a reputable one.

Next, be careful how much personal information you give to online retailers and make sure to keep it safe. You can do this in a couple of ways. Start by not using the same password for every web-store you frequent. If you use one password for all of your online transactions and your login information gets stolen, all of your online accounts could end up being compromised. Remember to never use a simple password, like 1, 2, 3, 4, as these are really easy to hack. Instead, use passwords that incorporate symbols, numbers, lower-case or upper-case letters. Also, remember that legitimate online retailers will never ask for personal details, like your Social Insurance Number or your banking pin numbers, so never give out that information.

[pause the audio here]

CLB 6

There are some security issues to think about when you're *paying* for items online. First, only trust websites that are encrypted. This means that any communication between you and the website is safe and secure. The easiest way to tell if the site is encrypted is if the web address starts with https (rather than just http), so be sure to look for the "s". The website URL should also have a padlock symbol at the beginning of it. This is a clear indication that it's safe and secure. What's also important is that you make sure to only use a trusted WiFi network when making online purchases. If you use public Wi-Fi, you could be exposing yourself to cyber-criminals who want to steal your personal data. You could also be putting your phone or computer at risk.

No matter what you do online, always make sure you have up-to-date anti-virus software installed on your device. And it's good if this software has an ad-blocker as well. Scammers like to use annoying pop-up ads to lure and confuse online shoppers. These pop-up ads can lead you to untrustworthy sites.

Remember to follow these tips to avoid being scammed or worse, having someone steal your personal information. A little bit of caution will ensure that your online shopping experience is enjoyable and safe at the same time.

Module Topic: Shopping Online

CLB 5 ☐

Competency Area: Comprehending Information

CLB 6 ☐

Criteria: Understands the main idea (#1); understands factual details (#2,3,7,8,9); makes inferences (#4,5,6); synthesizes information to form an opinion (#10)

Name: _____

Date: _____

Instructions: Listen to the tips about online shopping. Answer the questions. You do not need to use complete sentences. Spelling and grammar will not be scored.

Part 1 for CLB 5 and 6

1. The purpose of the listening text is to give information about:
 - a. how to find good shopping websites
 - b. how to pay for things online
 - c. how protect yourself when shopping online
2. What are two things to look for when checking if a website is legitimate? **(2 points)**

3. What is one indication that a website may not be legitimate?

4. The speaker says all of your online accounts could be *compromised* if you always use the same password. *Compromised* means _____.
 - a. your accounts could be harmed
 - b. your accounts could be better protected
 - c. your accounts could disappear
5. Ahmed's password is *Abcde* on all of his online accounts because it is easy to remember. Is this a good *idea*?

Yes ☐ No ☐

Why? _____

TASK SUCCESS

CLB 5 = PART 1: 4/6

Your score: ____/6

Part 2 for CLB 6

6. If a website is *encrypted*, it _____.
 - a. is unsafe
 - b. is safe
 - c. has useful products for sale

7. What are two things that can help you identify a secure site? Select one answer.
 - a. an 's' in the company name and pop-up ads
 - b. a padlock symbol and http
 - c. a padlock symbol and https

8. Why is it **not** a good idea to use public WiFi when shopping online?

9. What is an important precaution to take when using the internet?

10. Does the listening text convince you that it is safe or unsafe to shop online? (**2 points**)
 Safe ☐ Unsafe ☐

Give a reason.

TASK SUCCESS (CLB 6)

PART 1: 4/6 Your score: ____/6

PART 2: 4/6 Your score: ____/6

Discussing Online Shopping

AT

Module Topic: Shopping Online

CLB 5 ☐

Competency Area: Sharing Information

CLB 6 ☐

Name: _____

Date: _____

Instructions: Have a discussion about shopping online using your prompt card. Respond to the opinions of others in the group by agreeing or disagreeing politely. Remember to keep the conversation going by asking questions.

