

6

Literature and Film

6.1 READING OR WATCHING?

IN THIS UNIT

GRAMMAR

- narrative tenses
- *used to, would, get used to*

VOCABULARY

- genres
- literature and film
- adjectives
- idiomatic expressions
- collocations
- words from the text

SCENARIO

- persuading
- making a persuasive presentation

STUDY SKILLS

- making an effective presentation

WRITING SKILLS

- an online review



I took a speed reading course and read 'War and Peace' in twenty minutes. It involves Russia. Woody Allen, 1935–, US film-maker

VOCABULARY AND READING

GENRES



1 Look at the words and phrases in the box and answer the questions.

- 1 Which ones describe films, books or both?
- 2 Which are fiction and which are non-fiction?

autobiography biography crime biopic
costume drama romcom novel horror
play science fiction (sci-fi) psycho drama
poetry short story thriller travel writing

2 Work with a partner to discuss the questions.

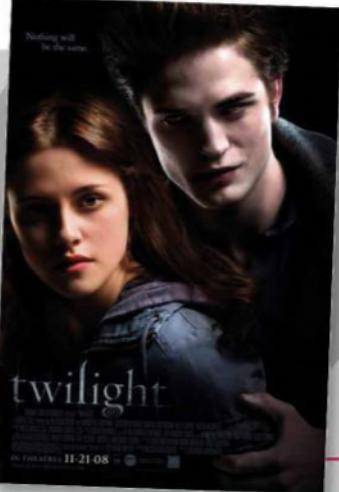
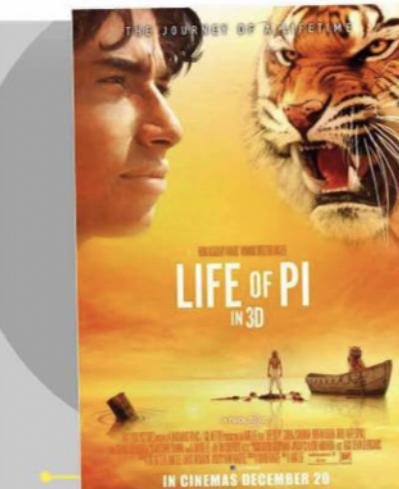
- 1 Do you prefer reading books or watching films? What sort of books/films do you like? Why?
- 2 Can you think of any books you have read and then watched the film afterwards? What was your reaction?
- 3 Have you ever seen a film which has made you want to read the book afterwards? How did they compare?
- 4 For what reasons do you think people may find a film of a book disappointing?

3 Read the article on page 57 and compare your discussion in Exercise 2 with the author's ideas.

4 Inferring opinion Based on the opinions in the article, which of these could the author have said, do you think? Find evidence to support your answers.

- 1 'Good books don't often make good films.'
- 2 'Films of books can be well scripted or beautiful to look at, but often boring.'
- 3 'Writers of the book need to be involved in the film version.'
- 4 'Children's books made into films can never be considered serious works of art.'
- 5 'Great movies should make you think, not just entertain you.'
- 6 'Actors should be believable in their roles.'
- 7 'You should be able to watch a great movie many times.'
- 8 'New adaptations can give new life to classic books.'
- 9 'It's best to avoid film versions of your favourite book.'

5 Work with a partner. Discuss the opinions in Exercise 4. Which do you agree/disagree with? Why?



VOCABULARY

LITERATURE AND FILM



6 Match words in the article with their meanings 1–10.

- 1 a writer
- 2 a writer of fiction
- 3 books about someone's life
- 4 a writer of books for other people
- 5 a person who writes films
- 6 a person whose job is to give their opinion of books, plays, etc.
- 7 the story of a film or book
- 8 the words spoken in a book or film
- 9 a new version of a film
- 10 all the people who perform in a film, play, etc.

7 Work in small groups to discuss the questions.

- 1 What book should be made into a film?
- 2 Which actors do you think would be good in it?
- 3 Is there a film which you think should be remade because the original was not very successful?



From page to screen

In the first of a new series, our arts correspondent James Hope takes a look at the sometimes uneasy relationship between the printed word and the silver screen.

Reading a book and watching a film are two very different experiences, but expectations can be high when a film of a favourite book is made. There are very many times I have been disappointed by a film of a book I love. Although highly regarded books do not always make good films, it is safe to say that great movies may be made from not particularly good books. (*The Godfather* immediately springs to mind.)

The source material may be anything from classic novels, short stories, comic books and stage plays, as well as non-fiction such as biography and autobiography, even those written by ghostwriters. All can work well, but why do many adaptations and indeed remakes fail with both cinema audiences and critics?

A key question is obviously how close to the original the film is. Since a typical film is only around two hours long, it becomes a question of what to leave out, and how to script the dialogue. Sometimes there may be changes to the plot, additions, and even different endings to please producers, directors and test audiences. I, like many people, have often left the cinema feeling 'the film is not like the book.'

Another problem area is the cast. Finding actors acceptable to film audiences can mean the difference between success and failure. Readers of the book use their imaginations to visualise characters and have very definite ideas about how characters look and sound. This is where I think many film adaptations fall down.

Some books are just too difficult to film for technical reasons, although movies like *The Life of Pi* are changing this perception. The impact of CGI technology has had a huge impact on the movie industry and allowed the previously unfilmable to become a reality.

Sometimes authors are very involved in the process and may even be the screenwriter. This can actually be a bad thing because they may be too close to the material and find it difficult to adapt. At other times they are not, and there are instances where writers

LISTENING AND SPEAKING

8a 6.1 Listen to four members of a discussion group (Michael, Jenny, Paul and Erika) talking about the book and film of *The Da Vinci Code*. Who liked/disliked it? Why?

8b Listen again. Which adjectives did they use?

awful brilliant disturbing dreadful dull gripping
interesting lightweight moving overrated riveting
shocking tedious tense thought-provoking



9 Complete the following expressions used by the members of the group. Check your answers in Audio script 6.1 on page 174. Which express a positive and which a negative opinion?

