

WebSafe



Language Extension Activities

Overview

The learning resources and activities provided in the WebSafe course are intended primarily as a settlement resource, providing essential information for responding to digital disinformation. While opportunities to learn new vocabulary and practice listening skills are integral to the resources, there are no explicit language activities. In this guide, sample extension activities that integrate language teaching and learning into the **WebSafe** resources are included. These activities are not lesson plans, so you won't find a full explanation of each topic or grammatical concept, nor the necessary scaffolding learners may need to accomplish that activity. These are intended to provide **examples of how the integration of language instruction can be achieved in a seamless way.**

There are nine language extension activities included in the Guide as samples of how the resources can be easily adapted for integration into the language classroom, whether in-person or virtual.



The following language extension activities are included:

CLB Level	Module/Unit	Language Focus	Skill area
3	Module 1 Unit 1 What happens when a scammer steals your private information?	Modals/ possibility can	Listening & speaking
3	Module 1 Unit 2 A real-life situation: An iPhone scam	Identifies factual details & key words	Listening
4	Module 2 Unit 3 Applying for a job through the employer's website	Modals/Advice	Writing
4/5	Module 3 Unit 1 How many spam emails do Canadians get?	Get information from formatted text (graphs)	Reading
4/5	Module 2 Unit 1 Fact-checking	Sequence markers	Writing
5	Module 1 Unit 1 What happens when a scammer steals your private information?	Asking and answering questions	Speaking & Listening
5/6	Module 3 Unit 2 How does a romance scam work?	Reported speech	Writing
7	Module 2 Unit 2 Don't get duped by these online shopping scams	Adjectives	Listening & writing
7	Module 1 Unit 1 A real-life situation: Covid19 scam	Conditionals	Listening & Writing

What happens when a scammer steals your private information?

Module 1	Unit 1: Who are email scammers?
Extension Activity for:	Slideshow: What happens when a scammer steals your private information?
Background:	This section is about what scammers can do with personal information.
Level:	CLB 3
Skill:	Listening & Speaking
Language Focus:	CLB 3 – Focus on the use of “can”
Materials:	<ul style="list-style-type: none">• What happens when a scammer steals your private information?• Handout
<ol style="list-style-type: none">1. Give learners handout A “What happens when a scammer steals your private information?”2. Encourage them to answer the questions.3. Ask them to listen to What happens when a scammer steals your private information? How many times can they hear the word “can”? Tell them to make a check each time they hear the word.4. Ask them to look at the questions again. Do they want to change any answers now they have watched this? Did they get any new information?5. Ask learners to put away handout and to answer the question: What are some things scammers can do with your information? Write down as many as you can remember/think of. If you are in class, learners can read their answers. If learners aren’t in class, they could post their answers on a discussion board or send you an email with their responses.	

Handout

What happens when a scammer steals your private information?

Answer the following questions:

1. If someone steals your private information can they make money from it?
 - a. Yes, they can.
 - b. No, they cannot.

2. What can email scammers do with your information?
 - a. They can buy things online.
 - b. They can apply for credit cards.
 - c. They can take out loans.
 - d. They can pretend to be you.
 - e. All of the above.

3. Can email scammers sell information to other criminals?
 - a. Yes, they can.
 - b. No, they can't.

4. What does "impersonate" someone mean?

Listen to the process activity. How many times can you hear the word "can"?

Listen again. Check the answers to the multiple-choice questions.

Put this paper away. What **can** a scammer do with your information? Write down as many things as you can remember/think of.

ANSWER KEY - Handout

What happens when a scammer steals your private information?

Answer the following questions:

1. If someone steals your private information can they make money from it?
 - a. Yes, they can.
 - b. No, they cannot.
2. What can email scammers do with your information?
 - a. They can buy things online.
 - b. They can apply for credit cards.
 - c. They can take out loans.
 - d. They can pretend to be you.
 - e. All of the above.
3. Can email scammers sell information to other criminals?

Yes, they can.

No, they can't.
4. What does it mean to "impersonate" someone?

When someone pretends to be you, they are **impersonating** you.

Listen to the process activity. How many times can you hear the word "can"? **4**

Listen again. Check the answers to the multiple-choice questions.

Put this paper away. What **can** a scammer do with your information? Write down as many things as you can remember/think of.

A real-life situation: An iphone scam

Module 1	Unit 2: A Real-life situation
Extension Activity for:	Video: A Real-life situation
Background:	In this video, a man tells a story of when he got scammed online.
Level:	CLB 3/4
Skill:	Listening & Writing
Language Focus:	Listening Comprehension
Materials:	<ul style="list-style-type: none">• Video: A Real-life situation• Handout
<ol style="list-style-type: none">1. Play the video for general understanding.2. Read Part A with the learners. Ensure that they understand the statements.3. Play the video again. Tell them to listen for the statements in Part A.4. Ask them to read Part B. Again, encourage them to put a check mark next to the questions that have things they remember.5. Play the video again. Ask them to focus on question in Part B.	

Handout

A real-life situation: An iPhone scam

A. Read the sentences below. If the sentence is correct, put a check next to it. If a sentence is incorrect, circle the word(s) which makes it wrong.

