

## 9

## Fun with films

## Lesson 1

## Reading

cast costumes evil fantasy original  
outstanding plot set special effects version

- 1  What was the last film you saw at the cinema or at home? Did you enjoy it? Why / Why not?
- 2  2.16 Look at the texts and answer the questions. Then read them quickly to check your ideas. **Be a star!** 

  - 1 What kind of texts are they?
  - 2 Where would you expect to find them?
  - 3 What sort of information do they give you?
  - 4 Do you always believe what film critics say? Why / Why not?

- 3  Which of the two films would you choose to see? Give reasons for your choice.
- 4 Look at the vocabulary panel above. Find the words in the text. Then look up their meaning in the dictionary on page 142.

4

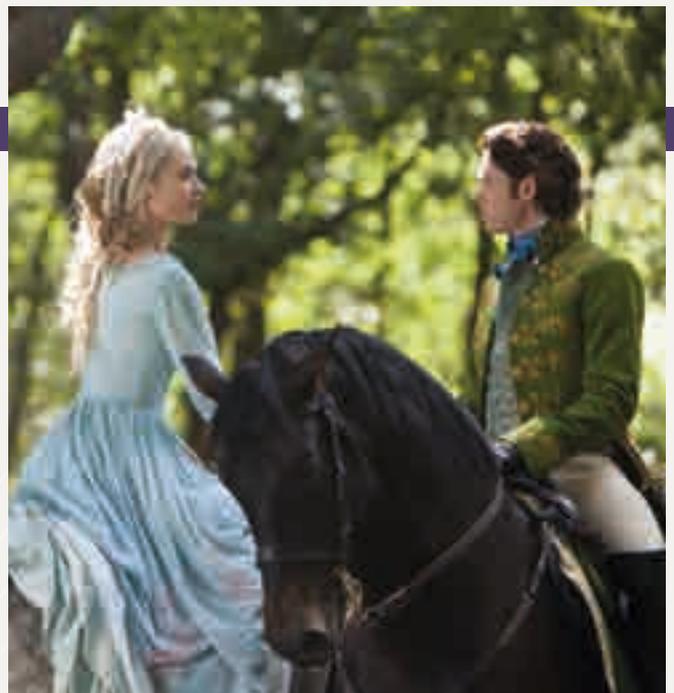
FILM REVIEW

# Cinderella

Romance, Fantasy

*Cinderella* is a traditional remake of the much-loved fairy tale, with a similar **plot**. It is directed by Kenneth Branagh. The film is set in a peaceful kingdom far, far away. The main character is a young girl called Ella, who is played by Lily James.

Ella lives with her unkind stepmother Lady Tremaine and stepsisters Drizella and Anastasia. They treat Ella as a servant and make her do all the chores so she can't have any fun. At least she has her new friend, Kit! What Ella doesn't know is that Kit is actually a prince ...



When the king decides to have a big party to find a wife for his son, Prince Kit, Ella and her stepsisters are really excited – but Ella’s stepmother doesn’t let her go to the party. Then Ella meets a kind old woman who is actually her fairy godmother. With her help, Ella goes to the party. She and Prince Kit have a great time together – but one of the fairy godmother’s rules is that Ella must leave before the clock strikes midnight. In her hurry, she leaves a glass shoe behind. Prince Kit searches the whole country for her.

Lady Tremaine uses nasty tricks to try and stop him, but eventually he finds Ella. The shoe fits ... and she becomes his princess.

The **special effects** are incredible and the **costumes** are fantastic – it’s a long time since I’ve been so impressed by costumes! The film also has a brilliant **cast**. Lily James is a brave and loveable heroine and Cate Blanchett as her stepmother is truly horrible! However, if you want a more modern **version** of this fairy tale, then I wouldn’t recommend this film.

Rating: ★★★★★



film > reviews

# PAN

Fantasy, Adventure

*Pan* is the story of what happened to Peter Pan before the **original** story by J. M. Barrie, which we all know and love. The film is directed by Joe Wright. The main character, Peter, is played by Levi Miller.