SPEAKING: CLB 5 or CLB 6		Meets Expectations	Not Yet
*Sufficient level of detail	CLB 5/6: Expresses opinions and gives reasons/explanations. Responds to the opinions of others by agreeing/disagreeing and giving reasons CLB 6: Confirms understanding by summarizing information	<input type="checkbox"/>	<input type="checkbox"/>
Conversation Management	CLB 5: Takes turns; encourages conversation by asking a question CLB 6: Takes turns; adds supportive comments; asks questions to keep the conversation going	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	CLB 5/6: Uses a range of topic-specific vocabulary and may include an appropriate idiom or cultural reference	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	CLB 5: Uses a variety of grammatical structures with initial control of some more complex structures CLB 6: Uses a variety of grammatical structures with developing control of more complex structures	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	CLB 5: Is adequately fluent with some pauses or hesitation CLB 6: Is reasonably fluent with few hesitations	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: Meets 4 out of 5 criteria. Must include starred (*) item.			
Doing well:		Next time:	

Prompt Cards



① Advantages of Online Shopping

You think shopping online is a **good** thing.



- Give three (or more) advantages of online shopping. You could also use personal examples of shopping online to support your opinion.
- Respond to questions from your group.
- Agree or disagree with your classmates' opinions and give reasons.
- Ask questions (if needed) to clarify any information.

② Disadvantages of Online Shopping

You think shopping online is **NOT** a good thing.



- Give three (or more) disadvantages of online shopping. You could also use personal examples of shopping online to support your opinion.
- Respond to questions from your group.
- Agree or disagree with your classmates' opinions and give reasons.
- Ask questions (if needed) to clarify any information.

Name: _____

Date: _____

**The Blendamix Multi-Use Blender****\$99.99****Features:**

This blender includes an 800-watt motor with 4 functions to grind, chop, whip, and blend hard and soft foods. Strong enough to break down ice, whole fruits and vegetables in seconds. The 6-cup container is dishwasher safe. An additional mini grinder is great for grinding coffee beans or spices. 2-year warranty



★★★★★ **A beast of a machine**

Karen P. Regina, SK, January, 2020

Don't underestimate the power of this blender. It chops and blends almost everything, including nuts for my smoothies. Some reviewers complain it's loud! But for this low price I'll take noise rather than forking out \$400 for a blender. The quality and performance are worth the noise. You don't get every bell and whistle for this price, but with 3 speed options, it does what you need. My only complaint is that it doesn't come with additional cups for my smoothies in the morning. (My last blender had 4 travel cups that fit into the cup holders in my car perfectly.) But I love this blender anyway.

**The Pro Blendy****\$129.99**

Features: 1000 watts of power that serves as an 8-cup blender and food processor in one. Includes 6 blending and chopping functions and 3 speed options. Cleaning made easy with removable parts that are dishwasher safe. Comes with two, 8-ounce travel mugs (not shown) and a recipe book. 1-year warranty



★★★★★ **A great unit!**

J. S. Moncton, NB – August, 2020

I bought my ProBlendy a few weeks ago and it's amazing! It does everything and it's so easy to use. It's perfect for crushing ice and blending fruits and vegetables for smoothies but I've also used it make soups and sauces. It's quieter than most of the blenders I've looked at which is great. Easy to clean- I just threw everything into the dishwasher. I love the travel cups with lids. I haven't tried any of the recipes in the recipe book yet, but I will soon.

**VitaBlender****\$149.99****Features:**

This 12-cup blender has 8 different functions for chopping, blending, and mixing soft or hard ingredients with the touch of a button. The VitaBlender can crush ice in a matter of seconds. It has 3 speed options: High, low and pulse. It comes with a 2-cup mini blender that is perfect for smaller jobs and a separate coffee grinder. Dishwasher safe, Hassle-free cleaning. 1200-watt power. Recipe book available as digital download. 2-year warranty

**Soups and sauces are a snap!**

Tomas T, Vancouver, BC, October, 2019

I am really impressed with this sturdy machine. It's easy to use and clean, and makes excellent smoothies. It easily chops up nuts, coffee beans, seeds, frozen fruit, ice and raw vegetables. It makes silky sauces and hot soups. It's really amazing how you can throw in some steamed vegetables hot from the pot! I've never had a blender before that could handle hot blending; it's such a nice bonus feature. The two smaller blender attachments are fantastic for grinding coffee and single-cup drinks. I have even made homemade peanut butter by following the recipe in the downloadable recipe book. Clean up is fairly easy although sometimes food gets stuck under the blades and it's hard to get it out. But other than that, we're pretty happy with the VitaBlender.

**Top marks for customer service**

Tomas T, Vancouver, BC, November 14, 2020

Suddenly, without warning the blender just quit working after a year. Luckily it has a 3-year warranty and VitaBlender replaced it immediately. A new one was shipped to my house within a week.

