

Teaching and Learning English (TaLE) project

ESOL topic-based unit

# Staying safe outside the home



*Teacher's notes,  
materials and activities  
for use in and outside the UK*

## Using this pack

**Teaching and Learning English (TaLE)** is a 22-month European Integration Fund (EIF) project led by Learning Unlimited working in partnership with UKBET, St Giles Educational Trust and Greenwich Community College.

The TaLE project aims to provide an innovative and holistic approach to ESOL teaching, learning and teacher training in Bangladesh to support the integration of women who are planning to join husbands and families and settle in the UK. It is building on and developing the work of a previous EIF-funded project, *Welcome to the UK*, also led by Learning Unlimited, which ran pre-departure *Preparing for life in the UK* workshops in Bangladesh for women in and around the Sylhet district.

This pack has been designed to supplement the Year 1 TaLE project topic-based pack *ESOL in the UK* as well as the *Welcome to the UK* and *Preparing for life in the UK* materials toolkits which are free and downloadable from the Learning Unlimited website: <http://www.learningunlimited.co/LUorganisationsprojectsWttUK.html>. These materials all use everyday life in the UK as contexts for supporting adult learners to develop their language and literacy skills in English as well as their knowledge and confidence about life in the UK.

For this topic-based pack, **Staying safe outside the home**, the main objectives are for learners to:

- develop their skills, knowledge and confidence in English
- recognise the similarities and differences between staying safe outside in Bangladesh and the UK
- develop language and strategies to help them to stay safe in the UK
- develop the skills, knowledge and confidence to follow up issues relating to personal safety in the UK.

The pack includes teacher's notes and materials for use with adult learners in Bangladesh or other non-EU settings. The teacher's notes are designed to provide a quick and easy overview for teachers who can then use, adapt and incorporate them into their own lesson plans, as appropriate, in order to ensure that lesson content and activities best meet the needs, interests and levels of their learners.

These activities and materials are aimed at beginner and elementary adult learners working at the equivalent of ESOL Entry levels 1 and 2 in the UK/ A1 and A2 on the Common European Framework (CEFR). Suggestions for differentiation and extension activities for learners working at a higher level are also included. Most of the learner materials are also available as authorable word documents.

Teachers using these notes and materials are advised to refer to the guidance in the *Welcome to the UK* and *Preparing for life in the UK* materials toolkits, available to download free on the Learning Unlimited website.

For more information about Learning Unlimited, please see [www.learningunlimited.co](http://www.learningunlimited.co)

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## Staying safe outside the home

### Pack contents

- Teacher's notes
- Worksheets/handouts
- Matching/sequencing activity cards
- Images

Listening files to use with this unit are downloadable from the Learning Unlimited website:

<http://www.learningunlimited.co/resources/downloads>

### What to prepare

- Print or photocopy handouts/worksheets
- Print sets of images and warm up activities – one set for each group. Laminate, if possible, and cut up. You can indicate correct matching on back to help encourage self-checking.

### Additional materials

- Find some interesting items to put in your bag for learners to describe
- Search for and print examples of lost property forms.

### Suggested pre-departure action

- Ask learners to research places of interest for a day out that are near to their new home in the UK either by asking friends or relatives or using the internet
- Support the learners in searching on the internet for the nearest police stations to where they will be living in the UK.

### Suggested action in the UK

Ask learners to find out:

- where the nearest police station is
- what family and friends do to stay safe outside the home
- local places of interest (families in the UK, neighbours and new friends can help). For each place, ask them to find out how to get there, how long the journey is and whether there is an entrance charge.

### Useful websites

**Glossary for teachers:** [https://www.teachers.cambridgeesol.org/ts/digitalAssets/110970\\_tkt\\_glossary\\_august\\_2009\\_final.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/110970_tkt_glossary_august_2009_final.pdf)

**Learning tenses:** <http://www.englishpage.com/verbpage/verbtenseintro.html>

**Staying safe in the UK:** <https://esol.britishcouncil.org/law-and-order>

**Reporting lost or stolen items in the UK:** [www.recipero.com/reportmyloss](http://www.recipero.com/reportmyloss)  
[www.immobilise.com/report\\_item.html](http://www.immobilise.com/report_item.html)

### Objectives

For this topic-based pack, Staying safe outside the home, the main objectives are for learners to:

- develop their skills, knowledge and confidence in English.
- recognise some of the ways to keep safe outside the home in the UK
- develop the skills, knowledge and confidence to give a brief account of a past event
- develop the skills, knowledge and confidence to report lost, stolen or found items

