

using English to learn...

# Photography

using English to learn Photography  
and taking photos to use English

## Contents

### Introduction

Basic sources:

- Marsh, David, *Using Languages to learn and learning to use languages -An introduction to CLIL (Content and Learn Integrated Learning) for Parents and Young People-*, TIE-CLIL
- Ortonobes, Carme and ¿VVAA?, *Pla experimental de Llengües Estrangeres formació AICLE (Aprentatge Integrat de Llengües Estrangeres)*, *Materials de Formació curs 2009-10*, Formació del Professorat, Departament d'Educació, Generalitat de Catalunya, co financed by Ministerio through the PALE (Programa de Apoyo al Aprendizaje de Lenguas Extranjeras)

### Basic Photography

(...)

Basic sources:

- Ang, Tom, *Digital Photographer's Handbook*. London, Dorling Kindersley, 2009
- Harman, Doug, *The Digital Photography Handbook*. London, Quercus Publishing, 2008
- Stafford, Simon, *Magic Lantern Guides: Nikon D300*. New York, Lark Books, 2008

### Photography and Language Activities: using English to learn Photography and taking photos to use English

(...)

Basic sources:

- All the books referenced in the project

### Basic Language

Pronunciation reference adapted to the subject

Speaking reference adapted to the subject

Grammar reference adapted to the subject

Writing reference adapted to the subject

Vocabulary: General vocabulary and Specific vocabulary

Irregular and regular verbs: General verbs and Specific verbs

(...)

Basic sources:

- ¿VVAA?, *Gramática Oxford para estudiantes de inglés ESO*. Oxford, Oxford University Press, 2005 (similar level to the project!!)
- May, Peter and Wildmann, Jayne, *Oxford English in context Student's Book 1 / Batxillerat*. Oxford, Oxford University Press, 2009
- Beaumont, Digby and Granger, Colin, *The Heinemann English Grammar*. Oxford, Heinemann, 1992
- Diccionario Cambridge Pocket para Estudiantes de Inglés* Madrid, Cambridge University Press and Ediciones SM, 2008
- Casares, Susana and Johnson, Joanne, *Atlas básico de Inglés*. Barcelona, Parramón Ediciones, 2006
- Others used in the ESO and Bachillerato level in Spain (...)

### Bibliography

### Web resources

1st unit

First contact with the digital camera

Introductions **using the verb** Verb “to be”: Present Simple

Using nouns and personal pronouns

*Photography activities:*

-Following instructions **from** the teacher about the use of the camera, **after the introductions**. – Clarify??? What introductions??? Of students? Or of basic vocabulary terms???

*Language activities:*

Introductions using **the** verb “to be” in Present Simple:

- Introducing yourself
- Introducing someone
- Practising dialogue by using affirmative, negative and interrogative sentences
- Sharing your favourite kind of photography (landscape, portrait, etcetera)**

2nd unit

Taking and describing photos 01

Verb “to be”: “There is”, “There are”

Question words: *What?*, *Which?* / Using adjectives

*Photography activities:*

- Taking photos of some **subjects** we really like.
- Describing the photos**.
- Use of default settings or settings suggested by the teacher

*Language activities:*

- Describing **our photos** using **the** verb “to be” (Present Simple, “There is” / “There are”) and different adjectives
  - Practising dialogue by using affirmative, negative and interrogative sentences.
- Question words: *What?*, *Which?*
- Quiz: Guessing the objects photographed or chosen by our **classmates** by asking “yes or no” questions.

3rd unit

## Taking and describing photos 02

Different verbs: Present Simple

Question words: *Who?* , *How?* / Using frequency adverbs

*Photography activities:*

-Taking photos of people we know very well, in order to talk about their habits. Use of default settings or settings suggested by the teacher

*Language activities:*

-Talking about the people we have photographed -who they are and **what** their habits **are** - by using different verbs in Present Simple and frequency adverbs: never, sometimes, often, usually, always

-Practising dialogue by using affirmative, negative and interrogative sentences.

New question words: *Who?*, *How?* + Adjectives

-Quiz: Guessing the people photographed or chosen by our **classmates** by asking "yes or no" questions.

4th unit

## Taking and describing photos 03

Question word: *Where?* / Prepositions of place

*Photography activities:*

-Taking static photos of somebody to illustrate prepositions of place. Use of default settings or settings suggested by the teacher

*Language activities:*

-Describing photos by telling where the people are. Use of **the** verb "to be" and prepositions of place: *in, on, under, above, behind, in front of, next to, opposite, between, near, at.*

-Practising dialogue by using affirmative, negative and interrogative sentences.

New question word: *Where?*

-Quiz: Guessing the photos chosen by our **classmates** by asking "yes or no" questions ~~and avoiding the use of the prepositions~~ **I'm not sure why you say this here, since prepositions are such an important part of the lesson...**

5th unit

## Taking and describing photos 04

### Present Simple versus Present Continuous

### Prepositions of movement

*Photography activities:*

-Taking photos of **somebody in motion (OR action photos of a human subject)** to illustrate prepositions of movement. Use of default settings or settings suggested by the teacher.

