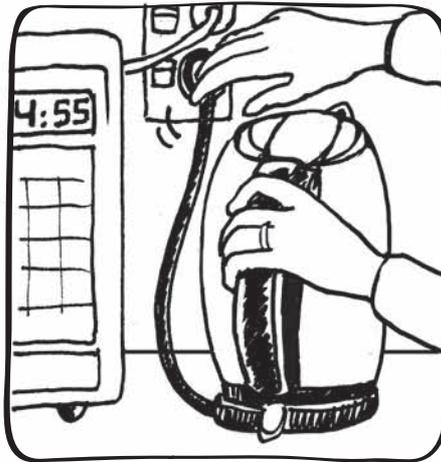
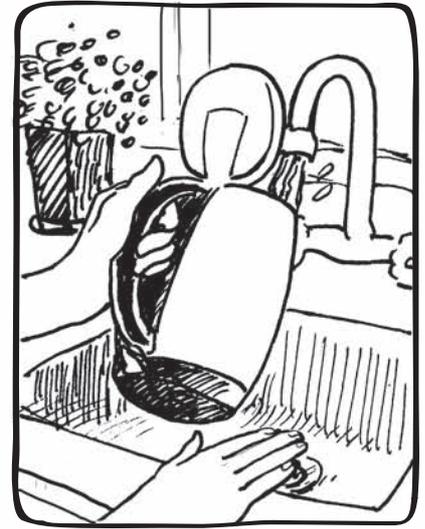
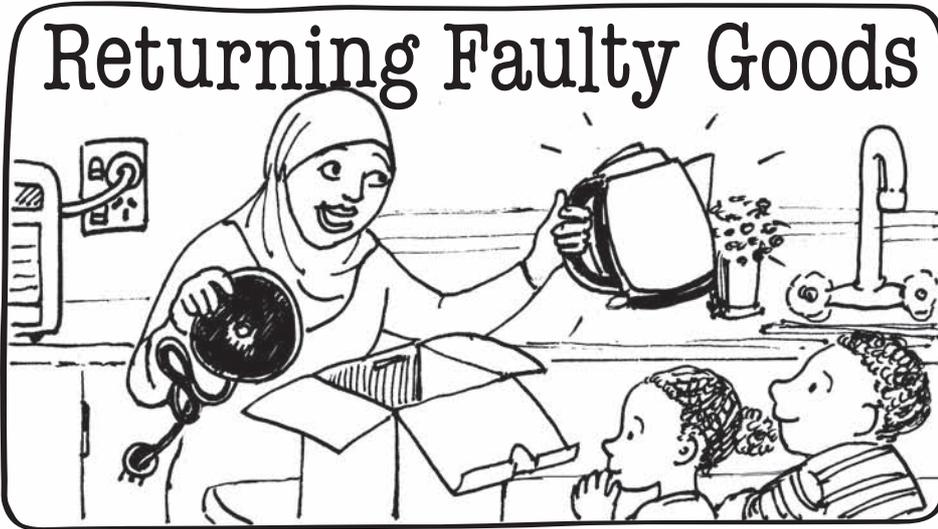


Returning Faulty Goods



Returning faulty goods – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 9 of this document.

Warm up

Before looking at the picture, ask the learner if s/he has ever bought anything from a shop and had to return it. What happened?

Write down *returning faulty goods* and brainstorm any vocabulary you associate with the topic

Focus on key vocabulary (see page 9 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (see page 10 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (see page 11 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story: to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

One day Sabrina came home with a brand new kettle. She was very excited as she took it out of the box and showed her children. She decided to try it out straight away and make herself a cup of tea. She filled up the kettle with water from the tap and plugged it in. Once she had switched it on, she waited for it to heat up. After 5 minutes, the kettle still hadn't boiled and she realised that it didn't work so she unplugged the kettle and put it back into the box. She felt disappointed and ...

You could focus on some of the phrasal verbs:

e.g. *take out, fill up, plug in, heat up, take back, put back, etc*

You could also practice Past perfect and Past simple:

e.g. *When she had filled up the kettle, she plugged it in.*

After 5 minutes, the kettle still hadn't boiled and she realised it didn't work.

Gapped text

Gap out some words in the text on page 9 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

Sabrina buys a new _____. She brings it home and _____ it out of the box. She is _____ and shows it to her two children.

- "grammar" words: e.g. prepositions

Sabrina buys a new kettle. She brings it home and takes it _____ of the box. She is excited and shows it _____ her two children.

- articles

Sabrina buys _____ new kettle. She brings it home and takes it out of _____ box. She is excited and shows it to her two children.

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *Sabrina buys a new toaster* (False). *The kettle doesn't work* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, she doesn't buy a new toaster, she buys a new kettle.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Imagine what the people in each picture are saying. Write short dialogues
- Imagine the woman is telling her partner/husband about what happened. Write a dialogue. (Useful for including the husband's listening and reacting noises like: *Really! That's no good. Did you have any trouble at the shop?*)

Extension activities

Typical Problems: vocabulary activity

Look at the following list of household objects with your learner and check that they know what they are.