Main focus for each section	Target language for each section
Warm up activities	<ul style="list-style-type: none"> <li>● Vocabulary for valuable and non-valuable personal items</li> <li>● Order of common adjectives used to describe personal items, e.g. <i>a small, black umbrella</i></li> <li>● Vocabulary relating to the topic of staying safe outside the home, e.g. <i>pickpockets, crowded</i></li> </ul>
1. Ways to stay safe outside home	<ul style="list-style-type: none"> <li>● Key words/phrases:                             <ul style="list-style-type: none"> <li>- <i>inner/outer pockets</i></li> <li>- <i>pickpockets</i></li> <li>- <i>crowded</i></li> <li>- <i>stay calm</i></li> <li>- <i>stand still</i></li> <li>- <i>well-lit streets</i></li> <li>- <i>personal attack alarm</i></li> </ul> </li> <li>● Present simple, statements, questions and answers</li> </ul>
2. Telling a story	<ul style="list-style-type: none"> <li>● Give a short account of a day out using time markers, the past simple tense and conjunctions: <i>and, but</i> and <i>because</i></li> </ul>
3. Reporting a lost item	<ul style="list-style-type: none"> <li>● Report a lost bag</li> <li>● Give a short description of a bag and its contents</li> <li>● Order of common adjectives</li> </ul>
4. Filling in a form.	<ul style="list-style-type: none"> <li>● Read a text and extract information</li> <li>● Fill in a simple lost property form with personal details and a description of a lost item</li> </ul>

# 1: Ways to stay safe

## Teachers's notes

Here is a range of warm up activities to choose from to use at the beginning of lessons:

### Valuables

1. Take a few things out of your bag, elicit what they are and ask concept questions to check the meaning of word *valuable*.
2. Ask learners to call out 'Valuable' or 'Not valuable' for each other item you take out.
3. Ask learners to take a few things out of their bags and put them in front of them on their table in two groups – valuables and non-valuable items.
4. Elicit, drill and practise the vocabulary for learners' personal items.
5. Divide learners into small groups of 3 or 4. Ask them to cover their items and remember all the different items that other learners in their groups displayed, e.g. *xxx has a/an/some ...*

### Order of adjectives

1. Preparation: Print, laminate and cut up sets of **Staying safe outside the home: Warm up activity 2 cards**.
2. Without showing the learners or naming the item, describe one item from your bag or pockets and ask learners to guess what it is, e.g. *It's black and it's made of leather*.
3. Divide learners into groups of 3 or 4 and ask them to do the same with a few items in their bags or pockets. Encourage them to use describe the colour, material, shape etc.
4. **Differentiation:** Lower level learners can describe one or two items using simpler descriptions.
5. Give out **Staying safe outside the home: Warm up activity 2 – Cards** in groups and ask learners to group themselves and stand in the correct order.
6. **Differentiation:** Leave out some adjectives for lower level learners.
7. Before learners sit down, check if learners can identify which words are adjectives and which are nouns.

### What's the word?

1. Preparation: Print some key words from previous lesson on cards.
2. Call a learner up to the board and give her one of the cards. Ask her to draw pictures on the board so the class can try to guess the word or phrase within 2 minutes. Explain that she can't use any words.
3. If the class can't guess the word or phrase in two minutes, the same learner has the option to try one more word or phrase then ask for another learner to volunteer. Allow up to 15 minutes for the game.

# 1: Warm up activity 2

Cards

<b>a</b>	<b>new</b>	<b>blue</b>	<b>mobile phone</b>	
<b>a</b>	<b>black</b>	<b>leather</b>	<b>purse</b>	
<b>a</b>	<b>small</b>	<b>black</b>	<b>umbrella</b>	
<b>a</b>	<b>red</b>	<b>woollen</b>	<b>scarf</b>	

## 1: Ways to stay safe

## Teacher's notes

### 1. Preparation:

Print one handout for each learner:

- **Staying safe outside home 1: Going out on your own – Handout**
- **Staying safe outside home 1: Ways to stay safe – Matching Activity**
- **Staying safe outside the home 1: Ways to stay safe – Listening Worksheet**

Print, laminate and cut up sets of cards – one set for each group:

- **Staying safe outside the home 1: Ways to stay safe – Flashcards**
- **Staying safe outside the home 1: Ways to stay safe – Sentence Cards**

Save **Staying safe outside the home 1: Listening files** onto a laptop or memory stick and ensure there is a laptop with speakers to use in the class.

