



# Lost property

## Skills and curriculum references

<b>Sc/E1.3b</b>	Ask for information
<b>Sc/E1.4a</b>	Make simple statements of fact
<b>Lr/E1.2e</b>	Listen and extract key information
<b>Wt/E1.1a</b>	Compose very simple text to communicate ideas or basic information
<b>Sc/E2.2f</b>	Ask for a description of people, places and things
<b>Sc/E2.3f</b>	Give a short description
<b>Lr/E2.2a</b>	Listen for detail in short narratives and explanations

## Topic/function

Asking for, and giving information, in the context of lost property.

## Rationale

In every work situation, people lose things, or find that items have been stolen. In this unit, learners ask relevant questions to extract information, and listen for and record key words that people use to describe things. They practise describing things and are also asked to fill in lost property forms.

The words 'cleaner' and 'customer' are used in this unit, but different terms will of course be used in different work situations.

## Grammar focus

This unit focuses on describing things, asking questions and making statements in the simple present and past using a limited range of verbs.

### Entry 1 key language

- 'It's small and green.'
- 'It's made of plastic.'
- 'What's it like?'
- 'It's got a zip.'

### Entry 2 key language

- 'Where/when did you last have it?'
- 'I had it this morning.'

## List of materials

The following materials accompany this unit:

- Tape transcript – page 2.4
- Photocopiable learner's materials – pages 2.5–2.8.

The following materials would also be useful with this unit:

- Realia – a large bag of items (such as a mobile phone, wallet, address book, sunglasses, pen, keys or articles of clothing) could be brought in for use as prompts.

The photocopiable learner's materials can be found on pages 2.5–2.8 of this unit. The tape transcript can be found in the transcript section at the back of this resource pack as well as at the end of these teacher's notes.

## Sequence of activities

### Introduction

- 1 Ask learners what kind of things people (themselves and customers) lose at work. Pre-teach relevant vocabulary using available items such as a stripy scarf or leather bag.

Distribute copies of sheet A to learners. Ask them to read the examples that have already been done and complete the sheet using their own additional examples.

### Practice exercise

- 2 Use the realia to practise describing objects using the following structures:
  - 'It's big/blue.'
  - 'It's made of leather.'
  - 'It's got a popper/zip.'

Drill using different adjectives and nouns.

### Asking for information

- 3 Ask learners to give examples of useful questions they could ask someone who has lost something, for example:
  - 'What does it look like?'
  - 'When did you last have it?'
  - 'Did it have your name in it?'
  - 'What is your name?'
  - 'What's it like?'

### Listening exercise

- 4 Introduce the lost property forms on sheet B. Ask learners if their companies use forms like these. Ensure that learners using sheet B understand the terms 'items lost', 'description', 'place lost' and 'when lost'. Less-able learners should use sheet C to join pictures of people to items of lost property. Play the tape to learners and ask them to listen for key details about items that have been lost. See the next page for answers.

## Answers

### Conversation 1

Name: Mrs Brown

Item lost: scarf

Description: blue and white stripes, wool

Place lost: in the ladies' toilets

When lost: yesterday

### Conversation 2

Name: Mr Khan

Item lost: umbrella

Description: small, dark blue

Place lost: by the front door

When lost: an hour ago

### Conversation 3

Name: Mrs French

Item lost: purse containing fifty pounds

Description: cheap black plastic

Place lost: in the lift

When lost: this morning

## Production exercise and confirmation of understanding

- 5 Ask learners to use sheet D to practise reporting lost items to each other. One learner should report an item missing. Their partner should find out the relevant information and fill in the lost property form. Roles should then be swapped. This should be done with at least two partners, if possible. This activity may be demonstrated by the teacher and learner first.

## Extension and differentiation

- Less-able learners may find it easier to concentrate on simply asking what the realia items are like and describing them in pairs.
- More-able learners should experiment with a wider range of conversation using the simple past tense. They should also give the fullest descriptions they are capable of, for example, 'a leather handbag with a long, black, leather strap and a silver buckle'.
- Time could be spent on word order of adjectives and on prepositions of place.
- Practice telephones could be used to link into telephone conventions.
- The structure 'a pair of gloves/sunglasses' could also be taught.



## Tape transcript

### Unit 2 Lost property

1 **Customer:** Excuse me. My name's Mrs Brown. I've lost my scarf. Have you seen it?

**Cleaner:** Oh dear. What does it look like?

**Customer:** It's got blue and white stripes and it's made of wool.

**Cleaner:** When did you last have it?

**Customer:** I had it yesterday.

**Cleaner:** Where did you last see it?

**Customer:** In the ladies' toilets, I think.

**Cleaner:** Is this it?

**Customer:** Yes. Thank you very much.

2 **Customer:** I'm sorry to bother you, but I can't find my umbrella.

**Cleaner:** Oh dear. What does it look like?

**Customer:** It's small and dark blue. It fits into my bag.

**Cleaner:** When did you last see it?

**Customer:** About an hour ago. I put it down by the front door.

**Cleaner:** What's your name, please?

**Customer:** It's Mr Khan. That's K-H-A-N.

**Cleaner:** Okay, Mr Khan. I'll ask the manager if it has been found.

3 **Customer:** I'm sorry to bother you but I'm really worried. I've lost my purse.