1. The man got a text message with an ad for a new iPhone.
2. The text message had a link.
3. The man wanted to buy a camera.
4. The man wasn't charged \$75.
5. The man called the credit card company.
6. The credit card company was unhelpful.

B. Choose the best word to complete the sentences about the story.

1. The message said that he could get a _____ new iPhone for \$75.

- a. band
- b. brand
- c. canned
- d. banned

2. The man said his credit card was charged immediately. What does immediately mean?

- a. later
- b. at that moment
- c. double the amount
- d. none of the above

3. He found out it was a _____ because the credit card company called him.

- a. ham
- b. spam

- c. scam
- d. slam

4. The man said it was a big hassle to solve the problem. In this situation, the word "hassle" means

- a. something that caused problems
- b. fight
- c. relief
- d. something that caused fear

5. The man said he would stop and _____ next time.

- a. drink
- b. wink
- c. think
- d. stink

6. The man said: "If something sounds too good to be true, it probably is." What does the expression **sounds too good to be true** mean?

- a. it is wonderful
- b. it is expected
- c. it is true
- d. it is hard to believe

Answer Key

A. Read the sentences below. If the sentence is correct, put a check next to it. If a sentence is incorrect, underline the word(s) which makes it wrong.

1. The man got a text message with an ad for a new iPhone. **Correct**
2. The text message had a link. **Correct**
3. The man wanted to buy a camera. **Incorrect - a phone**
4. The man wasn't charged \$75. **Incorrect - was**
5. The man called the credit card company. **Incorrect - the man didn't call - the credit card company called him**
6. The credit card company was unhelpful. **Incorrect- helpful**

B. Choose the best word to complete the sentences about the story.

1. The message said that he could get a _____ new iPhone for \$75.

- a. band
- b. brand**
- c. canned
- d. banned

2. The man said his credit card was charged immediately. What does immediately mean?

- a. later
- b. at that moment**
- c. double the amount
- d. none of the above

3. He found out it was a _____ because the credit card company called him.

- a. ham
- b. spam
- c. scam**
- d. slam

4. The man said it was a big hassle to solve the problem. In this situation, the word "hassle" means

a. something that caused problems

b. fight

c. relief

d. something that caused fear

5. The man said he would stop and _____ next time.

a. drink

b. wink

c. think

d. stink

6. The man said: "If something sounds too good to be true, it probably is. What does the expression **sounds too good to be true** mean?"

a. it is wonderful

b. it is expected

c. it is true

d. it is hard to believe

How many spam emails do Canadians get?

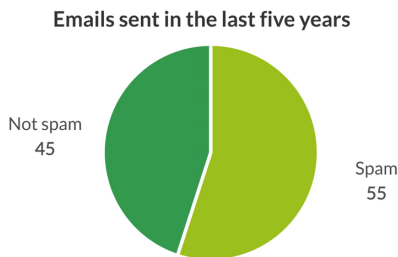
Module 3	Unit 1: How can I stay safe browsing online?
Extension Activity for:	Graphs: Amount of spam emails
Background:	These graphs show the amount of spam emails sent from 2015-2020 and in 2014.
Level:	CLB 4
Skill:	Understanding graphs
Language Focus:	Understanding graphs (Comparative form is used in the questions)
Materials:	<ul style="list-style-type: none">• Handout

1. Learners should be familiar with the term “spam” by now. If they aren’t, explain that spam email is the same thing as “junk emails”. They are any emails that you do not want to receive.
2. Tell learners you will be looking at the amount of spam emails sent in 2014 and from 2015-2020.
3. Ask learners to work through section A and B. Check their work.
4. Explain that now they will compare the information on the two graphs.
5. Tell them to work on section C. In order to answer question 4 in part C, they should have read the information above the graphs in the Rise course. The amount of spam decreased because people started reporting scam.
6. Explain that pie graphs and bar graphs have the same information, but a bar graph is easier to make. Ask learners to use information from “Emails sent in 2014” and make a bar graph.

Handout

How many spam emails do Canadians get? Understanding Graphs

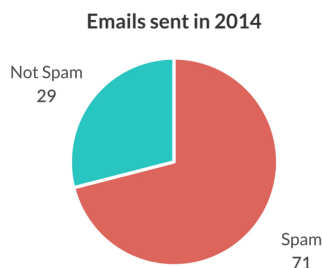
- A. The graph below shows the percentage of spam and not spam emails sent in the last five years (2015-2020). Answer the questions.



1. What is the percentage of **spam emails** sent in the last five years?

2. What is the percentage of **not spam** emails? _____
3. Were more **spam emails** or **not spam emails** sent? _____
4. Does this answer surprise you? _____

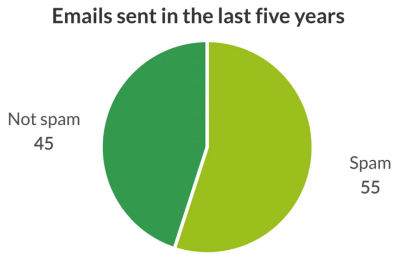
- B. The graph below shows the percentage of spam and not spam emails sent in 2014. Answer the questions.



