

TITLE: Understanding Online Reviews

ESTIMATED TIME: 2.75 hrs

LESSON OBJECTIVES:

- Students will collaborate and present a recommendation on an agreed upon community business.
- Students will read and decipher online reviews and ratings to various businesses on yelp.com.
- Students will use the simple present and simple past to write a recommendation.

<p>Essential Vocabulary:</p> <ul style="list-style-type: none"> • review • to eat out • try out • word-of-mouth • rating • extensive 	<p>Materials Needed:</p> <ul style="list-style-type: none"> • Online Review sites for Orange County Services slideshow • Online Reviews Worksheet Packet • Yelp restaurant reviews https://www.yelp.com/
--	---



WARM UP (5 minutes):

- To connect the students to the topic of restaurants, open the ‘Online Review sites in Orange County’ slideshow on the projection screen and go to Slide 2. The following questions will be displayed:
 - What kind of food do you like?
 - Do you prefer food from a restaurant or food from home?
 - How often do you eat out?
 - Do you enjoy eating out?
- Read each question aloud and discuss answers as a whole-class activity. Write student responses on the board.
- When finished, talk briefly about the phrasal verb, ‘eat out’. Tell them that to ‘eat out’ means to eat at a restaurant. Go to Slide 3. The following scrambled sentence will appear.
 - Every out family my Friday night eats. (Answer: My family eats out every Friday night. / Every Friday night, my family eats out.)
- Have students work in small groups to unscramble the sentence. As students are working, facilitate with groups and provide support as needed.
- After a few minutes, have students share their answers. Confirm the correct answer and for pronunciation/vocabulary practice, have student say the sentence 5 times in a row without reading it.

Teacher Tip: If you feel your students could benefit from some moving around, you could adapt the mixed-up sentence activity by giving 7 students one word from the sentence and have them stand in the front of the classroom. The class members would have to put the students holding the words in the correct order 😊.



- INTRODUCTION (10 minutes):

- Now that the students are connected to the topic, go to Slide 3 of the slideshow. Students will see a photo of *In and Out Burger* along with a photo of a cheeseburger. Ask students the following questions:
 - Do you recognize this restaurant?
 - Have you been to this restaurant?
 - Do you like it?
 - Have you eaten this before?
- Continue the above steps for Slides 4 and 5.
- Have students share more about their restaurant preferences by going to Slide 6 which will display the following questions:
 - Do you have a favorite restaurant?
 - Do you like to try out new restaurants?
 - How do you decide on which restaurant to try out?
- Take a few minutes to talk about the meaning of the phrasal verb, 'try out'.
- Go to Slide 8. The following scrambled sentence will appear:
 - Restaurant try on out want Main Street Vietnamese the I to new. (Answer: I want to try out the new Vietnamese restaurant on Main Street.)
- Tell students they have 3 minutes to unscramble the sentence. They can choose to work in groups or individually.
- When the 3 minutes are up, confirm the answer. Read the sentence to students and have them repeat. Then, have students say the sentence five times without reading. (If you feel students need to get up and move around, you can have students do the above activity with a new partner.)



- PRESENTATION (25 minutes):

- Ask the following question and write responses on the board:
 - How do you learn about new restaurants?
- It is likely that one response students will say that other people tell them about new restaurants. On the board, write, 'word of mouth'. Tell students to use their smart phones to look up the meaning of this expression. They can work together individually.
- After a few minutes, have students share answers with the class. Go to Slide 9 of the slideshow to confirm the meaning of the expression. To solidify the meaning, play an adapted version of 'Whisper Down the Lane'. Have 4 students come to the front of the classroom. Say a statement to the person nearest you. (For example, "Did you hear that Brad Pitt is going to be at the Santa Ana College Planetarium tomorrow?") Have that student say it to the next person and so on. When the last person hears the expression, they will say it aloud to the class. Put students in groups of 5 and give each group an index card. Have them come up with one sentence and write it on the card. Collect the cards and redistribute them to each group. Now have the students do the activity on their own. As students are working, facilitate with each group.
- Now, write the word, 'Review' on the board. Explain to students that they probably know what the verb 'review' means. Ask students to provide sample sentences using 'review' as a verb.





