

Shopping



Teacher's Pack



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Introduction

Money and shopping gives learners the language that they need to take part in a number of everyday conversations, both face-to-face and over the telephone. There are three units in this pack **On the phone** **Money** and **Shopping** (this pack). Each unit contains three separate lessons. These nine lessons complement each other but can be used separately. Timings are approximate and make take more or less time than shown, depending on your learner.

Bearing in mind that some learners' oral skills are in advance of their literacy skills, accessing the materials in this pack does not require strong reading and writing ability on the part of the learner. However, there are activities which aim to improve basic literacy.

Where real objects are available (realia) as a stimulus for activities it is good to use them. In the event of realia being unavailable pictures have been provided for all lessons.

Overview**Unit 1: On the phone**

- 1a: making a call
- 1b: answering a call
- 1c: choosing a mobile phone

Unit 2: Money

- 2a: prices and expenses
- 2b. paying bills
- 2c. at the bank

Unit 3: Shopping

- 3a: returning unwanted items
- 3b. returning faulty items
- 3c. problems with shopping online

Level: E1/2 , A1 , Access 2/3

Shopping: returning unwanted items – teachers' notes

Lesson 3a: returning unwanted items**Time:** 60 minutes**Aims:**

- This session supports learners to use some functional language required to be able to take unwanted items back to a shop for a refund or credit note.

Objectives:**Your learner will be able to:**

- recognise and use a limited number of words related to returning items: *gift receipt, credit note, refund*
- use a number of phrases to return unwanted items: *I'd like to return this..., It's an unwanted gift, I've changed my mind.*

Preparation**You will need:**

- **Worksheet 1** shopping items
- **Worksheet 2** reasons for returns, cut up
- **Audio recordings A-C** unwanted goods being returned
- a copy of the transcripts (if your learner is able to read).

Consider:

- Consider how well your learner can read to decide whether you want to use the transcripts to support the dialogues in this session.

Shopping: returning unwanted items – teachers' notes

Introduction: (5 mins)

- Show your learner the picture of Mei on **Worksheet 1** part A. Explain she is going shopping because she needs to take some things back to the shop.
- Ask your learner if he or she ever takes things back to a shop. Discuss his or her experience and talk about your own. Use questions such as *Do you sometimes get unwanted gifts? Why didn't you like them? What did you do with them? Do you ever change your mind about something and take it back?*
- Elicit what phrase the learner may use to say he or she wants to return something to assess prior knowledge.

Activity 1: listening 1 (10 mins)

- Show the three item pictures and ask your learner to identify the three things Mei wants to return (*coat, slippers, scarf*).
- Play **Audio recording A** and ask your learner to say which of the three items is mentioned.
- Play the recording again and ask your learner to listen for who gave the item and the reason for returning it (An unwanted gift from her grandma).
- Look at the two explanation cards on **Worksheet 2**. Ask your learner to choose which one shows an unwanted gift. Practise the phrase counting out each word out using your fingers, if necessary.
- Use three pictures in **Worksheet 1** part B as prompts for the following questions: *Did Mei get her money back? Why not? (no gift receipt) What is a gift receipt? What did she get instead? (a credit note) What is a credit note?* Play the recording again if your learner has difficulty answering the questions.
- Elicit the phrase Mei uses to take something back (*I'd like to return this please*). Play to the recording again if necessary.
- Drill the pronunciation of the phrase until your learner is confident.

Shopping: returning unwanted items – teachers' notes

Activity 2: listening 2 (10 mins)

- Before playing **Audio recording B** ask your learner to guess which item from **Worksheet 1** Mei takes back next.
- Listen to the recording and confirm which item.
- Show the pictures in **Worksheet 1** part B. Ask your learner if Mei gets her money back or a credit note.
- Play the recording again and confirm the answer. Explain what the word *refund* means.
- Ask the reason why Mei doesn't want the item. Listen again if necessary.
- Indicate the **Worksheet 2** cards. Ask your learner to choose which one shows Mei has changed her mind. Practise saying the phrase *I've changed my mind*. Count each word out on your fingers, if necessary.
- Play the recording again. Highlight the phrase *Is there anything wrong with it?* Elicit what this might mean. Confirm the correct meaning.