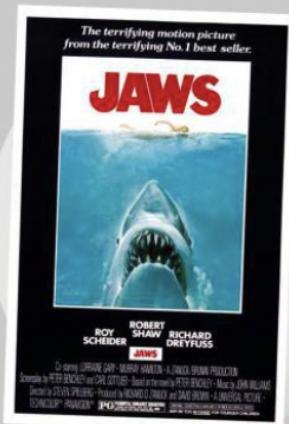
- 1 It's a real _____.
- 2 It's not my _____ of thing.
- 3 I couldn't _____ it down.
- 4 The ending was a real _____.
- 5 I just couldn't get _____ it.
- 6 It's _____ and _____ to read.
- 7 It was very _____ at the beginning.
- 8 It certainly _____ up to all the _____.

10 Work in small groups. Talk about a book or film you really enjoyed and one you really didn't like. Use language from Exercises 8b and 9.

have been very unhappy with the film versions of their work. Roald Dahl and Stephen King are examples of this. Even more extreme was reclusive novelist J. D. Salinger who made sure no film versions of his popular novel *A Catcher in the Rye* could ever be made. In this situation it is clear viewers will not be disappointed! For me, anyway, it is always a bad idea to watch a film of a book you love.

Despite the challenges, there have been some highly successful films made from popular books. For me *Jaws*, *Harry Potter*, *Lord of the Rings* and *Twilight* all fit this category. And possibly the best example is the James Bond series, the majority of which has been derived from the 007 novels of Ian Fleming. Perhaps strangely, audiences seem to accept the change of actors who have played James Bond, although everyone seems to have their favourite. I know I do.

The result of all this is that a film adaptation can introduce a new audience to a book and author, or it may put them off forever!



Next week: *Do Androids Dream of Electric Sheep?* ... and how a change of title can make all the difference!

SPEAKING AND LISTENING



- 1 Which films, books, or characters have had an impact on you? Why?
- 2 6.2 Listen to four people discussing the question in Exercise 1 and answer these questions for each person.



- 1 What is the film or book?
- 2 Who are the main characters or actors?
- 3 Does the speaker say if the film is based on a book?
- 4 What does the speaker say about preferring the book or the film?



- 3 Listen again. Take notes on why the speakers like the films, books or characters. Compare your notes with a partner.



- 4 6.3 Listen to another person describing a book.

- 1 What three reasons does the speaker give for liking the book?
- 2 Why do you think Gatsby invites Nick to his party?
- 3 Why did the book have a great impact when it was first published?



- 5 Listen again and match the pairs of words.

- | | |
|----------------|----------------|
| 1 favourite | a parties |
| 2 upper-class | b people |
| 3 extremely | c smile |
| 4 evocative | d plot |
| 5 charming | e well-written |
| 6 lavish | f language |
| 7 fascinating | g characters |
| 8 richly-drawn | h novel |

READING

- 6 Read the extract from *The Great Gatsby* and answer the questions.



- 1 Who tells the story?
- 2 Which characters appear?
- 3 Where do you think the extract is set?
- 4 What does Gatsby look like?
- 5 What happens at the end of the extract?

- 7 Referencing What do the words highlighted in the extract refer to?



- | | |
|-------|-----------|
| 1 we | 5 it |
| 2 it | 6 himself |
| 3 she | 7 he |
| 4 his | 8 us |

- 8 What other stories do you know which talk about regrets that people have about the past or lost opportunities?

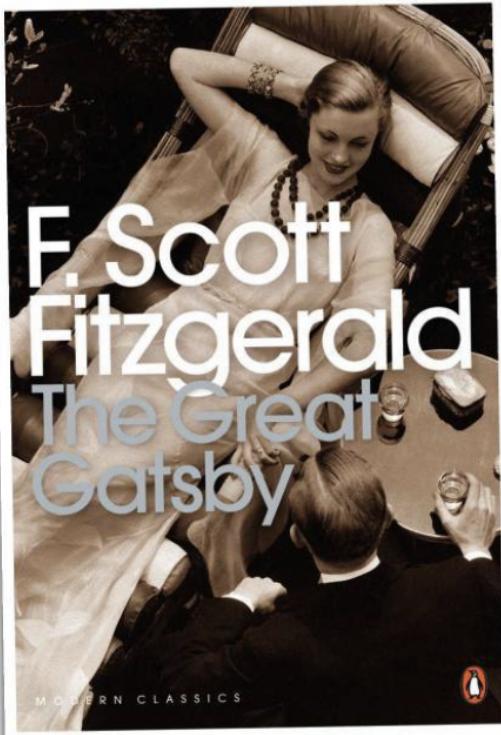
GRAMMAR

NARRATIVE TENSES



- 9a Underline the tenses. Which tenses are they?

- 1 We were sitting at a table with a man ...
- 2 ... the man looked at me and smiled ...
- 3 Some time before he introduced himself I'd got a strong impression that he was picking his words with care.
- 4 A butler hurried toward him with the information that Chicago was calling ...



I was still with Jordan Baker. We were sitting at a table with a man of about my age and a rowdy little girl, who gave way upon the slightest provocation to uncontrollable laughter. I was enjoying myself now. I had taken two finger-bowls of champagne, and the scene had changed before my eyes into something significant, elemental, and profound.

At a lull in the entertainment the man looked at me and smiled.

"Your face is familiar," he said, politely. "Weren't you in the Third Division during the war?"

"Why, yes. I was in the Ninth Machine-gun Battalion."

"I was in the Seventh Infantry until June nineteen-eighteen. I knew I'd seen you somewhere before."

We talked for a moment about some wet, gray little villages in France. Evidently he lived in this vicinity, for he told me that he had just bought a hydroplane, and was going to try it out in the morning.

"Want to go with me, old sport? Just near the shore along the Sound."

"What time?"

"Any time that suits you best."

It was on the tip of my tongue to ask his name when Jordan looked around and smiled.

"Having a gay time now?" she inquired.

