

RETURNING ITEMS TO A STORE

Lesson Length: 1.75 hours

Vocabulary & Expressions: Refund; exchange; gift card; store credit; cash back; receipt

Language/Culture Point: Common return and exchange policies

Objective: Students will be able to request to return an item and explain why it is being returned

Materials: Articles of clothing, small electronics, or other small, common items that can be returned, clock, credit card, play money, receipts, red, green and yellow Signal Cards

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Articles of clothing, small electronics, or other small, common items that can be returned	- Authentic Materials - Graphic Organizers

TEACHING ACTIVITY

1. Have some items common in everyday life (like clothing, small electronics, etc.) on students' tables.
2. Create a chart on the board where you can list the name of the item, characteristics/vocabulary, and what can be "wrong" with the item.
3. As a group, brainstorm different vocabulary about the items, such as the names, sizes, colors, etc.
4. Discuss what might be 'wrong' with any of the items. Hit on ideas/phrases like, "It doesn't fit," "It is the wrong color," "It is broken," etc. Write these phrases in the chart for the appropriate item. (You will reference this list later in the lesson, so make sure students copy into their notebooks.)

RETURNING ITEMS TO A STORE

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Clock - Credit Card - Play Money - Receipts 	<ul style="list-style-type: none"> - Chalk Talk - Authentic Materials

TEACHING ACTIVITY

1. Explain that you are going to tell students a story about going shopping. Use a few of the items of realia, along with the vocabulary and phrases from step one, in your story. You should also use additional realia, such as play money, credit cards, a receipt, etc., at the appropriate points in your story.
2. Using a mix of Chalk Talk and acting, describe your experience. Make sure to include purchasing an item and returning it later. For example:

“Today I went shopping and bought a new clock. When I got home, I realized it was the wrong color. I decided to return it to the store. I went to the store with my receipt and asked to return it because it was the wrong color. The cashier asked for my receipt, and then gave me my money back. I thanked her for the refund and went home.”

3. Tell the story again.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Red, Green and Yellow Signal Cards 	<ul style="list-style-type: none"> - True/False Quiz - Signal Cards

TEACHING ACTIVITY

1. Make a series of true/false statements about the story. Have students use signal cards to indicate True/False/I don't know.

RETURNING ITEMS TO A STORE

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
15 minutes	<ul style="list-style-type: none"> - Articles of clothing, small electronics, or other small, common items that can be returned - Credit card - Play money - Receipt 	<ul style="list-style-type: none"> - Authentic Materials - Question Asking and Answering

TEACHING ACTIVITY

1. Reference the reasons you may need to return something from Step 1.
2. Make two columns on the board. One column will be items from the warm-up, and the other will be reasons to return something.
3. As a class, make sentences about returning the items in the left column for a reason in the right column.
4. Write the following dialogue on the board:

A: How can I help you?
 B: I'd like to return this _____, please. Can I get a refund?
 A: Why do you want to _____ this? Is there anything wrong with the item?
 B: It (is) _____.
 A: Ok, no problem. Do you have your _____?
 B: Yes, here you are.
 A: Thank you. Would you like cash back or to refund your credit/debit card? Or you can get a gift card for store credit.
 B: I would like _____, please.
 A: No problem. Here's your new receipt.
 B: Thank you!

5. Using one of the items from step one, and other realia representing methods of payment, a receipt, etc., practice the dialogue. Be sure to use the vocabulary and reasons for returning something that you generated earlier in the lesson.
6. Read the dialogue again, this time having students read along with you.

RETURNING ITEMS TO A STORE

- Repeat the process with another item.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Articles of clothing, small electronics, or other small, common items that can be returned - Credit card - Play money - Receipt 	<ul style="list-style-type: none"> - Authentic Materials - Asking and Answering

TEACHING ACTIVITY

- Choose a student volunteer, and ask that volunteer to choose another item to practice with.
- Have the student determine what should go in each blank in the dialogue.
- Once the student has completed the dialogue, practice the dialogue with the student. Read the dialogue twice, so that you get to read each piece of the dialogue once.
- Choose two more student volunteers and have them repeat the process together. Encourage the other students in the class to help out if necessary.

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	<ul style="list-style-type: none"> - Articles of clothing, small electronics, or other small, common items that can be returned - Credit card - Play money - Receipt 	<ul style="list-style-type: none"> - Authentic Materials - Question Asking and Answering

RETURNING ITEMS TO A STORE

TEACHING ACTIVITY

1. Put the students into pairs and give each pair an item from earlier in the lesson. They should use this item to practice returning the item using the dialogue and various reasons for why that item might be returned.
2. Rotate so that students have a new item and a new partner. Continue until students have all had a chance to practice with each other. As the students gain more practice, encourage them to come up with new, different reasons for returning the items, expand the dialogue to include more information, and/or use other items around the classroom to generate new conversations.
3. Have each pair practice the dialogue for the class using one of the items from earlier in the lesson or an item they chose on their own.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		<ul style="list-style-type: none"> - Graphic Organizers - Authentic Materials - Word Sorts

TEACHING ACTIVITY

1. Create three columns on the board: refund, exchange, cannot be returned or exchanged.
2. Explain to students that some items can only be exchanged, and some items cannot be returned or exchanged. Include information about common return/exchange policies for stores in your area. If you brought in real receipts to use earlier in the lesson, have students read the return/exchange policies on the receipts out loud to the class. For example, in many stores, CDs and DVDs can only be exchanged once they are open. Some stores only allow returns if you have a receipt. And some stores don't take returns at all.
3. On the board, write the names of the items you used in class in the correct category.
4. Then, as a class, try to think of other items that could fit into each category.

RETURNING ITEMS TO A STORE

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Articles of clothing, small electronics, or other small, common items that can be returned	- Authentic Materials - Exit Check

TEACHING ACTIVITY

1. Have each student pick up one item used in class today and think of one thing that could be wrong with it.
2. As students leave class, have them come to you and tell you that they need to return the item, and explain why. Once you have accepted the return, the student can leave.