Activity 3: listening 3 (5 mins)

- Start with a brief vocabulary recap. Say the words *gift receipt*, *refund* and *credit note* from **Worksheet 1**. Ask your learner to point to the corresponding card. Do the same with *It's an unwanted gift* and *I've changed my mind* using **Worksheet 2** cards. Ask your learner to practise saying these until confident.
- Indicate the remaining item on **Worksheet 1**. Ask your learner to guess Mei's reason for taking it back and whether she gets a refund or a credit note.
- Play **Audio recording C** and confirm the answer.

Activity 3: vocabulary recap (10 mins)

- Rehearse the role play by reading the transcripts of **Audio recordings A-C** together.
- Make sure your learner is confident saying the three key phrases *I'd like to return this...*, *I've changed my mind*, *it's an unwanted gift*.

Differentiation:

- If your learner would have difficulty reading the transcript, use the recordings to drill the dialogues line by line.

Shopping: returning unwanted items – teachers' notes

Activity 4: role play (15 mins)

- Put the three items of realia on the table. Tell the learner he or she is going to take these back to a shop.
- Ask your learner to choose an item and a reason to take it back. Use the three small images from **Worksheet 2** as props in the role play to represent the gift receipt, refund and credit note, as required.
- Create a role play along the lines of those in the audio recordings using similar phrases to the assistant.
- After the role play, practise any phrases your learner had difficulty with.
- Repeat the process with the second item.

Learning check:

- Monitor **Activity 4** to assess your learner's ability to give information and make requests when taking an item back to a shop.
- Pay attention to whether he or she can communicate successfully and whether or not he or she is able to use the phrases presented.

Activity 5: shopping experiences (5 mins)

- Revisit some of the aspects of the conversation about taking things back to a shop. If in the introduction to the lesson your learner was unable to express very well reasons for taking an unwanted item back, let him or her do so again now.
- Follow up with other questions involving the lesson vocabulary such as: *Do you give or get a gift with a gift receipt? Are you happy with a credit note or do you prefer a refund? Have you ever had a credit note?*

Shopping: returning faulty items – teachers' notes

Lesson 3b: faulty items**Time:** 60 minutes**Aims:**

- This session aims to support learners in returning items which are faulty and/or broken, to help them understand their rights, say what the problem is with an item and request a solution.

Objectives:**Your learner will be able to:**

- use appropriate adjectives to describe problems with purchases: *torn, mouldy, broken, faulty, stained, ripped, gone off, past its sell by date, stale*
- use these adjectives to describe the appropriate items: *faulty charger, stained t-shirt, stale bread*
- take a faulty item back to the shop, to know what he or she is entitled to and ask for this.

Preparation**You will need:**

- Realia: a small selection of different items from your home, for example: *a phone, an item of food and a child's toy*. You should also bring realia to demonstrate the difference between a refund and a replacement: *some money* and two items which are the same, for example: two similar pens.
- **Worksheet 3** pictures of broken/faulty/torn items, cut up
- **Worksheet 4** adjective cards, cut up
- **Worksheet 5** Shopper's rights text
- **Worksheet 6** Shopper's rights true or false?
- **Worksheet 7** listening task picture sheet
- **Audio recordings D-F** Taking back faulty items
- A large piece of paper for your learner to keep at the end of the lesson.

Consider:

- Some of the vocabulary introduced in this unit is quite complex and may be totally new to your learner. If you think the new language will be too much for your learner, consider introducing a smaller number of words.

Shopping: returning faulty items – teachers' notes

Introduction: (5 mins)

- Focus your learner's attention on the realia you have brought in and ask him or her to name the individual items. Explain that you bought these items recently and that you are not happy with them. Elicit what the possible problems could be (for example: *not working, broken* etc.) and establish how much vocabulary he or she already knows at this stage.

