

UNIT 9 Internet Shopping

The final 'close to home' Unit looks at Internet shopping. This is an important feature of modern life, in that a great deal of shopping is being carried out from the home, either on television or on the Internet. This has advantages and disadvantages that are explored in this Unit. All students should be familiar with this topic and should have many things to say about it.

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Brainstorming (individuals)

- Students set up the learning schema by thinking about Internet shopping
- They are also invited to do a class survey about Internet shopping.

Task 1 (groups)

- Students each choose one of the boxes (A, B, C or D) on this page.
- They then ask the 4 questions in the box to students in other groups.
- The number of people asked is up to the teacher or the students. They can judge whatever number is convenient.

This activity gets students to think about the issues involved in Internet shopping.

Task 2 (individuals)

- When students have finished asking their questions they do some data analysis.
- Individual students summarize the responses they received to each question.

This activity helps students to practice analysis, critical thinking and identification of trends.

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Computer Scams (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (Track 47) and ask students to read the paragraphs silently while they listen.
- T: Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

As in other Units students can use Classroom Language.

The function of the reading passage is to reinforce the learning schema by bringing up the issues of the dangers of sending money over the Internet. These dangers include scams, phishing and identity theft. The reading can be effectively done outside of the classroom, especially when we remember that the EFL/EIL/EGL classroom is the only place where most of the students will

actually speak English. In the ESL classroom (US, UK, Australia, Canada, NZ) teachers can focus on grammar, since most people outside the classroom speak English and students can practice speaking with them. However, if students are not speaking in the EFL classroom, they are losing an important opportunity, since they will not speak English outside the classroom. Teachers should also remember that when the teacher is speaking to everyone, the students are not speaking. For them, learning is doing.

scam	→	a dishonest scheme or trick
firewall	→	a security block on a computer
malicious	→	an upgrade; a bug fix; a new update
patch	→	doubtful; unbelieving
unsolicited	→	evil; bad; nasty; wicked
skeptical	→	make known; reveal; uncover
disclose	→	not looked for; not asked for
confidential	→	strictly private; top secret

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Suggested answers:

1. According to the passage, three ways to protect your computer are: 1) Use a firewall and anti-virus software; 2) Download and install the latest security patches; and 3) Use an auto-update function if possible.
2. If you don't protect your computer, you might find some expensive payments on your next credit card bill.
3. Firewalls and anti-virus software help us by preventing viruses and malware from sending secret information from our computer.
4. The answer is not given in the book, but implied. We need security patches because they update the firewall and anti-virus software.
5. Spam mail is dangerous because offers that seem to be too good to be true usually are.
6. A word similar in meaning to 'skeptical' in the passage is 'suspicious'.
7. A word opposite in meaning to 'install' in the passage is 'delete'.
8. You should never reply to unsolicited emails. True

Think for Yourself

Students think about the message in the reading passage. They also think about why people make viruses and malware. They might want to look further into these issues for themselves.

Background Information

This information here is about the Internet and Internet shopping. As always, this can be read when waiting for other groups to finish, or it can be an interesting source of information at any time. Again, it is hoped that this information will spark curiosity in the students. They can see that there are many interesting facts about Internet usage and they can start asking their own questions. This can lead to a presentation to the rest of the class - an effective end-of-course activity.

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Expressing your opinion' and 'Disagreeing politely'.
- It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Suggested answers:

1. - Yes, I shop online, about once a month. I buy things like books, clothes and whatever takes my fancy. I usually get things from G-Mart or Amazon. They are reliable and deliver quickly.
- No, I never shop online. I can't trust the Internet to keep my details safe from hackers and phishers. I am afraid that my identity will be stolen and my credit cards used by other people.
2. Some advantages of Internet shopping are: 1) It is convenient and easy to use; 2) We don't have to go downtown and spend a lot of time in shops; 3) We can browse items and compare prices online without visiting many different shops; and 4) We can find things that are not on sale in high street shops, like out of print books.
3. Some disadvantages of Internet shopping are: 1) The danger of identity theft. We have to be very careful when giving our bank account details online; 2) The danger of phishing. It is easy to be fooled by phishing people; 3) It is possible to download malware along with software when we buy it online; 4) some sites have so much security that it takes ages to make an order. We have to install special software and enter lots of data; and 5) If we don't like the things when they arrive, or if the wrong things are sent to us, it is very difficult to get a refund or send the items back.
4. - Frankly speaking, I think people are addicted to online shopping these days. It is so easy to buy things using a credit card that people just sit at the computer and buy things they don't need. It has become a hobby with them. Because they use a credit card they don't think about how much they are spending.
- To tell the truth, I don't think people are addicted to online shopping these days. I think that because it is convenient and better than going to many different shops downtown, it has become popular. That doesn't mean that people are addicted to it.
5. - In my opinion, Internet shopping encourages people to get into debt. It is so easy to sit at the computer and buy things with a credit card, people can't stop. They keep buying things even if they don't need them. Eventually they use all their money up and build up a debt.
- I'm afraid I don't agree. People get into debt without doing online shopping, so I don't think Internet shopping is to blame. In my opinion it is the people who get into debt who are to blame. They don't know how to manage their money properly and they just keep spending. I think we should be taught how to manage our money sensibly in school. This could include

information about saving money and investing wisely for the future.

6. - Yes, I have had a virus on my computer. I allowed a friend to plug his USB into my computer to share some files. Then I found that his USB had a virus on it. Luckily I had anti-virus software on my computer which found the virus. I was able to delete it before it did any harm. However, I don't know if it sent information about my personal details to the virus owner.
- Yes, I had a worm on my computer and it destroyed everything. The whole computer crashed. I had to destroy the hard disk and buy another computer. I will be very careful when I download things from the Internet in future. In fact I might even buy an Apple computer, since they don't get viruses or worms.
7. Phishing happens when someone tricks Internet users by sending an email that looks as if it is from a reliable company. Then the phisher tries to get the person to give confidential and personal information, so that he can steal his identity. Sometimes they even say they are a government agency and get the victim to send money to a bank account. This happened to me once and I believed them. I lost 2 million Korean Won this way. However, it taught me a lesson and now I am very careful with emails and text messages. I think the best way to recognize a phishing email is that it is usually asking for personal information.
8. A hacker is someone who uses the Internet to enter sites and find out secret information. Some famous sites have been hacked. The BBC in the UK and even NASA in the USA have been hacked. No-one knows what information was taken. Some SNS sites have also been hacked and the hackers took the personal information of millions of people who were registered on those sites. I think most of the fishers and hackers are criminals. They are looking for personal information so they can steal the identities of the people. I also think a small number of hackers are just doing it for fun. They want to see what they can do against the security systems.
9. Frankly speaking, I think it is very difficult to catch Internet criminals. This is because the Internet is global. No country controls Internet usage, so no-one can be punished. Of course, some countries are trying to catch hackers and other Internet criminals, but these days it is easy to hide your identity by using the dark net.

Further [Conversation Strategies](#) are offered in other Units throughout the book. These help students to structure their discussions.

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Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 48 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Suggested answers:

1. Kevin isn't buying flowers downtown because they're cheaper online and they can be delivered to his parents. This saves Kevin a lot of time.
2. Kevin is not afraid of putting his credit card details online. He thinks the site is safe.
3. According to this passage, two advantages of online shopping are: 1) the items are cheaper;

and 2) they can be delivered.

4. Grandma Brown thinks that online shopping is dangerous.
5. According to this passage, three disadvantages of online shopping are: 1) viruses; 2) Internet worms; and 3) spyware.
6. Kevin will know if his Internet Identity has been stolen if his credit card statement shows that he has paid for lots of things he didn't buy.

Two opinion samples are offered here for the teacher:

Opinion 1: To tell the truth, Internet shopping seems very good at first. You can find anything you want with the click of a mouse. The problem is that it's not like using real money. People get carried away, and they forget that they have to pay for everything. This can get them into lots of trouble. They overspend and buy things they don't need. Then they have credit card problems and rack up major bills. Compulsive online shopping is a disease.

Opinion 2: You could be right, and I understand the problems of online shopping. On the other hand, I've bought books, CDs, software, movie tickets and even shoes over the Internet. In my opinion, once you know what you're doing, the Web is the perfect place for shopping. I'm careful, of course and I don't buy on impulse. But when I want to buy something, I can find it quickly and easily. We can save a lot of money by cutting out the shopkeepers. I'm completely satisfied.

