

## I've lost my mobile

### LEARNING OUTCOME

learn how to report a missing item

#### WARMER

Ask students if they have ever been in a police station. If so, they can tell their experience if they wish. Ask students to look at the learning outcome. Explain that in this lesson they are going to learn about reporting a lost item to the police. This may be useful to know in the event of them travelling abroad.

#### Everyday life

- 1 Ask students to work in pairs, look at the photograph and answer the questions.

#### Answers

The people are in a police station. The girl is reporting something to the duty officer.  
Items which people report as missing or lost may include: handbags, purses, wallets, jackets and cameras. Police need a full description of the missing item, where it went missing, and the contact details of the person reporting it.

#### Everyday vocabulary

- 2 Ask students to work in pairs and write the words in the box in the correct place in the table. Encourage students to look up any unknown words in a dictionary, or ask other students. Check answers as a class.

#### Answers

shape	condition	material
oval	bent	glass
rectangular	cracked	leather
round	dented	metal
square	in good	plastic
triangular	condition	silicone
	scratched	

Ask students to work in pairs and brainstorm any other words they know and add them to the correct category. Ask pairs to share their ideas with the class.

#### Possible answers

**shape:** hexagonal, pentagonal; **condition:** like new, used; **material:** ceramic, wood

#### Dialogue

- 3 Read the context for the situation aloud. Tell students that they are going to read and listen to a dialogue between Marcos and a police officer. They should cover the dialogue on the page and listen. Tell them not to worry about understanding every word. They should listen and find out what Marcos has lost and when he discovered the item missing. Ask students to check their answer in pairs, before checking as a class.

#### Answer

He has lost a mobile phone. He discovered it was missing at 7.20 pm.

- 4 Ask students to listen to the dialogue again. This time they should complete the police officer's lost property form. They check answers in pairs, then listen to the dialogue again and check.

#### Answers

- 1 a mobile phone; 2 silver; 3 case; 4 good; 5 scratched

#### EVERYDAY ENGLISH TOOLKIT

Ask students to look at the expressions and find them in the dialogue, noting who says each one: Marcos or the police officer. Ask students to think about the meaning of each expression. Check the answers as a class. Ask students to practice saying the expressions.

#### Answers

How can I help you? (Police officer)  
I'd like to report a missing (mobile). (Marcos)  
Can you describe the item? (Police officer)  
What is the make (and model)? (Police officer)  
Can you describe the colour and condition? (Police officer)  
It's (silver) with a (white plastic case). (Marcos)  
I had it on me until (7 pm). (Marcos)

#### Over to you!

- 5 Students work in pairs and decide who will be the member of the public and who will be the police officer. Ask them to read the instructions and follow the steps. Tell students they can choose any of the items they discussed in 1. Ask them to let the police officers know what missing item they are reporting so that they can prepare the right questions. Remind students to use expressions from the Toolkit and the dialogue in 4. Students can then swap roles and do the role-play again. Monitor and make a note of errors or good language during role-plays. Write these on the board (anonymously) for the class to correct or note in their notebooks. Some pairs could act out their dialogues in front of the class.

Extension: Students write a description of an item of their choice to go on a Lost Property form. They should include what the item looks like, where and when they lost it, and their contact details.