Teacher’s notes

Level
- Intermediate.
- Teenagers and adults.
- Ideal for photography enthusiasts or media studies students.

Aims
- To introduce the vocabulary of photography.
- To practise reading for gist and speaking for fluency.

Timing
1½ hours

Materials
- One copy of each worksheet per student.
- Enough copies of four suitable black and white photographs to act as ‘finalists’ in a ‘Greatest photo of the 20th century’ competition. The following can be found on Google images and could be appropriate:
  - Dorothea Lange: ‘Migrant mother’
  - Man Ray: ‘Le violon d’Ingres’
  - Sebastião Salgado: ‘The Serra Pelada gold mine’
  - Henri Cartier-Bresson: ‘Rue Mouffetard’
  - Robert Doisneau: ‘Le baiser de l’Hôtel de Ville’
  - Richard Avedon: ‘Veruschka’
  - Julia Margaret Cameron: ‘The return after three days’.

Procedure
1. Copy the following onto the centre of the board:

```
Y          H          A          G          P          O
T          O          R          P          H
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2. Ask students to unjumble the letters to find the topic of the class: PHOTOGRAPHY. Make sure that they place the stress on the correct syllable and know which syllables are reduced to schwa:

- PHOTOGRAPHY
  - /ə/  /ə/
3. Elicit other words in the same family and the differences in meaning and word stress:

- PHOTO = (noun) the image (abbreviation of ‘photograph’)
- PHOTOGRAPH = (noun) the image /ə/
- PHOTOGRAPHER = (noun) the person /ə/ /ə/ /ə/
- PHOTOGRAPHIC = (adjective) of photography /ə/
- PHOTOGENIC = (adjective) describes a person who looks good in photos – who ‘photographs well’

4. Elicit examples of different machines which can take photos, and write them on the board around the ‘word cloud’.

5. Give out copies of Worksheet 1, and ask students to match the pictures to the names of the different types of camera. When they have finished, feed back on the answers with the whole group.

   **Answers:**
   1. CCTV camera, 2. camcorder, 3. SLR, 4. mobile phone, 5. TV camera, 6. speed camera, 7. webcam, 8. digital camera

6. Ask students to look again at the pictures and to find examples of the following:
   - a lens
   - a shutter
   - a tripod
   - a viewfinder
   - a screen
   - a flash

7. Give out copies of Worksheet 2 and ask students to work through it in pairs.

   **2.1 Answers:**
   1. digital: c, g, h, l, o; non-digital: a, b, d, e, f ,l, j, n; both: k, m
   2. digital: c, h, o, l, g; non-digital: a, f, n, d, l, j, b, e

   **2.2 Answers:**

8. Give out copies of Worksheet 3 and ask students to work through it in pairs, then in groups of four.
What to take a photo with

digital camera  camcorder  mobile phone  TV camera
CCTV camera  webcam  speed camera  SLR (single lens reflex)
Worksheet 2.1

How to take a photo

1. Put the actions in the correct category in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Digital camera</th>
<th>Non-digital camera</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>buy a film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>collect the photos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>buy a memory card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>finish the film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>get some copies or enlargements made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>put the film in the camera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g)</td>
<td>print the picture using a printer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h)</td>
<td>put the memory card in the camera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>take the film out of the camera</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td>take the film to be developed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k)</td>
<td>point the camera at the subject</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l)</td>
<td>upload the pictures to a computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m)</td>
<td>press the shutter release button</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n)</td>
<td>check the subject is in focus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o)</td>
<td>view the picture on the screen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Now put the actions from the first two categories in the correct order.
Worksheet 2.2

How to take a good photo

Read the advice from a photographer about how to take good photos. Match these categories with the advice:

<table>
<thead>
<tr>
<th>light</th>
<th>expression</th>
<th>content</th>
<th>action</th>
<th>composition</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are five main things to consider when taking a photo:</td>
<td></td>
</tr>
<tr>
<td>1. Try to include a central point of interest in your photo – a person, animal, object or building, for instance. Try to imagine why anyone would be interested in seeing the picture you have taken: What could they learn from it? What would you be able to tell them about it? Why did you decide to take the photograph?</td>
<td></td>
</tr>
<tr>
<td>2. Photos are more interesting if something is happening – if there is movement or drama. It is a good idea to look for scenes where something is happening, in order to bring the picture to life. Remember, though, that fast movements can be difficult to capture on film and may appear blurred or out of focus.</td>
<td></td>
</tr>
<tr>
<td>3. Photos attract attention if they show people (or animals) displaying strong emotions. Think about facial expressions, gestures and body language, for example.</td>
<td></td>
</tr>
<tr>
<td>4. There is also art in good photos. Identify the relationship between the various elements in the picture, and think about how the eye is directed from one part of the picture to another. Think of a photo as a jigsaw puzzle in which the photographer’s job is to put the different pieces together to make a complete picture.</td>
<td></td>
</tr>
<tr>
<td>5. Finally, the lighting can add drama and impact to a photograph. Bright sun and shadows, for instance, can work together with the composition to increase the drama in a photograph. Remember, though, that if the sun or another bright light is behind your subject, the subject itself will appear in silhouette in the photograph.</td>
<td></td>
</tr>
</tbody>
</table>
Worksheet 3.1

Photography and you

1. Do you have a camera? If so, what kind of camera is it?
2. What do you take photos of?
3. Do you like being photographed? Are you photogenic? (Do you ‘photograph well’?)
4. Are there any photos on display in your house/flat? Where are they are what/who are they of?
5. Do you have a favourite photo? (It could be one you took yourself, one that a friend or family member took, or one you have seen in a book or magazine.)
Worksheet 3.2

The greatest photo of the 20th century

You are going to judge the finalists in a competition to find the best black and white photo of the 20th century.

1. What criteria will you use to help you make your decision?

2. Look at the four finalists. With a partner, discuss the following questions:
   - When was the photo taken?
   - Where was it taken?
   - If there are people in the photo, what is the relationship between them?
   - If there are people in the photo, how do you think they are feeling?
   - What do you think happened just before the photo was taken?
   - What do you think happened immediately after the photo was taken?
   - Why do you think the photo was taken?
   - Does the photo meet your criteria from 1? If so, why? If not, why not?

3. Choose the winning photograph, and be prepared to justify your decision.

4. Now get together with another pair and listen to their answers to the same questions. Did they choose the same photograph as you? Do you agree with what they have to say?