

3

THE COMPETITION TEACHER'S NOTES

Objectives

SUMMARY

Liam is going to enter the school photo competition. He is encouraged by what he sees as the firm support of his friends, Nicole, Emma and Justin. What Liam doesn't know is that none of his friends thinks he is any good at photography. However, despite the best efforts of Nicole, Emma and Justin to let Liam know what they think of his photos, each of them fails to stop him from entering the competition. On the night of the exhibition, the three friends are stunned to see how good Liam's photos are. He explains that the ones on his phone that he showed them earlier were merely practice shots which he took to help him think about composition and light. When Liam tells them that he has been declared the winner of the competition, they decide to celebrate his achievement, taking a group selfie before they go off to enjoy Liam's victory.

LANGUAGE

Functions: cheering someone up; present continuous for the future, *be going to*, expressions with *so*

USEFUL INFORMATION

Students may like to take a look at the website of the Sony World Photography Awards:
<http://www.worldphoto.org/galleries/swpa-galleries/>

Refer students back to episode 3 of the photostory. Ask them what they remember about the story. *How long has Liam been taking photos?* (about two months). *What do the others think of his plan to enter the photo competition at school?* (They don't think it's a good idea because they do not believe that Liam's photos are good enough.) *What idea does Emma come up with?* (For Nicole to ask to see the photos and then tell Liam the truth about them.)

THINK ABOUT

- 1 Refer students to the two questions and encourage them to consider the predicament that Emma, Justin and Nicole find themselves in. Monitor while students discuss the questions. Help with ideas or language as necessary.

Students feedback as a class.

- 2 First ask students to read through the gapped sentences 1–6 so that they know what they have to listen for. Then students watch the video and complete the sentences with the correct words.

Answers

- 1 hear 2 Absolutely 3 nothing 4 disappointed
5 So 6 selfie

Mixed ability idea

In a weaker class, guide students towards the type of word (e.g. noun, verb, adjective) that is needed in each gap before they watch the video and try to complete the sentences.

THINK BACK

- 3 Refer students to the three highlighted phrases from the video and the context they appear in. Ask students to work in pairs to decide what these informal phrases mean. As a follow up, ask them to translate the extracts into their own language.

Answers

- 1 a 2 c 3 b

Mixed ability idea

In a stronger class, ask students to think of situations when they might use these phrases.

- 4 Allow students to discuss the questions in groups then feedback as a class. Encourage students to work together to ask additional questions and develop a debate around the theme of whether being honest is always the best course of action. Encourage students to think back to situations where they have been torn between being honest and being diplomatic.

Mixed ability idea

In a stronger class, ask students to write their own summaries of the content of the video before they do Exercise 4.

THINK THROUGH

ROLE PLAY An alternative ending

Explain that the students are going to write and perform an alternative ending to the video.

Read through the task with the class. Draw students' attention to the example sentences included in the instructions, but remind them that they can use any relevant words or phrases from the worksheets as well as any others that they have seen so far in the course. Before students begin, revise phrases for cheering someone up: *hang in there*; *don't let it get you down*; *try to look on the bright side*; *there is light at the end of the tunnel*.

Monitor and offer support while students are preparing their role play. Encourage as many students as possible to perform their role plays. Consider asking pairs to perform to each other. The 'audience' pair can monitor language use and make corrections if necessary. This can also be done as a full-class exercise.

Optional activity

If you have access to a classroom website, to which the students can upload material, ask students to take photographs of the classroom using their smartphones. They can then upload these images to the website. Make sure that students give the photographs a name. They should also have some idea of what message they are trying to communicate with the image they have taken.