**Cleaner:** Oh dear. What's it like?

**Customer:** It's just a cheap black plastic one, but it had fifty pounds in it.

**Cleaner:** When did you last use it?

**Customer:** In the lift, this morning.

**Cleaner:** Did it have your name in it?

**Customer:** Yes. My name is Mrs French.

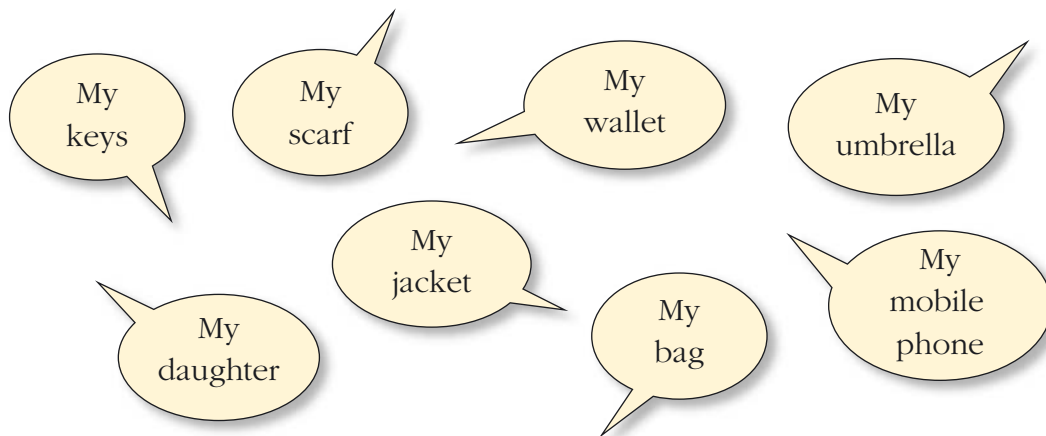
**Cleaner:** I'll see if it has been handed in.



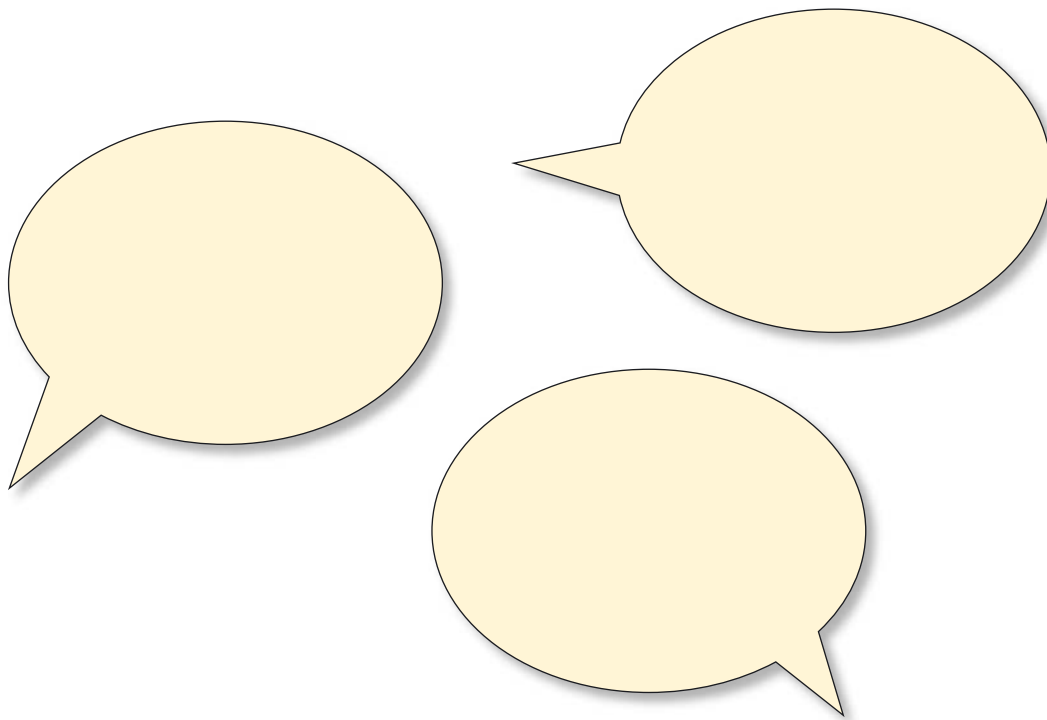
# Lost property

Name \_\_\_\_\_

In the kind of work you do, what do people lose?



Write some of your own examples below.



Think about what you ask or say when someone reports something missing:

'What does it look like?'

'Where did you last see it?'

'When did you last have it?'

'What is your name?'

'Did it have your name in it?'

'I'll ask if it's been handed in.'



# Lost property

Name \_\_\_\_\_

Listen carefully to the conversations on the tape. Fill in the lost property forms below with the information you hear.

## Conversation 1

### Lost Property Form

Name: \_\_\_\_\_

Item lost: \_\_\_\_\_

Description: \_\_\_\_\_

Place lost: \_\_\_\_\_

When lost: \_\_\_\_\_

## Conversation 2

### Lost Property Form

Name: \_\_\_\_\_

Item lost: \_\_\_\_\_

Description: \_\_\_\_\_

Place lost: \_\_\_\_\_

When lost: \_\_\_\_\_

## Conversation 3

### Lost Property Form

Name: \_\_\_\_\_

Item lost: \_\_\_\_\_

Description: \_\_\_\_\_

Place lost: \_\_\_\_\_

When lost: \_\_\_\_\_



# Lost property

Name \_\_\_\_\_

Listen to the conversations on the tape. Draw a line from each person on the left to the object that they have lost.



Mrs Brown



Mr Khan



Mrs French





# Lost property

Name \_\_\_\_\_

Have a conversation with a partner about an item that they have lost.

Fill in the details on the lost property form. Swap roles and then do the same thing with a different partner.

## Partner 1

### Lost Property Form

Name:

Item lost:

Description:

Place lost:

When lost:

## Partner 2

### Lost Property Form

Name:

Item lost:

Description:

Place lost:

When lost: