

Culture

World cinema

Learning objectives

- Students learn about the international film industry.
- In the project stage, they give a presentation about a film of their choice.


Warmer

Review the types of TV shows, films and novels from page 80 by playing a guessing game. Put students into groups of six or eight and tell them to work in two teams of three or four. Ask each student to think of how to explain one of the types without using the word (i.e. without using the word *action* if they are describing an action film).

A student from one of the teams describes one of the types for the rest of their team to guess. Set a time limit for this, for example, ten seconds. If the team guesses within the ten seconds, they gain a point. If they haven't guessed the genre after ten seconds, the other team can answer for a bonus point. The winners are the team with the most points after each student has had a turn.

- 1 Ask students to look at the picture and ask 'Who was Charlie Chaplin?' Tell the class to read the information and ask them to describe what happens in a silent movie (there are no voices, but there are subtitles and music). Ask why the first movies were silent (because it was difficult to produce spoken sound technically).

Ask students to read the quiz and to work in pairs to answer the questions. Clarify any unknown vocabulary at this point. This may include *full-length movie* (a film that is the usual length and not shorter), *frequently* (often) and *screen* (the large flat surface where a film is shown). Invite students to share their ideas, but do not confirm their answers at this point.

- 2  2.12 Play the recording for students to listen and check their answers to the quiz. Check answers by pausing the recording after each question and answer. Find out which pairs got the most answers correct.

Audioscript

Narrator: 1

Speaker: The Lumière brothers invented film-making in France in 1895. The first films didn't have any sound, and the pictures were black and white.

Narrator: 2

Speaker: The Australian silent movie, *The Story of the Kelly Gang*, from 1906, was the first full-length movie ever made. It told the story of Australia's most famous gangster, Ned Kelly.

Narrator: 3

Speaker: The world's first cinema was the Electric Theatre in Los Angeles, USA. It opened in 1902. Silent movies became very popular and in the 1910s and 1920s, thousands of cinemas opened all around the world.

Narrator: 4

Speaker: The first film with speaking and music was the 1927 American film *The Jazz Singer* and most films were in black and white until the 1950s.

Narrator: 5

Speaker: *Cinématon* is 156 hours long. That's more than six days! It's a French documentary film and it was finished in 2009. The director started making it in 1978 and it took him 31 years to complete the film.

Narrator: 6

Speaker: Sherlock Holmes is the most popular movie character. He has appeared in more than 215 movies and he has been played by more than 75 actors.

Narrator: 7

Speaker: Bollywood is the name of the main film-making industry in Mumbai in India. Hollywood is in Los Angeles, USA. Nollywood is the name of the Nigerian film industry.

Narrator: 8

Speaker: Films are now made all over the world. More than 1,300 films are made in India every year – that's more than in any other country. Nigeria makes over 850 a year, while the USA releases about 550 a year. China makes 400 films and Spain between 150 and 200 films a year. The international total is about 6,500 films a year. Film-making techniques have changed a lot too. Computers are now almost always used for animation and special effects.

Narrator: 9

Speaker: There are more cinema visits per person in Iceland every year than in any other country, with more than five visits per person. The world average is one point five cinema visits per person per year. The USA has four point three cinema visits per person per year.

Narrator: 10


Speaker: More than 40,000 of the world's 150,000 cinema screens are in the USA. There are 36,000 in China, 10,000 in India and about 2,300 in Brazil.

Answers

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

8 1 Spain, 2 China, 3 the USA, 4 Nigeria, 5 India

9 a 10 1 Brazil, 2 India, 3 China, 4 the USA

- 3  2.13 Books closed. Write the numbers from the recording on the board. Students work in small groups to discuss what they think the numbers refer to.

Books open. Ask students to read the sentences and think about which number might go in each gap. Invite them to share their ideas. Play the recording for them to listen and check.


Invite different students to read out each completed sentence, paying attention to the pronunciation of larger numbers and dates.

Note: Numbers ending in *-ty* and *-teen* have different pronunciation /ti/ and /ti:n/. Speakers of English as a first language also sometimes have difficulty knowing whether a person has said 13 or 30, 15 or 50 etc., especially on the phone. Write pairs of numbers on the board (e.g. 14 / 40) and say one of them. Point to each number in turn and ask the students to put their hand up if they think that was the number you said. Repeat until as many students as possible are able to hear the difference. If they can't hear the difference, tell them that one way to check is to ask the person, for example 'Did you say one three or three zero?'

Note: the audioscript is not given here as the sentences come from audioscript 2.12.

Answers

1 1902 2 the 1950s 3 31 4 215 5 850; 550
6 40,000; 2,300

- 4  **2.14** Ask students to work with a new partner to put the events in the correct order. Tell them that this is a race! Ask them to write down the order of the sentences and come to you to check. The first pair to come to you with the correct order is the winner.

Note: the audioscript is not given here as the sentences come from audioscript 2.12.

Answers

1 b 2 c 3 e 4 a 5 d

- 5 Ask 'Do you think every country in the world produces films? Why / Why not?' (some countries do not have the money or technology to do so).

Tell students to look at the names of the countries on page 85 and discuss in small groups whether they have seen any films from these countries.

Invite students to share their experiences with the rest of the class. Ask them whether they like watching films from other countries and what they think about watching films with subtitles.

- 6 Ask students to read the questions and hold a brief class discussion about the possible answers, before students read the text. Ask them to say how sure they are about their ideas.

Tell them to read the text to find the answers in pairs. Tell them not worry about any unknown vocabulary at this point.

Then ask the pairs to join another pair to compare answers. If they disagree, ask them to read again the section of the text where they think the answer is. Tell them that they must agree on the answers. Invite different groups to give their answers. Ask one student from each group to read out the section of the text where they found the answer.

Check any unknown vocabulary, e.g. *hit* (a very successful film), *dub* (change the language in a film into a different language) and *be set in* (if a film is set in a place or period of time, the story happens there or at that time).

Ask students whether they have seen any of the films in the article and what they thought about them.

Answers

- 1 *Seven Samurai*
2 romantic comedies and historical dramas
3 the festival in Cannes, France 4 Poland
5 *Spanish Affair* and *The Magician* 6 Japan

- 7 Divide the class into groups of three and give each group one of the questions to discuss. When they have finished, divide the class into new groups of three, including one student who discussed each question. Students share what they talked about with their new group, inviting the others to add their own opinions and ideas.

Hold a brief class discussion, inviting students to offer their ideas and opinions for each of the questions.

Cooler

Play 'Film charades'. Hold up the number of fingers which represents the number of words in the film title (use English film titles for this game). Then act out each word. Hold up fingers to say which word you are describing (e.g. hold up two fingers for the second word). Students can call out the answer at any time. The first student to guess the film title correctly in English acts out another title. Continue until several students have had a turn.

Project

Review types of film and write them on the board. Then ask students to call out two or three film titles for each type. Tell students that they are going to find out some more information about a film of their choice and present the information to their classmates. Ask them to choose a film. This can be one they have seen and know about, or one from the board. Students can do this activity in pairs or individually. Ask students to read the questions and then carry out their research online, making brief notes for each point. Students then create their presentations, using PowerPoint. Remind them to answer one question per slide. Tell them to include photos and a clip of the soundtrack. Allow them time to practise their presentations. If they are working in pairs, remind them to divide the information equally between them. Students then give their presentations. Ask the rest of the class to listen to each one carefully and at the end say which film they would most like to see and why.