"Much better." I turned again to my new acquaintance. "This is an unusual party for me. I haven't even seen the host. I live over there —" I waved my hand at the invisible hedge in the distance, "and this man



9b Match the tenses in Exercise 9a with functions a–d.

- a describing events which took place one after the other in the story and are seen as complete actions
- b describing events which set the scene and provide the background against which a story happens
- c describing an event that was already in progress, and which was interrupted by another event
- d describing an event which took place in the past, before another event in the past



10 Choose the correct verb forms.

- 1 All children, except one, grow up. They soon know that they will grow up, and the way Wendy knew was this. One day when she was two years old she *played* / *was playing* in a garden, and she plucked another flower and *had run* / *ran* with it to her mother. (J. M. Barrie, *Peter Pan*)
- 2 Having no near relations or friends, I *had tried* / *was trying* to make up my mind what to do, when I ran across John Cavendish. I *had seen* / *was seeing* very little of him for some years. (Agatha Christie, *The Mysterious Affair at Styles*)
- 3 The last minutes of the day *had been ticking* / *were ticking* away, and Martin Turner *could not* / *had not been able to* wait to be set free. The minutes dragged on as Mr Lincoln, the form tutor, lectured the class ... (Benjamin Zephaniah, *Face*)



11a Look at the example of the past perfect continuous from the same scene in *The Great Gatsby* and choose the correct option in the rule.

Tom Buchanan, who had been hovering restlessly about the room, stopped and rested his hand on my shoulder.

The past perfect continuous is used to emphasise that an activity which happened *before/after* another activity or time in the past went on for some time.

11b Complete the rule to show the three parts of the past perfect continuous.

_____ + _____ + _____ form of the verb



11c Look again at the sentences in Exercise 9a and the extract in 11a. Are these statements true or false?

- 1 The past perfect is the most common tense for telling stories.
- 2 Writers use other tenses to add variety and add interest by being able to refer to different times in the past.
- 3 We use the past continuous and the past perfect continuous to talk about an activity in progress and to set the scene.
- 4 We use the past simple to introduce events further back in time that help explain the story.

→ Language reference and extra practice, pages 126–149



12 Complete this story with the correct form of the verbs in brackets.

The clock struck ten. Lucien ¹ _____ (sit) alone in the kitchen and he ² _____ (shake) uncontrollably. After he ³ _____ (wait) for over an hour, he ⁴ _____ (hear) a key in the front door.

His parents ⁵ _____ (come) in. He ⁶ _____ (tell) them what ⁷ _____ (happen) earlier that evening. He ⁸ _____ (borrow) their car without asking, and ⁹ _____ (crash) into a lamp post because he ¹⁰ _____ (drive) too fast. Then the door bell ¹¹ _____ (ring). It ¹² _____ (be) the police.



SPEAKING

13 Work in small groups to discuss the following.

Which books or films do you know have had an impact in these ways?

- socially
- culturally
- politically
- personally
- visually

I think 'Things Fall Apart' had a huge cultural impact. The novel was written by Chinua Achebe in 1958 and is still widely read and studied as an example of the damage of colonialism. We are invited into the lives of the Ibo tribe in Nigeria and learn their customs and beliefs.

Gatsby sent over **his** chauffeur with an invitation." For a moment he looked at me as if he failed to understand. "I'm Gatsby," he said suddenly.

"What!" I exclaimed. "Oh, I beg your pardon."

"I thought you knew, old sport. I'm afraid I'm not a very good host."

He smiled understandingly — much more than understandingly. **It** was one of those rare smiles with a quality of eternal reassurance in it, that you may come across four or five times in life. It faced — or seemed to face — the whole external world for an instant, and then concentrated on you with an irresistible prejudice in your favor. It understood you just so far as you wanted to be understood, believed in you as you would like to believe in yourself, and assured you that it had precisely the impression of you that, at your best, you hoped to convey. Precisely at that point it vanished — and I was looking at an elegant young rough-neck, a year or two over thirty, whose elaborate formality of speech just missed being absurd. Some time before he introduced himself I'd got a strong impression that he was picking his words with care.

Almost at the moment when Mr. Gatsby identified **himself**, a butler hurried toward him with the information that Chicago was calling him on the wire. **He** excused himself with a small bow that included each of **us** in turn.

SPEAKING

1a Put the topics in order (1 is the most important reason).

I read because:

- it's fun.
- it's a skill for life.
- it helps me find what I want.
- it helps me understand the world.
- it gives me a break.
- it teaches me how other people live.
- it will help me get a job.
- it helps me understand myself.
- I have to.

1b Work with a partner and compare your answers.

2 With your partner, answer the questionnaire on reading habits. Take it in turns to ask and answer the questions.

- 1 What do you like reading?
- 2 How often do you read?
- 3 Where do you like reading?
- 4 Have you read an entire book in the last three months?
- 5 Who taught you to read?
- 6 What sort of fiction do you like reading?
- 7 Have you ever pretended that you had read a book when you hadn't?
- 8 What is the last book that you read?
- 9 How often do you go to a library?

READING

3 Look at these short summaries of a report. Read the report and choose the best summary.

- 1 Girls read with greater enjoyment than boys because they read more fiction and boys prefer newspapers and comics. Boys will read better if they are encouraged to read more literature.
- 2 Girls and boys have different reading habits. Girls read more fiction while boys like magazines and comic books. Boys need to read more novels to improve their reading skills.
- 3 Girls read better than boys because they enjoy reading more. The best way to improve boys' reading ability is to focus on reading materials they really enjoy such as newspapers.

4 Decide who reads more for enjoyment.

- 1 Japanese boys or Japanese girls
- 2 Japanese boys or Austrian boys
- 3 Austrian boys or Thai boys
- 4 Indonesian girls or Japanese girls

5 Identifying facts and opinions Find three opinions and three facts in the text.

6 Do you think the situation described in the report is similar in your country? What do you think are the causes of these findings?

PISA Reports at a glance

Do boys and girls have different reading habits?