Activity 1: vocabulary (10 mins)

- Focus your learner's attention on **Worksheet 3**. Ask your learner to name the items he or she can see and elicit what is wrong with each of them. Introduce any unfamiliar items and drill pronunciation.
- Ask your learner to read the words on **Worksheet 4** (alternatively, read the words and ask your learner to repeat after you). Support your learner in matching the words with the pictures. Encourage your learner to make sentences while matching, for example: *the bread is mouldy, the doll is broken, the t-shirt is stained*. Focus on pronunciation.
- Lay the pictures and the corresponding sentences face down on the table. Take it in turns to pick up a card from the picture pile and a card from the sentence pile. If the cards match then you can keep them. Continue until you have picked up all the cards.

Differentiation:

- If your learner has difficulty reading, introduce fewer vocabulary items. Leave out *ripped, faulty, torn* and *stained* if you think your learner will not be able to cope with the full list of new words and phrases.

Activity 2: collocation (5 mins)

- Continue to look at the word cards. Ask your learner to suggest further items which could collocate with these adjectives. Collect as many collocations as possible and write them down (or ask your learner to write them down) on a piece of paper. Encourage your learner to list the items in columns under adjective headings.

Shopping: returning faulty items – teachers' notes

Activity 3: talking about shopping rights (10 mins)

- Ask your learner to read the text on **Worksheet 5** aloud. If your learner has difficulty reading, you can read them and ask him or her to repeat after you. You will need to explain the term *under warranty* to your learner (a promise that the sellers or makers of an item will repair your item if it breaks within a certain time period).
- Ask your learner to read the statements on **Worksheet 6** aloud (or read them yourself and ask your learner to repeat after you). Ask your learner to tell you which are true and which are false, using the text to check ideas.
- Encourage your learner to ask you any more questions he or she might have about his or her consumer rights. Use the information from the *Which* website at: <http://www.which.co.uk/consumer-rights/problem/i-want-to-return-my-goods-what-are-my-rights> to help you give your learner the correct answer.

Activity 4: listening (10 mins)

- Tell your learner that he or she is going to listen to Jane take something back to the shop. Focus your learner's attention on **Worksheet 7** and ask your learner to name the items in the pictures. Elicit what could be the problem with each one.
- Ask your learner to listen and select the two items which Jane takes back. Play **Audio recording D**. Check your learner's answers. Ask him or her to tell you what was wrong with the items. Play the recording a second time if necessary.
- Play the recording a third time. This time pause after certain phrases (*I bought this cake this morning and it's mouldy, I want a refund, please, I'm still very unhappy*). Ask your learner to repeat these phrases, focusing on natural sounding pronunciation.
- Depending on how your learner has coped with this, go on to play **Audio recordings E and F**. Repeat the process (ask your learner to name the items which have been returned and the problems, using the picture cards on **Worksheet 3** as prompts). Then play the recording again, stopping after the shopper's phrases and asking the learner to repeat.
- Elicit and write down the action which is taken and/or offered in each case: *refund*, *replacement* or *repair*. Elicit the meaning of each new word, using mime and explanation to make sure your learner understands. Use the realia you have brought to clarify meaning, where necessary.
- If your learner can read, read the transcripts together, asking your learner to play the part of the shopper.

Differentiation:

- If your learner is likely to find the listening activity difficult, only play the first recording. If your learner copes well with the first and second recordings, then go on to the third recording.

Shopping: returning faulty items – teachers' notes

Activity 5: role play (10 mins)

- Ask your learner if he or she has ever bought something faulty. *What was it? Did he or she take it back? If so, did he or she get a refund? If not, why not?*
- Tell your learner that he or she is now going to practise taking this item back. Brainstorm as many useful phrases as possible and try to get as much information as possible. Revisit the listening, if necessary and drill some useful phrases, such as *I bought this cake this morning and it's mouldy, I'd like a refund please. My TV is faulty, Can I speak to the manager please?*
- Use the listening transcripts to elicit the action taken and offered in each case. Check your learner's understanding of the following phrases: *I want a refund, I want a replacement, I want it repaired.* Use realia to mime the meanings if your learner isn't sure. Then drill the pronunciation of each phrase.
- Carry out the role play. The first time, you should immediately give the learner a refund. If your learner is coping well, the second time you can be more awkward. Encourage your learner to give extra information about the faulty item to ensure he or she can get the desired result.

