

MODULE 11 Photos

Unit 1

He's the boy who won
the photo competition
last year!

Listening and vocabulary

Preparation

- Introduce the topic of photos by asking students to look back through the book and choose their favourite photo. Tell them to think about why they like it.
- Put students in groups of four to show each other the photo they have chosen and explain why.
- Find out if students take photos, and, if so, what they prefer to use — a camera or a mobile phone — and why. Ask them how often they take photographs and what they like taking photos of.

1. Work in pairs. Look at the picture and say what is happening.

- Ask students to look at the photo and tell you what they think is happening.
- Elicit ideas and write them on the board.

2. Listen and complete the sentences.

- Tell students to listen to the recording and say if any of their ideas were correct.
- Ask them to complete the sentences, then play the recording again for them to check.
- Check answers as a class.

Answers

1. on the right 2. in the centre 3. at the back

Tapescript

Lingling: Daming, I want to enter the photo competition this year.

Daming: Really? Excellent! Let me have a look at your photo.

Lingling: Here it is. I took it at a concert last week.

Daming: I think I've seen those people before. But I can't quite remember where. Who are they?

Lingling: They're the Blues Boys. They're the ones who played at the school dance.

Daming: Oh, that's right! I remember now.

Lingling: The boy on the right is the guitar player. The boy in the centre is the singer. And the boy at the back is the drummer.

Daming: It's a nice photo, Lingling. But I don't think that it's good enough to win the competition. I saw the photos in last year's competition. Some were really good.

Lingling: Well, we'll see. I'm still going to enter the competition!

3. Listen and read.

- Before students listen or read, ask them to cover the conversation. Tell them they are going to hear Tony and Daming talking about the photo competition. Ask them to guess what the conversation will be about.

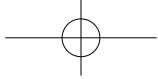
- Play the recording. Play it twice if necessary.

Now answer the questions.

- Tell students not to look at the conversation. Ask them to try to answer the questions from memory. Allow them to compare answers with their desk partner.
- Ask students to check their answers by reading the conversation.
- Check answers as a class.

Answers

1. He won the photo competition.
2. Home and Away.
3. Cambridge.
4. Take some photos of Beijing and add some photos of Cambridge taken recently.
5. It's a good idea.



Everyday English

- Ask students to tell you if they know the meaning of the expressions. If not, tell them to find the expressions in the conversation and work out the meaning from the context.
- Note that “The thing is, ...” is used to emphasise the sentence which follows.
- Ask students to tell you what comes after “The thing is, ...” (a complete sentence). Demonstrate this if you wish. Write the sentence “The thing is, he’s really good” on the board. Cover “The thing is,” and ask if the rest of the sentence makes a proper sentence on its own (it does).
- Tell students to work with their desk partner and write four two-line conversations, where the expressions are in the second line. Tell them they should be conversations that will help them remember the expressions.
- Invite pairs to act out their conversations.

For example:

- Do you want to go to the cinema tomorrow?
- You bet!
- Why didn’t you do your homework?
- Well, the thing is, I don’t have a computer at home.
- I’m so sorry I’m late. I missed the bus.
- It doesn’t matter. The class starts in five minutes.
- I train hard every day and I’m getting much better. I hope I win the race!
- You’ll be great. You’re in with a chance!

4. Find the words in the box in Activity 3.

- Tell students to read the words in the box and find them in the conversation between Tony and Daming.

Now choose the correct answer.

- Ask students to read the questions and choose the correct answer to complete the sentences.
- Allow them to compare answers with their desk partner.
- Check answers as a class.

Answers

1 — b; 2 — a; 3 — a

Pronunciation and speaking

5. Listen and mark the words which the speaker links.

- Remind students that when a word starts with a vowel sound, it often links to the word before it, so that they sound like one word.
- Ask students to read the sentences and guess where the speaker will link words.
- Then tell them that if a word starts with the same sound as the last sound in the word before it, the two words also often link. For example “nice song”.
- Tell students to look and see if there are any examples in the sentences and link them.
- Play the recording for students to listen to and check the words they have linked. Play twice if necessary.
- Check answers as a class.

Now listen again and repeat.

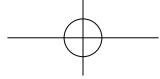
- Play the recording again for students to listen again and repeat.
- Invite a few students to say the sentences for the class.

Answers

1. Take some photos of Beijing and add some photos of Cambridge that you took recently.
2. What about that photo of my cousin flying kites with Chinese kids in the Summer Palace?
3. And the one of him reading a Chinese menu for the first time in Cambridge?

6. Work in pairs. Describe photos and guess.

- Put students in pairs, Student A and Student B.
- Tell Students B to close their books and listen to their partner.
- Students A look through their books and find a photo to describe to their partner.
- When they have finished (two or three sentences should be enough), Students B open their books and look for the photo.
- Ask students to swap roles and play again. Play about six times, so that each student describes three photos.



Unit 2

The photo which we liked best was taken by Zhao Min.