What it means

The fact that girls outperform boys in reading is associated with girls' greater enjoyment of reading. Policymakers in countries where this gap is particularly pronounced should consider incorporating measures to improve students' engagement in reading into all strategies that are used to raise reading proficiency levels. With PISA results showing that boys have different reading habits to girls, policymakers should take into account boys' preference for reading different types of material when trying to raise their interest in and enjoyment of reading.



Findings

In every country except Korea, girls reported reading for enjoyment more than boys. On average across OECD countries, just over half of boys (52 percent), but nearly three-quarters of girls (73 percent) said that they read for enjoyment.

The gender gap in the proportion of girls and boys who read for enjoyment is greatest in Estonia, the Netherlands and in the partner countries Latvia and Lithuania, where it is at least 30 percentage points.

In 14 countries, only a minority of boys said that they read for enjoyment. In Austria, Luxembourg, the Netherlands and the partner country Liechtenstein, fewer than 40 percent said that they read for enjoyment.

In some of the countries that show small gender differences in enjoyment of reading, both boys and girls are relatively unlikely to report that they enjoy reading. In Japan, for example, only 54 percent of boys and 58 percent of girls reported that they enjoy reading. However, in other countries where there is a narrow gender gap, a high percentage of boys and girls report that they enjoy reading. For example, in the partner countries and Albania, Indonesia, Kazakhstan, Kyrgyzstan, Shanghai in China and Thailand, at least 80 percent of boys and 90 percent of girls said that they read for enjoyment.

Other data from PISA show that girls and boys typically enjoy different kinds of reading. Girls are twice as likely to read fiction for enjoyment, and are more likely than boys to read magazines; boys more commonly read newspapers and comic books. This pattern applies across virtually every country in the case of boys preferring comic books and newspapers.

The fact that two in three boys on average in OECD countries reported that they read newspapers for pleasure, compared to only one in five who said they read fiction for enjoyment, shows that there could be far more potential for strengthening boys' reading skills by encouraging other types of reading in addition to literature.

VOCABULARY

WORDS FROM THE TEXT



7a Match the highlighted words and phrases in the report with the meanings 1–9.

- 1 a part of an amount or group
- 2 when someone likes something more than something else
- 3 connected
- 4 almost
- 5 the difference between male and female
- 6 what usually happens
- 7 do something better than other people or things
- 8 quite, when compared with other things
- 9 very noticeable



7b Complete the text using the words and phrases from Exercise 7a.

PISA assesses the extent to which students have acquired some of the skills that are important for full participation in modern society. Data shows that girls ¹_____ boys in most reading tests and a higher ²_____ of girls do better than boys in key literacy tests in elementary school. The data also shows that the most ³_____ difference is in attitudes to reading. For many boys, reading is ⁴_____ with being a ‘nerd’, but that is true for only a ⁵_____ small number of girls. Girls show a ⁶_____ for reading fiction, but there is ⁷_____ no difference between boys and girls for reading non-fiction books. The ⁸_____ in reading starts in elementary school. However, for mathematics, gender differences ⁹_____ do not emerge until high school.



LISTENING



8 **6.4** Listen to five people talking about their reading habits.

Which speaker or speakers:

- 1 reads less now than they used to?
- 2 reads more now than they used to?
- 3 used to read a lot, then hardly read at all, but now reads again?
- 4 mentions an author?
- 5 talks about where they used to read as a child?
- 6 talks about where they like to read now?



9 **6.5** Listen to the first speaker again and complete the text, using a maximum of three words for each gap.



When I was in elementary school, I ¹_____ a devoted reader and a good student. I ²_____ in bed for an hour every night before I ³_____ asleep. And at school, I ⁴_____ to the library every afternoon. I ⁵_____ reading. Then, my dad ⁶_____ his job and we kept moving schools. As soon as I ⁷_____ the new school and new friends, I would have to leave. And finally, I ⁸_____ up in a school where reading was not cool, certainly not for boys. My grades ⁹_____ worse and I ¹⁰_____ only read one or two books a year. When I left school, I ¹¹_____ a band and started composing songs. I ¹²_____ reading again because reading ¹³_____ me understand the world and understand myself, and helped me find ideas for my songs.

GRAMMAR

USED TO, WOULD, GET USED TO



10a Look again at the text in Exercise 9. Are these statements true or false?

- 1 *Used to* is the most common verb form used.
- 2 We use *used to* and *would* as alternatives to the past simple when describing habits and repeated actions which took place over a period of time.
- 3 Once we have used either *used to* or *would* we stick to that choice and do not use the past simple.
- 4 *Would* cannot be used to talk about past states but *used to* can.
- 5 If you *get used to* something, you become accustomed to it (it was strange, now it's not so strange).

10b Look at these examples. How does the form of *used to* change in the negative and question forms?

I didn't use to read books when I was young.

Did you use to read a lot when you were young?

→ Language reference and extra practice, pages 126–149



11 Find the mistakes of form or use in each sentence and correct them.

- 1 Women of Jane Austen's time would to write anonymously.
- 2 Vlad the Impaler was used to sign himself Dracula.
- 3 George Orwell is used to work in a bookshop.
- 4 I used to read a lot of short stories at the moment.
- 5 He didn't used to read a lot as a child.
- 6 I was uncomfortable at first, but I used to speaking in public.
- 7 The Brontë sisters all would suffer from bad health.
- 8 Did you used to read comics when you were a child?



12 What is wrong with this short text?

I used to like reading. I also used to like watching television and I used to play football in the park. I used to read in bed at night and I used to read two or three books a week.



13 Write a short text about your reading habits in the past. Try to vary *used to* and *would* with the past simple.



PRONUNCIATION



14 **6.6** *used to* Listen to a sentence from the listening said in two ways. Which is correct? Repeat the correct version.



15 Work with a partner. Discuss things you used to or didn't use to do, think or believe when you were a child.

I used to watch a lot of television as a child.



SITUATION

- 1** Read the situation and the email. Work with a partner to discuss the questions.
- 1 What film genres can you think of (e.g. horror, romcoms)?
 - 2 What genre would you choose if you were entering the competition? Why?