Learning check:

Monitor **Activity 5** to assess your learner's ability to make requests and give information when returning a faulty item. Consider the following:

- whether he or she is able to communicate successfully
- whether he or she is able to use the appropriate adjectives to describe damage/faults
- whether he or she is able to use the phrases from the recordings.

Activity 6: vocabulary consolidation (5 mins)

- Check your learner's ability to match items with the appropriate adjectives by reading through the words on **Worksheet 3** and asking your learner to remember as many items as possible which collocate with them. Encourage your learner to say the adjectives and nouns together to aid recall.

Shopping: problems with shopping online – teachers' notes

Lesson 3c: problems with shopping online**Time:** 60 minutes**Aims:**

- This session aims to help learners manage problems with online shopping. Learners will practise calling up to enquire about a late delivery/incorrect order and will also be supported in writing an email to chase up a missing or late delivery.

Objectives:**The learner will be able to:**

- phone and enquire about a missing, delayed or incorrect order using phrases such as *I'm phoning to ask about ... I ordered it 3 weeks ago, I ordered... but I got... I haven't got...*
- understand the response he or she might receive: *It's on its way, can you hold a minute, please? A courier will pick it up and exchange it, I'll look into this and call you back.*

Preparation**You will need:**

- **Worksheet 3 and 4 (from Lesson 3b)** pictures to revise vocabulary
- **Worksheet 6 (from Lesson 3b)** for use in the listening activity
- A large piece of paper which your learner can take away at the end of the lesson.
- **Worksheet 8** online shopping problems
- **Worksheet 9** online shopping problems gapped transcripts with images
- **Worksheet 10** product images
- **Audio recordings G-I** online shopping problems.

Consider:

- Some learners may find the listening in this lesson challenging. Consider only using one or two of the recordings if you think it is likely to be too difficult.

Shopping: problems with shopping online – teachers' notes

Introduction (5 mins)

- Use the picture cards from **Worksheets 3** and **4** from **Lesson 3b** to recap on the previous lesson's new vocabulary. Ask your learner to match the words with the items and to supply more items which could collocate with the adjectives.
- Tell your learner that sometimes you can have problems with online shopping too and give an example of a problem you have had in the past (for example: late or missing order, wrong item delivered etc.). Ask if your learner shops online and if he or she has ever had any problems with this kind of shopping.

Activity 1: vocabulary (10 mins)

- Using the piece of paper to jot down notes, talk about problems you can have with online shopping. Encourage your learner to help you make a list. Then look at the online shopping problems on **Worksheet 8**. Read the four problems: *late*, *missing*, *wrong item*, *faulty item* (do not read the four phrases yet) and elicit the meaning from your learner.
- Ask your learner to read the phrases on **Worksheet 8** (or read them aloud and ask your learner to repeat them after you). Support your learner in matching the four online shopping problems with the four correct phrases.

Activity 2: listening (10 mins)

- Tell your learner that he or she is going to listen to three phone calls about online shopping problems.
- Focus your learner's attention on **Worksheet 9**. Elicit the names of the item on the sheet. Ask your learner to listen to the calls and to number the items is being asked about according to which call they are mentioned in. Play **Audio recordings G-I** and check your learner's answers. Repeat the recordings as many times as needed.
- See if your learner can tell you what the problem is with each item. Play **Audio recordings G-I** as many times as necessary for your learner to find the answer. Use **Worksheet 8** as a prompt. Check your learner understands what is being said by asking concept checking questions such as: *Will Sweera get the bicycle next week? Is the bike still with the seller? Where is the bike?*

Shopping: problems with shopping online – teachers' notes

Activity 3: language for resolving problems (10 mins)

- Ask your learner what solution the customers wanted for each of the problems on the recordings. Ask your learner to listen for the language that each customer uses to ask for solutions in each call. Play **Audio recordings G-I** again. Note that Ava does not ask for a specific action in the second call, ask your learner what Ava should do if the company fails to call her within an hour.
- Play the recordings again. This time, pause after each of the customer's lines. Ask your learner to repeat what each customer says. Use your fingers to show your learner how many words are in each utterance. Drill each phrase until your learner can say them with natural-sounding pronunciation.

