

Returning an Item

In this lesson, you will learn useful vocabulary for returning an item to a store. You will learn how to ask for your money back and how to make an exchange.

Pre-Reading

A. Warm-Up Questions

1. Do you try on clothes before you buy them?
2. Why is it important to hold onto your receipts?
3. What types of items are difficult to return?



B. Vocabulary Preview

Match the words on the left with the correct meanings on the right.

- | | |
|---------------------|--|
| ___ 1. return | a) available to buy |
| ___ 2. receipt | b) to trade |
| ___ 3. on sale | c) to give back |
| ___ 4. check | d) no longer available to buy |
| ___ 5. refund | e) able to use |
| ___ 6. exchange | f) proof of purchase |
| ___ 7. store credit | g) at a reduced price |
| ___ 8. valid | h) money given back when an item is returned to a store |
| ___ 9. for sale | i) to look for |
| ___ 10. sold out | j) a piece of paper stating a certain value of merchandise that a store owes you |

Dialogue Reading

Read the dialogue with your partner a few times. Take turns being each character. Practise your intonation and pronunciation. Circle any new words or phrases that you need to practise.

Clerk: **Can I help you?**

Customer: Yes. **I'd like to return this shirt.**

I would like to return...I want /Can I return..

Clerk: **May I ask why you're returning it?**

Customer: **I bought it for my son, but it's too small.**

it doesn't fit!

Clerk: **Do you have your receipt?**

Customer: Yes, here it is.

Clerk: I'm sorry. **This shirt was on sale. There are no refunds on sale items.**
You can exchange it for something else or **we can give you a store credit.**

Customer: **Do you have the shirt in a larger size?**

Clerk: **Let me check.**
(a minute later)
I'm afraid we're all sold out.

Customer: Okay, **I'll take store credit. How long is it good for?**

Clerk: **It's good for a year.**

Customer: Okay. I'll come back next week and see if I can find something else he might like.

Practice

Work with your partner. Role-play the dialogue on page 2, substituting the different expressions below. Then switch roles.

1. **Can I help you?**
 - Is there something I can do for you?
 - May I help you?
2. **I'd like to return this shirt.**
 - I'd like to get my money back for this.
 - I'd like to bring this coat back.
 - These pants are too small. I need to return them.
3. **May I ask why you're returning it?**
 - Can I ask why you're returning it?
 - Could I ask why you're bringing it back?
 - Is there something wrong with it?
4. **I bought it for my son, but it's too small.**
 - I bought it for my wife, but it's too large.
 - I bought it for my daughter, but she didn't like the colour.
 - I bought it for my friend, but she didn't like the style.
5. **Do you have your receipt?**
 - Do you have your proof of purchase?
 - Do you have the sales slip?
6. **The shirt was on sale.**
 - The shirt was reduced in price.
 - The shirt was on clearance.
7. **There are no refunds on sale items.**
 - We only offer store credit on sale items.
 - We don't give refunds if the items are on sale.
 - We don't give you your money back if the item is on sale.
8. **Do you have the shirt in a larger size?**
 - Do these come in a smaller size?
 - Can I get this in a different colour?
9. **Let me check.**
 - Let me see.
 - Let me look.
10. **I'm afraid we're all sold out.**
 - I'm sorry. We're sold out.
 - I'm sorry. We don't have any more.
11. **How long is it good for?**
 - How long is it valid for?
 - How long can I use it?
 - When do I have to use it by?
12. **It's good for a year.**
 - It's valid for a year.
 - You have a year to use it.

Listening Practice

Listen to the recording of the dialogue from page 2. Fill in the missing words as you listen. Listen again. Now look back at page 2 and check your work. Did you fill in the correct words? Did you spell everything correctly?

Clerk: Can I help you?

Customer: Yes. I'd like to _____ this shirt.

Clerk: _____ you're returning it?

Customer: I bought it for my son, but it's too small.

Clerk: Do you have your _____?

Customer: Yes, here it is.

Clerk: I'm sorry. This shirt was _____. There are no refunds on sale items. You can _____ it for something else or we can give you a store credit.

Customer: Do you have the shirt in a _____ size?

Clerk: Let me check.
(a minute later)
I'm afraid we're _____.

Customer: Okay, I'll take store credit. _____ is it good for?

Clerk: It's _____ a year.

Customer: Okay. I'll come back next week and see if I can find _____ he might like.

Write Your Own Dialogue

Write a dialogue with a partner using phrases from page 3.

One of you will be a store clerk and the other will be a customer who is returning an item. Practise and present the dialogue to your class.

Review

Task 1

LISTEN & ANSWER

Listen to the conversation and answer the questions.
Your teacher will tell you if you have to write or say the answers.

1. Why did the customer come to the store today?

2. What does the clerk ask the customer for?

3. What can the customer NOT do? Why not?

4. Why does the clerk walk away for a moment?

5. Why will the customer return next week?

Review cont.

Task 2

QUESTION FORMATION

A. Questions

Write a few questions that a clerk might ask when you try to return an item.

Write a few questions that you might ask a clerk if you want to return an item.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Answers

Write five possible answers to the questions you wrote.

1. _____
2. _____
3. _____
4. _____
5. _____

Task 3

RETURN POLICY

What is your favourite clothing store? Contact the store to find out the return policy. You can call the store or visit in person. You may also be able to find the information you need on the store's website. Find out if there is a different policy for sale items. Summarize the store's return policy for your teacher.

Answer Key

LESSON DESCRIPTION:

In this lesson, a parent takes back a shirt that does not fit her son. She learns about the store's policy and discusses her options with a clerk.

LEVEL: Low Int / CLB 3–4

TIME: 1.5 hours

TAGS: everyday dialogues, shopping, returning, bring back, returning an item, store, clothing, CLB, PBLA, LINC

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Answers will vary.

B. VOCABULARY PREVIEW

- | | | | | |
|------|------|------|------|-------|
| 1. c | 3. g | 5. h | 7. j | 9. a |
| 2. f | 4. i | 6. b | 8. e | 10. d |

Dialogue Reading

Give your students time to read the dialogue in pairs.

CLB Skill Competencies

Reading: IV. Comprehending Information

Speaking: III. Getting Things Done

Practice

Have your students read the dialogue again and practise subbing in some of the different expressions.

CLB Skill Competencies

Reading: IV. Comprehending Information

Speaking: III. Getting Things Done

Listening Practice

Have students complete the dialogue by listening to the recording or by having two students read the completed dialogue from page 2.

CLB Skill Competencies

Listening: I. Interacting with Others,
IV. Comprehending Information

Write Your Own Dialogue

Encourage your students to use vocabulary from the model.

CLB Skill Competencies

Writing: II. Reproducing Information

(continued on the next page...)

Answer Key cont.

Review (Assessment Tasks)

The following tasks can be used for assessment purposes and/or review practice. You can save all of the tasks until the end or assess your students throughout the lesson.

Personalize your own Listening, Writing, and Speaking Task Assessment forms for your students' portfolios by using Assessment Tools in the Resources section:
<https://esllibrary.com/resources>

TASK 1

Play the audio from this lesson. Then assign the questions. You can decide if you want your students to say or write the answers.

1. The customer came to the store to try to return a shirt that he bought for his son.
2. The clerk asks the customer for his receipt.
3. The customer can't return the shirt for a cash refund because it was on sale.
4. The clerk walks away for a moment to check if she has the shirt in a larger size.
5. The customer will return next week to see if he can find something else to buy for his son.

CLB Skill Competencies

Listening: IV. Comprehending Information.
 III. Getting Things Done

TASK 2

Answers will vary. Assess your students' ability to successfully return an item to a store by having them write common questions and answers that they learned in this lesson. Check for proper question formation.

CLB Skill Competencies

Writing: II. Reproducing Information

TASK 3

Ask students to contact their favourite clothing store to find out about the return policy. Encourage them to find out if there is a different policy for sale items. Ask the following questions.

- Which store did you contact?
- What clothing do you usually buy at this store?
- Have you ever returned an item there before?
- What is the return policy?
- Is there a different return policy for sale items?

Note: You could take this task one step further by asking students to actually make a small purchase (e.g., a hat or a pair of socks), and try to make a return. They could then summarize what happened.

CLB Skill Competencies

Speaking: I. Interacting with Others,
 III. Getting Things Done

(continued on the next page...)

Answer Key cont.

Canadian Language Benchmarks Summary

OVERVIEW

Stage: 1 **CLB Range:** 3–4* **Primary Skill Competency:** Speaking – III. Getting Things Done

PAGE	TASK	SKILL COMPETENCIES
2	Dialogue Reading	Reading: IV. Comprehending Information Speaking: III. Getting Things Done
3	Practice	Reading: IV. Comprehending Information Speaking: III. Getting Things Done
4	Listening Practice	Listening: I. Interacting with Others, IV. Comprehending Information
5	Write Your Own Dialogue	Writing: II. Reproducing Information
6	Review Task 1 (PBLA)**	Listening: IV. Comprehending Information, III. Getting Things Done
7	Review Task 2 (PBLA)	Writing: II. Reproducing Information
7	Review Task 3 (PBLA)	Speaking: I. Interacting with Others, III. Getting Things Done

***Note:**

This CLB range is suggested by ESL Library based on the descriptors in the Canadian Language Benchmarks guide: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf>

****Note:**

PBLA refers to portfolio-based learning assessment in the LINC program (though any teacher can use these tasks for review or assessment). Visit our Resources section for Assessment Tools that you can print and personalize for PBLA: <https://esllibrary.com/resources>

(continued on the next page...)

Answer Key cont.

Canadian Language Benchmarks Summary cont.

PROFILES OF ABILITY

The following descriptors from the Canadian Language Benchmarks apply to this lesson and are used with permission. For more detailed information see: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf> and visit: <https://www.language.ca/>

BENCHMARK	THE LEARNER CAN:
Speaking (3-4)	<ul style="list-style-type: none"> Communicate basic information using simple sentences about immediate needs and personal experiences. (3) Communicate information about common everyday activities, experiences, wants, and needs. (4)
Listening (3-4)	<ul style="list-style-type: none"> Understand key words, formulaic phrases, and most short sentences on topics of immediate personal relevance. (3) Understand, with considerable effort, simple formal and informal communication on topics of personal relevance. (4)
Writing (4)	<ul style="list-style-type: none"> Write short, simple texts about personal experience and familiar topics or situations related to daily life and experience.
Reading (3)	<ul style="list-style-type: none"> Understand the purpose, main idea, key information, and some details in simple, short texts related to everyday familiar and personally relevant situations and topics.