Reading and vocabulary

1. Look at the picture and the subjects of the photo competition. Which subject does this photo belong to?

- Elicit the answer, then ask students how many things they can name in the photo (leaves, branches, trees, sky, hills, fields, landscape).

Answer

Nature

2. Read the passage and check your answer to Activity 1. Find out who took the photo.

- Tell students to cover the passage and listen to check their answer to Activity 1.
- Ask students who took the photo in Activity 1. Elicit the answer, then allow students to read the passage to check.

Answer

Li Wei

3. Complete the table.

- Ask students to work in pairs. With the passage covered, students look at the table and try to complete it from memory.
- Allow them to check their answers by reading the passage again.
- Check answers as a class.

Answers

Zhao Min — City and People — a person rushing across the street on a windy evening, a girl wearing a blouse and skirt is protecting her books against the showers

He Zhong — Music — the singer Becky Wang and the band playing at a concert, how the group moves and sounds, the good time their fans are having

Tony Smith — Home and Away — Cambridge and Beijing, some of the experiences of a young visitor to China, some memories of his home

4. Complete the passage with the correct form of the words in the box.

- Tell students to read the words in the box and find them in the passage about the photo competition results.
- Ask them to tell you the meaning of the words, using the context to help if necessary. Ask students which two of the words cannot change form (tonight, windy).
- Ask students to complete the passage using the words in the correct form.
- Check answers as a class.

Answers

- | | | |
|--------------|------------|------------|
| 1. presented | 2. winners | 3. tonight |
| 4. blouse | 5. windy | |

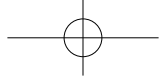
Writing

5. Bring a photo and make a photo display.

- Ask students to bring a photo.
- Tell students to put their photos on the wall to create a class photo display.
- Depending on the number of photos and the variety of topics they cover, you might want to make a number of separate displays, organised thematically.

6. Choose a photo from the display. Answer the questions.

- Ask students to look at all the photos and choose one from a classmate to write some sentences about.
- Tell students to read the questions and answer them, referring to the photo they have chosen from the wall display. If they do not know the correct answer, they can either ask the classmate who brought the photo, or use their imaginations.



7. Write a passage about the photo. Use the answers in Activity 6 to help you.

- Ask students to write a short passage about the photo they have chosen. Remind them to use words like “and”, “also”, “but” and so on, as appropriate.
- Tell students to exchange passages and check their spelling.
- Add the passages to the photo wall display and encourage students to read each other’s work.
- Take a photo of the wall display and add it to the wall display.

Possible answer

This photo shows me and my family with some animals in Australia. It was taken when we went to Australia on holiday last year. My mum and dad are at the front, and that’s me in the middle. You can see a little grey animal in the tree next to us. It looks like a bear. It is called a koala. It looks very cute. There is also a baby kangaroo. You can see me patting him on the head. I like this photo because it reminds me of a pleasant holiday overseas with my parents.

Extension

- Organise a class photo competition and ask students to vote for the five photos they think are the best. Tell them to explain why they have chosen them.
- Work out which five students are the class photo competition winners.

Unit 3

Language in use

Language practice

- Read the sentences as a class. Ask students to imagine they have removed the part in bold in each sentence.
- Point out that the sentences don’t give them enough information without the part in bold and

remind them of the sentences they saw in Module 10 Unit 3. The part of the sentence after “who” or “which” also works like an adjective. Here, it also helps identify which boy/photo(s).

- Also point out that they can sometimes substitute “who” and “which” with “that”, as they saw in Module 10.

1. Complete the poster for the photo competition. Use *that*, *which* or *who*. There may be more than one answer.

- Tell students to work with a partner to complete the poster.
- Elicit answers from individual pairs and check answers as a class.

Answers

- | | | |
|---------------|---------------|---------------|
| 1. that/which | 2. that/which | 3. that/which |
| 4. that/which | 5. that/which | 6. who/that |
| 7. that/which | 8. who/that | |

Learning to learn

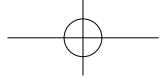
- Read the tip as a class. Ask students to write three headings in their notebooks and write the words and short forms under the correct headings. Let students compare their answers with a partner. Elicit answers from the class and write them on the board under the three headings.

Length	Distance	Weight
inch — in	yard — yd	pound — lb
foot — ft	mile — mi	kilogram — kg
yard — yd	metre — m	
millimetre — mm	kilometre — km	
centimetre — cm		
metre — m		

- Ask students to find out how tall they are, how much they weigh and how far London or New York is from their town, in both imperial and metric systems.
- Compare answers as a class.

2. Complete the sentences so that they are true for you.

- Ask students to read through the seven questions and list the things each question mentions, i.e. a



writer, a place, a school, a band, a doctor, a photo, a teacher.

- Ask students to write down an attribute for each of these things, according to the requirements of the question.
- Ask students to complete the sentences with their own ideas.
- Compare sentences as a class.