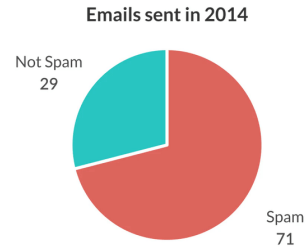
1. What is the percentage of **spam emails** sent in the year 2014? _____
2. What is the percentage of **not spam** emails? _____
3. Were more **spam emails** or **not spam emails** sent? _____
4. Does this answer surprise you? _____

C. Now, let's compare the data from the two graphs. Answer the questions below.

GRAPH A



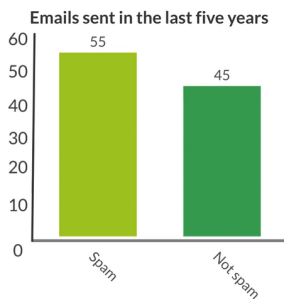
GRAPH B



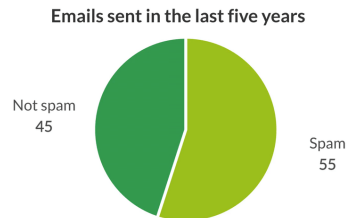
1. Were more **spam emails** sent in Graph A or Graph B? _____
2. In Graph A, 45% **not spam** emails were sent. What is the percentage of **not spam** emails in Graph B? _____
3. Graph A has the information from the years 2015-2020. Graph B has the information from the year 2014. Why do you think the amount of spam emails changed?

D. We can put data in different types of graphs. Compare the two graphs below:

BAR GRAPH



PIE GRAPH

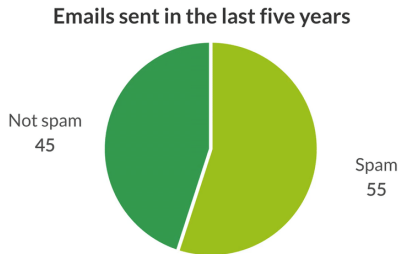


1. Do the two graphs have the same information? _____
2. Which one do you think is easier to make? _____

Answer Key

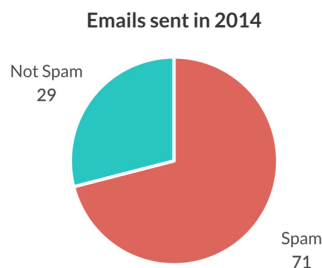
How many spam emails do Canadians get? Understanding Graphs

A. The graph below shows the percentage of spam and not spam emails sent in the last five years (2015-2020). Answer the questions.



1. What is the percentage of **spam emails** sent in the last five years? **55%**
2. What is the percentage of **not spam** emails? **45%**
3. Were more spam emails or not spam emails sent? **Spam emails**
4. Does this answer surprise you? **Varied answers**

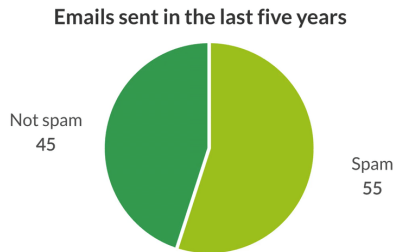
B. The graph below shows the percentage of spam and not spam emails sent in 2014. Answer the questions.



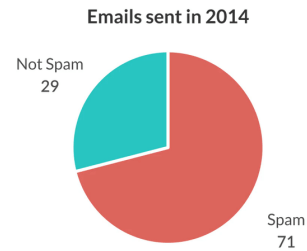
5. What is the percentage of **spam emails** sent in the year 2014? **71%**
6. What is the percentage of **not spam** emails? **29%**
7. Were more spam emails or not spam emails sent? **Spam emails**
8. Does this answer surprise you? **Varied answers**

C. Now, let's compare the data from the two graphs. Answer the questions below.

GRAPH A



GRAPH B

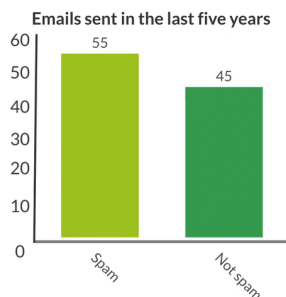


1. Were more **spam emails** sent in Graph A or Graph B? **Graph B**
2. In Graph A, 45% **not spam** emails were sent. What is the percentage of **not spam** emails in Graph B? **29%**
3. Graph A has the information from the years 2015-2020. Graph B has the information from the year 2014. Why do you think the amount of spam emails changed?

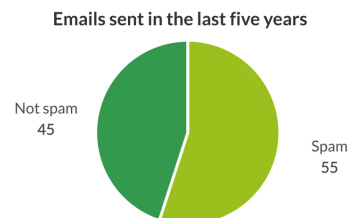
People started reporting spam more and more.

