

# The birth of photography

## Language

Vocabulary connected with photography, *look at* versus *watch*

## Level

Elementary to pre-Intermediate (equivalent to CEF level A2/B1 and above)

## Comment

This eLesson is about the early days of photography.

## How to use the lesson

- 1 You could engage students with the topic by showing pictures of a camera obscura or some early cameras, and ask students to say how they think photography was different in the early days. Then set exercise 1. Students discuss their answers in pairs if appropriate. Take feedback.
- 2 Exercise 2 gives students practice in reading for specific information. There are some unknown words in the text such as *exposure*, but students should be able to guess the meaning from the context (they will practise this in exercise 3). Set a time limit of 1–2 minutes to encourage fast reading. Students read the text, answer the questions and compare their answers in pairs. Take class feedback.
- 3 Exercise 3 focuses on nouns in the text. Students could try to complete the sentences first alone or in pairs and then look back at the text to check. Take feedback. If appropriate for your students, you could highlight the fact that *portrait*, *album* and *image* have stress on the first syllable and *inventor* and *exposure* have stress on the second syllable.
- 4 Exercise 4 provides practice of the nouns in exercise 3. If appropriate students could pair check answers. Take feedback.
- 5 Exercise 5 focuses on the difference between the verbs *look at* and *watch*. Students match the verbs to the meanings in pairs if appropriate. Take feedback.
- 6 Exercise 6 provides practice of the two verbs. Students complete the questions alone, then. Students then ask and answer the questions in pairs. Take feedback.
- 7 Exercise 7 give students personalised speaking practice about photography. Students could discuss these questions in pairs or small groups. You could monitor their discussion and make notes of good language use and also any mistakes. Take feedback on the content of the discussion. If appropriate, you could write up the examples of good and incorrect language use and ask students to decide which are examples of good English and which are not correct. They could then try and correct the mistakes in pairs or groups and then take feedback, eliciting corrections to the board if possible.

## Answer key

1 Students' own answers / ideas.

2

- 1 a
- 2 a
- 3 b
- 4 a
- 5 b
- 6 a
- 7 b

3

- 1 inventor
- 2 plate
- 3 exposure
- 4 portrait
- 5 album
- 6 image

4

- 1 image
- 2 exposure
- 3 portrait
- 4 album
- 5 plate
- 6 inventor

5

- 1 look at
- 2 watch

6

- 1 watch
- 2 look at
- 3 to look at / looking at
- 4 watch; look at

1 Students' own answers.

## Related websites

The following websites might be useful for either you or your students.

<http://www.photography.com/articles/history/carte-de-visite/>

<http://www.photography.com/articles/history/camera-obscura/>

<http://www.photography.com/articles/history/daguerreotype/>

<http://www.photography.com/articles/history/history-of-photography/>

<http://inventors.about.com/od/pstartinventions/a/stilphotography.htm>

<http://fi.edu/pieces/watson/hist.htm>

<http://www.neatorama.com/2006/08/29/the-wonderful-world-of-early-photography/>

<http://www.strange-facts.info/interesting-facts-about-photography>