2. To set the context, have a discussion about where learners go independently outside their home in Bangladesh e.g. to visit family and friends, to shops, to their language school etc. and where they think they will go independently in the UK.
3. Explain that learners are going to find out more about how to stay safe in the UK. Ask learners what they do to stay safe when they go out in Bangladesh.
4. Divide learners into pairs or small groups. Give out **Staying safe outside home 1: Going out on your own – Handout**. Ask the learners to discuss the questions on the handout and follow up with a whole group discussion. Make sure learners identify that it is not safe to use your mobile on the street, especially if you are on your own and that handbags should be closed/fastened and worn across the body, if possible.
5. Give out **Staying safe outside home 1: Ways to stay safe – Flashcards**. Divide the learners into groups of 3 or 4 and ask the groups to discuss what they can see in each image.
6. Give out **Staying safe outside home 1: Ways to stay safe – Matching activity**, one for each learner. Ask learners to match each image and setting. Check the answers together.
7. Explain that the learners are now going to listen to five teachers and learners in the UK talking about what they do to keep themselves safe in these different settings. Pre-teach and drill the following vocabulary using the flashcards, realia or by demonstration: *wear my bag on my shoulder/across my body, inner/outer pockets, pickpocket, separation, crowded, stand still, stay calm, spread my valuables, personal attack alarm, well lit streets*
8. Write the teachers' and learners' names on the board randomly i.e. not in the order that you will play the sound files: *Khadija, Sarah, Beauty, Sajna, Lisa*. Elicit a few ideas from learners about what they may hear about staying safe in the UK.
9. Play each recording in the order of the transcripts in the table. Ask learners to number the images in the order they hear each recording using the box in the corner of each image on the handout. Ask them to make a note of each speaker's name in the margin next to each image.
10. Elicit the correct answers numbering the names on the board and asking a learner to volunteer to stick the relevant flashcard next to each speaker too.

11. Give a set of **Staying safe outside the home 1: Ways to stay safe – Sentence cards** to each group. If possible, make sure there is a higher level learner in each group. Ask learners to place each sentence card with the correct flashcard image. Play the recordings again and ask learners to listen and check the sentences are matched with the correct image and setting.
12. Check the answers together:

1. Sajna	I wear my bag across my body. I put my mobile phone in one of my inner pockets
2. Beauty	I stay close to people. I avoid quiet areas.
3. Khadija	I always charge my phone. It's a good idea to carry a personal attack alarm. I spread my valuables across my body.
4. Lisa	I walk along streets that are well lit.
5. Sarah	I always take the name of the driver.

13. Give out **Staying safe outside the home 1: Ways to stay safe – Listening worksheet**, one for each learner. Ask learners to answer the questions in Activity 1. Read out the questions before playing each recording for the beginner reader writers. Check the answers as a whole group. Answers are highlighted in the listening transcript.
14. Ask learners to discuss questions in Activity 2 in groups. If possible, make sure there is one higher level learner in each group. Check the answers as a whole group:
- You're safer with people around.*
  - Comfortable shoes help you run easily.*
  - Make sure it is the right taxi. Before you get in, ask the driver his name.*
  - Personal attack alarms can frighten dangerous people away – and let other people know that you need help.*
15. Ask the learners do the gap fill together. Encourage beginner reader writers to use the sentence cards and match the sentences in the cards against the sentences in Activity 3 and copy the words in the gaps. Check the answers as a whole group.
- Answers:** a. charge; b. buy; c. stay; d. put; e. spread; f. avoid; g. wear; h. take.
16. **Extension activities:**
- Ask learners to identify present simple verbs in the sentence cards and write their own sentences about what they do to stay safe.
  - Divide learners into small groups. Ask learners to make a poster about what they do to stay safe outside the home using the ideas in the sentence cards, the listening script and adding their own ideas. Encourage them to use the present simple tense.
17. Finish by eliciting and recapping the main learning from this section and any new key words/phrases. Use as an opportunity to reinforce the correct use of present simple tense. Elicit the correct spelling of any new words and invite learners to write the words with correct spelling on to the board. Learners can then copy the words into their vocabulary notebooks.