D. We can put data in different types of graphs. Compare the two graphs below:

BAR GRAPH



PIE GRAPH



- a. Do the two graphs have the same information? **Yes**
- b. Which one do you think is easier to make? **The bar graph**

Applying for a job through the employer's website

Module 2	Unit 3: How do online job websites work?
Extension Activity for:	VIDEO: Applying for a job through the employer's website
Background:	This video shows how the person found the job and applied for the job online.
Level:	CLB 4
Skill:	Writing – Giving Advice
Language Focus:	Modals of Advice: can, could, should, should not, must
Objective:	Learners will practice giving advice when applying for a job found online
Materials:	<ul style="list-style-type: none"> • Video: Applying for a job through the employer's website • Handout
<p>1. Ask learners how we can apply for jobs. Introduce concept of “online job boards”. Watch the 40 second video.</p> <p>2. Tell learners to watch the video again and try to answer Part A on the handout.</p> <p>3. Explain that to give advice, they could use <i>must, can, could, should, and should not</i>. Add any additional information you feel necessary.</p> <p>Ask them to work on Part B & C of the handout.</p>	

Handout

Applying for a job through the employer's website

Part A

Mark the following as True or False. If it is false, circle the incorrect word and fix it.

1. Before applying for a job, you should stop and check if the job is real.

T F

2. You can check if a job is real by checking other job boards.

T F

3. Applying directly through the employer website is a good idea.

T F

Part B

You have a friend who is looking for a job online. Write down four pieces of advice for your friend. You can give advice on things your friend should do and things that s/he shouldn't do.

1. _____

2. _____

3. _____

4. _____

Part C

When you apply for a job online you should look carefully at the job ad. Look at the two job postings below. Circle things that make one of job ads look fishy.

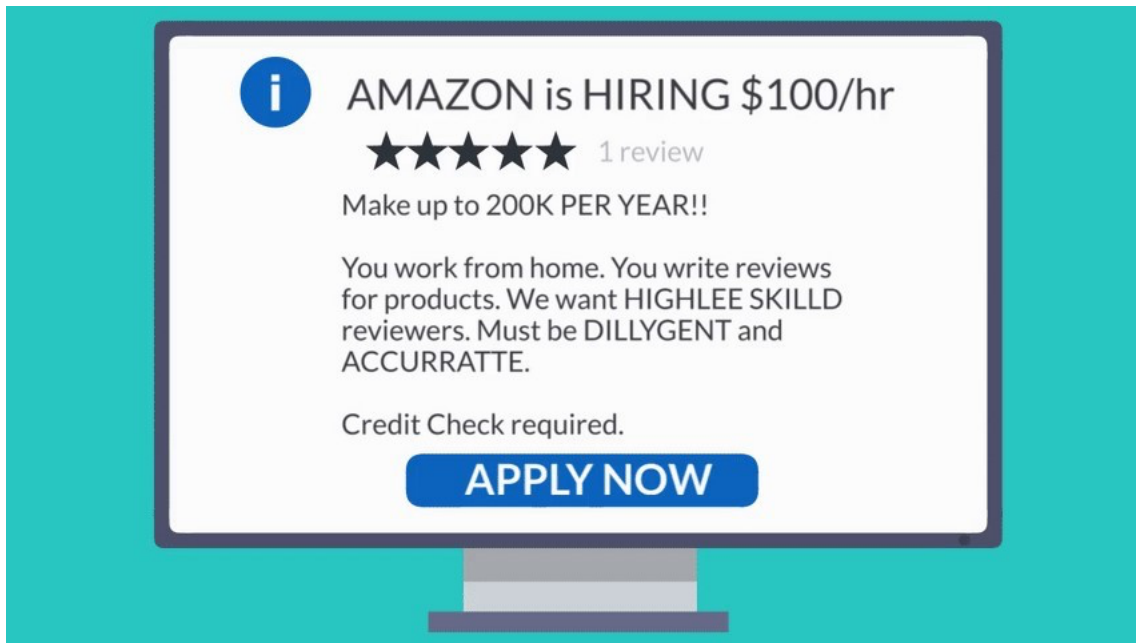


i Receptionist / Office Assistant
★★★★★ 87 reviews
We are looking to fill a part-time position in our reception department. Duties include:

1. Booking appointments
2. Book keeping
3. Patient care

Salary: \$15.00/hr

APPLY NOW



i AMAZON is HIRING \$100/hr
★★★★★ 1 review
Make up to 200K PER YEAR!!

You work from home. You write reviews for products. We want HIGHLEE SKILLD reviewers. Must be DILLYGENT and ACCURATTE.

Credit Check required.

APPLY NOW

Write 2- 3 sentences explaining why you **should** apply to one of the jobs. Write 2-3 more sentences explaining why you **shouldn't** apply to the other ad.

Answer Key

Part A

Mark the following as True or False. If it is false, circle the incorrect word and fix it.

1) Before applying for a job, you should stop and check if the job is real.

T F

2) You can check if a job is real by checking other job boards.

T **F**

3) Applying directly through the employer website is a good idea.

T F

Part C

When you apply for a job online you should look carefully at the job ad. Look at the two job postings below. Circle things that make one of job ads look fishy.

