

# REEP ESL Curriculum for Adults

## CONSUMERISM UNIT LESSON PLAN

LEVEL: 200/250

(Contributed by Angie Greene)

**LESSON OBJECTIVE:** Students will be able to return or exchange a damaged item of clothing.

**TECHNOLOGY INTEGRATION:** projector and document camera.

### LANGUAGE SKILLS TARGETED IN THIS LESSON:

☒ Speaking    ☒ Listening    ☒ Reading    ☒ Writing

**ESTIMATED TIME:** 6 hours

### RESOURCES AND MATERIALS NEEDED:

- *Oxford Picture Dictionary*, pages 27 and 97
  - Goldstein, J. & Shapiro, N. (2008). *Oxford picture dictionary*. 2<sup>nd</sup> ed. New York, NY: Oxford University Press.
- an item of clothing with a rip/stain/missing button, etc.
- vocabulary matching game. Create multiple sets of clothes vocabulary cards with each word divided between two cards. For example, for the word “scarf” write “sca” on one card and “rf” on another. For “jacket,” write “jac” on one card and “ket” on another.
- **included in this file:**
  - handout: Activity A/Activity B
  - handout: Activity C-*Lisa Has a Problem*
  - handout: Activity D/Activity E
  - sentence strips: Activity F

### LESSON PLAN AND TEACHER’S NOTES

#### Motivation/Background Building

Review clothing vocabulary.

Place a set of vocabulary cards on each table. Allow the students time at their tables to review clothes vocabulary by having each table match the beginning of one word with its corresponding ending.

When the students are finished, ask them to report and ask “is/are” questions. Review “a pair of \_\_\_\_\_” vocabulary.

Tell the students that you have a friend who *loves* to shop for clothes. She goes shopping very often. To elicit shopping vocabulary from students, ask questions such as, “Who likes to go shopping for clothes?” “What’s your favorite clothing store?” “Do you like to buy your clothes on sale?” “The price

## REEP ESL Curriculum for Adults

on the price tag – is that the amount we pay or do we pay more at the cash register? Why more?”  
“How do you pay for clothes – do you pay cash or do you use a credit card?”

Write some of the students’ answers on the board, especially the vocabulary which appears on page 27 of the OPD. Separate the verbs (pay cash/use a credit card) from the nouns (price tag, sales tax) into three columns. Leave space for a third column but don’t write the heading yet. For example:

NOUNS	WAYS TO PAY (VERBS)	(PROBLEMS)
price tag sales tax	pay cash use a credit card	

### Presentation 1

Ask the students to open **OPD page 27** and walk through the **Ways to Pay** section. Use the document camera to project the page. Check for comprehension. Look at the nouns in the middle of the page. Ask the students to explain the difference between “regular price” and “sale price” on the price tag. Ask if the “bar code” and “SKU number” help the customer or the salesperson. (Don’t engage in a conversation about these.) Slow down and look carefully at the receipt. Ask if anyone knows what the sales tax is in Arlington, Virginia (it is approximately 6% in Arlington depending on the zip code - 5% state tax plus 1% county tax as of 2016).

Say, “Sometimes, after I get home, I find a problem with the shirt or pants that I buy.” (This is where I point to the rip in my cardigan.) Say, “Uh oh, do I have options?” Before the students can shout out too much information, ask them to take a minute to discuss at their tables a customer’s options when there’s a problem. Encourage them to look at the bottom of page 27. After a few minutes, ask the students what I can do if I have a problem with my new clothes. Write their responses on the board in the Problems column. If students suggest vocabulary beyond what’s in the OPD, such as “Get your money back” or “refund,” write those offerings on the board too.

### Practice 1

Explain that you have a story about your friend who loves to shop, but before you read it, you want to do a vocabulary exercise. Distribute **the handout that includes Activity A** and ask the students to draw a line from the left column to the explanation in the second column. Projecting Part 1 on the whiteboard, check for comprehension. Do the same for Part 2. (Note, “refund” and “within” may be new vocabulary for some students. Ask if I can fix my problem one or two months after I buy something. The students will know this is not correct. Say, “No, I can’t. That’s too late! It’s not *within* the time period.” Show with your hands the idea of “within” by moving the palms of your hands together horizontally.) Explain that this vocabulary will be in the story about your friend, Lisa.

# REEP ESL Curriculum for Adults

## Practice 2

Before reading the story, ***Lisa Has a Problem***, pre-teach the vocabulary in **Activity B**. Pass out **Activity C, *Lisa Has a Problem***. Read one paragraph at a time, first teacher reads, then choral read one sentence at a time checking for comprehension.

Have students do **Activity D** to check comprehension.

Finally, use “**Circle Read**” per each paragraph in ***Lisa Has a Problem***. Students read in a circle, at each table, one sentence at a time. Student 1 reads sentence 1 and then Student 2 reads sentence 2, etc. making sure that the paragraph is read multiple times. After a few minutes, ask the students to read two sentences at a time, and later three sentences at a time to build fluency and confidence. In this activity, be careful that it’s not the same student that reads the same one, two, or three sentences over and over again by occasionally appointing a different person as “Student 1.”

## Practice 3

**Activity E: Dialog Practice.** First practice with the whole class. Teacher is Salesperson and students are the Customer. (Explain “bought” is the past tense of “buy.”) Swap roles. Check for comprehension. Next have tables 1 and 2 be the Salesperson and tables 3 and 4 be the Customer. Swap roles. Now form a line dialog with line A as Salesperson and line B as the Customer. Swap roles. Then move line A and repeat for two or three more turns.

## Presentation 2

Use document camera to project page 97 of the OPD. Look at the **Clothing Problems** on page 97. Review “it is / they are” by asking the question “What’s the problem with the \_\_\_\_\_?” and include the loose / baggy pants in the picture above. Project the top picture onto the whiteboard. There are problems with the clothes in pictures number 29, 32, and 33: zoom the camera onto the problems in the clothes in the line for the “returns” helpdesk.

## Practice 4

Pair practice using the problems on page 97 to return or exchange clothing. Assign partners and explain that they will practice a short dialog similar to that in Practice 3 to explain what the problem is and whether the “customer” wants a refund or to exchange the item for a new one. Check for students’ comprehension and the target language. This is a practice that will support the students later when they will create their own customer/salesperson dialog.

## Practice 5

**Activity F: Pair Practice - Who says...?** Have students work in pairs. Cut up the sentence strips (a conversation between a customer and salesperson), mix them up, and give one set to each pair. First, students should look at each sentence and decide if it is said by the salesperson or the

## REEP ESL Curriculum for Adults

customer. They should label each sentence with either an “S” or “C”. Once they have labeled the sentences, ask students to put them into the correct order.

### Application

Create one of two dialogs. Work in partners. “A Teams” create a dialog requesting an exchange for a damaged item. “B Teams” create a dialog requesting a return/refund. Act out the dialogs in pairs. Award Oscars for best acting!

### Extension Activities for the Classroom and Beyond

- More advanced dialog for multi-level class – teach “would like” as a more polite form of “want.” Explain that “I would like” has a contracted form “I’d like.” Model “I’d like a refund, please” and “I’d like to exchange this for another one.” More advanced students can include this form and practice it in new dialogs while the lower-level students are targeting the easier dialogs.
- Prepare a list of questions for the students to answer based on the text. The questions can be used to review the students Simple Present/3<sup>rd</sup> person singular grammar. Walk amongst the tables and take note of who is having trouble forming complete sentences. Alternatively, a list of questions can be given for homework.

# REEP ESL Curriculum for Adults

## Activity A

Match the vocabulary – Write the correct letter in the box.

### Part 1

- |                  |   |   |
|------------------|---|---|
| 1. regular price | <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; line-height: 30px;">d</div> | a) The price <i>after</i> a discount.                 |
| 2. customer      | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | b) The piece of paper with price and tax information. |
| 3. sale price    | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | c) The price + sales tax.                             |
| 4. salesperson   | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | d) No discount. No sale.                              |
| 5. total         | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | e) The person who helps customers.                    |
| 6. receipt       | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | f) The person who buys clothes in a store.            |

### Part 2

- |                          |   |   |
|--------------------------|---|---|
| 1. pay cash              | <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; line-height: 30px;">d</div> | a) Charge a VISA or Mastercard.                                     |
| 2. use a credit card     | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | b) Give back the item and get your money back.                      |
| 3. return / get a refund | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | c) Change your item for exactly the same thing.                     |
| 4. exchange              | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | d) Use bills and coins when you buy something.                      |
| 5. within 14 days        | <div style="border: 1px solid black; width: 30px; height: 30px;"></div>   | e) You have 14 days to return to the store when there is a problem. |

## Activity B

### New Vocabulary

Paragraph Number	New Words	Explanation
Paragraph 2	damaged	When something is broken or torn.
	a rip	A cut or tear in the fabric.
	fabric	Cotton and silk are two fabrics.
	missing	Not present. Absent.
	merchandise	Things a store sells, for example, clothes, shoes, food.
	within 14 days	Not after 14 days.
Paragraph 3	an item	A thing, for example, a shirt, a belt, or something on a receipt.
	refund	Money you get back when you return an item to the store.
	remove	Delete.
Paragraph 4	amount	How much money you pay for something.