Starlight, a film production company in Los Angeles, California, is looking for ideas for a new film project and has asked its own staff to pitch their ideas. The Executive Producer has written to all staff, inviting them to work in pairs on a film project and to present their ideas to the management team in a five-minute presentation. The pair with the best idea for a film will receive a cash prize.

To: all staff
 From: Don Jameson, Executive Producer
 Subject: Film presentation – ideas

We are looking for ideas for a new film project. We invite members of staff to work in teams of two, develop their ideas for a film and make a five-minute presentation of their concept to the management team.

We hope to receive a wide range of ideas and styles for different film genres. There is a medium-sized budget for the film of up to \$50 million.

The winners of the competition will receive a substantial cash prize, the amount to be announced shortly.

KEY LANGUAGE

PERSUADING

- 2** **6.7** A member of staff, Jerry, has an idea for a film. He is enthusiastic about it and tries to persuade his partner, Francesca, that they should work on the idea to win the prize. Listen to their conversation and answer the questions.

- 1 What is the genre of Jerry's film idea?
- 2 Who are the main characters?
- 3 What audience is the film aiming at?



- 3a** Listen again. Tick the statements you hear. Put a cross next to the statements you don't hear.

- 1 I'm sure it'll be a winner.
- 2 I'm confident you'll like my idea.
- 3 I think you'll agree, it's a really interesting and creative idea.
- 4 They'd be perfect.
- 5 They're bound to appeal to the audience.
- 6 They'll love our concept.
- 7 It will attract a wide range of filmgoers.
- 8 We think it's got tremendous potential.
- 9 We think our concept is great and hope we've been able to persuade you, too.



- 3b** Look at Audio script 6.7 on page 175. Underline the expressions Jerry used which are similar in meaning to the statements you put a cross against.



TASK**MAKING A PERSUASIVE PRESENTATION**

- 4a** Work with a partner. Choose one of the storylines in the list or choose a genre and invent your own storyline.
- 4b** Prepare a five-minute presentation of your ideas for a film project. Use the following structure and phrases from the Key language and the Useful phrases below. Decide how you will divide the presentation between you.
- storyline summary – include some details of the plot and how the film ends
 - target audience
 - setting – where the action will be located
 - special features – what is different and exciting about your concept
 - description of one key scene
 - main characters – which actors will play them? Explain your choices.
 - why will the film be successful?
 - how will the film be distributed? In art houses? By a major distributor?

OTHER USEFUL PHRASES

Good morning/afternoon everyone.
I'll start with ...
Let me start by telling you about ...
Turning now to ...
Moving on to ...
Who is our target market?
What's special about our concept?
To summarise ...
Let me sum up ...
Thanks for listening to our presentation.

- 5a** Make your presentation to your class and answer any questions they may have.

When you are not making your own presentation, listen to the presentations of your colleagues and give each one a score out of 10. Use the following scoring system and base your scores on the content and effectiveness of the film presentation.

10	Brilliant
8–9	Very good
6–8	Good
3–5	Average

- 5b** Add up the scores for each pair. The pair with the highest score wins the cash prize.

FILM CONCEPTS – BASIC STORYLINES**1 The Danger of Too Much Curiosity**

An American youngster finds out he is adopted. He goes to meet his real family and discovers that they belong to a crazy, violent cult. The members of the cult stop at nothing to make him stay with them. (Horror)

2 Surprise Meeting

A woman is having a drink with friends in a bar. A man passes in front of her. Ten years ago, she had a short but passionate relationship with him. However, one day he disappeared from her life with no explanation. (Romantic drama)

3 A Shocking Image

A woman, on holiday abroad, is sitting in a café. She looks up at the television and sees a picture of herself on the screen. (Mystery/Thriller)

4 A Good Match?

A young woman from a wealthy family falls in love with a man from a poor family. They meet strong opposition from the woman's parents who do everything they can to break up the couple. (Musical)

5 A Scheming Husband

A husband is married to a woman who is psychologically fragile. The husband wants to get control of his wife's money, so he plays tricks on her to make her go mad. (Thriller)

6 The Trap

A politician visits a woman he has met on the internet. He goes to her house and she offers him a drink. She goes to the kitchen to fetch the drink. After ten minutes, he becomes anxious when she doesn't return. He goes to the kitchen and finds her on the floor covered in blood. She is dead. (Political drama)

7 Underwater Adventure

A man living in a very old house discovers a map which seems to show the location of a shipwreck which occurred two centuries ago. He gets together a team to search for the wreck which was apparently carrying a load of gold bullion. They discover the wreck, but that's when their problems begin. (Adventure)

8 An Unlikely Hero

People in a village find out that they are about to be attacked by a group of hostile zombies who intend to destroy their village and everyone in it. They disagree about how to defend themselves but one person becomes their leader and saves them. (Horror)

STUDY SKILLS

MAKING AN EFFECTIVE PRESENTATION



1 **6.8** Listen to five people talking about a memorable presentation they have heard. Match each speaker to the reason why the presentation was effective.

- a The presenter delivered his message in a clear voice.
- b The presenter used some effective techniques to express his idea.
- c The presenter used memorable images in her slide presentation.
- d The presenter quoted from a poem.
- e The presenter told a story at the beginning of his talk.

2 Can you recall a particularly effective presentation? If so, why was it so impressive?

3a Rhetorical techniques Presentations can be persuasive or informative. If they are persuasive, presenters often use rhetorical techniques to make their presentations more effective. Look at the definition of a rhetorical device. Can you think of an example of one?

A rhetorical device is a technique which uses language to increase the persuasiveness of a piece of writing or speaking. It is often used to emphasise a point or to produce an emotional response in the reader or listener.



3b Match rhetorical techniques 1–11 with examples a–k. Sometimes there is more than one possible answer.