(Ad #2 – Amount paid per hour / Capitalization / Just one review/ Amount per year/ Spelling errors/ Credit check)

Fact-Checking

Module 2	Unit 1: What do I need to know about social media and the news?
Extension Activity for:	Video: Fact-checking
Background:	This video shows the difference between two people who read false news on the internet. One person stopped to check while the other person shared without checking. The video is very visual and has little speaking.
Level:	CLB 4/5
Skill:	Writing
Language Focus:	Sequence Markers
Materials:	<ul style="list-style-type: none"> • Video: Fact Checking • Handout
<ol style="list-style-type: none"> 1. Watch the video for general understanding. 2. Ask learners: With character one, what happened first? What happened next? At the end, what happened? Do the same for character two. 3. Tell learners that they will write an article for a newspaper based on what they saw on the video. The story is about two people who reacted differently when reading false news. The video should be the main inspiration, but they are free to change the topic, give the characters names and so on. They should include sequence markers (first, then, next, etc.) in their story. 4. Watch the video again and ask learners to take notes. <p>Ask learners to write their articles.</p>	

What happens when a scammer steals your private information?

Module 1	Unit 1: Who are email scammers?
Extension Activity for:	Slideshow: What happens when a scammer steals your private information?
Background:	This section is about what scammers can do with personal information.
Level:	CLB 5
Skill:	Listening & Speaking
Language Focus:	Comprehending information
Materials:	<ul style="list-style-type: none"> • What happens when a scammer steals your private information? • Handout
<ol style="list-style-type: none"> 1. Give learners handout "What happens when a scammer steals your private information?" Encourage them to answer the questions. 2. Ask them to listen to "What happens when a scammer steals your private information?" Ask them to look at the questions again. Do they want to change any answers now they have watched this? Did they get any new information? Did they include that scammers can sell their information to other scammers? 3. Ask the open-ended questions below on the handout. If learners are doing this online, ask them to post answers on a discussion board and reply to each other's posts. 	

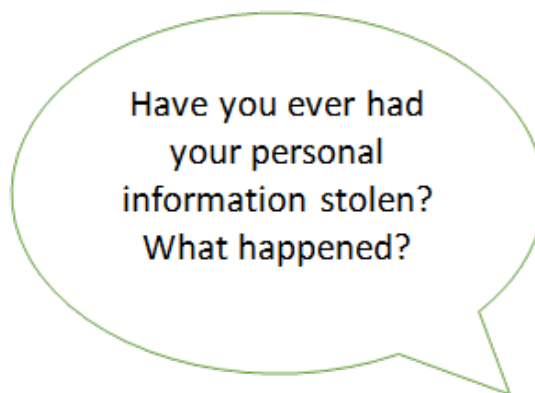
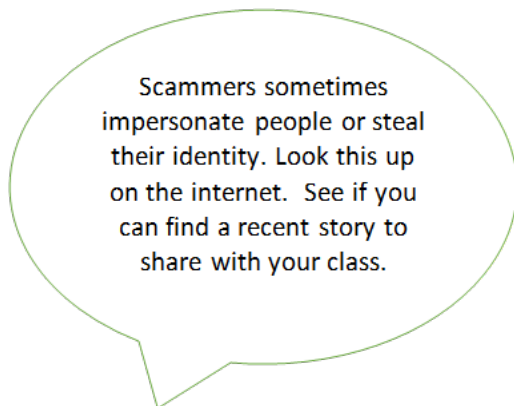
Handout

What happens when a scammer steals your private information?

Answer the following questions:

1. Is your private information worth money? Explain your answer.
2. What can email scammers do with your information? Write down as many things as you can think of.
3. What does it mean to “impersonate” someone? Try to explain and give an example.

Listen to the slideshow. As you listen, check your answers and add any additional information you hear.



How does a romance scam work?

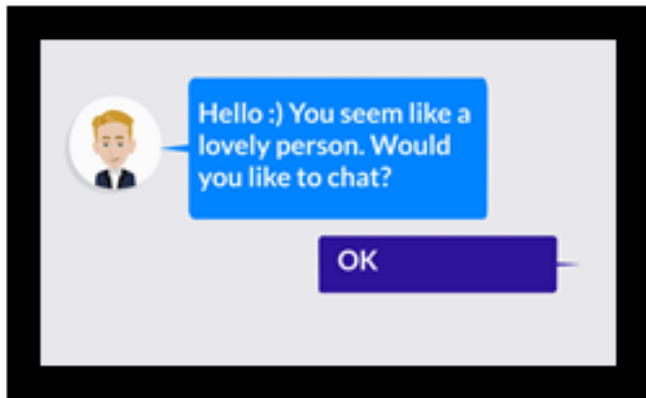
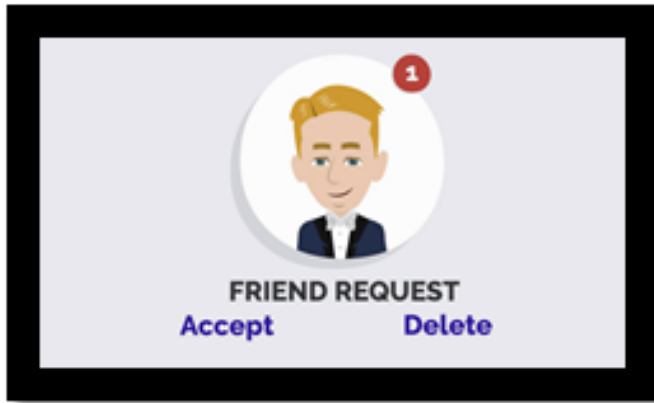
Module 3	Unit 2: What is a romance scam?
Extension Activity for:	Video: Watch how a romance scam works.
Background:	This voiceless video shows chat messages between a scammer and a victim.
Level:	CLB 6
Skill:	Writing
Language Focus:	Reported Speech
Materials:	<ul style="list-style-type: none">• Video: Watch how a romance scam works• Handout