# 1: Ways to stay safe

# Teacher's notes

Listening transcript/answers		
<p>1. Sajna</p> 	<p>Hi, my name is Sajna Begum. I come from Bangladesh. I live in the UK now. Well, I think markets are quite safe. When I do shopping at the local market, I wear my bag across my body. I try not to put anything in my outer pockets. I put my mobile phone in one of my inner pockets. In this way, I keep myself safe from pickpockets. If I go shopping with my family or friends, I try to avoid separation. It is easy to lose each other as the market can be very crowded so we agree a place to meet if we get separated beforehand.</p>	<p>Shop at the market</p>
<p>2. Beauty</p> 	<p>Hi, my name is Beauty Akhter and I come from Bangladesh. Now I live in the UK. I don't usually go to the park alone. I think it's more enjoyable to go with someone you can chat to. It's safer too. But when everybody is busy and I want to get some fresh air, I avoid quiet areas in the park and stay close to people. I keep away from cyclists and dogs. If a dog comes running towards me, I stand still and stay calm.</p>	<p>Visit the park</p>
<p>3. Khadija</p> 	<p>Hi, I'm Khadija. I'm from Sylhet in Bangladesh. I think life in the UK is safe. I feel safe here in London but I'm careful when I visit new places. Before starting my journey, I plan it carefully. I check the address and think how I am going to get there. I always charge my phone so that I can call somebody I know if I get lost. I spread my valuables across my body and wear comfortable shoes. I try not to wear a lot of jewellery but if I do, I cover it so not to attract any attention. I think it's a good idea to carry a personal attack alarm.</p>	<p>Visit new places</p>
<p>4. Lisa</p> 	<p>My name's Lisa and I live in London. I often go out in the evenings and I'm aware that it can be dangerous at night time when it's dark. So I try to travel I walk along streets that are well lit. So there are lots of lamp posts and there are lots of lights, street lighting just to make sure I can see where I'm going and that it isn't dark that somebody can't come up behind me. Also I make sure I don't go anywhere lonely that is where there aren't any people or houses or anywhere where I can quickly run into for help. I think that's really important that there are houses on the street, there are other people, there are cars, that it is a busy place, lots of people around.</p>	<p>Go out in the evening</p>
<p>5. Sarah</p> 	<p>My name is Sarah and I live in London. When I need a taxi or a cab I always book it ahead of my journey. At that time I always take the name of the driver. On the actual journey, in the cab or taxi, I always make sure I sit at the back. I keep my distance from the driver, don't make too much conversation. And when I arrive at the end of my journey, I make sure I have my keys ready so I can get into my front door quickly.</p>	<p>Take a taxi</p>

## 1: Going out on your own

Handout



**Look at the picture and discuss the questions:**

- Where is the woman?
- Where do you think she's going?
- There are three things that are not safe, what are they?
- What can she do to stay safer?

## 1: Ways to stay safe

✂ Flashcards 1/3



## 1: Ways to stay safe

✂ Flashcards 2/3



## 1: Ways to stay safe

✂ Flashcards 3/3



\*This image to be used to explain what a personal attack alarm is.

## 1: Ways to stay safe

Matching activity

Match the pictures and the words



Go out in the evening

Take a taxi

Shop at the market

Visit the park

Visit new places

## 1: Ways to stay safe

 Sentence cards

I always charge my phone.

It's a good idea to carry a personal attack alarm.

I stay close to people.

I put my mobile phone in one of my inner pockets.

I always take the name of the driver.

I spread my valuables across my body.

I avoid quiet areas.

I wear my bag across my body.

I walk along streets that are well-lit.

## 1: Ways to stay safe listening

## Listening worksheet

### 1. Listen to the recordings and answer the questions.

- What does Sajna do if she gets separated from her family or friends in the market?
- What does Beauty do if a dog comes towards her?
- Why does Khadija cover her jewellery when she goes out?
- Why does Lisa walk in well-lit streets?
- Where does Sarah sit when she gets in a taxi?



### 2. Discuss the questions in groups.

- Why is it important to stay close to people when you go out?
- Why is it important to wear comfortable shoes?
- Why is it important to take the name of the driver when you book a taxi?
- How can carrying a personal attack alarm help?

### 3. Fill in the gaps using the words in the box.

take	stay	put	buy
charge	spread	avoid	wear

- I always \_\_\_\_\_ my phone.
- It's a good idea to \_\_\_\_\_ a personal attack alarm.
- I \_\_\_\_\_ close to people.
- I \_\_\_\_\_ my mobile phone in one of my inner pockets.
- I \_\_\_\_\_ my valuables across my body.
- I \_\_\_\_\_ quiet areas.
- I \_\_\_\_\_ my bag across my body.
- I always \_\_\_\_\_ the name of the driver.