Differentiation:

- If your learner is able to read, use the transcripts of the recordings (**Worksheet 9**).
- Ask your learner to listen and fill in the gaps.
- Read the dialogues out loud with your learner.

Activity 4: role play (15 mins)

- Tell your learner that you are going to role play some conversations about online shopping problems.
- Focus your learner's attention on the pictures on **Worksheet 10** and ask him or her to name the items. Ask your learner to think what problems there could be ordering these items online.
- Ask your learner to choose one of the pictures and to suggest a problem. Elicit the language your learner will need to explain his or her problem. You should also ask your learner what solution he or she would want in the situation.
- Drill the phrases your learner will need, referring to the recordings in **Activity 2** if necessary. If your learner can read, write any useful language down to provide support during the role play.
- Perform the role play a few times, until your learner feels confident.
- Ask your learner to choose a new picture card and problem and repeat the process described above. Continue until you have spoken about all of the picture cards.
- Ask your learner if he or she can think of any other online shopping problems. Listen to his or her suggestions and make up a role play about them.

Differentiation:

If your learner is confident in this activity, ask him or her to role play Ava's follow up call about the cooker.

Shopping: problems with shopping online – teachers' notes

- Record your role plays using a smartphone, tablet or computer. Listen back and ask your learner to listen to how he or she described the problems and asked for solutions and decide what needs to be improved upon. Then perform the role plays again and note any improvement.

Learning Check

Use the role play from **Activity 4** to assess whether your learner is able to do the following in a telephone call:

- communicate his or her problem
- ask for an appropriate solution
- use the language presented in the session accurately and appropriately.

Activity 5: vocabulary consolidation (10 mins)

- Use the Worksheets from all the previous lessons in this unit to recap shopping vocabulary. Ask your learner to tell you where he or she would buy each item. Ask whether your learner would consider buying the items.
- Ask about any potential problems with buying these products online. Wherever possible, personalise the new language by asking your learner to tell you about his or her own experience, for example: *Have you ever had an online shopping problem? What did you buy? What was the problem? What did you do? Did you get a refund or a replacement?*

Shopping: transcripts

Transcripts**Lesson 3a****Audio recording A**

Assistant: Who's next?

Mei: Hello. I'd like to return these slippers please. They're an unwanted gift.

A: That's no problem. Do you have a gift receipt?

Mei: Sorry?

A: A gift receipt.

Mei: What's that?

A: It's the same as a receipt but with no price on. The person gives the receipt with the gift so you can change it if you want to.

Mei: Oh. They're from my grandma. She is very kind but she is very bad at choosing gifts. I don't want to tell her I don't like them.

A: I can give you a credit note but not your money back.

Mei: What's a credit note?

A: It's a piece of paper which says you can spend some money but you can only spend it in this shop.

Mei: That's fine. Thank you.

A: So, here's a credit note for £12. It's still your grandma's money but now you get something you like.

Mei: Thanks. I will.

Audio recording B

Mei: Morning. I'd like to return this coat, please.

Assistant: Is there anything wrong with it?

Mei: No. I bought it last week but I've changed my mind.

A: Have you worn it?

M: No. The price tag is still on it.

A: OK that's fine. Have you got your receipt?

Mei: Yes, here you are.

A: Great, thanks. I can give you a refund for that. So, here's your £50.

Mei: Thanks very much.



Shopping: transcripts

Audio recording C

- Mei:** Hello. I'd like to return this scarf, please.
- Assistant:** Of course. Is there anything wrong with it?
- Mei:** No nothing. It's an unwanted gift.
- Assistant:** Have you got a gift receipt?
- Mei:** No, I haven't, sorry.
- Assistant:** It's not a problem but I can only give you a credit note, I'm afraid. Is that OK?
- Mei:** Ok. That's no problem.
- Assistant:** You have six months to spend it.
- Mei:** Six months. Alright. Thank you.