PRESENTATION (25 minutes):

- Explain that the word ‘review’ can also be a noun. As a whole class activity, walk students how to look up the word using an online dictionary displayed the interactive screen. [Learners Dictionary](http://learnersdictionary.com) (<http://learnersdictionary.com> is a good option.)
- If you search for the word using the above website, you search the word, you will see the following:

review

3 ENTRIES FOUND:

review (noun)
review (verb)
peer review (noun)

1 review /nˈvjuː/  **noun** Save 

plural reviews

Learner's definition of REVIEW

1 : an act of carefully looking at or examining the quality or condition of something or someone : examination or inspection

- Point out how at the very top of the definition, you can see that this definition of ‘review’ is a noun. Now, have students do the same exact exercise using their smart phones to look up the word ‘review’ on their own. Walk around the room and provide assistance as needed.
- Have students read the definition and discuss its meaning. (The above image is also on Slide 10 of the slideshow. To confirm understanding, ask students to find/think of sentences using ‘review’ as a noun.
- It is time for students to learn about online review sites. Explain to students that they are about to read reviews on ‘Yelp’. Ask students if they have ever heard of ‘Yelp’ and discuss responses. If needed, explain that Yelp is an online review application where actual customers share their experiences about shops and/or restaurants they have visited.
- For the following activity, students will work in small groups. Go to Slide 11 where students will see the following directions:
 - Take your smartphones.
 - Go to [Yelp](http://www.yelp.com) (www.yelp.com)
 - Search for the restaurant ‘Playground’. (It is located in Santa Ana.)
 - How many stars does the restaurant have?
 - How much does this restaurant cost?
 - Does this seem like a good restaurant to visit?
 - Discuss answers with your group.
- Call on a student to read the above directions. Discuss expectations with students and tell them that they have 10 minutes for the activity. (It is likely students may feel a little confused at this point. That is okay! Confusion is part of the learning process.)
- As students start working, facilitate with each group and provide support as needed. It is likely that some students will require much more assistance than others.
- When the ten minutes are up, walk through the answers with students. Do this by projecting the Yelp page on the interactive screen. Have students tell you how to find the information for each step. Possible answers could be:



PRESENTATION (25 minutes):

- “In the internet address bar, type www.yelp.com.”
- “Type ‘Playground’ in the search bar at yelp.com.”
- “You can see the stars right there.”
- “It has two dollar signs. That means it is moderately priced.”
- “It seems like it is a good restaurant because the reviews say good things.”
- Now, look at the first review displayed. Discuss if the review is good or bad with students. When students respond, ask them to support their answers with vocabulary from the text.
- Note that when people write reviews, they often share good and bad points about experiences. It is important to read a review in its entirety to determine if the review is ultimately positive or negative.
- Continue reading the next few reviews together as a class. Discuss if the reviews are good or bad and how they can tell.
- Also take a few minutes to look at the pictures posted for the restaurant. Ask students if they think these dishes look good or bad.
- Take a few minutes to debrief the activity with students.

Teacher Tip: Applications like Padlet or Mentimeter is a great way to do online surveys with your class. For more information, see the appendices.



GUIDED PRACTICE (30 minutes):

- Now, pass out the ‘Online Reviews Worksheet Packet’ to students and open Slide 12 on the projection screen. Section A of the worksheet packet and the slide will have a review of the restaurant, ‘Playground’.
- Read the review aloud for students.
- It’s time for some thinking, pairing and sharing!
- Give students five minutes to read the review and **think** about what the reading means.
- When the five minutes are up, have students **pair** up with another classmate sitting nearby. Explain that student A and student B will each talk about the review for 60 seconds. They can talk about what they understand, what they are confused about and what they find interesting. While one student is talking, the other student is only listening and not speaking at all. Demonstrate the above process with one of your more outgoing students in the class.
- Set a class timer for 60 seconds and explain that the first student can begin talking. When a minute is up, tell the students to stop. Reset the timer for another 60 seconds and explain it is the second person’s turn to talk. After sixty seconds, tell the groups to stop talking.
- It is time to have student pairs **share** what they have learned about the passage and also ask questions that they find confusing. As students are responding, write responses on the board. When students ask questions, encourage other classmates to answer their questions. Try hard to play the role of facilitator rather than the leader of the discussion.
- Now, have students work in groups to answer comprehension questions about the review.
- When students are finished, have students reference Section B of the worksheet which provides a review of new vocabulary. As students are working, facilitate to confirm understanding and check pronunciation of the new vocabulary.



GUIDED PRACTICE (30 minutes):

The Simple Past Tense - Mini Lesson:

When students are finished with part B of the worksheet, take a little time to review the simple past tense with students.