- 1 Rhetorical questions (asking a question but not expecting an answer)
 - 2 Quotation
 - 3 Alliteration (repeating sounds at the beginning of words)
 - 4 Contrast
 - 5 Repetition
 - 6 Simile
 - 7 Tripling (listing or chunking points in sets of three)
 - 8 Imagery (metaphor)
 - 9 Hyperbole (using exaggerated language for effect)
 - 10 Anecdote (a short story based on your personal experience)
 - 11 A surprising fact, statistic or opinion
- a The film *Heaven's Gate* was one of the biggest failures in history but some critics consider it a masterpiece.
 - b In *Sleepless in Miami*, he was like a man in a coma for most of the film.
 - c Why would anyone want to see the film when they can't relate to the characters?
 - d '*In the House* is a clever psychological comedy. It is François Ozon's best work to date.' Film critic.
 - e His performance was intelligent, intuitive and intense.
 - f Alfred Hitchcock's film *Rear Window* is undoubtedly the greatest film ever made.
 - g On the one hand, the film held your interest. On the other hand, the ending was disappointing.
 - h She had the smile of an angel, but the soul of the devil.
 - i It was a long film. It was a boring film. It was a film that shouldn't have been made.
 - j When I was in Paris, I met the director of the film in a café on the Left Bank. He told me ...
 - k He was the son of a millionaire. She was from a shanty town.

4 Work with a partner. You are going to watch a presentation on *The Girl with the Dragon Tattoo* at a university film society. Read this description of the film, then discuss the questions.

The niece of a powerful businessman disappeared forty years ago. A journalist, Mikael Blomkvist and his assistant, an anti-social young woman, Lisbeth Salander, are hired by the uncle to carry out an investigation.

- 1 If you haven't seen the film, do you think you'd like to see it?
- 2 If you have seen the film, did you enjoy it? Why?/Why not?



5 **6** Watch the presentation and answer the questions.

- 1 What are Mikael and Lisbeth trying to find out in their investigation?
- 2 Who is the more interesting character, Mikael or Lisbeth? Why?
- 3 Why has the film been so successful?



6a Watch the presentation again and note some of the rhetorical techniques used by the presenter.

6b Check your answers by looking at Video script 6 on page 176.

7 Choose a film you know well. Make notes on it, then make a five-minute presentation of the film to your group. Try to use rhetorical techniques from Exercise 3b.

BOOKS | MUSIC | FILMS | PC AND VIDEO GAMES | TOYS AND GAMES
SOFTWARE | ELECTRONICS AND PHOTO



CUSTOMER REVIEWS SKYFALL

Bond is back (again)

Matthew Drake (London)

A I was surprised to learn that *Skyfall* is the 23rd James Bond film, and Daniel Craig is the 6th actor to play 007. This new adventure came out on the 50th anniversary of the first film. It is an original screenplay and not adapted from one of the James Bond books by Ian Fleming. In the film we learn a bit about James Bond's past, and his relationship with his parents. There are also many clever references to past Bond films. Directed by Oscar winner Sam Mendes (*American Beauty*, *Revolutionary Road*), he has made a film which is **boring** in parts, but **exciting** in others.

B The writers have created a script which is **interesting** and also **funny** in places. Of course, as you would expect with any James Bond film, the action sequences are **generally exciting** and well done, and it's good to see there are no **completely stupid** special effects like in some previous Bond films. The opening chase is **particularly exciting**. As always with Bond, there are a variety of **nice** locations such as Istanbul, Shanghai, Macau and Scotland, although much of the action takes place in London.

C The **really good** thing about the film, though, is once again Daniel Craig as Bond. He is **definitely** the best since Sean Connery. His acting is always **good** and in some scenes he is very **funny**. His co-stars, especially Javier Bardem as the baddy, are also **good**. The title song by Adele is very powerful, as is the rest of the music. The film is very long, at over two and a half hours, and some scenes are quite **boring**, especially the last 30 minutes when the action moves to Scotland.

D The worst thing about the film was the product placement which was **truly bad**. I don't want to see brand names everywhere when I watch a film. This is a shame as other Bond films are **usually good** in this respect. The last part of the film was for me **totally uninspiring**. The ending of the film was too over the top even for the usual **exciting** Bond-style conclusion. Overall, however, it is great cinema and I would **certainly** recommend this to any Bond fan or film lover.

WRITING SKILLS

AN ONLINE REVIEW

8 Work with a partner to discuss the questions.

- 1 What sort of films do you like to watch at home?
- 2 What films have you watched recently?
- 3 Do you read online reviews before you buy/see movies. Why?/Why not?

9 Which of the following do you think it is a good idea to have in an online review? 

- information about the story
- information about the acting
- how much it costs to buy
- the genre
- whether it is a good idea to watch it or not
- the special effects
- names of the actors/director
- the music
- what happens at the end

10 Read the customer review. Is it positive or negative? 

11 Read the review again. Match the following aspects of a film with the correct paragraph A–D. 

- 1 the cast
- 2 the director
- 3 the background
- 4 the music
- 5 the writing
- 6 the plot
- 7 the setting
- 8 the recommendation

12 Adjectives Change the **highlighted** adjectives in the review to make the review more interesting and improve the writing. (Look back through the unit or use a thesaurus to help you.)

boring → *dull/tedious*

exciting → *thrilling/dramatic*

13a Adverbs Look at the ten adverbs in bold in the review. Put them in pairs of adverbs with a similar meaning.

completely – totally

13b Match the pairs of adverbs with meanings 1–5. 

- 1 in every way
- 2 without doubt
- 3 in most cases
- 4 more than usual
- 5 extremely

14 Write a review of a film/DVD you have seen. Use the *Skyfall* review as a model. Use some of the adjectives and adverbs you have learnt. 

Read the online review and label the paragraphs (A-H). There are three extra answers.

- A - The cast
- B - The director
- C - The background
- D - The music
- E - The recommendation
- F - The plot
- G - The setting
- H - The writing

1 FILIP'S FIERY FILM FORUM

28TH FEB 2014

Today's Dish - Sunsets on Empire

[F] . Well, it's like this. Once upon a time there two men - one a boy king; the other a village boy. They are from different countries. These countries go to war. The boys meet on a battlefield and at the end of the battle they are the only survivors..... in snowy mountains miles away from any town or city. The hate each other but have to work together to survive as both armies think they are the enemy. Through the horrors they have to survive, they become friends. The end.

