**SL15. Returns and Exchanges**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Level: \_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IMPORTANT NOTE: Sections 1-5 in the SDLA must be completed before meeting with a tutor and receiving a stamp. Write/type all your answers on this handout.**

**After completing this SDLA, you will be able to:**

* Define the necessary vocabulary to make a return or exchange
* Recognize the modals needed to make a request while shopping
* Create a conversation to make a return or exchange

**Sections 1-5 (approximately 45 minutes):** Read the information. Follow each step below to complete this SDLA. Be prepared to explain your answers when you meet with a tutor.

**Section 1: Introduction**

Have you ever bought an item from the store, but when you took it home, you realized you didn’t want to keep it anymore? Was it the wrong size? Did you want a different color? When you want to take an item back to the store and change it for a different item, you need to ask to exchange it. If you just want your money back, and you don’t want to exchange your item, then you need to return your item. It can be difficult to use the appropriate language to ask for an exchange or a refund, so it is important to be familiar with the vocabulary and questions you might hear when returning an item.

**You Try:** Go to [**http://tinyurl.com/ko9whrl**](http://tinyurl.com/ko9whrl)**.** Listen to the conversation between a store employee and a customer. If the speakers talk too fast, there is a transcript of the conversation on the webpage that you can use. When you’ve finished listening to the conversation, answer the following questions.

|  |  |
| --- | --- |
| 1. What item does the customer want to return?    1. Shoes    2. Sweater    3. Scarf 2. Does the customer want to get a refund or make an exchange?    1. Refund    2. Exchange 3. What is the first problem the customer tells the store employee?    1. It shrank.    2. The fabric is coming apart.    3. The color faded. | 1. How many days can someone return an item with a receipt?    1. 4    2. 5    3. 6 2. How does the conversation end? 3. The store clerk eventually gives the customer a refund. 4. The customer is able to exchange the item. 5. The customer leaves the store without the item. |

**Section 2: Necessary Vocabulary**

**Part 1:** Go to [www.learnersdictionary.com](http://www.learnersdictionary.com) to find the definition for each word below. Write the definition below.

|  |  |
| --- | --- |
| **Word** | **Definition** |
| **Return (v)** |  |
| **Exchange (v)** |  |
| **Refund (n)** |  |
| **Receipt (n)** |  |
| **Defective (adj)** |  |
| **For sale** |  |
| **On sale** |  |
| **Policy (n)** |  |
| **Credit (n)** |  |

1. You know the definition of “return” and “policy,” so what do you think **return policy** means?

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1. You know the definition of “store” and “credit,” so what do you think **store credit** means?

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1. What is the difference between “on sale” and “for sale”?

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**Part 2:** Use each vocabulary word from Part 1 in the sentences below. Each word is only used once.

**Conversation 1:**

**Store Clerk**: Hello. How can I help you?

**Customer**: Hi. I’d like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this shirt for a different size. I bought this shirt last week, and when I got home I realized it was too big.

**Store Clerk**: Not a problem. I actually think this shirt is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ right now. Can I please see your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

**Customer**: Oh no. I don’t think I have it with me.

**Store Clerk**: I’m sorry. Our return \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ states that you must show a receipt for exchanges.

**Conversation 2:**

**Customer**: Hi. I would like to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this DVD Player.

**Store Clerk**: Okay. Was there anything wrong with it?

**Customer**: Yes, actually. It was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . It wouldn’t even play any of my DVDs.

**Store Clerk**: I’m sorry about that. Can I please see your receipt?

**Customer**: Sure. Here it is.

**Store Clerk**: Thank you. . . Oh. According to your receipt, you purchased this DVD player 4 months ago. Our return policy states that you can only get a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for an item if you return it within 90 days of your purchase date. Because it’s been so long, I can only give you store \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Customer**: That’s fine. I shop here pretty often. . . Oh, do you have any phone chargers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Or will you only sell one to me if I buy a phone?

**Section 3: What to Say**

When you return or exchange something, there are some questions and expressions you can use. Most of them, include the modals **can, could** or **would**.

**Can/Could:**

In questions, the modal **could** is used when you want to make a formal request, and the modal **can** is used when you want to make an informal request. For example, when you ask someone, “**Could** I get a refund?” you are making a request. When you ask someone, “**Can** I get a refund?” you are also making a request, but it is more informal. In both questions, you want to know if it is possible to get your money back for an item you already purchased. Below are some other requests you can ask. What is the meaning of each request?

1. Could I exchange this item for something else? Write the meaning of this question.
2. Could I speak to the manager? Write the meaning of this question.
3. Can you show me the items that are on sale? Write the meaning of this question.

