

ROLE PLAY: REPORTING A THEFT

B1-B2 | Teens / Adults | Speaking + Functional Language | 45-55 minutes

1. USEFUL PHRASES

Person reporting

I'd like to report a theft.
I last saw it at ...
I didn't see who took it.
I'm not certain about the exact time.
As far as I remember, ...
Could you explain what happens next?
Will I receive a report reference?
I need a record for my insurer.

Police officer

Let's go through it in order.
What did you see yourself?
Could you describe the item?
We'll record what you know.
Don't worry if you can't remember exactly.
Do you have any identifying details?
A report doesn't guarantee recovery.
Here's how to provide further information.

2. MODEL CONVERSATIONS

A. REPORTING A CAMERA

Visitor: Hello. **I'd like to report a theft.** My camera was taken from my bag at the market.

Officer: I'm sorry. **Let's go through it in order.** When did you last have it?

Visitor: About eleven. I used it near the flower stall, then put it back in my bag.

Officer: **What did you see yourself?** Did you notice anyone take it?

Visitor: No. Someone bumped into me, but I can't say whether that person took anything.

Officer: That's useful to clarify. **Could you describe the item?**

Visitor: It's a silver camera with a black strap. I have the serial number in an email.

Officer: Good. **We'll record what you know.** Could you show me that number?

Visitor: Yes. **I need a record for my insurer. Will I receive a report reference?**

Officer: Yes, though you'll need to check what documents your insurer requires.

Visitor: Understood. If I remember anything else, can I add it later?

Officer: Certainly. Use this reference when you contact us with further information.

B. AN UNCERTAIN LOCATION

Visitor: My wallet's missing. I think it was stolen on the bus, but I'm not sure.

Officer: **Don't worry if you can't remember exactly.** Where did you last use it?

Visitor: At a bakery before boarding. I put it in my coat pocket afterwards.

Officer: Was it still there when you got on the bus?

Visitor: I didn't check. **As far as I remember,** I kept my coat on the whole time.

Officer: All right. We'll note that the place and circumstances aren't confirmed.

Visitor: I've already asked the bakery, and they haven't found it. Should I contact the bus company too?

Officer: Yes, their lost-property team can check whether it was handed in. What was inside?

Visitor: My bank card, some cash and my student card. I've contacted the bank about the card.

Officer: Thank you. Do you have another way we can contact you?

Visitor: My email address is best. **Could you explain what happens next?**

Officer: I'll record these details and give you the report reference and follow-up information.

Notice how the speakers give details, ask follow-up questions and respond to each other.

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3. ROLE-PLAY CARDS

Work in pairs. Read only your own role. Decide what to say; don't write a full script. Find a solution, then swap roles and change one detail.

ROLE PLAY 1: A BAG TAKEN AT A CAFE

Student A - Person reporting

You saw someone take your bag from the next chair and leave. You remember their coat, but not their face. The bag contained a laptop and keys. Report what you actually saw, describe the property and ask how to send the laptop's serial number later.

Student B - Police officer

Ask where and when it happened, what the person saw and what was inside the bag. Distinguish observations from guesses. Record available identifying details and explain how to provide more using the reference. Don't promise recovery or ask the person to confront anyone.

ROLE PLAY 2: A PHONE THAT IS MISSING

Student A - Person reporting

You can't find your phone after visiting a station and a cafe. The tracking app shows no current location. You don't know whether it was stolen or lost. Explain the sequence clearly and ask how to report further information.

Student B - Police officer

Ask when the phone was last seen and which locations have been checked. Record the uncertainty accurately. Ask for model and identifying details, then explain the fictional report and lost-property follow-up process. Don't invent a location or guarantee that tracking will find it.

ROLE PLAY 3: CORRECTING A REPORT

Student A - Person reporting

You reported a missing camera yesterday. Your receipt shows you gave the wrong serial number, and you've remembered a more precise time. Call with the report reference, explain both corrections and check whether you should notify your insurer too.

Student B - Police officer

Find the record using the reference. Ask the caller to distinguish the old and corrected details. Read the updates back and explain how confirmation will be provided. The insurer's requirements aren't known, so suggest checking them directly rather than promising the report will meet them.

After each role play: Say what you agreed and which phrase helped. Repeat with one new detail.

Teacher note: Prepare for 2-3 minutes and speak for 3-4 minutes. Encourage follow-up questions, not memorised scripts. Prices, times and service rules in this lesson are fictional.