## 2: A day out

## Teacher's notes

1. Preparation
  - Print, laminate and cut up 1 set of **Staying safe outside the home 2: A day out – Story cards** and **Sentence cards** for each group. Make cards ready for self-checking by writing the correct sequence number at the back of each story and sentence card.
  - Print, laminate and cut up 1 set of **Staying safe outside the home 2: A day out – Verb headings**.
  - Prepare a set of 15 cut up pieces of card for each group for the past simple activity and blu-tac. Either use a different colour of card for each group or have a different coloured marker pen for each group.
2. To set the context, explain that learners are going to look at a story of two friends who went for a day out in London together. Write the beginning of a sentence: '*My friends and I like to ...*'. Give some of your own examples about what you like to do with your friends and then ask learners to share their ideas orally in pairs/groups. Follow up with a brief whole class discussion.
3. Divide learners into groups of 3 or 4, if possible, make sure there is a higher level learner in each group. Give out **Staying safe outside the home 2: A day out – Story cards** and ask learners to look at them together and share ideas about what the story might be about.
4. Use the flashcards/images/realia to elicit/pre-teach and then drill the following vocabulary: *journey, directions, the tube, bench, information desk, attendant, jewellery* and *arrive*.
5. Ask the groups to try and put the pictures in the correct sequence for the story and then check as a whole group.
6. When the groups all have the pictures in the correct sequence, give out **Staying safe outside the home 2: A day out – Sentence cards** and ask the learners to match the correct sentence cards to each picture. Check as a whole group.
7. Ask learners how we can tell the story took place in the past and elicit the answer that the verbs are in the past form.
8. Check that learners understand what a verb is and ask them to find some examples of verbs in the past simple on the sentence cards and call some examples out.
9. Give out different coloured cards and/or pens to each group and ask them to copy each example of a verb in the past simple they can find on to a separate card.
10. Ask groups to take it in turns to call out a different verb in the past simple and then stick their card on the board/wall/door. Differentiation: Continue until either there is a range of common regular and irregular verbs displayed or, for higher/mixed level groups, until there is one card for each verb in the past from the sentence cards displayed, i.e. *decided, planned, found, met, had, arrived, visited, loved, sat, went, realised, didn't, was/wasn't, asked, handed*.

## 2: A day out

## Teacher's notes

11. Check that learners understand the meaning of each verb displayed and then drill the correct pronunciation for each verb.
12. Elicit/explain that there are two main types of verb in the past – regular and irregular. Elicit/explain that regular past verb forms have '-ed' at the end. Stick up the *Regular* and *Irregular* headings and ask learners to work together to sort their verbs into two columns – regular and irregular.
13. Check the answers together and ask learners to move cards between columns as necessary.
14. Remove the irregular verbs from the display and then model and drill the different pronunciation of -ed endings.
15. Ask learners to work together to identify in which words the 'ed' is pronounced, and the reason for this.
16. Check the answers together: the 'ed' is pronounced in *decided*, *visited* and *handed*. Elicit/explain that this is because the base verb form ends in 'd' or 't'. Elicit/give other examples, e.g. *wanted*, *painted*, *ended*, etc.
17. Check together, repeating the choral drill practice.
18. Ask each group to take back their past tense verb cards from the display – the different coloured card or pen ink will help. Ask learners to work together in their groups to put their cards back in the correct sequence for the story and to practise retelling the story using the verb cards and images to help. (Extension activity: Higher level learners can practise joining the sentences using conjunctions: *and*, *but* and *because*).
19. Divide learners into groups of 3 or 4 and ask them to take turns to tell each other about a recent day out with their friends or family. **Extension activity:** Learners can find or draw pictures or use photographs and write simple sentences about their day out.
20. Finish by eliciting and recapping the main learning from this section and any new key words/phrases. Elicit the correct spelling or invite learners to write the words with correct spelling on to the board. Learners can then copy the words into their notebooks.