*Language activities:*

-Describing photos by telling what the people are doing. Use of different verbs in Present Simple and Present Continuous. Use of prepositions of movement: to, into, out of, up, down, over, under, across, along, through, between  
-Practising dialogue by using affirmative, negative and interrogative sentences.  
-Quiz: Guessing the photos chosen by our **classmates** by asking "yes or no" questions and avoiding the use of the prepositions **I'm not sure why you say this here, since prepositions are such an important part of the lesson...**

6th unit

## Using specific digital SLR camera settings 01

### Specific verbs and vocabulary / Imperative

*Photography activities:*

-Discovering and using specific camera settings, **as explained by** the teacher  
-Taking photos of **specific motives (I'm not sure what you mean here...objectives, perhaps...)** **decided by the teacher**, using different apertures and shutter speeds, in order to control Metering, Depth of Field and Movement.

*Language activities:*

-Being asked by the teacher to use different camera settings. Use of imperative forms with specific verbs and vocabulary  
-**Classmates tell each other what camera settings to use.**

7th unit

## Using specific digital SLR camera settings 02

Specific verbs and vocabulary / Past Simple

Question words: *When?*, *Why?* / Time vocabulary

*Photography activities:*

-Using specific camera settings

-Taking photos of **free motives** (**Again, I'm not sure what you mean...Perhaps 'Students are free to decide what they photograph' decided by the student,** using different apertures and shutter speeds, in order to control Metering, Depth of Field and Movement.

*Language activities:*

-Talking about the specific setting used in our photos by using verbs in Past Simple and Time expressions

-Practising dialogue by using affirmative, negative and interrogative sentences.

New question words: *Where?*, *Why?*

-Quiz: **Analyzing the photos taken by our classmates to guess the camera settings they used.**

8th unit

## Taking and describing photos 05

Past Simple and Past continuous / Connectors

Question word: *How?* / Using Adverbs

*Photography activities:*

-Taking photos of people **doing** some activities

*Language activities:*

-Talking about what the people photographed were doing when we took the photo.

Use of verbs in Past Simple connected to verbs in Past Continuous

-Practising dialogue by using affirmative, negative and interrogative sentences.

New question word: *How?* Use of Manner Adverbs: **List some examples here...**

-Quiz: **Analyzing the photos taken by our classmates to guess the camera settings they used.**

9th unit

## Taking photos with specific digital SLR camera settings decided by the student

### Present Perfect

*Photography activities:*

- Taking photos with specific settings decided **by the class**.
- Talking about the photographs and the settings used.**

*Language activities:*

- Talking about the specific camera settings decided by **the class** by using verbs in Present Perfect. Use of the words *just, already, yet*
- Talking about our **photography** experience by using verbs in Present Perfect. Use of the words *ever, never*
- Practising dialogue by using affirmative, negative and interrogative sentences.

10th unit

## Selecting and editing photos

### Present Perfect Continuous

*Photography activities:*

- Ordering and naming a selection of the photos made **during the course**.

*Language activities:*

- Using verbs in Present Perfect Continuous to talk** about **how we have been working recently**.
- Using verbs in Present Simple to talk** about how we usually take photos.
- **Using verbs in Present Perfect to talk** about our **photography experience and** what we have **shot thus far**.
- **Using verbs in Past Simple to talk** about specific photos **we took during a specific time period**.
- **Using verbs in Present Perfect to talk** about the **photos we have selected to present to the class**.
- Practising dialogue by using affirmative, negative and interrogative sentences **and also the** different verb tenses.

11th unit

## Making a public presentation of our photos

### Review of different verb tenses / Passive voice

*Photography activities:*

After selecting and editing the photos, preparing a documented ppt or pdf (if we use a screen) or a dossier (if we print the photos)

*Language activities:*

Making a presentation **about our photos that uses** all the verbs tenses studied **throughout the course, as well as** the Passive Voice

Making a public presentation of our photos:

- **Using verbs in Present Perfect to talk** about our **photography experience and** what we have **shot thus far.**
- **Using verbs in Present Perfect to talk** about the **photos we have selected to present to the class.**
- **Using verbs in Present Simple to talk** about how we usually take photos.
- **Using verbs in Present Perfect Continuous to talk** about **how we have been working recently.**
- **Using verbs in Past Simple to talk** about specific photos **we took during a specific time period.**
- **Using Past Simple in the passive voice to talk** about how we took a specific photo and also how we took most of our photos.

12th unit

## Analyzing photos: Photojournalism

### Revision of interrogative question words

### Who, What, When, Where, Why and How

*Photography activities:*

**-The teacher presents some important examples of photojournalism to the class for group analysis.**

*Language activities:*

- Asking and answering questions about a photo in order to get the full story on something. Revision of interrogative question words and place and time vocabulary
- Who? Who is it about?
- What? What happened?
- Where? Where did it take place?
- When? When did it take place?
- Why? Why did it happen?
- How? How did it happen?



After asking questions **in class, each student reports on** the story connected to the photo.

13th unit

Planning a Photography Project

Future: I am going to and Future Simple