You can see that it was too dark to take the picture of the mountain.

The frog from above looks small. This is called a high-angle shot. With a high-angle shot, the camera looks down on the subject and makes it seem vulnerable or powerless.

The tree taken from below shows the pattern made by the branches well, while the photo taken of the tall man from below makes him appear even taller. These are called low-angle shots. A low-angle shot makes the subject look bigger and more intimidating.

In the first activity you are going to collect some photos of your own and discuss them.

Activity 1.1 My own photos (pair)

1. Find at least six photos at home that illustrate the different shots discussed above. If you do not have photos, use pictures from magazines. Bring them to class.

2. Show your photos to your partner and discuss them.
   a) Are the shots taken from near, far, above, etc.?
   b) What is the light like?
   c) Are they good photos? What makes them good or bad?
   d) Why was the photo taken?

3. When you and your partner have finished talking about the photos, arrange them on an A3 size sheet of paper.

4. Write something about each photo under it.

5. Use the following checklist to help you.

Checklist for photo display

My photo display:	✓
▶ contains examples of different kinds of shots	
▶ has an explanation about each photo written under it	
▶ is attractively displayed	
▶ uses colour	
▶ contains photos that have some meaning	

6. Stick your photo display up in the classroom for your classmates to see.

7. Spend time looking at the other displays and reading the captions.

★ Dialogue

We use the word 'dialogue' when we refer to what two people say to each other in a film, play, cartoon or story. Dialogue is the talking that happens between two characters. Here is an example of a dialogue between a journalist wanting to take a photo for his newspaper and a boy in his soccer kit.

Journalist	Stand over there facing into the sun with your foot on the soccer ball.
Boy	Like this? But the sun is in my eyes!
Journalist	Okay, pull your cap down a bit.
Boy	This is better.
Journalist	Rather hold the ball in one arm. I can't fit you into close-up otherwise.
Boy	Is this good?
Journalist	Yes, perfect. Now hold still until I'm finished.

Notice how we lay out a dialogue: The speaker is on the left with a colon after his name. The words spoken are on the right. We line them up to make them look neat. Also note that we do not use quotation marks (' ').

In the next activity you are going to write your own dialogue.



Activity 1.2 — Write a dialogue (individual and pair)

1. Choose a photo of a person from your display. Imagine a conversation between the photographer and the person. Let each person speak at least three times.
2. Use the checklist below to help you.
3. Act out your dialogue with your partner in front of another pair.

Checklist for dialogue

My dialogue:	✓
▶ is between two people in one of my photos	
▶ contains the words of each person at least three times	
▶ is about the taking of the photo	
▶ is laid out in the correct format	
▶ uses correct language	

★ Spelling

You already know the spelling rule 'put i before e except after c' for words such as piece, receive, deceit.

Now we are going to give you the rest of that spelling rule: 'put i before e except after c or when it sounds like a' as in neighbour or neigh.

In the next activity, we are going to check your understanding of this rule. Can you spell words correctly using the following combinations of letters?



Activity 1.3 — Spell correctly (individual and pair)

1. Put 'ie', 'ei' or 'ai' into the following words:
   a) r..n – Strip of leather around horse's head to control it
   b) r..n – Water that falls in small drops from clouds in the sky
   c) rec..pt – Paper showing that you have paid for something
   d) dec..ve – Make someone believe something that is not true
   e) conc..t – Attitude showing too high an opinion of oneself
   f) bel..ve – Regard as true
   g) f..rce – Doing something with energy and strong feelings, sometimes negative and violent
   h) repr..ve – A delay before something bad happens
   i) s..ve – Used in the kitchen to sift flour or other things
   j) t..r – Layer on top of another layer
2. Check your words against your partner's. If there is a difference, decide who is right and why.
3. Change yours if necessary.
4. Look up the meanings of any words you do not know and write them into your own vocabulary and spelling book.

★ Punctuation revision

You already know a lot about punctuation. In the next activity we are going to make sure that you remember it all. It is very important to be able to punctuate your writing correctly if you want to be understood. Look at the example in the box below:

A woman, without her man, is nothing.
A woman: without her, man is nothing.

Can you see the difference in meaning between the two, even though the words are the same? They mean the exact opposite of each other. Look carefully at the punctuation and the difference in meanings it creates in the sentences. If you remove all the punctuation except the full stop at the end, you cannot tell which meaning is intended. It is the punctuation that gives the meanings.