Module Topic: Shopping Online | **Competency Area:** Comprehending Information **CLB 5** ☐
Criteria: Identify key information (#2,3); infer the meaning of unknown words/phrases (#1); use information in the text to express an opinion (#5) **CLB 6** ☐

Name: _____ **Date:** _____

Instructions: **CLB 5** reads reviews for the first two products. **CLB 6** reads reviews for all three products.

Part 1: CLB 5 and CLB 6

1. The **Blendamix** is referred to as a *beast of a machine*. The writer probably means it is a _____.
 - a. large machine
 - b. small machine
 - c. powerful machine
2. How many extra items come with the **ProBlendy**?
 - a. 3
 - b. 9
 - c. 8
3. What is the same about the **Blendamix** and the **ProBlendy**?
 - a. both are loud
 - b. both can chop up ice, frozen fruit, vegetables, seeds and nuts
 - c. both have the same size motor
4. Karen (Blendamix reviewer) says she doesn't want to *fork out* \$400 for a blender. She means _____.
 - a. she doesn't want to pay that much
 - b. she doesn't mind paying more for a blender
 - c. she wants to look at \$400 blenders
5. Which blender do you think is the better option? Give reasons for your opinion by including the advantages and disadvantages of each blender. **(4 points)**

TASK SUCCESS (CLB 5)

PART 1: 5/8 Your score: _____/8

Part 2: CLB 6

6. In the **Features** section of the **VitaBlender**, it says that this blender offers *hassle-free cleaning*. Would Tomas (the VitaBlender reviewer) agree? Why? Give a reason. **(2 points)**

7. The **VitaBlender** review says soups and sauces *are a snap*. This means ____.

- a. they are quick and easy to make
- b. they are hot and delicious
- c. they could damage the blender

8. Tomas T (**VitaBlender** reviewer) wrote *Top marks for customer service*. How many stars would he likely give for customer service?

- a. ★
- b. ★ ★ ★
- c. ★ ★ ★ ★ ★

9. Compare all three blenders. Select one or more features that are **the same** for all the blenders.

- ☐ motor size
- ☐ number of speeds
- ☐ number of functions
- ☐ warranty
- ☐ cost

10. Which of the three blenders (**Blendamix**, **ProBlendy** or **VitaBlender**) would you purchase for your family? Give three reasons for your choice. **(3 points)**

TASK SUCCESS (CLB 6)

PART 1: 5/8 Your score: ____/8

PART 2: 5/8 Your score: ____/8

Writing an Online Review

AT

Module Topic: Shopping Online

CLB 5 ☐

Competency Area: Sharing Information

CLB 6 ☐

Name: _____

Date: _____

Instructions: You are not happy with a vacuum cleaner that you purchased. When you received it, it did not match the description you read online (give examples), and the shipping took longer than expected. Write a review and give your opinion about the product and the service you received from the company.


- CLB 5: Write one paragraph
- CLB 6: Write two connected paragraphs

WRITING: CLB 5 or CLB 6		Meets Expectations	Not Yet
*Content	CLB 5/6: Provides a clear description of the experience. Includes all relevant information	<input type="checkbox"/>	<input type="checkbox"/>
Paragraph structure	CLB 5: Provides a main idea and describes experience with some details CLB 6: Clearly expresses main idea(s) and supports them with details and explanations	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	CLB 5: Uses an adequate range of vocabulary CLB 6: Uses a good range of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
Grammar	CLB 5: Writing shows good control of simple structures Attempts some complex structures CLB 6: Writing shows good control of simple structures and developing control of complex structures	<input type="checkbox"/>	<input type="checkbox"/>
TASK SUCCESS: Meets 3 out of 4 criteria. Must include starred (*) item			
Doing well:		Next time:	

Name: _____

Date: _____

Instructions: You purchased the vacuum cleaner below and are not happy with it. The vacuum you received didn't match the description online (give examples), and the shipping took longer than expected (give an explanation). Write a review. Provide details and your opinion about the product and the service you received from the company.



Top Vac Vacuum Cleaner

Your floors will be cleaner than they've ever been!

- The TopVac is one of the best vacuum cleaners in the world
- Powerful but very quiet; ideal for cleaning all types of surfaces from hard floors to thick carpets
- Clean under furniture and even high walls and ceilings with ease
- Lightweight body makes it easy to carry upstairs or between rooms.
- Comes with a washable HEPA filter that cleans the air while vacuuming to protect your family's health
