

Image bank: Out of time (higher level)

Topics

Tourism, Rome, contrasts

Aims

To predict vocabulary in order to activate bottom-up knowledge and help students to access a listening text.

To listen for specific information.

To write a monologue or presentation based on a second photograph

Age group

14+

Level

B2+

Time

Approximately 40-60 minutes

Materials

1. [Audio file](#)
2. [Image](#) (Out of time)

Introduction

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

The focus in this lesson is on anticipating vocabulary to help understand a listening text, and on preparing and giving a presentation or monologue.

Procedure

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1.	<p>Show students the photograph and ask them to write down at least 8 - 10 lexical words (verbs, nouns, adjectives...) they expect to hear in the recording based on what they can see in the photo. Put students in small groups to compare and explain their choices.</p> <p>Conduct whole class feedback to brainstorm the words and write them on the board.</p>
2.	<p>In their small groups, students put the words from the board into two categories: <u>Most probable</u> / Others. For example Most probable: <i>Roman, buying...</i> Others: <i>sunny, sightseeing...</i></p>
3.	<p>Divide the class into two groups, As and Bs. Tell them they are going to listen to the photographer; A's will listen for the Most probable words, B's will listen for the others. Play the recording. Students listen then compare in their group. Play a second time if necessary.</p>
4.	<p>Write six sentences related to the photographer's story on the board, including four with information errors. For example, here:</p> <ol style="list-style-type: none"> The photo was taken about three years ago near one of Rome's best-known sights. There are people who dress up as Roman legionnaires and senators for tourists. Tourists pay these people to give them guided tours. The speaker loves having his photograph taken, whether on holiday or not. The speaker often looks for a contrast of architecture or colours in his images. The suitcases belong to the man buying ice cream. <p>Students read and correct the sentences, from memory and referring to the photograph. Play the recording again for students to check their answers.</p>
5.	<p>Ask students to choose an image from the Contrasts set. http://www.flickr.com/photos/eltpics/sets/72157626816628127/</p> <p>Give them a 'monologue skeleton' and ask them to imagine they are the photographers and to write their monologue, using the 'skeleton'. An example skeleton might be as follows:</p> <p>I took this photo...</p> <p>I was/we were...</p> <p>What I like about it is...</p> <p>When...</p>
6.	<p>Students can either give their monologue as a presentation (smaller groups), mingle and tell each other about their photographs, or prepare their piece as written work, illustrating it with</p>

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	the photograph, for the rest of the class to read.
7.	<p>Homework/Extension</p> <p>Ask students to choose a photo of their own and to prepare a short talk about it and its significance.</p>

Contributors

Activity by: Fiona Mauchline
 Photograph by: Ian James

Transcript

Ian

OK. As you've probably guessed, this photograph was taken in Rome. I took it about three years ago, in I think, the year 2009, outside the Coliseum, which is probably one of Rome's most emblematic – um - Roman ruins.

And if you've ever been to Rome, you'll probably have seen the, what do you call those, the human statues that surround the Coliseum, um, you know, where the tourists are. And normally they're dressed up as Roman legionnaires - you know, Roman centurions, soldiers - or gladiators, and the idea is that tourists pay them money to have their photographs taken with them, and very often the typical poses are, I don't know, having, the Roman legionnaire attacking you with a short Roman sword or, um, a gladiator throwing a net over your head or something like that.

Anyway, personally I don't really like having my photograph taken, whether I'm on holiday or not, I prefer to be behind the camera, you know, to be the photographer taking the photos. And, um, I decided to take a quick photograph of this Roman legionnaire. He seemed to be having a break, actually, and he was buying an ice cream from an ice cream van – there are a lot of these vans selling drinks and ice creams and things near the Coliseum.

And, um, when I take photographs, I often like them to include some kind of contrast, like, for example, oh, I don't know, a colour contrast or... a contrast between buildings with different architectural styles. And obviously the contrast **here** was about time, past and present, Ancient Rome and modern Rome or Roman Italy and modern Italy – you know, Romans and ice cream, because ice cream didn't exist in Roman times... did it?

Interviewer

Ice cream? Ooh, I don't know, I doubt it... don't know.

Image bank: Out of time (higher level)**Ian**

Well, anyway. I quite like photographs to tell a story too. So the suitcases that you can see in the bottom left-hand corner might get you thinking about, um, whose suitcases they are and what's in them, you know, are they the Roman legionnaire's or not... which I never actually discovered. I can't remember if they belonged to the man who was buying the ice cream or not. Anyway, that's more or less the idea, the story behind my photograph.