

Lost and Found

A Speaking and Listening Activity

INSTRUCTIONS FOR THE TEACHER

This activity will allow students to practice vocabulary associated with clothing and personal belongings, colors, and looking for a lost item as well as possessive adjectives. This is a mixer activity—students will wander the classroom, talking to each other, trying to locate items they have lost.

You will need a number of cardboard boxes to perform this activity. To find the number, divide the number of students in your class by four.

Before you begin this activity, go through dialog E on page 83 of *Spectrum* Book One and review the vocabulary and forms on pages 84–85 with your class. Explain to students that in this activity, they have lost something. They must go to various Lost and Found departments and ask for their lost items until they find them.

1. Write the following dialogs on the board:

A.

Clerk: Lost and Found. May I help you?

Student: Yes. I lost my _____ this morning. Do you have it by any chance?

Clerk: Let's see...What color is it?

Student: _____.

Clerk: Just one moment, please. . . . Yes, it's here!

Student: Oh, what a relief! Thank you!

B.

Clerk: Lost and Found. May I help you?

Student: Yes. I lost my _____ this morning. Do you have it by any chance?

Clerk: Let's see...What color is it?

Student: _____.

Clerk: Just one moment, please. . . . No, it isn't here. Sorry!

Student: Oh, no!

2. Collect one personal item from each student (such as a book, a pencil, an article of clothing, etc.). These will be the “lost” items. Make sure that the students know the English words for their items, either by asking for items that students already know or writing the English words for the items on the board.

3. Tell students to copy the dialogs on the board into their notebooks, filling in the blanks with information about their own lost items. This task will occupy them while you set up the activity. Tell the students not to watch you while you set up Lost and Found departments by placing the cardboard boxes throughout the classroom. Distribute the “lost” objects you have collected among the Lost and Found departments so that each cardboard box contains the same number of items. Try to make sure that students do not see where you place their items.
4. Divide the class as follows: one quarter of the students are clerks in the Lost and Found departments, and three quarters of the students have lost something. Assign each Lost and Found clerk to one of the Lost and Found departments. Tell each clerk to stand behind his or her cardboard box, ready to answer questions about the box’s contents.
5. When all the Lost and Found clerks are at their posts, tell the rest of the students to go to the various Lost and Found Departments and ask the clerks for the lost items. They should use the dialogs they copied into their notebooks as models for their conversations, modifying the dialogs as needed. The clerk should give the lost item back to the student if he or she has it (dialog A). If the clerk doesn’t have the item (dialog B), the student will move on to another Lost and Found department to check there.
6. As the students begin to recover their items, switch the students who have found their items with the clerks in the Lost and Found Department. This way the clerks can also recover their items.