- *book*
- *camera*
- *board game*
- *pair of scissors*
- *pair of shoes*
- *pen*
- *sweater*
- *watch*
- *computer*
- *mobile phone*
- *washing machine*
- *kettle*
- *DVD*
- *car*
- *bread*
- *fish*
- *fruit*
- *stereo system*

Then read them or give them the following problems and ask them to match up the problems with the objects.

- *It doesn't spin properly.*
- *The playing instructions are missing.*
- *There's a scratch on the lens.*
- *The heel came off them the first time I wore them.*
- *It keeps losing time.*
- *It won't write properly.*
- *This is rotten.*
- *It keeps switching off before it's boiled.*
- *It won't play properly.*
- *They don't cut properly.*
- *The engine keeps making a funny noise.*
- *This is mouldy.*
- *This is off.*
- *Some pages are missing.*
- *It won't play my CDs on it.*
- *It shrank the first time I washed it.*
- *It won't boot up properly.*
- *The number pad doesn't work*

Answers:

- ✓ *book: Some pages are missing*
- ✓ *camera: There's a scratch on the lens*
- ✓ *board game: The playing instructions are missing*
- ✓ *pair of scissors : They don't cut properly*
- ✓ *pair of shoes: The heel came off them the first time I wore them*
- ✓ *pen: It won't write properly*
- ✓ *sweater: It shrank the first time I washed it*
- ✓ *watch: It keeps losing time*
- ✓ *computer: It won't boot up properly*
- ✓ *mobile phone: The number ad doesn't work*
- ✓ *washing machine: It doesn't spin properly*
- ✓ *kettle: It keeps switching off before it's boiled*
- ✓ *DVD: It won't play properly*
- ✓ *car: The engine keeps making a funny noise*
- ✓ *bread: This is mouldy*
- ✓ *fish: This is off*
- ✓ *fruit: This is rotten*
- ✓ *stereo system: It won't play my CDs on it*

Highlight the structures:

- *It doesn'tproperly*
- *There's a missing*
- *It keeps + Verb +- ing*
- *I can't.....*

Ask learners to think of other problems that can occur with these objects or other objects they have had problems with.

Listening activity

There is a listening activity in the book *Listening to New Zealand* Beginner, unit 2F.

Make up a dialogue

Choose one of the scenarios below (or think of another one) and make up a dialogue together. Then practice saying it.

More advanced learners can do this as a role play after some preparation.

- *You buy a new flat screen TV, but when you switch it on, the screen is blank. Take it back to the shop and ask them to repair or replace it.*
- *You've just finished a meal in a restaurant with friends. The meat was tough and overcooked, your drinks never arrived and the service was poor. Complain to the manager.*
- *You've brought in a CD of holiday photos to be printed but the colours don't look right to you. Complain to the shop assistant and ask them to fix the problem.*
- *Your hairdresser has accidentally turned your hair green. Refuse to pay until she changes it back to your normal colour.*
- *You bought some fish fillets from a supermarket, but they smell bad. Take the fish back and ask for a refund.*
- *You bought some apples from a fruit shop but when you cut them open they are rotten inside. Take them back.*
- *You've just arrived at a motel and have checked into your room. It's dirty, the heater doesn't work and there are no towels. Complaint to the reception.*
- *You bought a PC game but it won't load on your computer even though the box says it should. Take it back to the shop for a replacement.*
- *You hired some painters to paint your roof. They didn't bother to clean the surfaces before they painted and there are leaves and twigs under the paint. Ring and refuse to pay until they have fixed the problem.*
- *You bought an expensive set of non-stick pans. After a month the coating is coming off even though they were advertised as safe for use with metal cooking utensils. Take them back to the shop and complain.*

How to complain effectively

Discuss all the things that you need to when you make a complaint (receipts, explain the problem). Then look at the [Consumer Affairs website](#) and see what you might have forgotten.

Consumer Guarantees Act – This is the act which governs what happens when goods are faulty and what retailers and service providers must do to put matters right. Consumer magazine has [a summary of the act](#).

You can discuss some of the questions in the “[your questions answered](#)” section and then read the answers on the site. Here are some example questions for discussion

- *I bought a new lawnmower, but I'm having trouble starting it. What are my options?*
- *My new mower came with a free TV, which blew up after a week. Is it covered by the Act?*
- *When I bought a pair of jeans on sale there was a sign saying, "No refunds on sale items". Is this legal?*
- *I bought a scooter to commute to work, but when I took a short-cut down an off-road track, the wheel buckled. Can I claim against the supplier?*
- *I recently ordered a plain green woollen jersey from a mail-order catalogue. When it arrived it had a large owl embroidered on the front. What can I do?*
- *On the spur of the moment I bought a beautiful picture, but my wife hates it. Can I get a refund?*
- *I bought a washing machine with a three-year warranty. One week after the warranty expired, the gearbox seized up. The shop says it's too bad. Is that right?*
- *I was given a new microwave as a birthday present two years ago. I unpacked it only recently, to find it doesn't work. Can I take it back?*
- *I bought a microwave on Tuesday knowing that I was having a dinner party on Saturday. The microwave is faulty and won't be repaired in time. Can I demand that the store gives me a loan one until mine is repaired?*

Taking something back to a shop

[This video](#) discusses the procedure for taking back a faulty item. The advice generally holds for NZ (but see the Consumer Institute discussion of time limits on their site). You can:

- Watch the video without the sound and speculate about what is happening
- Listen to the commentary and make note of the key facts
- Imagine a situation where the retailer has refused to honour your rights, and compose a letter or email to the company's head office, as suggested in the video clip.

