

Image bank: Tiny Cinderella somewhere (A2-B1)

Topics

Everyday sights, unexplained sights

Aims

- To use learner-generated materials to support listening and speaking skills
- To listen for specific information
- To write sentences based on a listening text
- To prepare and speak about a photograph

Age group

14+

Level

A2-B1

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 activity is part of a package of materials, which includes audio to help students develop their listening skills. Students will use learner-generated materials to help them access and support their listening skills.

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Procedure

1. Students look at the photograph and write down as many words as they can (nouns, verbs and adjectives). For example, here: pink, road, lost etc.
2. Brainstorm all their items of vocabulary onto the board and check meaning and pronunciation.
3. Students choose 6 (early A2) or 8 (later A2) words and write them in a simple grid in their notebooks.

pink	road	lost
girl	street	one
4. Play a variation on Bingo! Students listen to the recording and cross off words they hear. If / When they hear all the words they have written, they raise their hand. Award a small prize to the winner (a smiley face, fruit, points etc.).
5. Ask students to look at the six True (T) / False (F) / Don't know (DK) statements on their worksheet, based on the recording. Ask them to try to answer from memory, working in pairs.

Correct answers in **bold**

 - 1 He took the photo at the weekend. T / **F** / DK
 - 2 He always goes to work by bus. **T** / F / DK
 - 3 When he saw the shoe, he went home to get his mobile phone. T / **F** / DK
 - 4 The little girl was going to school when she lost her shoe. T / F / **DK**
 - 5 He asked the little girl a lot of questions. T / **F** / DK
 - 6 He thinks it was a good idea to leave the shoe at the traffic lights. **T** / F / DK
6. Play the recording again for students to check.
7. In pairs, students write three more true statements based on what the photographer said. Discuss as a class.
8. If your students have cameras or mobile phones with cameras, ask them to take two photographs on the way to the next class and to be prepared to talk about the photographs to a partner or partners in four or five sentences.

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| 9. | Allow a few days for students to take photos. Put students in small groups to “show and tell”: show their photos and talk about them. |
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Contributors

Activity by: Fiona Mauchline
Photograph by: Mike Harrison

Transcript

I took this photo in June 2012, in London. Um, it was quite early in the morning and I was on the way to the college – I'm a teacher, I teach adults, ah, English – so obviously it was a weekday, but I don't remember if it was a Monday or a Thursday or... you know. And, um, I took it not far from where I live, in the south of London, um, at the traffic lights, near my usual bus stop, where I get the bus to work every day. I'm not exactly certain why I took the photo, it was a spontaneous thing, I didn't think about it really. I mean, I just saw the little shoe sitting there, pink and plastic, and it caught my attention. I had my mobile phone in my pocket, so... modern art

It's something that I see every day with something that I don't see every day; it's something that's normal and something that's not very normal, that's more unusual – a child's shoe on the button for pedestrians at the zebra crossing, well, the traffic lights. And that's why I took it, why I took the photo. And I started to think about, you know, the story, the story behind it. Whose is the shoe and how did it get there? Where was the little girl going to? - I imagine it was a little girl - Does she live near here? How did she lose the shoe? Who found it? And and then, did she get her shoe back? Did her parents go out again and look for it? I mean, it was easy to see it at the traffic lights. That was a good idea, it was a good place to leave it.

Anyway, I thought it'd be an interesting photo to talk about with my students. 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?