

Lesson Plan:

Reporting a lost item

LEVEL	TIME	TOPIC
Beginner (A1/A2)	60 minutes	Reporting a lost item

Objectives

By the end of the lesson, students will be able to describe a lost item and explain where and when it was last seen. They will also use the target phrases to ask a relevant question and confirm the key information.

Materials

Whiteboard, pens, and paper. Copy or display the supplied model and practice details; hide partner-only details until checking. All sample data are fictional.

Warm-Up Activity (8 minutes)

Activity: Ask which detail distinguishes it from another black backpack.

Presentation (15 minutes)

Model color, size, distinguishing feature, last known place, and approximate time. Show a short lost-property exchange without using real belongings.

Language support: lost, last saw, zipper, strap, distinguishing feature; It has...; I last saw it... Approximate time can be marked around.

Worked model / source: Item card: small black backpack; red zipper; white star patch; last seen at front desk around noon. Model: I lost a small black backpack. It has a red zipper and a white star. I last saw it near the front desk.

Guided Practice (15 minutes)

Activity: Compare Black bag with the full description. Complete item/color/feature/place/time fields; clerk asks for missing details.

Suggested answers / teacher notes: Answers from card; around noon is approximate, not exactly 12:00. Black bag alone is too broad.

Procedure: Complete the first item together. Partners attempt the remaining items before seeing the notes. Ask them to explain a correction, then rehearse the corrected version.

Independent Practice (17 minutes)

Task: A lost blue umbrella with yellow handle near café at 3:00. B lost green notebook with bicycle sticker in Room 4 at 10:30. Report and record each without showing cards.

Success check: Check identifying feature and last known place/time. Avoid guessing who took it or stating an unsupported cause.

Support and challenge: Allow learners to rehearse with the language support visible, then try without it. Confident learners add one related question or change one detail; their partner must respond accurately.

Wrap-Up / Review (5 minutes)

Review: Ask for one question that would help confirm ownership of a found item.

Ask learners to explain their response using the model or practice material. Revisit one shared difficulty before collecting the final work.

Homework (Optional)

Write a four-sentence description of an invented lost item.

Follow-up: Use the supplied model as a reference. Bring the response back for a brief partner check against the lesson objective; correct one detail or language choice before submitting it.