# REEP ESL Curriculum for Adults

## Activity C

### Lisa Has a Problem

My friend, Lisa, loves to go shopping for clothes. She goes shopping almost every week. When she goes to the store, she checks all the dresses, skirts, pants, and T-shirts. She looks for clothes in her size. When she finds something she likes, she looks at the price tag. If it's on sale, she tries on a skirt or dress in the dressing room. Sometimes, Lisa doesn't have time to try on the clothes before she buys them. She tries them on at home.

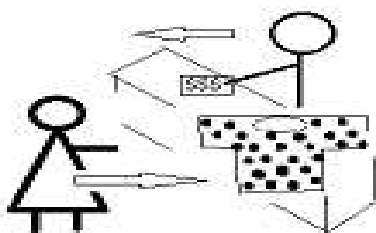
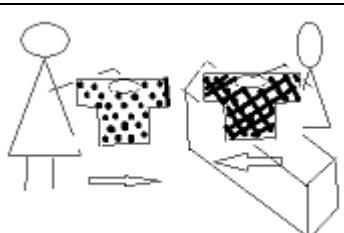
Occasionally, Lisa discovers a problem with the clothes she buys. Sometimes the clothes are damaged (this means there is a rip in the fabric or a button is missing). Sometimes, the pants or skirt are too small. When this happens, Lisa doesn't worry because she knows she can go back to the store and talk to Customer Service. She checks her receipt to see how many days she has to fix the problem. Some receipts say, "Merchandise may be exchanged within 14 days with a receipt." That means she has a limited time to return to the store with her receipt.

At the Customer Service desk, the salesperson tells her that she has two options *if* she has her receipt. First, she can **exchange** her pants or shirt for **exactly the same item**. This means, she gives back the damaged item and the salesperson gives her a perfect one. Her second option is to ask for a refund. If Lisa can't find exactly the same pants or shirt in her size, she gets her money back. If Lisa pays cash, her refund is in dollars and cents. If Lisa pays by VISA, the cost is removed from her credit card.

Sometimes when Lisa returns the damaged clothes, she can't find the correct receipt. When this happens, Lisa doesn't get a refund. Lisa gets store credit. This means the store gives her a "gift" card in the amount she paid for the clothes. Lisa uses her store credit to buy something else now or later. This is not a problem for Lisa because my friend loves to go shopping!

## REEP ESL Curriculum for Adults

### Activity D – Check your understanding.

1	Get a refund means _____. a) get your money back b) choose another item		<b>Clothing Superstore</b> Date 10/15 Coat.....\$124.99 Tax.....\$8.74 Total.....\$133.73  Credit card no. 5798XXXXXXXXXX  Remember! Keep your receipt. You can get a refund or exchange any purchase within 14 days from the original date of purchase.
2	Exchange means _____. a) get your money back b) choose another item		
3	Lisa can get a refund _____. a) on 10/20 b) on 11/20		

### Activity E – Dialog Practice

<b>Salesperson</b>	Next, please!
<b>Customer</b>	Hello. I bought this shirt last week.
<b>Salesperson</b>	Is there a problem with it?
<b>Customer</b>	Yes. There are two buttons missing.
<b>Salesperson</b>	Oh! Let me see. Uh oh! What a shame.
<b>Customer</b>	What can I do?
<b>Salesperson</b>	You can exchange the shirt for a new one. Do you want to do that?
<b>Customer</b>	Hmm...what else can I do?
<b>Salesperson</b>	I can give you a refund if you have your receipt?
<b>Customer</b>	Yes. But I like the shirt. Can I exchange it for a new one, please?
<b>Salesperson</b>	Sure. Let me find your size. May I see your receipt, please?
<b>Customer</b>	Here it is. Thank you for your help.

## REEP ESL Curriculum for Adults

### Activity F

#### Pair Practice - Who says...?

*Teacher should print, cut up the sentences, and mix them up before handing out.*

<b>S</b>	That's no problem. I can give you a refund if you have your receipt.
	Hi. I bought these pants last week. When I got home, I discovered that the zipper is broken.
	I can't give you a refund without the receipt, but you can return the pants for store credit.
	I can help the next person in line.
	I don't have my receipt.
	Can I get a refund?
	Store credit? Sure, that's fine. I can use it to buy something else.
	Do you want to exchange the pants or do you want a refund?