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Activity 1.4 Punctuate correctly (individual and pair)

1. Rewrite the following sentences, punctuating them correctly.
   a) Do you know who this is in the photo
   b) I think it is my Dads brother
   c) Look at this photo of my mom when she was 10 years old
   d) She said I don't remember looking like that
   e) This photo is clear colourful and pretty
2. Write a sentence using each of the following punctuation marks:
   a) a full stop
   b) a question mark
   c) a comma
   d) an exclamation mark
   e) inverted commas
3. Punctuate the following paragraph. Also put in the capital letters where necessary:

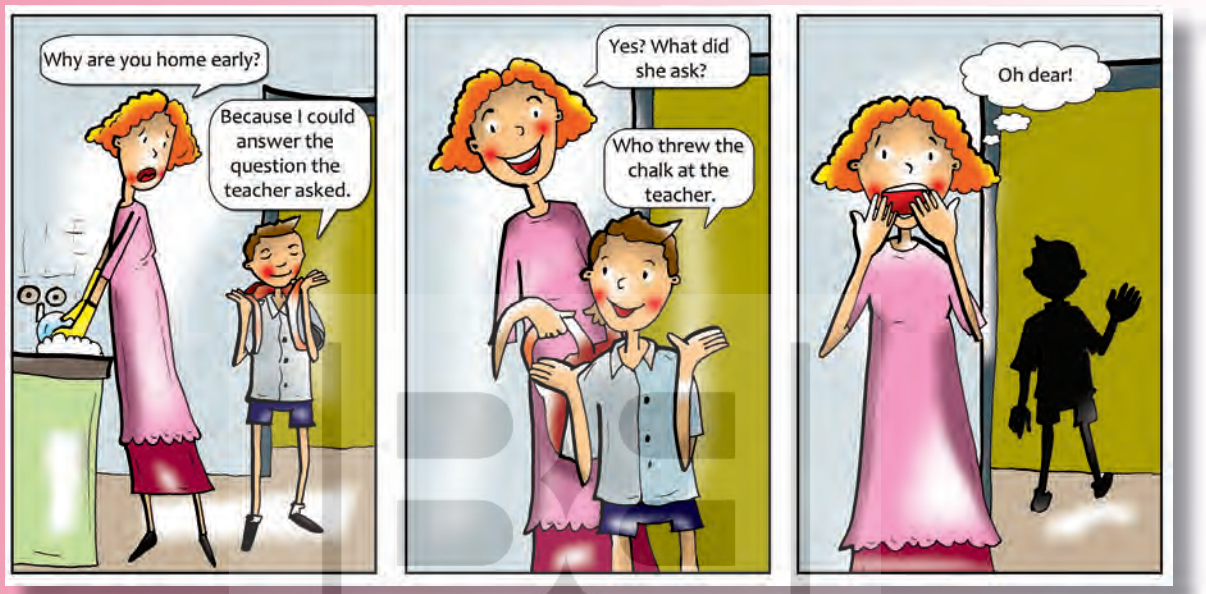
John and Thuli went to stay with their grandparents in botswana can you see in this photo what the countryside looked like they saw lots of animals birds and plants that they had never seen before what a wonderful holiday they had



4. Below are five sentences. Rewrite them in the correct order as a paragraph. Also punctuate them so that the paragraph makes sense.
   a) we usually go to a different place in south africa every year
   b) one day I hope to go overseas on my own with my own camera
   c) when we go on holiday my father always brings his camera
   d) my parents say we should get to know our own country before we explore other countries
   e) one of his favourite things is to take photographs of us all his family and of the places we go to

★ Read a comic strip

Look at the comic strip below:



This comic strip has three frames, each showing a different picture. What the characters say in each frame is written in a speech bubble pointing to their mouths. The artist draws expressions and marks to show feelings and movements.

In the activity below you will be asked what you understand in this comic strip.

Activity 1.5 Analyse the comic strip (pair)

1. Look at the comic strip above and discuss the answers with a partner.
   a) The boy's first answer to his mother's question seems positive. What does it suggest is the reason why the boy is home early?
   b) Why is the boy really home early? How do you know?
   c) Describe the mother's feelings in each of the three frames.
   d) How does the artist show these feelings?
   e) What makes this comic strip funny?
   f) What type of sentences are the five in the comic strip?
2. Write the sentences in the comic strip in reported speech, past tense.
3. You are going to draw your own cartoon or comic strip. Think of a funny situation and use speech bubbles and expressions to illustrate the words spoken. You can have one, two or three frames. Try not to copy a cartoon or comic strip you have read or seen somewhere else.
4. Swap your cartoon with your partner's. Discuss and comment on each other's cartoon.
5. Put all cartoons or comic strips up in the classroom for everyone to see.

★ More visual literacy

We have looked at and discussed photos, drawings and cartoons. Another kind of drawing we often see is a poster. Look at the examples below:



There are several things to notice about posters:

- Their purpose is to attract attention.
- Their purpose is usually to sell something or to give information.
- They are clear and simple.
- There are not too many words on them because people do not have time to read posters.
- They are attractively laid out.
- They use colour and different fonts and lettering sizes.