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Let's Make a Role-play! (pairs)

- Students in pairs choose one of 2 situations for their role-play.
- Students read the ideas and the useful phrases on this page.

The situations on this page are both about making a complaint to an online shopping company. However, students can change the topic if they want to. They can also change the situation if they wish.

- I. For example, they might have someone who is addicted to online shopping, sitting with a friend in a coffee shop. The friend could be trying to get him/her to stop shopping. He/she could be asking why he/she needs to buy all these things.
- II. Or again, two friends could be seated at a laptop in a coffee shop. One person is buying something and then a warning comes up: 'Your credit card is overdrawn.' The friends could talk about this. What has happened? Why doesn't the credit card work? Has his/her identity been stolen?
- III. Or again, a virus warning comes up and the laptop freezes. What can they do? What happened to the credit card information?
- IV. Or perhaps one of the two people has an email saying that they have won a lottery. All they have to do is send in their name, address and bank account information and the money will be sent to the account. The two friends talk about this. Is it a scam? Is it phishing? What should they do?

When given the freedom, students typically come up with interesting and creative ideas. The teacher should therefore explain that they can change the situation in any way they wish.

These ideas and phrases will give students a structure for their role-play. This will be useful for students who need such scaffolding. However, if they are more proficient, they might like to be more creative and inventive. This page offers a foundation for those who need it.

Students are in pairs in this role-play. However, they can add more characters if they wish and make this a group role-play.

Starting with this Unit, Role-plays and Debates alternate, supporting each other and gradually building on the language that students learn in each one.

Sample role-play:

Assistant: Hello. Can I help you?

Customer: Hello. Is that the ACE Clothes Company?

Assistant: Yes it is. What is your reason for calling?

Customer: I ordered some gloves three weeks ago.

Assistant: I see.

Customer: They just arrived today. They are the wrong size and the wrong color.

Assistant: What is your order number?

Customer: XYZ123456.

Assistant: Let me check. (pause) Ah, yes. Your name is Ms. Brown.

Customer: That's right.

Assistant: Did you contact the service department by email?

Customer: yes, but there was no reply.

Assistant: I see.

Customer: This really isn't good enough.

Assistant: I understand.

Customer: I wanted the gloves last week.

Assistant: Yes, of course.

Customer: I waited three weeks and they are not what I ordered.

Assistant: I will try to find out the problem.

Customer: It's too late for that. I want my money back.

Assistant: I'm afraid we can't do that yet.

Customer: Why not?

Assistant: We have to check everything first.

Customer: And I have to wait even longer.

Assistant: Please understand.

Customer: You should understand me.

Assistant: Can you send the gloves back to us?

Customer: Will you pay the postage?

Assistant: I'm afraid not.

Customer: This is terrible customer service.

Assistant: It's company policy. There's nothing I can do about it.

Customer: Well I shall shop for gloves elsewhere.

Assistant: I'm sorry about this.

Customer: It's not your fault.

Assistant: Thank you for shopping with us.

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Role-play Storyboard (pairs)

- Students make a storyboard for their role-play.
- They perform the role-play.
- Then they perform it to another pair.

Students have had lots of sample dialogues and role-plays by now and in this Unit they are encouraged to start making their own scripts. Therefore page 78 offers some useful phrases and page 79 asks students to write some ideas (as in previous role-play Units).

They are helped in this by the storyboard format. Rather than having to write complete scripts, they can decide on the events that they will show and draw these in the boxes.

Then they can make captions for the events and turn these into parts of the dialogue, either by improvisation or rehearsal. This is a stage on the path to writing fuller scripts.

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Time to Reflect!

- Students perform a self-reflection about their contribution to the role-play.

Self-reflection and self-assessment are important skills in language learning. There are no correct answers, however, and the scores are not used for grading. The purpose is to raise consciousness of learning in the students and to help them think about their attitudes. This can also help them to take responsibility for their own learning.

Raised awareness and responsibility for learning leads to goal-setting, achievement, and further self-assessment. However, part of the learning process is to set realistic goals. Students need to set 'doable' goals and experience success from achieving them. Step by step!

Review

- Students are then encouraged to review Unit 9 on the website, to preview Unit 10 on the website, and to prepare for studying Unit 10 in class by looking at the activities in that Unit before the next lesson.

This process (Review, Preview, Prepare) models an effective study strategy.