

Out of time

Topic

Photography, famous places, contrasts

Learning outcomes

- Identify specific and detailed information in a recorded interview
- Use language to describe a photo and the story behind it
- Prepare and give a short presentation about a photo

Age and level

13-17, Adults (B1)

Time

Approximately 65-85 minutes

Materials

- Presentation OR Student worksheet
- Audio file: Out of time
- Image: Out of time
- (Optional) Some photos of famous landmarks in Rome
- If possible, photos from: <https://www.flickr.com/photos/eltpics/sets/72157626816628127>

Introduction


This lesson focuses on a holiday image. Students do a number of activities to help them understand a recording of the photographer talking about the image. They then look at language used to talk about a photo, before preparing a short presentation about another image of the students' choice.

Both face-to-face and online versions of this lesson are available. For the face-to-face version, teachers can choose to use a student worksheet or a presentation for a no-printing option.

Procedure

Lead-in (10 mins)	<ul style="list-style-type: none"> • Show slide 2 of the presentation or refer students to the Lead-in task in the student worksheet. • Students discuss questions 1-5 in small groups or as a whole class. If they discuss in groups, ask a person from different groups to share their answer to a question with the class.
Task 1: Preparing to listen (5-10 mins)	<ul style="list-style-type: none"> • Show slide 3 of the presentation or refer students to Task 1 in the student worksheet. • Tell students that they are going to listen to someone describing a photo. The photo is one that the person took on a holiday in Rome. • Ask them to name some famous landmarks in Rome (feed in the Colosseum if they don't mention it). • Ask them to imagine what might be in a holiday photo taken in Rome. They can do this as a whole class, or in small groups. <p>Note: If students are not familiar with Rome at all, you could show some pictures of Rome and its landmarks to prepare them for the recording.</p>
Task 2: Listening (10 mins)	<ul style="list-style-type: none"> • Show slide 4 of the presentation or refer students to Task 2 in the student worksheet. • As students listen, they should note SIX things that are mentioned in the recording. They should also listen to see if their ideas from Task 1 were correct. • Play the recording (Audio: Out of time). • Get feedback on students' notes and find out what the class has understood about the photo. Help with any new vocabulary they heard e.g. gladiator, legionnaire, human statue. • Optional: If it seems that your students have understood quite a lot, play the recording again, and ask students to draw the picture they imagine.

<p>Task 3: Talking about the photo (10 mins)</p>	<ul style="list-style-type: none"> • Now show slide 5 of the presentation. Alternatively, display 'Image: Out of time', and refer students to Task 3 in the student worksheet. • In groups, students discuss the questions. If necessary, play the recording again for them to check their answers. Check answers with the class. • Ask students to say if they like the photo and why. <i>Answers: 2. The Colosseum, Rome (in front of an ice cream van), 3. He is dressed as a Roman soldier (gladiator / legionnaire) because he is a human statue / street actor – tourists pay money to have photos taken with him.</i>
<p>Task 4: Completing sentences (10-15 mins)</p>	<ul style="list-style-type: none"> • Show slide 6 of the presentation or refer students to Task 4 in the student worksheet. • Individually or in pairs, students see if they can complete any of the gaps (one gap = one word). They can compare their ideas. • If students have managed to complete the sentences, check answers (these are available on slide 7 of the presentation). • Alternatively, they could listen to the recording again (pause where necessary) to complete gaps / check answers, or they could look at the transcript available on slides 8/9 or in the Appendix at the end of the lesson plan. • Ask students to identify: <ul style="list-style-type: none"> ○ <i>An example of the passive. (it was taken)</i> ○ <i>An example of the past simple (I took it, I decided)</i> ○ <i>An example of the past continuous (When he wasn't looking, he was having a break, he was buying an ice-cream)</i> • If you want, you can show the students the transcript (slides 8 and 9). There are some useful phrases highlighted on the slides. You could point students to these and explain what they mean – this will be useful for the next stage. You could ask students to read the transcript and make a note of any language that is new, or that they like. <i>Answers: 1. was taken, 2. about / ago / outside, 3. attacks, 4. myself, 5. wasn't looking, 6. was having / buying, 7. contrast, 8. left-hand</i>
<p>Task 5: Collaborative</p>	<ul style="list-style-type: none"> • Show slide 10 of the presentation or refer students Task 5 in the student worksheet. Alternatively, dictate the phrases first, then have students check them by looking at slide 10 or Task 5.

writing and presentations (20-30 mins)	<ul style="list-style-type: none"> Put students into pairs or small groups. Explain that they should choose an image, imagine that they are the photographer, and write a short presentation describing the photo, using the phrases on slide 10 / in Task 5 to help them. If possible, students should choose an image from: https://www.flickr.com/photos/eltpics/sets/72157626816628127. If this is not possible, find some suitable 'holiday photos' from the internet for students to choose from, or ask students to bring / find a photo of their own to present. Give students 10 minutes to write the presentation. Walk around and help where necessary, and encourage them to add as much information as possible. Put pairs together to give presentations. Alternatively, invite them to give their presentations to the whole class. 
Homework (optional)	<ul style="list-style-type: none"> Show slide 11 or give homework. Students choose their own photo and write about it, using sentences from the lesson. They could share their photos next lesson.

Adapted from a lesson contributed by

Activity: Fiona Mauchline

Photograph: Diarmuid Fogarty

Appendix: Out of time

Ian: OK. As you can probably guess, this photograph was taken in Rome. I took it about three years ago, I think, outside the Colosseum, 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, um, human statues or, um, street actors that are outside the Colosseum, 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: 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 Colosseum.

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.