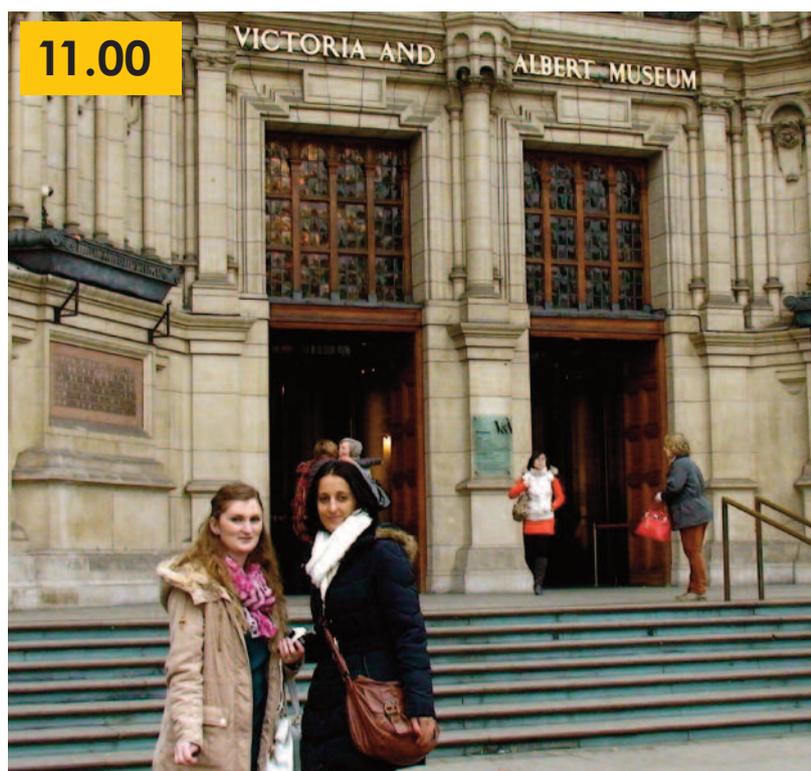
2: A day out

✂ Story cards (1/5)



## 2: A day out

✂ Story cards (2/5)



## 2: A day out

✂ Story cards (3/5)



## 2: A day out

✂ Story cards (4/5)



## 2: A day out

✂ Story cards (5/5)



## 2: A day out



**My friend and I decided to visit the Victoria and Albert museum.**

**First, we planned our journey. We found directions on the internet.**

**We met at the train station at 10 o'clock. First we took a train and then we took the tube.**

**We arrived at the museum at 11 o'clock.**

**We visited the jewellery room. We both loved the jewellery boxes.**

**We decided to have a rest. We sat on the bench. Then we decided what to do next.**

**We went to the glass room. I realised I didn't have my bag with me.**

**We went back to the bench. My bag wasn't there!**

**I asked an attendant for help. She asked me to wait at the information desk.**

**The woman at the information desk checked. They had my bag! I was very happy to hear this.**

2: A day out

 Verb headings

**Regular**

**Irregular**

### 3: Reporting a lost bag

### Teacher's notes

1. Preparation:
  - Print, laminate and cut up **Staying safe outside the home 3: Reporting a lost bag – Sentence cards**, one set for each group.
  - Print **Staying safe outside the home 3: Reporting a lost bag – Handout**, one for each learner.
2. To set the context, explain that you are going to talk about losing property when you are away from home. Ask learners to discuss the following questions in groups:
  - *Have you ever lost anything when you were out?*
  - *Where and when did it happen?*
  - *Did you report it?*

You can write the questions on the board, if this will help.

3. If any learners have examples to share, ask them to describe what they lost, if they don't give an example of your own. Use this as an opportunity to teach/revise nouns and adjectives. Elicit examples from the learners and establish that adjectives usually go before the noun, e.g. a black bag, a leather purse. (Differentiation: For higher level learners, clarify the usual order of adjectives:

Opinion	Size	Shape	Colour	Material	Noun
	<i>small</i>	<i>round</i>			<i>mirror</i>
<i>beautiful</i>			<i>white</i>		<i>bag</i>
			<i>black</i>	<i>leather</i>	<i>purse</i>

Explain that if learners need to add extra detail they can use *with*, e.g. *with a long strap*.

4. Divide learners into pairs and ask them to take some items out of their bags and take it in turns to describe one or two items, e.g. *a small black mobile phone*. Remind them to use the correct order of adjectives and support and correct each other, if necessary.
5. Explain that the learners are going to build up a conversation using a set of cards between a receptionist and a visitor who has lost her bag.
6. Elicit/pre-teach and then drill the following vocabulary items: *report, purse, zip, handles, fill in a form*.
7. Give out **Staying safe outside the home 3: Reporting a lost bag – Sentence cards**. Divide the learners into pairs and ask them to put the cards in the correct order. Give out **Staying safe outside the home 3: Reporting a lost bag – Handout** and ask them to check their answers.
8. Ask them to practise the conversation using the cards. When they become more confident, they can turn over either the visitor or receptionist cards and use the prompts in Activity 2. **Differentiation:** Higher level learners can change the details of the bag and its contents. Pairs can also fold the handout over and both only use the conversation prompts instead.
9. Invite some confident pairs to do their role play in front of the class.
10. Finish by eliciting and recapping the main learning from this section and any new key words/phrases. Elicit the correct spelling or invite learners to write the words with correct spelling on to the board. Learners can then copy the words into their notebooks.