Possible answers

1. I like the writer who wrote the *Harry Potter* books.
2. I would like to visit a place that has lots of sunny beaches.
3. I go to a school which only accepts students who are good at English.
4. My favourite band is the one that we saw at the concert last week.
5. I have never seen a doctor who wears shorts in the operating theatre.
6. I want to take a photo which shows my pet cat playing in a cardboard box.
7. Our teacher is the man who is wearing a purple shirt.

3. Work in pairs. Talk about the two photos.

- Put students in pairs to read the instructions.
- Ask them to consider the photos one at a time. Then brainstorm together and write down as many things about each photo as they can. They do not need to write full sentences.
- Now ask students to use their information to make sentences and talk about the photos.

Then talk about the people in the photos.

- Ask students to think about what the girls are like, what they're wearing and what they're feeling.
- Put students in pairs to talk about the people in the photos.

Now ask questions about the photos and write down your answers.

- Ask students to write four questions about the photos.
- Put students in pairs to take turns asking and

answering the questions.

- Tell students to write down their partner's answers when they have finished.
- Elicit some sentences from individual students.

4. Work in pairs. Look around the class and describe someone or something to your partner. Can your partner guess who or what you are describing?

- Tell students to read the example sentences and choose two things or people in the classroom to describe to a partner. Give students time to write down what they want to say, if you wish.
- Tell students to work in pairs to take turns describing and guessing.

5. Complete the conversation with the expressions in the box.

- Ask students to read the expressions in the box and check meaning, then use the expressions to complete Jerry and Tina's conversation.
- Check answers as a class.

Answers

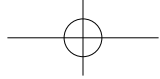
1. by the way
2. even though
3. thousands of
4. try; out
5. far from

6. Read the passage and complete the table.

- Tell students to read the title of the passage and look at the table.
- Ask if they can guess any of the information they will need to put in the table.
- Elicit ideas from students.
- Ask students to read the passage and complete the table.
- Check answers as a class.

Answers

When	What happened
In 1827	Niépce invented a camera and the first successful photograph was produced.



When	What happened
In the early 1830s	A new kind of camera was invented.
After 1840	People could take pictures of moving things.
In the 1880s	People could buy film in small boxes.
By the end of the nineteenth century	Photography became a kind of art.

Extension

- Ask students to read the passage again and remember as much information as possible.
- With books closed and working in pairs, students write down as much as they can remember.
- As a class, rebuild the passage in note form on the board.
- Allow students to read the passage again to check their information.
- Find out how much of the information the students knew before, and how much is new to them.
- Discuss as a class.

7. Listen and complete the sentences.

- Tell students to read the sentences and, as a class, find out if they can guess any of the answers.
- Compare ideas as a class.
- Play the recording for students to listen to and tell you if their guesses were correct.
- Ask students to complete the sentences from memory, then play the recording again for them to check their answers.
- Check answers as a class.

Answers

- | | |
|-------------------------|--------------|
| 1. 1827 | 2. smile |
| 3. take photos; develop | 4. 1888 |
| 5. smaller; lighter | 6. the 1990s |

Tapescript

I'm going to tell you about the history of photography.

The first successful photograph was produced in 1827. At first, it took a long time to take a picture, so people in early photographs didn't smile. The first photographers needed to know not only how to take photos, but also how to develop them.

Then, in 1888, Kodak introduced a camera that could be used by everyone. It wasn't expensive. It was easy to use. And Kodak helped customers develop the photos. Although today we would find it big and heavy, Kodak's camera was smaller and lighter than any other earlier cameras. After its invention, taking photographs became a very popular hobby. Cameras became smaller and smaller.

Cameras with computer technology were introduced in the 1990s. There isn't even a need for printing the photos. Today you can buy camera phones, so maybe there isn't even a need for a separate camera at all!

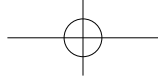
Around the world

- Ask students to look at the photo and the title of the passage, and tell you why they think the photo is famous.
- Tell students to read the passage and tell you if they were correct.
- Read the passage again as a class and then discuss how they think the photographer felt when he was taking the photo, and how they think people felt when they first saw it.
- Ask students if they know of any other famous photos, and if so, which. If they do not know of any, ask them which events in history they would have liked to witness and take a photo of. Discuss ideas and reasons.

Module task: Making a photo display

8. Choose your favourite photo and describe it.

- Ask students to find a famous photo and bring it to class.
- Tell students to read the instructions and write



their passage or story about the photo. Remind them to explain why they like the photo and why it is important to them.

9. Work in groups. Talk about your photo. Use the passage or story you have written in Activity 8 to help you.

- Put students in groups of about six to eight students. Ask them to show their group mates their photo and tell them about it, using the passage to help.

- When the group has listened to each of its members, they choose one photo to represent the group.

10. Show your photos from the group to the whole class and talk about them.

- Ask each group to show their chosen photo to the class and talk about it.
- When the class has seen each group's photo and listened to the stories, take a class vote on the most interesting photo.



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