1. Explain that this video is a romance scam. Ask learners to watch the video and take notes on how this scam happened. Share notes in pairs or as a class.
2. Explain that they will be reporting this scam by writing an article for the NorQuest Magazine. Encourage learners to add any additional details. Tell learners they need to report the story in writing they will need to use reported speech. Model some examples of reported speech to show them how to do this. It may be helpful to model examples from the students' oral re-telling of the story from #1.
3. Play the video and stop it after each chat message. Ask learners to backshift the chat messages orally.
4. Give them the handout to complete. Remind them they are writing the article for the NorQuest Magazine. Point out that they can protect people's identity by saying Mr. A and Ms. B.

Discuss the questions below:

How does a romance scam work?


How did this romance scam happen? Report it to the best of your ability by writing an article for the NorQuest Magazine.





Wow, I feel so lucky that I met you.
You are so special.

I feel the same. This is too good to be true!



I want to see you. I am having some money problems my love. I didn't get that loan in time.

Can you help?

Of course!

I can't wait to see you. I love you.

Did you get the money I sent you?

Hello?

Hello?

Don't get duped by these online shopping scams

Module 2	Unit 2: A Real-life situation
Extension Activity for:	Video: CNN Don't get duped by these online shopping scams.
Background:	This video shows ways that scammers use to trick people online.
Level:	CLB 7
Skill:	Listening & Writing
Language Focus:	Adjectives
Materials:	<ul style="list-style-type: none">• Video: CNN Don't get duped by these online scams• Handout
Video: https://www.youtube.com/watch?time_continue=5&v=qhEx9nsZpUI&feature=emb_logo	

1. If teaching a class, write the adjectives below on the board:

phony

pink

secure

common

suspicious

mysterious

fashionable

scrawny

glaring

2. Play the video and tell learners to circle the words that they hear.

(phony, common, suspicious, secure, glaring)

3. Give learners the handout. Tell them to match the adjectives with the definition.

4. Watch the video again and match the adjectives with the nouns as they appear in the video. (If this is too difficult, tell them to use the transcript)

5. Tell them to continue doing parts C & D on the handout.

6. Explain that sometimes nouns have more than one adjective describing a noun. Tell them to look for an example of this in the transcript (little blue symbol). Explain that adjectives are always singular and that opinion adjectives come before factual adjectives.

7. Introduce the concept of noun modifiers. Explain that they are also always singular. If an adjective and a noun modifier modify the noun, the adjective comes first.

8. Tell them to continue doing parts F & G.

9. As a follow up, encourage learners to find another news story on YouTube. They should look through the transcript and see where they can find an example of an adjective and an example of a noun modifier.

Handout

Don't get duped by these online shopping scams

A. Watch the video. Put a check next to the adjectives you hear.

phony	pink	secure
common	suspicious	mysterious
fashionable	scrawny	glaring

B. Match the adjectives to their definitions.

a. Enormous	_____ something that is very bad and very noticeable
b. Phony	_____ something dishonest or illegal
c. Common	_____ something very big
d. Fraudulent	_____ something safe
e. Suspicious	_____ something that isn't sincere or real
f. Secure	_____ making you think that something bad or illegal is happening
g. Glaring	_____ something that happens often and to many people

C. Watch the video again and match the adjectives to the nouns they are used with:

a. Enormous	_____ traps
b. Phony	_____ permissions
c. Common	_____ web stores
d. Fraudulent	_____ surge
e. Suspicious	_____ shopping apps
f. Secure	_____ giveaways
g. Glaring	_____ retail brands

D. Choose 5 adjectives/nouns from the list above. Make your own sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

E. Look at the transcript. Can you find an example where more than one adjective is used to describe a noun?

F. Can only adjectives be used to help describe something or someone? No! Nouns can also be used to describe another noun. Noun modifiers are always singular and if the sentence has an adjective, the noun modifier comes after.

Let's look at an example from the text: fake social media pages

What part of speech is *fake*? _____

What part of speech is *social media*? _____

What part of speech is *pages*? _____

Let's look at another example from the text: Apple's App Store

What part of speech is *Apple's*? _____

What part of speech is *App*? _____

What part of speech is *Store*? _____

Try this one: brand name logos

What part of speech is *brand name*? _____

What part of speech is *logos*? _____

G. Read the video transcript. Highlight eight adjectives in yellow and three noun modifiers in green.

Transcript

I'm Samuel Berke. Me too, I'm Sameul Burke. Hey I'm Samuel Burke. The three of us look a lot alike, but only one of us is the actual Samuel Burke. In fact, it's a lot like what's happening online. There's an enormous surge of phony retail brands deceiving people into thinking they're the real deal. The three of us want to show you the most common traps and how to avoid them.