[] . Olly Micheals and Kurt put in OK performances. However, as the rest of the actors are soooooo awful (the film company thought it was a good idea to use real soldiers - note to the director.... IT'S NOT!) they looked a lot better than they really were. Even the horses didn't look interested! Olly and Kurt need better films than this and they need to look like the care about the film.

[] . Who did they pay to do the script? One of the soldiers? School children could prepare a better script than this! When Olly asks Kurt for the 100th time how long they have been lost, I stopped watching. What's more, the film isn't even original. the only difference between this and Enemy Mine is that Enemy Mine was science fiction! And it had a better scriptwriter! A film should be a symphony. This was a remake of the Birdy Song.

[] . Oh Holly Bay! What are you doing with this film? You've got three Oscars. The only thing this will win is three raspberries! I actually think it was someone else who made this film who has the same name as Holly. She just CAN'T make a film this bad. The scenes changed far too quickly and half the time it looked like people didn't know what the were doing. But the biggest criticism was this film had no action. Holly, whoever you are, an action films needs ACTION!

[] . Read my lips - DON'T GO! Even if you get free tickets..... don't go. Watching your wallpaper is more interesting. Sunsets on Empire is an awful movie and should be forgotten.... quickly.

H.W.

Jerry I've got a great idea for a film, Francesca. I'm sure it'll be a winner.

Francesca Really? OK, try it out on me. Imagine I'm the management listening to your pitch. If it's really good, we can work on it and enter the competition.

Jerry OK, I'm confident you'll like my idea.

Francesca I hope so.

Jerry OK, I'll start. Good morning, everyone, I'm sure you'll find our concept exciting and original. I'll start with the storyline. Two women are returning from college to their parents' houses. On the way, they find the road's closed, with a notice saying 'Do not enter'. A local man explains that there was an awful murder last night at the house on the hill. The women are in a hurry. They ignore the notice and go down the road. They're never seen again. I think you'll agree, it's a really interesting and creative idea.

Of course, we'll have to work out the details. It's just a storyline at the moment. But it's got a lot of potential and it could be a real winner. A woman disappears and no one knows what's happened to her. It's really ... intriguing.

Turning now to the actors. We'd like to get stars, if possible – young actors who've already proved themselves. We're thinking of Naomi Watts and Jennifer Lawrence – the one who was in *Hunger Games*. They're both really attractive and good actors. They'd be perfect. The budget, I think, would allow us to use well-known actors. They're bound to appeal to the audience who'd go to the film.

OK, so, who is our target audience? Who do we have in mind?

I'd say the twenty-to-forty-year-old group. They're the ones that go regularly to the cinema. They'll love our concept. It's got such a wide appeal: two female characters, mystery and danger. It's biggest selling point would be that it's a thriller and also a horror film.

OK, to summarise, our concept has a fascinating storyline. We think it's got tremendous potential. The audience will want to know what's happened to the two women. Have they disappeared for ever? That's the mystery the film will solve. There'll be all kinds of twists and turns in the plot, and a lot of human interest. We really believe in our concept and hope we've managed to convince you, too ... What do you think, Francesca? Do you like the idea?

Francesca I absolutely love it, It's a fantastic plot. Well done!

Jerry Great, I thought you'd like it.

Francesca I do. You've convinced me totally. Nice presentation, too. Let's start working on it because the management will ask a lot of questions and expect more details. I'd say we've got a winner, Jerry, with this concept.

Jerry OK, let's meet tomorrow after work in the canteen. OK with you?

Francesca Fine. See you roundabout six.

The Beginning of the Presentation

Let me start by telling you about...

I'll start with....

Good morning/afternoon everyone. *(Example)*

During the Presentation

Moving on to....

Who is our target market?

Turning now to...

What's so special about our concept?

The End of the Presentation

To summarise...

Thanks for listening to our presentation.

Let me sum up...

Example:

1 I'm sure it'll be successful.

2 you'll like confident idea. I'm the

DRAG ITEM HERE

3 agree good record. a you'll she has I think

DRAG ITEM HERE

4 perfect. She'd be

DRAG ITEM HERE

5 bound male to to audience. large She's appeal a

DRAG ITEM HERE

6 idea They'll ! the love

DRAG ITEM HERE

7 of attract It viewers. a lot will

DRAG ITEM HERE

8 it's got potential tremendous I think

DRAG ITEM HERE !

9 is our great We think concept

DRAG ITEM HERE !

Re-write each sentence using words from the box.

Keyboard instructions ▾

Move

used to play

used to be

wouldn't talk

didn't use to work

would start

1 Peter doesn't play tennis on Sundays any more.

Peter used to play tennis on Sundays.

2 Simon works in Marketing. He's new.

Simon DRAG ITEM HERE in Marketing but he does now.

3 They aren't married any more.

They DRAG ITEM HERE married.

4 For ten years, whenever he saw his brother, he didn't talk to him.

He DRAG ITEM HERE to his brother, whenever he saw him, for ten years.

5 The composer started his days with a swim.

The composer DRAG ITEM HERE his days with a swim.

Previous H.W.

For 19.01

Read the text and decide what the pronouns in bold refer to?

Dear Students! Welcome to the Creative Writing Course ELIT-305. Let me make it clear that we are not at school anymore. I will expect you to work hard, but I will not force you to work too hard. If you do not try, I will not punish you as I think you should be old enough now to take responsibility for yourself, but you may fail the course and then you will have to do it again with **me (1)** next semester! I know that some of my ex-students have told you that my exam should come with a warning on it that everyone fails but I assure you they are having fun. In fact **it's (2)** not hard to pass at all! I always put in easy questions. It's not hard to pass this course. If you work, everything will be fine. I am always available if you need help and I'm sure that if you take responsibility for your learning you will find my course both enjoyable and fun. And here is your first task ... what did you think of the last paragraph? (i.e. Was **it (3)** well-written? What did you like about it? What didn't you like about it?) Once you have answered the question, prepare an example of how you would have written the paragraph. Think about how it could have been made more exciting because even I can see it's boring. **This (4)** should not be more than 100 words.