- Go back to Slide 11 of the slideshow. Explain to students that the writer uses both the present tense and past tense to write this review.
- On the board, write 'simple present' and 'simple past'. Ask students what the difference is between the simple past and simple present tense. Confirm that the 'simple past talks about things that happened in the past and the simple present tense is used talk about things that happen every day. Give two simple examples such as:
 - I cook dinner every day.
 - Yesterday I cooked dinner.
- Now, have students look at the review on the projection screen. Ask them where they see the past tense being used. Call on students to come to the projection screen to point out the past simple tense verbs.
- Open Slide 13 which provides a simple overview of how to use the simple past tense.
- Have students work on Section C of the Worksheet packet which reviews the simple past tense.



COMMUNICATIVE PRACTICE (20 minutes):

For the following activity, put students in groups of two or three. Students will be writing their own review of a restaurant in Orange County.

- Have students go to Section D of the worksheet and review the activity expectations. Tell students to *imagine* their group has recently visited a local restaurant in Orange County and they are going to write a review about it. (Students can choose a restaurant that all three group members have been to before or they can choose a new restaurant and use online reviews about that restaurant for inspiration.)
- Clarify with students that they will need to access the internet via their smart phones to complete the activity. Also, remind students to use the simple past tense when writing their review. They will have 20 minutes to complete the activity.
- As students are working, visit each group at least once and have them tell you about the restaurant they have chosen. Provide guidance and support as needed. In a multilevel class, you might want to group students by level so that you can provide more targeted instruction.
- When the 20 minutes are up, have a whole class discussion about the activity. Have students briefly summarize their restaurant reviews. Ask other students to share their opinions about the restaurants mentioned and encourage discussion.
- When finished, take just a few minutes to clarify any major pronunciation or language issues you noticed during the class conversation.

Teacher Tip: Depending on student response, it could be a great idea to create a list of restaurants popular with students and list them on the class bulletin board or on your class website as a class resource.



APPLICATION (45 minutes):

- It is time to put all this great learning to work! Divide students in groups of three to review a place of service in the community. Each group member will share the responsibilities of writing, researching, putting the presentation together and presenting.
- Write 16 different categories of businesses in the community on separate flashcards. Consider your students' backgrounds and interests when choosing categories. Reference 'Category Examples'.
- Walk around and let each group draw a card (If they don't like the category, they can negotiate to switch later with another group.).
- Once students have their category, explain to students that each group must research companies in the community associated with their category. Based on their findings, the group will recommend one company to the class and explain why they chose this company. Everyone in the group must agree on the choice and their decision should be based primarily on the reviews researched.
- Have students reference Section E of the Online Reviews Worksheet Packet. Go over the instructions with students. Tell students that they have 30 minutes to complete the activity. Students will use yelp.com as the main source of information. Tell the students that the activity will require groups to negotiate and compromise.
- As students are working, walk around and help students navigate through their research. When the 30 minutes are up, tell students it is time to start preparing for their group presentations. Point out that group presentations will be assessed based on the rubric in the worksheet packet.
- Go over the rubric with the students and explain anything that is not clear to them.
- Tell students that they have 15 minutes to prepare. As students are working, ensure that all participants in each group are taking part in the presentation and clarify questions students may have about the pronunciation of words for the presentation.
- When the 15 minutes are up, ask for a group to volunteer to go first. As the group is preparing to present, tell the class/audience that you will be choosing students at random to ask questions at the end of the presentation.
- When the presentation is over, encourage students to ask at least 2 questions.
- Continue this process for the rest of the presentations.
- When finished, take some time to debrief the activity with students. After the conversation, tell students that their exit ticket is to send you a message via remind. The message must include one thing that they liked about the activity and one thing what was confusing.
- Congratulate students on working so hard in today's lesson!