Guys let me take this one. There are more and more fraudulent shopping apps with brand name logos showing up in app stores. Just take a look at this New Balance app from footlocker. Actually, take a closer look, it's missing the R at the end. That says foot lock, not the famous footlocker store. This one actually ended up in Apple's App Store.

Apps like this aren't just selling you goods that they're never gonna send you, oftentimes they're looking to run off with your credit card numbers or even steal your identity. So, if you don't want to be duped, don't just look at the name of the app, pay extra attention to the name of the publisher, especially in third-party app stores. And be wary of apps asking for suspicious permissions like access to your contacts or text messages and higher value items like passwords and credit card details.

Imposter retail websites are also on the rise. Take this Amazon website, of course, it's not actually amazon.com at all. Just look at the URL it says Amazon – authentication.com. The dead giveaway here is it doesn't have the padlock it should have on the left. You'll always see that on legitimate secure web stores and look for HTTPS. URLs which just have HTTP no s are less trustworthy.

And the fraudsters they're after you on social media as well. Check out the Starbucks Facebook and Twitter pages. Of course, they're phony, just trying to direct you to fake Starbucks webpages and apps. The red flag here - the B in Starbucks is capitalized, something the legitimate Starbucks doesn't do. Actually, grammar and spelling errors are often the most glaring giveaways for these imposters. And these fake social media pages aren't verified by Facebook or Twitter. They're missing little blue symbol with the checkmark that you should always check for. So, which one of us is the real Samuel Burke? I'm Samuel Berk and I'm S-a-m-e-u-l. That makes me the only real deal here.

Answer Key

A. Watch the video. Put a check next to the adjectives you hear.

phony	pink	secure
common	suspicious	mysterious
fashionable	scrawny	glaring

B. Match the adjectives to their definitions.

a. Enormous	j__ (of something bad) very obvious
b. Phony	d__ intended to deceive people in an illegal way
c. Common	a__ something very big
d. Fraudulent	i__ something safe
h. Suspicious	b__ something that isn't sincere or real
i. Secure	h__ making you think that something bad or illegal is happening
j. Glaring	c__ something that happens often and to many people

C. Watch the video again and match the adjectives to the nouns they are used with:

a. Enormous	<u> c </u> traps
b. Phony	<u> h </u> permissions
c. Common	<u> i </u> web stores
d. Fraudulent	<u> a </u> surge
h. Suspicious	<u> d </u> shopping apps
i. Secure	<u> j </u> giveaways

H. Look at the transcript. Can you find an example where more than one adjective is used to describe a noun? **Little blue symbol**

I. Can only adjectives be used to help describe something or someone? No!
Nouns can also be used to describe another noun. Noun modifiers are always singular and if the sentence has an adjective, the noun modifier comes after.

Let's look at an example from the text: fake social media pages

What part of speech is *fake*? **Adjective**

What part of speech is *social media*? **Noun modifier**

What part of speech is *pages*? **Noun**

Let's look at another example from the text: Apple's App Store

What part of speech is *Apple's*? **Adjective**

What part of speech is *App*? **Noun modifier**

What part of speech is *Store*? **Noun**

Try this one: brand name logos

What part of speech is *brand name*? **Noun modifier**

What part of speech is *logos*? **Noun**

- J. Read the video transcript. Highlight eight adjectives in yellow and three noun modifiers in green. (See transcript below)

Transcript

I'm Samuel Berke. Me too, I'm Sameul Burke. Hey I'm Samuel Burke. The three of us look a lot alike, but only one of us is the **actual** Samuel Burke. In fact, it's a lot like what's happening online. There's an **enormous** surge of **phony retail** brands deceiving people into thinking they're the **real** deal. The three of us want to show you the most **common** traps and how to avoid them.

Guys let me take this one. There are more and more **fraudulent** shopping apps with **brand name** logos showing up in app stores. Just take a look at this **New Balance** app from footlocker. Actually, take a **closer** look, it's missing the R at the end. That says foot lock, not the **famous** footlocker store. This one actually ended up in **Apple's App** Store.

Apps like this aren't just selling you goods that they're never gonna send you, oftentimes they're looking to run off with your **credit card** numbers or even steal your identity. So, if you don't want to be duped, don't just look at the name of the app, pay **extra** attention to the name of the publisher, especially in **third-party app** stores. And be wary of apps asking for **suspicious** permissions like access to your contacts or text messages and **higher value** items like passwords and credit card details.

Imposter **retail** websites are also on the rise. Take this **Amazon** website, of course, it's not actually amazon.com at all. Just look at the URL it says Amazon – authentication.com. The **dead** giveaway here is it doesn't have the padlock it should have on the left. You'll always see that on **legitimate secure web stores** and look for HTTPS. URLs which just have HTTP no s are less trustworthy.

