

Topics

Children and work, working days, lifestyles

Learning outcomes

- Review past tenses
- Practise listening for specific information
- Retell a story
- Write about a photograph

Age group

13–17

Level

B1

Time

60 minutes

Materials

- [Audio file](#)
- [Image file](#) (Young Market Traders). Either project the image or print off enough copies so that all learners can see the image.
- Transcript cut-ups
- PowerPoint presentation
- For the homework task, print off enough images from the following sites so that each learner has one image, or share the links with your learners:
 - **Jobs** (<http://www.flickr.com/photos/eltpics/sets/72157625352999273/>)
 - **Working week** (<http://www.flickr.com/photos/eltpics/sets/72157626507470277/>)

Introduction

This lesson is designed to encourage learners to develop their higher-level critical-thinking skills to speak about images. The activity is part of a package of materials, which includes audio to help learners develop their listening skills. The main focus in this lesson is to practice past tenses in the context of the story behind a photo.

Procedure

1. Lead-in (10 minutes)	<ul style="list-style-type: none"> Show learners the image (Slide 2) and ask them what they think it shows. 				
2. Prediction (10 minutes)	<ul style="list-style-type: none"> Draw a table (2 x 2) on the board with the headings 'Habit' and 'That day' (Slide 3). <table border="1" data-bbox="464 533 1378 636"> <thead> <tr> <th data-bbox="464 533 911 584">Habit</th> <th data-bbox="911 533 1378 584">That day</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 584 911 636"></td> <td data-bbox="911 584 1378 636"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Ask learners to copy the table and to allow space in the second row to write eight sentences. Give learners the cut-out list of expressions from the audio (Slide 4) and ask them to guess if these will be 'habits' of the photographer or things specific to 'that day'. Learners write the phrases under the headings in their notebooks. Monitor and support as needed. Check answers as a whole class (Slide 5). <p><i>Answers</i></p> <p><i>Habit:</i></p> <ul style="list-style-type: none"> <i>I was living in Viet Nam</i> <i>I often went on fun motorbike adventures</i> <i>We didn't usually plan our trips</i> <i>We improvised our adventures</i> <i>We decided where we wanted to go when we saw things that looked interesting</i> <p><i>That day:</i></p> <ul style="list-style-type: none"> <i>It was a Sunday morning</i> <i>I took this picture early in 2010</i> <i>None of us can remember exactly where we were</i> <i>We stopped to take pictures</i> <i>These two girls came walking past</i> <i>It was still early in the morning</i> <i>They'd had a good day</i> <i>They'd sold everything in their baskets</i> 	Habit	That day		
Habit	That day				
3. Listening for specific information (10 minutes)	<ul style="list-style-type: none"> Tell learners they are going to listen to the photographer speaking about the day she took the photo. Play the recording. Learners listen and check their answers. 				

	<ul style="list-style-type: none"> Play the recording again. Ask learners to put the phrases in the same order as in the recording (<i>answers on Slide 6</i>).
4. Retelling the story (10 minutes)	<ul style="list-style-type: none"> Put learners into pairs. Ask learners to retell the story together (Slide 7). They can use the expressions to help them. Monitor and support.
5. Writing the story (15 minutes)	<ul style="list-style-type: none"> Ask pairs to write their version of the story in their notebooks Tell them they can simplify the story. Ask one pair to read out their version. Keep pausing them to check if the other learners agree with this version. <p>Note: If learners write on a piece of blank paper, their stories can be displayed on the wall with the image.</p>
6. Set up homework (5 minutes)	<ul style="list-style-type: none"> Assign each learner a photograph showing a person or people. Tell learners to make two lists of activities under the headings 'Habit' and 'That day' for the picture they have chosen, using their own ideas about the photo. Tell learners that in the next class, they will use their prompts to tell a short story about their photograph. <p>Note: If it's difficult to print so many photographs, give learners the links to choose their own photograph (Slide 8).</p>
7. Follow-up	<ul style="list-style-type: none"> In the following lesson, put learners into small groups. Learners show their photograph, or describe it, and tell a short story, using their lists as a prompt.

Contributors

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 Photograph by Victoria Boobyer
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Transcript

Victoria

I took this picture early in 2010. I'm not sure, but I think it was a Sunday morning – it was certainly very relaxed, so, yes, it was probably a Sunday.

I took the photo in the Central Highlands of Viet Nam – um, that's a region of Viet Nam on the border of Laos and Cambodia. I was living in Viet Nam at that time, and I often went on fun motorbike adventures with some good friends of mine. The strange thing is that none of us – not me or my three friends – none of us can remember exactly where we were on this particular day. Oh well.

We didn't usually plan our trips very much. We wanted them to be quite spontaneous and improvised, so we just ... so we just knew when our trains left and where our planes took off from. We improvised the rest of our adventures along the way, really. We just, um, decided where we wanted to go to when we saw things that looked, you know, looked interesting. No plans, really.

I remember that on this day we stopped to take photos at an old, picturesque village that looked nice, um, a typical village for this region. They make great photos. And just then these two girls came walking – no, more like striding or marching – past us, laughing and full of energy.

It was still early in the morning, but they'd obviously had a good day already and had sold everything that had been in their baskets. I think you can also see it had been a good morning from the way they were walking happily home.