Lesson 3b**Audio recording D**

- Shop assistant:** Hello, can I help you?
- Woman:** Yes, I bought this cake this morning and it's mouldy. I also bought this cream and it's gone off. It's past its sell by date. I want a refund, please.
- Shop assistant:** Oh, I'm so sorry. I'll give you a refund. I'll also give you another cake and fresh cream.
- Woman:** Thanks. I'm still very unhappy. It was for my son's birthday.
- Shop assistant:** Oh dear! I can give you this. You'll get £10 off your next shop with us.
- Woman:** Well, thanks very much. That's great.
- Shop assistant:** Is there anything else?
- Woman:** No, that's all. Thank you.

Shopping: transcripts

Audio recording E

Customer services assistant: Hello. Can I help you?

Man: Yes, my TV is faulty. I can't watch anything on it because there is a problem with the screen.

Customer services assistant: Oh dear! When did you buy it?

Man: Just last week.

Customer services assistant: I'm sorry about that. You can have a replacement, a repair or a refund.

Man: I'd like a replacement, please.

Audio recording F

Man: Hello, I bought this t-shirt yesterday, but it has a big coffee stain on the back. Look!

Shop assistant: Oh. Well, sorry but there is nothing I can do about that.

Man: I don't drink coffee! I didn't do this! It was like this when I bought it.

Shop assistant: I can't give you a refund for a stained item. Would you like me to speak to my manager

Man: Yes, I would.

Shop assistant: Just a moment, please.

Shop assistant: Ok, the manager says that I can give you a refund or a replacement – which would you like?

Man: A refund please

Shopping: transcripts

Lesson 3c

Audio recording G

- Man:** Hello, can I have your order number, please?
- Sweera:** Yes, it's TK 098764.
- Man:** And your name, please?
- Sweera:** Sweera Ali.
- Man:** How can I help you?
- Sweera:** Well, I ordered a child's bicycle a week ago. It hasn't arrived.
- Man:** Oh, I'm sorry. Can you hold a minute, please?
(Brief pause)
- Man:** Hello. I am really sorry your order is late. It is with our courier now and it's on its way. You'll have it by tomorrow.
- Sweera:** Ah, that's great. Thanks!

Audio recording H

- Woman:** Hello, can I have your order number, please?
- Bill:** Hi. Yes, it's GM 657
- Woman:** And your name, please?
- Bill:** Bill Black.
- Woman:** How can I help you?
- Bill:** Well, I ordered a washing machine but I got a cooker.
- Woman:** Oh dear! I'm so sorry. Can you hold a minute, please?
- Bill:** Yes, of course.
- Woman:** Hello. I am really sorry about this. I don't know what's happened. I'll look into this and call you back in half an hour.
- Bill:** Okay. What's your name, please?
- Woman:** I'm Ava. Ava Jones.
- Bill:** Thanks.

Shopping: transcripts

Audio recording I

Woman: Hello, can I have your order number, please?

Maria: Hi. Yes, it's 000 7658.

Woman: And your name, please?

Maria: Maria Contini.

Woman: How can I help you, Mrs Contini?

Maria: The computer I ordered isn't working.

Woman: Oh dear! I'm so sorry. What's the problem with it?

Maria: It won't switch on.

Woman: Can you hold a minute, please?

(Brief pause)

Woman: Hello. I am really sorry about your computer. Our courier will come and pick it up tomorrow morning. Will you be in?

Maria: Yes, I will. Can I have a replacement?

Woman: Yes, of course. It will take three days for your replacement to get to you. Is that okay?

Maria: That's fine. Thanks very much.