In the activity on the next page you will answer questions on the posters above and draw up your own poster.

Activity 1.6 Posters (pair)

1. Discuss the following questions with your partner:
   a) What is the purpose of each of the posters on the previous pages?
   b) Where would you expect to see these posters?
   c) Do these posters have all the elements mentioned in the box above? Explain your answer.
2. Now you are going to each make your own poster on A4 paper. Discuss ideas with your partner. You can choose to make any kind of poster. Do not simply copy a poster that you have seen before.
3. Use the checklist on the following page to help you with your poster.

Checklist for poster

My poster:	✓
▶ has a purpose	
▶ is well laid out, colourful, clear and simple	
▶ is original and not a copy of a real poster	

4. Put up your posters in class for others to see.

★ Different ways of reading

We are going to remind you of the different ways you can use to read, depending on what your purpose is. These are scanning, skimming, reading to understand, reading word for word and reading to study. You will use these for the rest of your life!

Reading strategies

1. You scan when you know what you are looking for, for example a number in a telephone book.
2. You skim when you glance through at headings or first sentences of paragraphs when you want to get an idea of what the text is about.
3. You read to understand when you read for pleasure or interest.
4. You read word for word when the text is difficult and you are having trouble understanding it. This is not a good idea because you do not get the meaning of the sentences or paragraphs as a whole.
5. When you read to study you read very carefully so that you can understand, catch any meaning that is not obvious, and to remember what you have read.
   There are five steps to reading to study:

   - Do a survey: Skim through to get a general idea.
   - Ask questions about what you are reading and try to find the answers in the text.
   - Read slowly and carefully.
   - Recall and from memory write down the main points.

   Review your questions, answers and main points and check if they are correct.

Activity 1.7 — Practise reading in different ways (individual)

1. Without reading the article below closely, skim it to find out what it is about.

How a camera works

The camera is an important invention. Think what life would be like without it! With a simple camera, the photographer sees the same image that the camera does but he or she can adjust it by turning dials or pressing buttons. The way a camera works is very simple. A camera like the one in the picture has three elements: the lens (optical element), the film (chemical element) and the body of the camera (the mechanical element). To take a photo one has to combine these so that a clear image can be recorded.



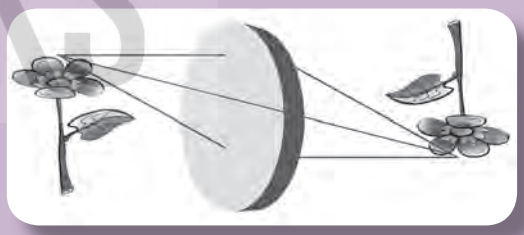
A lens



A camera

A lens is a curved piece of glass or plastic. It takes the rays of light bouncing off an object and brings them together so that they form an image of whatever is being photographed. It does this by slowing down the light. The speed of light can change. It travels faster through air than through glass. When light enters the curve of the lens at an angle, one part of the light ray will reach the glass before another and so will slow down first and bend towards the centre of the lens.

The angle at which the light enters the lens changes when the photographer goes closer to or further away from the object being photographed.



As you can see the image of a closer object forms further away from the lens than does the image from an object that is further away. When you focus a camera, you turn the lens, moving it closer to or further from the film surface where the image will be captured. You can use different lenses, depending on what kind of photo you want to take.

2. Now read the article to understand it.

3. Scan the text to find the three words optical, mechanical and chemical. Work out from the context what they mean.

4. Scan the article to find answers to the following questions:
   a) What are the three elements of a camera?
   b) What is a lens?
   c) What is the mechanical element of a camera?
   d) What element is the film?

5. Having read the article to understand it, see how much you have understood by answering the following questions:
   a) What forms the image on the film?
   b) Mention an interesting fact about the speed of light.
   c) Explain in your own words what happens when the photographer moves closer or further away from the object he or she is photographing.
   d) How does one bring the object one is photographing into focus?

6. Show that you have thought about the article by writing two or three sentences explaining how the invention of the camera has affected our lives.

7. Think of an example of when you yourself would use each of the following ways of reading. Do not use the examples given above. Also say why you would use that way.
   a) skimming
   b) scanning
   c) reading to understand
   d) reading word for word
   e) reading to study

★ Another spelling rule

English has many rules about spelling. You need to learn them all. Here is one more:

You know that when we change a word from singular to plural, we add an 's', for example 'one book' becomes 'two books'. But what happens when a word ends in a 'y'?
'country' does not become 'countrys'. We change the 'y' to 'ie' and then add the 's'. The plural of 'country' is 'countries'.

But if the word ending in a 'y' has a vowel before the 'y', we can just add an 's': 'donkey' becomes 'donkeys'.

In the next activity you will practise this new spelling rule.