### 3: Reporting a lost bag



<p>Good afternoon, can I help you?</p>	<p>Yes, please. I've lost my bag.</p>
<p>Oh dear. When and where did you lose it?</p>	<p>I think it was about 10 minutes ago. We sat on a bench near the 1st floor café. Then we went into the glass room. I realised I didn't have my bag with me. We went back to the bench but it wasn't there.</p>
<p>Oh dear, I'm sorry to hear that. Can you describe the bag and tell me what was inside it, please?</p>	<p>Yes. It's a large, white, leather bag with two handles and a zip. My purse and mobile were in it. Oh, and there was my house key and my Oyster card too.</p>
<p>OK, I'll check whether anybody's handed it in. In the meantime, could you fill this form in, please? If there's anything you're not sure about, just ask.</p>	<p>Thank you very much for your help.</p>

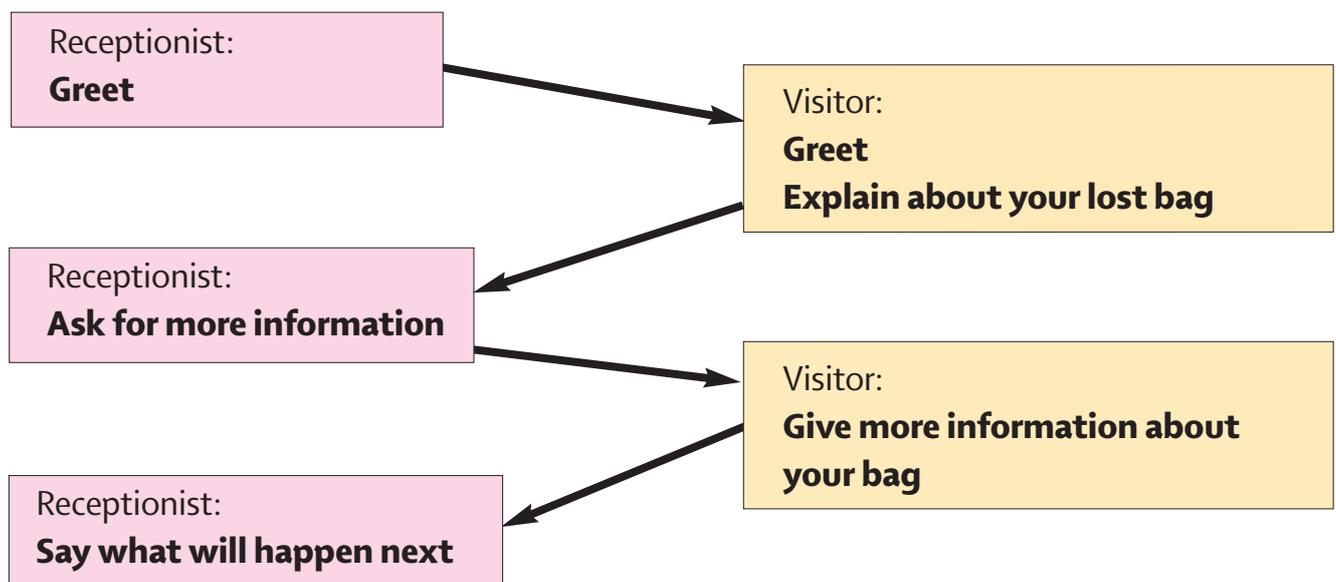
### 3: Reporting a lost bag

### Handout

1. Check if you put the sentence cards in the correct order.

<b>Receptionist</b>	Good afternoon, can I help you?
<b>Visitor</b>	Yes, please. I've lost my bag.
<b>Receptionist</b>	Oh dear. When and where did you lose it?
<b>Visitor</b>	I think it was about 10 minutes ago. We had lunch on a bench near the 1st floor café. Then we went into the glass room. I realised I didn't have my bag with me. We went back to the bench but it wasn't there.
<b>Receptionist</b>	Oh dear, I'm sorry to hear that. Can you describe the bag and tell me what was inside it, please?
<b>Visitor</b>	Yes. It's a large, white, leather bag with two handles and a zip. My purse and mobile were in it. Oh, and there was my house key and my Oyster card too.
<b>Receptionist</b>	OK, I'll check and find out whether anybody's handed it in. In the meantime, could you fill this form in, please? If there's anything you're not sure about, just ask.
<b>Visitor</b>	Thank you very much for your help.