Shopping: returning unwanted items – classroom materials

Lesson 3a. Worksheet 1

Part A



Part B



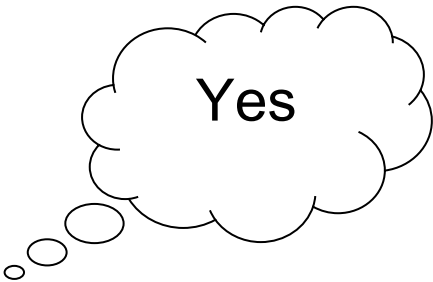


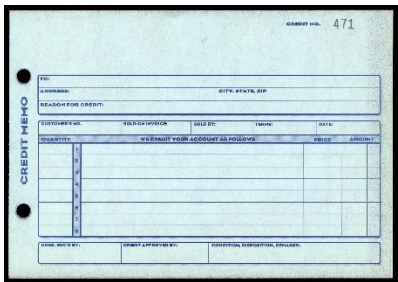


CREDIT NO. 471

CREDIT MEMO		DATE		CITY, STATE, ZIP	
REASON FOR CREDIT:		ISSUED BY		DATE	
QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT		
	WHENEVER YOUR ACCOUNT IS ADJUSTED	PRICE	AMOUNT		
TOTAL AMOUNT					

Shopping: returning unwanted items – classroom materials

Lesson 3a. Worksheet 2

 		
<h2>Monday</h2> <div style="text-align: center; margin-top: 50px;">   </div>	<h2>Tuesday</h2> <div style="text-align: center; margin-top: 50px;">   </div>	
		

Shopping: returning faulty items – classroom materials

Lesson 3b. Worksheet 3



Lesson 3b. Worksheet 4

mouldy

broken

faulty

torn / ripped

stained

gone off

past its sell-by date

Lesson 3b. Worksheet 5



If something you buy is faulty or broken, you can take it to the shop and get your money back.

You need to do this quickly– within three to four weeks.

If you take it back to the shop after three to four weeks, you can get a repair or a replacement. You can get older items repaired, if they are under warranty.

What about faulty second-hand items? If you bought it from a shop or online company, you can get a refund. If you bought it from a person, then they do not have to give you a refund.

Shopping: returning faulty items – classroom materials

Lesson 3b. Worksheet 6



If something is broken, you need to take it back quickly.



If something new is broken or faulty, you can get a refund.



If something old is broken, you can get it repaired.



If a second-hand item is faulty, you can get a refund.

Shopping: returning faulty items – classroom materials

Lesson 3b. Worksheet 7



Lesson 3c. Worksheet 8

late	missing
wrong item	faulty item
I ordered this 1 week ago.	My order hasn't arrived.
The computer I ordered isn't working.	I ordered a washing machine, but I got a cooker.

Lesson 3c. Worksheet 9

Man: Hello, can I have your __ __, please?

Sweera: __, it's TK 098764.

Man: And your __, please?

Sweera: Sweera Ali.

Man: How can I help you?

Sweera: Well, I __ a child's __ a week ago. It hasn't __.

Man: Oh, I'm sorry. Can you __ __ __, please?

(Brief pause)

Man: Hello. I am really sorry your order is __. It is with our __ now and you will have it by __/.

Sweera: Ah, that's great. __!



Woman: Hello, can I have your __ __ please?

Bill: Hi. Yes, it's GM 657

Woman: And your __, please?

Bill: Bill Black.

Woman: How can I help you?

Bill: Well, I ordered a __ __ but I __ a __.

Woman: Oh dear! I'm so sorry. Can you __ __ __, please?

Bill: __ __ __

Woman: Hello. I am really sorry about this. I don't know what's happened. I'll look __ __ and __ __ __ in half an hour.

Bill: Okay. __ __ __, please?

Woman: I'm Ava. Ava Jones.

Bill: __.



Shopping: problems with shopping online – classroom materials

Woman: Hello, _ _ _ _ _ , please?

Maria: Hi. Yes, it's 000 7658.

Woman: _ _ _ , please?

Maria: Maria Contini.

Woman: How _ _ _ _ , Mrs Contini?

Maria: The _ I _ _ isn't _.

Woman: Oh dear! I'm so _ . What's the _ with it?

Maria: It won't _ _ .

Woman: Can you _ _ _ , please?

(Brief pause)

Woman: Hello. I am really sorry about your computer. Our _ will come and _ _ _ tomorrow morning. Will you be _?

Maria: Yes, I will. Can I have a _?

Woman: Yes, of course. It will take three days for your _ to get to you. Is that _?

Maria: That's fine. Thanks _



Shopping: problems with shopping online – classroom materials

Lesson 3c. Worksheet 10

