

## Image bank: Out of time (A2-B1)

### Topics

Tourism, famous places, contrasts

### Aims

- To listen for gist
- To listen for specific information
- To write complete sentences based on a recording
- To plan to speak about a photograph, writing sentences
- To speak about a photograph

### Age group

14+

### Level

A2-B1

### 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 activity is part of a package of materials, which includes audio to help students develop their listening skills. The focus in this lesson is on listening and speaking skills, and on sentence completion to reinforce language work.

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### Procedure

1.	<p>Explain to the students that they are going to hear a man talking about a photo he has taken. Ask the students to listen to the recording and try to predict what the photo will look like.</p> <p>When the recording has finished, discuss students' ideas as a whole class and write any key vocabulary on the board. Play the recording again if necessary.</p>
2.	<p>Give students the student worksheet. Show students the photograph and ask them to discuss the following questions in pairs:</p> <p>Were their ideas correct?</p> <p>How many things can they name that they can see?</p> <p>Where do they think the man took the photo?</p> <p>Why is he dressed like that?</p>
3.	<p>Ask for feedback from students. Write a list of the things that they could identify on the board and help with any difficult pronunciation. Ask students to share their ideas for questions c. and d.</p> <p>Play the recording again and students can check their answers in pairs.</p>
4.	<p>Play the recording again. Students complete the sentences. This is to help them with language to prepare for their own short talk. Pause the recording if necessary. Check answers on the board.</p>
5.	<p>Focus on the verb tenses/ language used to describe the photo</p> <p>-It was taken....</p> <p>-I took it...</p> <p>-He was eating...</p> <p>- It makes me think about...</p> <p>Put students into pairs. Ask them to choose an image from the Contrasts set of images <a href="http://www.flickr.com/photos/eltpics/sets/72157626816628127">http://www.flickr.com/photos/eltpics/sets/72157626816628127</a></p> <p>Students imagine that they took the photo. They work together to write a short presentation describing the picture, using the sentence heads to help them.</p>
6.	<p>Students now work individually to give their presentation to a student from another pair. Teacher monitors to note any good language/ errors. Students could also give their presentation to the class or in smaller groups of 4-5.</p>

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Activity by: Fiona Mauchline  
Photograph by: Ian James

**Transcript****Out of time (Lower)**

**Ian**

OK. As you can probably guess, this photograph was taken in Rome. I took it about three years ago, I think, outside the Coliseum, which is probably one of Rome's most famous and familiar – um - Roman ruins.

And if you've been to Rome, you probably remember the, the, ummm, human statues or, um, street actors that are outside the Coliseum, um, where all the tourists are. Normally these actors are dressed up as Roman legionnaires

**Interviewer**

Legionnaires?

**Ian**

Yes, you know, typical Roman soldiers – Roman soldiers or gladiators – you know what gladiators were, right?

**Interviewer**

Yeah, yeah.

**Ian**

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Ok. And the tourists pay, um, pay money to have their photographs taken with them, with the gladiators and Roman soldiers. Typically they pose, you know... the Roman legionnaire attacks the tourist with a Roman sword, or, um, the tourist fights with the gladiator or something like that.

Anyway, personally I don't like photographs of myself, you know? I just don't like being in photos, whether I'm on holiday or not, but I like taking photos, I prefer to **be** the photographer. And, um, so I decided to take a quick photograph of this Roman legionnaire when he wasn't looking. He was having a break, I think, 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 usually like them to include some kind of contrast, like, for example, oh, I don't know, a colour contrast or a contrast between in architecture. 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, um... no, I don't know.

**Ian**

Well, anyway. I like photographs with a story too. So the suitcases that you can see in the bottom left-hand corner, well, they make me think about whose suitcases they are and what's in them, you know, are they the Roman legionnaire's or not... I never knew the answer to that question. I don't know if they belonged to the man buying the ice cream or not. Anyway, that's more or less the story behind my photograph.