2. Role play the conversation using the chart below.



## 4: Filling in a form

## Teacher's notes

- 1 Preparation: Print **Staying safe outside the home 4: Filling in a form – Worksheet** and **Staying safe outside the home 4: Filling in a form – Form**, one for each learner.
- 2 To set the context, divide learners into pairs or small groups. Ask learners to discuss the following questions in their groups:
  - *What do you do in Bangladesh if you find something e.g. a mobile phone or a purse?*
  - *If you lose a bag or it gets stolen, where can you report it?*
  - *Why is it important to report your lost/stolen bag?*
3. Have a whole group discussion and make sure learners understand the following:
  - a. It is very important to report lost or stolen ID documents and bank cards as somebody might use the personal details for fraudulent activities such as applying for a loan etc.
  - b. In the UK, there are many ways you can report lost/stolen or found property.
4. Elicit/pre-teach and then drill the following vocabulary items: *property, item, website, online and hand in*.
5. Give each learner a copy of **Staying safe outside the home 4: Filling in a form – Handout** and ask learners to work in pairs, read the text and answer the questions in Activity 1. If possible pair up higher level learners with beginner reader writers.  
**Answers:** a. *online, by phone and at a police station; b. you can hand it in at a police station.*
6. Ask learners to read the text again and mark the statements as True or False in activity 2. Do one together as an example. **Answers:** a. *T; b. T; c. F; d. F.*
7. Now ask learners to complete Activity 3 in **Staying safe outside the home 4: Filling in a form – Worksheet**. Check the answers together and to consolidate learning, clarify the meaning of the words/phrases, do a choral and individual drill. **Answers:** 1 *f; 2 e; 3 d; 4 a; 5 b; 6c.*
8. Explain to learners they are now going to practise filling in a form to report lost or stolen property. Give each learner a copy of **Staying safe outside the home 4: Filling in a form**. Ask learners to look at the form in pairs and discuss what information they need to give.
9. Ask learners to imagine they are in the UK and that they have lost something valuable on a day out at the Victoria and Albert Museum. Write the museum's address on the board: Victoria and Albert Museum, Cromwell Rd, London SW7 2RL.
10. Ask each learner to say what they have lost and then complete the form. Remind them to use capital letters and encourage them to use their UK address if they know where they will be living. Monitor their work and give support as necessary.
11. When learners have finished their forms, divide them into pairs. In mixed level groups, pair up higher level learners with beginner reader writers. Ask them to interview each other using the questions on the form. (You can refer them back to **Staying safe outside the home 3: Reporting a lost bag** for giving a description of an item).
12. Finish by eliciting and recapping the main learning from this section and any new key words/phrases. Elicit the correct spellings or invite learners to write the new words with correct spelling on to the board. Learners can then copy the words into their notebooks.

## 4: Filling in a form

## Worksheet

### Lost or stolen? Report it!

- It is a good idea to register your valuables online on <https://www.immobilise.com> website. You can register your mobile phone, laptop, bike, jewellery and much more.
- If you lose an item you have registered, you can report it on this website.
- You can also report lost or stolen items at a police station. You will need to fill in a form.
- You can call the police on 0300 123 1212 or 101 to report stolen or lost property.
- If you find a lost item, hand it in to a police station.

1. Read the text and answer the questions.

- a. How can you report a lost or stolen item in the UK?
- b. What do you do if you find a lost item in the UK?

2. Read the text again and mark the statements True (T) or False (F):

- a. \_\_\_ You can register your bike on <https://www.immobilise.com>.
- b. \_\_\_ You can report a lost or stolen item on <https://www.immobilise.com>.
- c. \_\_\_ You can't report a lost or stolen item at a police station.
- d. \_\_\_ Call 999 to report a lost or stolen item.

3. Match the words and their meanings:

- |                    |  |
|--------------------|--|
| 1. landline number | a. details   |
| 2. make            | b. article or item                                 |
| 3. model number    | c. a place   |
| 4. features        | d. number of product used to identify it           |
| 5. property        | e. name of the company that made an item e.g. Sony |
| 6. location        | f. home telephone number                           |
- 

## 4: Filling in a form

Form

### Lost or stolen property form

Please write clearly in CAPITAL LETTERS

Title (please tick  )    Ms    Mrs    Miss    Mr    Other

Name \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Postcode \_\_\_\_\_

Date of birth \_\_\_\_\_

Landline number \_\_\_\_\_

Mobile number \_\_\_\_\_

Email address \_\_\_\_\_

Property status (please tick  )    Lost    Stolen

Date property lost or stolen \_\_\_\_\_

Approximate time property lost or stolen \_\_\_\_\_

Address or location of where property was lost or stolen  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Details and description of property including make, model number, colour and any other features  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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