



# MONEY

**Lesson Length:** 1.5 hours

**Vocabulary & Expressions:** Common expressions used when making returns; making requests; Excuse me?; I think \_\_\_\_; Could \_\_\_\_?

**Language/Culture Point:** Sales tax on goods

**Objective:** Students will be able to use English to fix a purchase error during a trip to the store

**Materials:** Returned item, red/green/yellow Signal Cards, Scenario Cards: Purchases



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

| Time Frame   | Materials                   | Teaching Strategies |
|--------------|-----------------------------|---------------------|
| 5-10 minutes | - Scenario Cards: Purchases | - Scenario Cards    |

### TEACHING ACTIVITY

1. Start class by reading each Purchase Scenario Card aloud.
2. After you read each card, ask students if they've ever had that happen to them. What did they do when it happened? Did the problem get fixed? Why or why not?

## STEP 2: MINI-PRESENTATION WITH PROMPT

| Time Frame | Materials       | Teaching Strategies                   |
|------------|-----------------|---------------------------------------|
| 10 minutes | - Returned item | - Chalk Talk<br>- Authentic Materials |

### TEACHING ACTIVITY

1. Conduct a Chalk Talk in which you tell a story about a time that you accidentally bought the wrong item and needed to return it. If possible, bring the item to class and use it as you tell the story.



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### STEP 3: DISCUSSION AND COMPREHENSION CHECK

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 5 minutes  |           |                     |

#### TEACHING ACTIVITY

1. Write the Wh- question words on the board: who what, when, where, why.
2. Have students get into pairs and answer the Wh- question words based on what they remember from the story.
3. Have different pairs each answer one of the questions aloud for the class.

### STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

| Time Frame | Materials   | Teaching Strategies |
|------------|---|---------------------|
| 15 minutes | - Scenario Cards: Purchases  | - Scenario Cards    |

#### TEACHING ACTIVITY

1. Tell students that today you will be talking about how to correct a mistake when you are buying something at the store.
2. Highlight that fixing a mistake when you are buying something has three parts:
  - a. A greeting, or other language to get an employee’s attention:  
Excuse me.
  - b. Describing the mistake:  
I think this is the wrong price. The sign said something different.
  - c. Asking for a solution:  
Could you check the price for me?
3. Draw one of the Purchase Scenario Cards and model how to fix a mistake using the three step process.
4. Model the conversation a second time and outline a sample dialog on the board as you go where A is the customer and B is the employee.
  - A: Excuse me?
  - B: Yes? Can I help you?
  - A: (describe the mistake) I think \_\_\_.
  - B: Oh, sorry about that.



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A: (Ask for a solution) Could you \_\_\_?  
B: Sure. I'll take care of it right away.


### STEP 5: GUIDED PRACTICE

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 10 minutes |           | - Role Play         |

#### TEACHING ACTIVITY

1. Ask for a volunteer to come up and practice Role Playing with you. You will be the employee and they will be the customer.
2. Continue Role Playing with 2-3 more students.
3. As students become comfortable with the dialogue, take yourself out of the Role Play and let two students play the parts.

### STEP 6: PAIR OR SMALL GROUP WORK

| Time Frame    | Materials   | Teaching Strategies             |
|---------------|---|---------------------------------|
| 15-20 minutes | - Scenario Cards: Purchases  | - Role Play<br>- Scenario Cards |

#### TEACHING ACTIVITY

1. Have students get into pairs and provide a set of Purchase Scenario Cards to each pair.
2. Have the pairs take turns Role Playing the employee and the customer until they have gone through all of the scenarios.
3. With any remaining time, have each group act out one of the scenarios for the class.



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## STEP 7: HIGHLIGHT HOW ENGLISH WORKS

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 10 minutes |           |                     |

### TEACHING ACTIVITY

1. Ask students if they always pay the price listed when they purchase an item.
2. Tell students that in the United States the sales tax can vary by city, county, and state, and that sales tax is paid for some goods but not all.
3. If possible, determine the sales tax rate for your community and for which goods the sales tax is applicable. Discuss the sales tax with your students.

Note: If you have access to a computer lab, this would be a good opportunity for students to look up the tax rates themselves and determine which goods have sales tax applied.

## STEP 8: QUICK CHECK AND REVIEW

| Time Frame | Materials | Teaching Strategies |
|------------|-----------|---------------------|
| 10 minutes |           | - Line Dialogue     |

### TEACHING ACTIVITY

1. Have the students form two lines facing each other. Students in Line A should act as the customer and introduce a complaint. Students in Line B should act as an employee and respond appropriately based on the dialogue.
2. After each turn, shift the lines so that each student is talking to someone new.
3. After a few rotations, have the lines switch roles, so that Line A acts as the employee and Line B acts as the customer.