

**Topics**

Travel, different lifestyles, childhood, child labour

**Aims**

- To listen and reconstruct meaning
- To speak about photos and why they were taken (including personalisation)

## OPTIONAL

- To discuss children and work

**Age group**

14+

**Level**

B2+

**Time**

Approximately 40-60 minutes

**Materials**

1. [Audio file](#)
2. [Image file](#) (Young Market Traders)

**Introduction**

This activity is designed to encourage students to develop their higher-level critical-thinking skills to speak about images.

The focus in this activity is on listening and reconstructing meaning, as well as spoken interpretation of an image.

**Procedure**

1.	<p><b>Before you show students the photograph</b>, tell them they are going to hear a photographer describing a photograph she has taken. Play the recording and ask them to write down at least ten words or phrases they hear. Ask students in groups of three to compare and share their words and phrases.</p>
2.	<p>Play the recording again and ask students to write down at least three more pieces of information, but tell them they needn't write the exact words this time. Students compare and share in their groups again.</p>
3.	<p>Ask the groups of three to start drawing what they think the photograph might show. Optional: When they are ready, play the recording again and ask them to add or change details in their drawing.</p>
4.	<p>Put all the drawings on the board for the class to see – they may need to stand closer to the board. Play the recording one more time, and ask students to choose the drawing or drawings they think are the most likely to be similar to the original.</p>
5.	<p><b>Show students the original photograph</b> and discuss the similarities and differences with their own illustration. Ask students why they drew what they drew, if they had to take two more photographs to illustrate the recording, what they would photograph.</p>
	<p>Either do stage 6 <b>OR</b> stage 7 below</p>
6.	<p>Ask students to choose a photograph, either of their own (from their phones) or from home, or from the ELTPics set <i>My World and Me</i> <a href="http://www.flickr.com/photos/eltpics/sets/72157632622606247/">http://www.flickr.com/photos/eltpics/sets/72157632622606247/</a> Give them a minute or two to think of a story, imagining they took the photograph.  Put students in threes to take turns talking about their photograph <b>without</b> showing it to their partners. The students listening draw what they think their partners' photographs show. When they have finished they compare their drawings, then look at the original photographs.</p>
7.	<p>Ask students how old they were when they started work. Find out if anyone worked as a child or teenager and if so, what they did.  <i>Write Children should not work</i> on the board. Put students in pairs to brainstorm situations where this statement might not be true. Compare ideas as a class and write them on the</p>

board. In pairs, students then think of arguments in favour of the statement. As a class, debate or discuss the statement.

### Contributors

Activity by: Fiona Mauchline  
Photograph by: Victoria Boobyer

### Transcript

#### Victoria

I took this picture early in 2010. I have a feeling it was a Sunday morning - or at least it felt like a Sunday morning as it was very relaxed.

The photo was taken in the Central Highlands of Vietnam – um, that's a region of Vietnam in the southern half of the country, on the border of Cambodia. I was living in Vietnam at the time and I used to go on mad motorbike adventures with some very good friends of mine. The strange thing is that neither I nor my three friends – none of us can remember exactly where we were this day. Hmm.

We didn't use to plan our trips in detail, we didn't like really organised trips; we just knew when our trains left and where our planes took off from, and we just had adventures in between those planes and trains, really.

I remember that, on this day, we had just stopped to take photos of a ramshackle entrance to a village, very typical in this region, they make great photos (laughs) when these two girls came walking – no, more like striding past us, full of confidence and energy (slight laugh).

It was still quite early in the morning, but they'd obviously had really quite a successful time already, and had sold whatever had been in their baskets. I think you can also see it'd been successful from the way they were happily marching back home.