Our next seminar will be called 'How great authors wrote the best-known books.' We'll look at their writing styles and see if we can learn anything from **them (5)**.

Dr Gregor Lloyd

1 The text is an example of

- a letter
- an introduction to a course
- a brochure

2 If they fail the course, what will happen?

- The students will have a meeting.
- The students will do the course again.
- The students will work harder.

3 What will happen in the next lesson?

- The students will look at the writing habits of authors.
- The students will write a paragraph.
- The students will do both of the above.

B

1 **Me** refers to Dr Gregor Lloyd.

2 **It** refers to .

3 **It** refers to .

4 **This** refers to .

5 **Them** refers to .

17.01

1

Move

- author
- screenwriter
- plot
- romcom
- thriller
- sci-fi
- novelist
- critic
- autobiography
- costume drama

remake dialogue

People
author <i>(Example)</i>

Types of Literature and Film
DRAG ITEM HERE

Film Terms
DRAG ITEM HERE

2 There is 1 extra word!

Move

gripping moving riveting thought-provoking brilliant interesting

1 The film was so moving I couldn't stop crying.

2 I didn't think the film was very  . I actually fell asleep in the middle!

3 The film was  . I couldn't take my eyes off the screen.

4 The films I like have to be about real issues and how we react to them. They have to be  .

5 David saw it at the cinema and said it was  , so I downloaded the movie through Amazon.

6 It's a thriller and it's really  . You never know what will happen next.

Vocabulary: Pairs

Drag and drop the correct word pairs into the sentences.

Keyboard instructions ▾

Move

moral tale key character charming read richly-drawn characters child's perspective
evocative language incredibly heart-warming extremely well-written

1 It's a moral tale , giving us a message on how we should behave.

2 The  in the story is Peter. It is his life we follow.

3 The story's movement from tears of sadness to tears of joy makes it  .

4 The child's life story is such fun, making the book a  .

5 The descriptions are fantastic and you can visualise everything in your head. It is  .

6 It is the writer's use of  that make the descriptions so clear.

7 The  seem so real as they run, jump and sing.

8 The whole story is written from a  , as we learn of the world through young Peter's eyes.



G1 **1** Read the sentences and choose the best explanation.

- 1 We were cooking dinner when there was a power cut.
 - a We finished cooking dinner.
 - b We didn't finish cooking dinner.
- 2 Darlene stood up, walked to the window and put on her glasses.
 - a She walked to the window before putting on her glasses.
 - b She put on her glasses and walked to the window at the same time.
- 3 When we arrived, we realised it had been raining.
 - a It stopped raining before we arrived.
 - b It was still raining when we arrived.
- 4 Although I knew his name, I'd never actually met him before.
 - a I met him.
 - b I didn't meet him.



2 Complete the text with the words in the box.

brought had brought looked was looking
 sat was sitting had been sitting had
 hadn't had was went had been working

Joe ¹ ____ on the balcony when he suddenly felt his arms burning. He ² ____ down and noticed his skin was red and felt hot. It wasn't surprising as he ³ ____ in the sun all day. He knew he ⁴ ____ some after-sun cream, but he wasn't sure where it ⁵ ____ – he ⁶ ____ so hard in the few days before leaving home that he ⁷ ____ time to pack everything properly. Firstly, he ⁸ ____ into the bathroom, but it wasn't there. He ⁹ ____ his bag into the bedroom and ¹⁰ ____ at the desk, trying to think. He ¹¹ ____ through the bag again when he remembered that he ¹² ____ a tube of shaving cream – it was probably just as good!



G2 **3** There are two mistakes in each extract. Correct them.

A

When I was a child, I use to read lots of adventure stories at night. I would lie in bed and pull the sheets over my head. Then I would to read by the light of a torch.

B

Years ago, I would live in a house by the sea. Every day we would go down to the beach and spend hours swimming. It would be such good fun.

C

Don't I know you? Didn't you used to live in Dorking Street? Do you remember me? I would live in number 16 – the house with the blue front door.

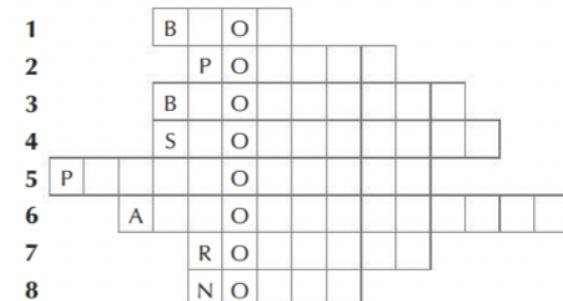
D

He took a long time to get used to live in the city. At first, the crowds and the constant noise were very scary. He would thought of quiet places to help him sleep.

KL **4** There is a mistake in each of the sentences below. Add or delete a word to correct them.

- 1 I'm sure it'll be winner.
- 2 I think you agree, it's a really interesting and creative idea.
- 3 They're bound to appeal the audience.
- 4 We think it's tremendous potential.
- 5 We think our concept is great and hope we've been able to persuade to you, too.
- 7 Who is our target market?

V1 **5** Complete the word puzzle with the eight different writing genres.



V2 **6** Which person in V2 is described in each sentence?

critic novelist autobiographer biographer
 poet dramatist

- 1 Jeremy has decided to start writing his life story.
- 2 Cindy has just published a book of poems.
- 3 Has Joe completed his book on Nelson Mandela?
- 4 They're putting on Debbie's play at a local theatre.
- 5 I've just read Henry's review of the play.
- 6 Janet has just published her second novel.

V3,4 **7** Find the following words in V3 and V4.

- 1 two adjectives that mean bad: _____, _____
- 2 two adjectives that mean boring: _____, _____
- 3 a phrase that means words which make you remember or feel something: _____, _____
- 4 an adjective that means you feel happy because other people are happy: _____, _____
- 5 a noun that means point of view: _____