Some ESL vocabulary and a jumbled dialogue: [Returning faulty merchandise](#)

Complaining

Explore the language of complaining and apologizing with these [six minute podcasts from the BBC Learn English website](#).

The language of instructions: Ask your learner for instructions on how to make a cup of tea. You can then write this down as a series of steps, using appropriate language. Make sure you use sequencing words like *first, then, next*. Ask your learner to think of other things s/he does during the week and tell you how to do them.

Household appliances: Make a list of common appliances found in a kitchen (e.g. *kettle, toaster, mixer, rice cooker* etc.). You can then do the following activities:

- Tutor and learner each rank the appliances from most to least useful. Compare your lists and discuss your choices.
- Play “odd one out”: e.g. *fridge, microwave, kettle, toaster*. Which is the odd one out and why? (There is often more than one answer, which encourages lots of discussion)
- Twenty questions. Think of one of the appliances. Your partner asks Yes/No questions until they can guess which it is.

Returning Faulty Goods – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (see page 2)

kettle, take out, excited, fill up, tap, plug in, switch on, unplug, disappointed, work (i.e. it doesn't work), faulty, take back, customer service, counter, heat up, receipt, replacement, pleased

Basic Story for Lower Levels

Sabrina buys a new kettle. She brings it home and takes it out of the box. She is excited and shows it to her two children. She fills up the new kettle with water from the tap. She plugs in the kettle next to the microwave and switches it on. It is 4.50pm. Sabrina is going to have a cup of tea. After 5 minutes, the water is not hot so she unplugs the kettle and puts it back in the box. The kettle doesn't work. It is faulty. She is disappointed.

The next day, Sabrina takes the kettle back to the shop and goes to 'Customer Service.' The man behind the counter asks "How can I help you?" Sabrina tells him that she bought the kettle yesterday but it doesn't work. He asks "What's the problem?" She tells him that the kettle doesn't heat up. He asks her for her receipt and she gives it to him. He tells her that he will get her a replacement kettle. She thanks him. She goes home and uses her new kettle. It works! She enjoys a nice cup of tea and a cookie. Her children eat cookies too. They are happy. Sabrina is pleased with her new kettle.

Questions for “*Question stories*” (see page 2)

Pic 1: Who is in the picture?
Where are they?
What is Sabrina holding?
How does she feel?

Pic 2: What is Sabrina doing?

Pic 3: What time is it?
What can you see?
Where is the new kettle?
Is it switched on?
What is Sabrina going to have?

Pic 4: What time is it?
What is Sabrina doing?

Pic 5: What is Sabrina doing?
How does she feel?
Does the new kettle work?

Pic 6: Where is Sabrina?
What is she holding?
Where is the man standing?

Pic 7: What does the man ask?
What does Sabrina tell him?

Pic 8: What does the man ask?
What does Sabrina tell him?

Pic 9: What does the man ask for?
What does Sabrina give him?

Pic 10: What does the man tell her?
What does she say?

Pic 11: Who is in the picture?
Where are they?
What is Sabrina doing?
How does she feel?
What is her son doing?
How does he feel?
Does the new kettle work?

**Descriptions for “*Jumbled sentences*” (See page 2)
Photocopy and cut up**

<p>Sabrina buys a new kettle. She brings it home and takes it out of the box. She is excited and shows it to her two children.</p>
<p>She fills up the new kettle with water from the tap.</p>
<p>She plugs in the kettle next to the microwave and switches it on. It is 4.50pm.</p>
<p>After 5 minutes, the water is not hot so she unplugs the kettle. It is 4.55pm.</p>
<p>She puts the kettle back in the box. It doesn't work. It is faulty. She is disappointed.</p>
<p>The next day, Sabrina takes the kettle back to the shop and goes to 'Customer Service'.</p>
<p>The man behind the counter asks "How can I help you?" Sabrina tells him that she bought the kettle yesterday but it doesn't work.</p>
<p>He asks "What's the problem?" She tells him that the kettle doesn't heat up.</p>
<p>He asks her for her receipt and she gives it to him.</p>
<p>He tells her that he will get her a replacement kettle. She thanks him.</p>
<p>She goes home and uses her new kettle. It works! She enjoys a nice cup of tea and a cookie. Her children eat cookies too. They are happy. Sabrina is pleased with her new kettle.</p>