And the fraudsters they're after you on social media as well. Check out the **Starbucks** Facebook and Twitter pages. Of course, they're **phony**, just trying to direct you to **fake** Starbucks webpages and apps. The **red** flag here - the B in Starbucks is capitalized, something the legitimate Starbucks doesn't do. Actually, grammar and spelling errors are often the most glaring giveaways for these imposters. And these **fake social media** pages aren't verified by Facebook or Twitter. They're missing **little blue symbol** with the checkmark that you should always check for. So, which one of us is the real Samuel Burke? I'm Samuel Berk and I'm S-a-m-e-u-l. That makes me the only **real** deal here.

A real-life situation: Covid19 scam

Module 1	Unit 1: A Real-life situation
Extension Activity for:	Video: A Real-life situation
Background:	This video shows a woman sharing her story about how she almost got scammed believing that an email was from the government of Canada when it wasn't.
Level:	CLB 7
Skill:	Listening & Writing
Language Focus:	Conditionals (learners should be familiar with all three)
Materials:	<ul style="list-style-type: none"> • Video: A Real-life situation • Handout

1. Watch the video for general understanding. Ask learners to take notes using the column note taking template.
2. Ask learners: What happened first? What happened next?
3. Tell learners to imagine what could have been different in her story. Ask learners: What if she hadn't moved to Canada? What if she hadn't talked to the person that worked at Human Resources? What if she had filled in the information on the banking website? If someone tries scam her again, what do you think she will do?
4. Ask learners to complete part B. Remind them to modify verb tenses as needed (adding auxiliary verbs as necessary). The second clause of each sentence already contains *will/would have*.

5. After they have written the sentences, encourage them to look at the conditionals they wrote and answer the questions:

1. Which sentences talk about an unreal situation in the past and an imaginary result? (Suggested answers: # 1, 4, 6, 7)
2. Which sentences talk about something possible or likely in the future? (Suggested answers: #3, 5, 8, 9)
3. Which sentence talks about an imaginary situation in the past and result in the present? (Suggested answer: #2)

You may want to point out other possible combinations of mixed conditionals based on the sentences your learners write. Answers are suggested only because learners may come up with accurate sentences using different verb tenses.

6. Watch the video again. Ask learners to try to answer the questions without looking at part B.

Handout

A real-life situation: Covid19 scam

What could have been different? What could be different?

A. Watch the video. Take notes of what happened.

Main Ideas	Supporting Details
Two homes	
Travelled home	
Not enough shifts	
Applied for benefits	
Got an email	
Went to service Canada website	

B. Read the conditional statements below. Use the information you learned in the video to fill in the blanks. Use the verb bank below. Remember to use the appropriate verb tense.

apply	have	travel	lose
call	hear	get	know
notice	pay	move	stay
tell	tell	trick	try
get	travel		

1. If her friend _____ (*neg*) her about the benefits, she might not have _____.
2. If she _____ (*neg*) from one country to another, she wouldn't _____ two homes.
3. If someone _____ to scam her again, they won't _____ her.
4. If she _____ in Canada in the winter, she wouldn't have _____ abroad.
5. If a friend of hers _____ their job, she will _____ them to call Human Resources.
6. If she _____ (*neg*) the Human Resources, she might not have _____ of the Emergency Benefit Plan.
7. If she _____ (*neg*) attention, she wouldn't have _____ that it wasn't her bank website.
8. If she _____ an email with a scam again, she will _____ what to do.
9. There is a travel advisory in place. If she _____ abroad again this month, she might _____ stuck there.

C. Look at each of the sentences above. Answer these questions:

- a. Which sentences talk about an unreal situation in the past and an imaginary result?
- b. Which sentences talk about something possible or likely in the future?
- c. Which sentence talks about an imaginary situation in the past and result in the present?

D. Watch the video again. As you watch, think about the following questions:

- What could have been different?
- If she hadn't checked the Government of Canada website, what could have happened?
- If she sees another scam, what do you think she will do?

Try to write your responses without looking at Part B.

Answer Key

What could have been different? What could be different?

1. If her friend **hadn't told** her about the benefits, she **might not have applied**.
2. If she **hadn't moved** from one country to another, she **wouldn't have** two homes.
3. If someone **tries** to scam her again, they **won't trick** her.
4. If she **had stayed** in Canada in the winter, she **wouldn't have travelled** abroad.
5. If a friend of hers **loses** their job, she **will tell** them to call Human Resources.
6. If she **hadn't called** the Human Resources, she might not have **heard** of the Emergency Benefit Plan.
7. If she **hadn't paid** attention, she **wouldn't have noticed** that it wasn't her bank website.
8. If she **gets** an email with a scam again, she **will know** what to do.
9. If she **travels** abroad this month, she might **get** stuck there.

C. Look at each of the sentences above. Answer these questions:

Does this sentence talk about something an unreal situation in the past and an imaginary result? (**# 1, 3, 4, 6, 7**)

- a. Does this sentence talk about something possible or likely in the future? (**#5, 8**)
- b. Does this sentence talk about an imaginary situation in the past and result in the present? (**#2**)