EVALUATION:

- Presentation assessment using rubric
- Assessment of the Restaurant Review Packet
- Observation of class and group work participation



EXTENSION (30 minutes):

- Ask the students to attend any of the places they talked about during their presentations and write a one paragraph review of their own based on their personal experiences.
- For further practice with the simple past tense, have students go on a simple past tense ‘treasure hunt’ by reading more reviews online. The first group to come up with 15 different past tense verbs is the winner!
- Have students write an actual review about a restaurant on Yelp.
- Give students a list of different situations where they must match up with an appropriate store or restaurant, for example:
 - You are going on a first date.
 - You are breaking up with your girlfriend.
 - Your friend is turning 21 years old!
 - You need a pedicure.
 - Your husband needs his beard trimmed.
 - You need to find a doggie hotel.
 - You are visiting Las Vegas for the weekend and want to eat Chinese food...etc.
- Have students find other review sites and compare them to Yelp.
- Walk students through the process of creating a Yelp account.
- Have students talk about one of Yelp’s ‘Business Success Stories’ located at the bottom of the homepage and create reading comprehension questions for students to answer.

ONLINE RESOURCES:

- <http://www.ocweekly.com/restaurants/10-healthy-oc-restaurants-for-your-new-years-weight-loss-resolution-6892205>
- www.yelp.com
- Mini lesson useful negotiation phrases on [pinterest.com](https://www.pinterest.com/pin/69242912999377986/) (<https://www.pinterest.com/pin/69242912999377986/>)

References:

- Yelp reviews of the restaurants <https://www.yelp.com/>
 - List of the 10 best restaurants in Orange County, Santa Ana area, <http://www.ocweekly.com/restaurants/10-healthy-oc-restaurants-for-your-new-years-weight-loss-resolution-6892205>
 - Playground restaurant www.playgrounddtsa.com
 - Pictures and reviews of the restaurants on [Trip Advisor](https://www.tripadvisor.com/Restaurants-g33043-Santa_Ana_California.html) (https://www.tripadvisor.com/Restaurants-g33043-Santa_Ana_California.html)
 - Tribute café review on www.yelp.com
- Mini lesson useful negotiation phrases on [pinterest.com](https://www.pinterest.com/pin/69242912999377986/)/
<https://www.pinterest.com/pin/69242912999377986/>

COLLEGE/WORKFORCE PREP:

- Students will apply critical thinking, creative and problem solving skills to create Power Point presentations about a place of service in the community.
- Students will use their teamwork skills in the group communication.
- Students will participate in a project/presentation.

DIGITAL PREP:

- A set of classroom iPads or computers to research a place in the community. Students will share their information using Power Points.

ADAPTATIONS (15 minutes):

Warm-Up:

- Multilevel: For lower-level students, provide sample answers to each question and write them on the board. For higher-level students, challenge them with additional questions to their responses.
- High Tech: n/a
- No Tech: If your class has no projection screen, the slideshow could be printed out for student groups.

Introduction:

- Multilevel: As with the above activity, sample answers could be written on index cards and distributed to students that need additional assistance while allowing higher-level students to come up with responses to the questions on their own.
- High Tech: Students could use their phones to find sample sentences using the new vocabulary learned.
- No Tech: n/a

Presentation:

- Multilevel: Put students in group by level when playing 'Whisper Down the Lane'. The higher-level group could be given a more difficult statement and the lower-level group could be given an easier statement. In addition, when learning how to use 'review' as a noun, instead of having students come up with their own sentences using 'review', you could have groups work together so that lower-level students can get additional support.
- High Tech: Use Padlet to create an online survey in which students can respond anonymously to questions asked and respond to each other's comments on an online board for the class to see.
- No Tech: If students don't have access to Wi-Fi, paper copies of the definition of 'review' could be provided to students.

Guided Practice:

- Multilevel: Specific modifications could be made to the 'Online Reviews Worksheet Packet' to adjust to higher-or lower-level students. You could also choose to have groups work in levels to provide more targeted instruction.
- High Tech: Students could submit their sentences to a class slideshow that every student has access to. This could be done using Google slides.
- No Tech: Paper copies on online reviews could be provided to students.

ADAPTATIONS (15 minutes):

Communicative Practice:

- Multilevel: Lower-level students could be provided with sentence forms that they would fill in when answering questions. Higher-level students could be encouraged to use their phones to look up specific words to help them communicate their thoughts.
- High Tech: n/a
- No Tech: n/a

Application:

- Multilevel: Project requirements could be simplified for lower-level student groups. Higher-level groups could be required to find more difficult information.
- High Tech: Students could put their findings in a Word/Google Docs document and share it with the teacher.
- No Tech: Various Yelp reviews from the different categories could be printed out prior to class and used for the activity.

TEACHER TIPS:

For the no-tech classroom, use handouts with printouts of reviews. Help the students navigate through yelp.com and encourage any technology savvy students to help their classmates if needed.