Peter has been left alone to grow up in London without a family. Life has been lonely and boring – but now Peter has been captured by pirates in a flying ship! He’s been taken to the imaginary world of Neverland, where he’s been made to work for the **evil** captain Blackbeard.

Thanks to his new friends, James Hook and Mr Smee, Peter escapes into the forest. Unfortunately, the three friends are captured by Chief Great Little Panther and his warriors. They think they’ll be killed, but the Chief’s daughter, Tiger Lily, notices Peter’s necklace. The necklace means that Peter is the legendary hero of her people and that he can fly. She tells him this, but Peter doesn’t believe her.

When Captain Blackbeard attacks, the friends must work together to save Neverland from the dangerous pirates. When James Hook gets into terrible danger, Peter discovers that he can fly and rescues James, becoming the hero forever known as Peter Pan. Hook and Peter promise to be best friends forever in Neverland.



## GO TO SEE IT FOR:

- ⊗ the **outstanding** special effects – a flying boy, flying boats! The film has so much imagination!
- ⊗ the cool **sets**. Neverland looks completely magical.

## DON'T SEE IT IF:

- ⊗ you love the original version of the fairy tale: did we really want to know what happened before Wendy? We’re not sure ...
- ⊗ you want a real adventure film: this is a combination of fantasy and adventure.

Rating: ⓈⓈⓈⓈⓈ

## Lesson 2 Reading comprehension

1 Read the film reviews on pages 108–109 again. Then read the statements and write **F** (Fact) or **O** (Opinion). **Be a star!** ★

- 1 They treat Ella as a servant and make her do all the chores.     F
- 2 It's a long time since I've been so impressed by costumes.
- 3 Lily James is a brave and loveable heroine.
- 4 Thanks to his new friends ... Peter is able to escape into the forest.
- 5 The original story is by J. M. Barrie.
- 6 You should see it for the outstanding special effects.
- 7 The necklace means that Peter is the legendary hero of her people.
- 8 Give it a miss if you want a real adventure film.

2 Which film do the statements describe? Write **C** (Cinderella), **P** (Pan) or **B** (Both).

- 1 The film has an amazing cast.
- 2 This film is a fantasy.
- 3 The plot of the film is very similar to the original version.
- 4 The look of the film is the best thing about it.
- 5 The reviewer thinks this film is better.
- 6 Bad characters try to make problems for the hero / heroine.

3   Which film would you like to see after reading the reviews? Why? Discuss with a partner.



 **Values**  
What can we learn from watching films?

### Working with words

#### Suffixes: *-ation*

The suffix *-ation* is used to make nouns from verbs. If the verb ends in *-e*, take off the *-e*:  
imagine – imagin**ation**    combine – combin**ation**

Complete the sentences with the noun form of the correct verb.

inspire    determine    illustrate    inform

- 1 I read the newspaper for \_\_\_\_\_ about what's happening in the world.
- 2 The programme was an \_\_\_\_\_. It made me want to save the environment.
- 3 I love this book. The story is exciting and the \_\_\_\_\_ are beautiful.
- 4 You need a lot of \_\_\_\_\_ to run a marathon.

1  Look and read.

Graphic

Grammar

Passive voice (present perfect)

The cinema **hasn't** been painted .



The seats **haven't** been delivered .



The film stars **have** been invited .



2 Rewrite the sentences using the passive voice.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1 They've made the costumes.        | The costumes <u>have been made</u> . |
| 2 They've created a fantasy land.   | A fantasy land _____.                |
| 3 They haven't painted the sets.    | The sets _____.                      |
| 4 They've written the film script.  | The film script _____.               |
| 5 They haven't chosen the cast.     | The cast _____.                      |
| 6 They haven't advertised the film. | The film _____.                      |

3  Imagine you're putting on a school play. Look at the information below. Say what has / hasn't been done. Add two more ideas. **Be a star!** 

choose the actors ✓

make costumes ✗

design the sets ✓

paint the scenery ✗

design posters ✓

invite friends and family ✗



The actors have been chosen.

The costumes haven't ...