**Would:**

In statements, the modal **would** is used when you want to make a request. For example, when you say, “I would like to return this” you are making a request. You want to know if it is possible to return the item you already bought. Notice that the contraction form is more common than using would.

|  |  |  |
| --- | --- | --- |
| I would like to return this. | 🡪 | I’d like to return this. |
| She would like to make a complaint. | 🡪 | She’d like to make a complaint. |
| We would like to exchange this item. | 🡪 | We’d like to exchange this item. |
| They would like to speak to the manager. | 🡪 | They’d like to speak to the manager. |

\*You can add **please** at the end of a request to sound more polite. For example, *“*Could I have a refund, **please**?” or “I’d like to get a refund, **please**.”

**Section 4: Making Returns and Exchanges**

**Part 1:** Read the list of possible questions and statements you might use while making a return or exchange. Underline the modal **can, could,** or **would** in each question.

|  |
| --- |
| **Store Clerk** |
| How can I help you? |
| Would you like to return this? |
| Can I ask why you’re returning this? |
| Do you have the original receipt? |
| Is there anything wrong with this item? |
| Are you familiar with our return policy? |
| **Customer** |
| Could I get a refund, please? |
| Can I speak to a manager? |
| I’d like to exchange this for a different size, please. |
| I’d like to return this item. |
| What items do you have for sale? |

**Part 2:** Think of 4 reasons why someone might want to return or exchange the following items. Write your ideas below. The first one has been done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| **Radio** | **T-shirt** | **Shower towel** | **Pillow** |
| *It doesn’t work.* |  |  |  |
| *It’s broken.* |  |  |  |
| *It’s the wrong color.* |  |  |  |
| *It’s too big.* |  |  |  |

**Part 3:** Using the information you’ve learned so far, create 1 conversation to return or exchange one of the items above. Be as creative as you’d like. Remember to use the new vocabulary and requests. The first one has been done for you as an example.

**Conversation 1: Returning a Radio**

**Store Clerk:** Hi, how can I help you today?

**Customer:** Hi. I’d like to return this radio.

**Store Clerk:** Ok. Is there anything wrong with it?

**Customer:** Yes, actually. It’s completely defective. I plugged it in to every outlet in my house, and it didn’t work with any of them.

**Store Clerk:** I’m sorry to hear that. Would you like to exchange it for another one instead of returning it?

**Customer:** No, thanks. I think I’m just going to use my iPhone for my music from now on.

**Store Clerk:** Ok. Well, can I see your receipt, please?

**Customer:** Sure. Here you go.

|  |
| --- |
| **Conversation 2:**  **Store Clerk:**  **Customer:**  **Store Clerk:**  **Customer:**  **Store Clerk:**  **Customer:**  **Store Clerk:**  **Customer:** |

**Section 5: Student Self-Assessment**

C:\Documents and Settings\wcuser1553\Local Settings\Temporary Internet Files\Content.IE5\Z02HHZPN\MC900072629[1].gif*Complete this self-assessment before meeting with a tutor.* **Now that you’ve completed sections 1 to 4, check the things you can do:**

* + - * I can define the necessary vocabulary to make a return or exchange.
      * I can recognize the modals needed to make a request while shopping.
      * I can create a conversation to make a return or exchange.

**DON’T FORGET! Write your name on the clipboard to work with a tutor. The tutor will call your name when he/she is ready.**

**Section 6: Practice with a Tutor!**

After completing the self- assessment, meet with a tutor and give this completed SDLA to the tutor. To make sure you understand how to return or exchange an item, you will use the two items that you didn’t write about from Section 4, Part 2 and do a role play with the tutor. You and the tutor will each take turns being the store clerk or the customer. After you’ve finished your role plays, the tutor will provide you with feedback in the following areas:

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Focus** | **1 Point** | **3 Points** | **5 Points** |
| **Content** | Student does not provide enough information in responses and does not use appropriate vocabulary. | Student provides sufficient information in responses and uses appropriate vocabulary some of the time. | Student provides all necessary information in responses and uses appropriate vocabulary most of the time. |
| **Skill: Speaking** | Student’s speech is unclear and requires frequent listener effort. | Student’s speech is generally clear but requires occasional listener effort. | Student’s speech is clear and smooth and requires minimal listener effort. |
| **Oral Fluency** | Speaks in incomplete sentences that do not flow. | Speaks in complete sentences some of the time with frequent pauses. | Speaks in complete sentences with occasional pauses most of the time. |
|  |  |  | **Total points: /15** |

**\*Students must receive at least 10 points to move on.**

**Tutor Recommendations:**

|  |  |
| --- | --- |
| * **Congratulations! Move on**   *Student has successfully completed this SDLA and is ready to continue to the next.* | * **Repeat**   *Student hasn’t yet mastered this SDLA. It is recommended that the student complete it again.* |

**Tutor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**