

Image bank: Tiny Cinderella somewhere (higher level)

Topics

Everyday sights, unexplained sights

Aims

- To practise language chunks (fixed phrases, idioms etc.)
- To listen for specific information
- To write a story based on a listening text
- To practise sentence stress (speaking and pronunciation)

Age group

14+

Level

B2+

Time

Approximately 40-60 minutes

Materials

1. [Audio file](#)
2. [Image](#) (Tiny Cinderella somewhere)

Introduction

This activity is designed to encourage students to develop their higher-level critical-thinking skills to speak about images.
The focus in this series of activities is on speaking skills, via story-telling and sentence stress.

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Procedure

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| 1. | <p>Show students the photograph. Give them the gapped language chunks below (idioms, fixed phrases, useful expressions etc.) from the recording, but in the wrong order, and ask them to guess the missing word(s), working individually or in pairs. For example, here:</p> <ol style="list-style-type: none"> 1. <i>It just caught my _____.</i> 2. <i>That's the reason _____ I took it.</i> 3. <i>Whose is the shoe and how did it _____ there?</i> 4. <i>I was on _____ to college</i> 5. <i>to talk about _____ we did or saw at the weekend, that _____ of thing.</i> 6. <i>It must _____ been a weekday.</i> 7. <i>It would be _____ to spot it at the _____ lights.</i> 8. <i>Something that's not so normal, that's out of the _____</i> <p>Discuss as a class and write students' ideas on the board.</p> |
| 2. | <p>Play the recording. Ask students to listen and put the phrases in the correct order and check their ideas from exercise 1. Students compare with a partner first then as a class.</p> |
| 3. | <p>Ask students to use the phrases and sentences from exercise 1 to rebuild the photographer's 'story behind the photograph', working in pairs or threes, as you wish. This should be done as a speaking activity.</p> <p>Play the recording again for students to check information. They do not need to listen for the exact words.</p> |
| 4. | <p>Explain to students that they are going to prepare to perform their 'story', in their pairs or threes, as if they were the photographer.</p> <p>If you wish to work on sentence stress beforehand, give students the first two sentences of the audioscript and ask them to predict which words the photographer stresses when he speaks. For example, here:</p> <p><i>I took this <u>photo</u> in <u>June</u> of <u>2012</u>, in <u>London</u>. Um, it was <u>quite early</u> in the <u>morning</u> and I was on the way to the <u>college</u> where I work as a teacher – so <u>obviously</u> it must have been a <u>weekday</u>, I guess.</i></p> <p>Play the first two sentences for students to listen and check.</p> <p>Play again for students to listen and repeat. Work on the stress by putting students in pairs to listen to each other saying the sentences and peer-correct if necessary.</p> <p>Monitor and help as necessary.</p> |

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| 5. | In their pairs or threes, ask the students to divide their story into equal parts and rehearse, listening to each other and helping each other with sentence stress. When they are ready, ask two or three groups to perform for the class. |
| 6. | <p>Extension:</p> <p>Students choose another picture from the set <i>Every picture tells a story</i> (http://www.flickr.com/photos/eltpics/sets/72157626599491389/).</p> <p>Tell students to write the story behind it, as if they were the photographer. In threes, they take turns to tell their stories and listen to each other.</p> |

Contributors

Activity by: Fiona Mauchline
Photograph by: Mike Harrison

Transcript

I took this photo in June of 2012, in London. Um, it was quite early in the morning and I was on the way to the college where I work as a teacher – so obviously it must have been a weekday, I guess. It was taken quite close to where I live, in the south of London, just at the traffic lights, near where I take my bus to work every day, and, um, I'm not exactly sure why I took a picture of it, it was quite a spontaneous thing. You know, I just saw the little pink shoe sitting there, all alone, and it just caught my attention. I had my phone in my pocket, so..... instant art (laughs).

It's something that I see every day and, at the same time it's something that I don't see every day, something that's normal and something that's not so normal, that's out of the ordinary – a shoe on top of the pedestrian crossing button box - and that's the reason why I took it. It made me ask myself about, you know, the story behind it. Whose is the shoe and how did it get there? How did the shoe get lost and who found it. I wonder if the owner got their shoe back, did their parents go out again and look for it? I mean, it would be easy to spot it at the traffic lights. A good place to leave it. The person who found it, I mean.

Anyway, I thought it'd be an interesting picture to show my students at college, I teach English to people who've moved to England to work or to study, or, you know, for different reasons, and we sometimes use photographs to, um, start some story-telling activities, or to talk about what we did or saw at the weekend, that sort of thing. Do you ever do that?