## Lesson 4 Language in use

### 1 2.17 Listen and say.



announce based on director release script

-  They're going to make a film about the first trip to the moon. It **will be based** on a real-life story.
-  That's right. It will be set in 1969.
-  Who's the director?
-  I think it will be directed by Mark Hale.
-  Who's in the film?
-  I don't know. The cast **won't be announced** until they start filming.
-  I read that most scenes will be filmed in the desert.
-  And the special effects will be created digitally by computer.
-  When will we be able to see it?
-  Let me check ... Oh – it won't be released until the end of next year!

### 2 Complete the sentences using the future passive.

- 1 The new film \_\_\_\_\_ *will be set* \_\_\_\_\_ (set) in Egypt.
- 2 But it \_\_\_\_\_ (not film) there.
- 3 It \_\_\_\_\_ (direct) by Steven Spielberg.
- 4 The hero \_\_\_\_\_ (play) by Hugh Jackman.
- 5 The script \_\_\_\_\_ (write) by the children's author Tricia Rayburn.
- 6 The plot \_\_\_\_\_ (not base) on a real-life story.

### 3 Work with a partner. Imagine a film you would like to be made. Talk about these features.

script writer	setting (city or country)	hero / heroine
director	locations	release date

The script will be written by ...

### 4 Tell the class about your film. Use your ideas in Activity 3. **Be a star!**

-  They're going to make a film about ...
-  The script will be written by J. K. Rowling.
-  It will be set in New York.

1 2.18 You are going to listen to a talk. Look at the photos. What do you think the talk is about? Listen and check your ideas.

animation    audience  
 CGI (computer-generated imagery)  
 hologram    studio



2 2.18 Listen again and complete the timeline with the dates. **Be a star!**

1	<u>1890s</u>	The Lumière brothers showed films to a paying audience.
2	_____	Georges Méliès made his famous film <i>A Trip to the Moon</i> .
3	_____	The first film studio in the USA was built in Hollywood.
4	_____	<i>The Jazz Singer</i> was released. Before this films were silent.
5	_____	Colour films started to replace black-and-white films.
6	_____	Videos were introduced, giving people more film choice at home.
7	_____	DVDs made home-viewing of films even more popular.
	now	CGI makes incredible special effects and animations possible.
	the future	Films will be more like holograms.

3 2.18 Listen again and answer the questions.

- 1 How long have people been making films?
- 2 What was different about early films?
- 3 What was the first film with sound?
- 4 What things have made cinema less popular over the years?

4 Do you prefer watching films at home or at the cinema? Why? Do you agree that moving holograms will be sent into your home in the future?

## Learning to learn

### Work together effectively

When you work in a group, it's important to work together as a team, not as individuals. For the best results, follow these tips:

- Explain your ideas clearly. Try to persuade other people in your group.
- Don't tell other people what to do – make suggestions.
- Listen to other people and value everyone's ideas. Ask questions to show that you're interested.
- Think about people's strengths and abilities.
- Encourage everyone to contribute their ideas.



1 Read the review of *Cinderella* on page 108.

In which paragraph(s) (1–4) can you find ...

- a a detailed description of the plot?      2 3
- b general introduction to the film      —
- c what the writer liked and didn't like about the film?      —
- d details of the main characters?      —
- e information about costumes and special effects?      —



2 Underline the adjectives in the *Cinderella* review. Categorise the adjectives.

Positive	Negative	Neutral
much-loved	unkind	traditional

**3 Read the notes for a review of *Inside Out*. Did the writer enjoy the film? How do you know?**

**Title:** *Inside Out*

**Type of film:** 3D animation / Comedy, adventure

**Director:** Pete Docter

**Main character:** 11-year-old girl called Riley / played by Kaitlyn Dias

**Setting:** San Francisco and inside Riley's head

**Plot:** Riley's family has moved to San Francisco / sad, misses her friends / guided by her emotions (Joy, Fear, Anger, Disgust, Sadness) / they live in a control centre inside her head / give her advice to help her with her new life / Joy, the most important emotion, tries to keep things positive / the other emotions make her life more complicated

**Good points:** outstanding animation / the script is very funny, will make you laugh

**Not so good:** a little scary sometimes

**Rating:** ★★★★★



**4 Work in pairs. Write a film review of *Inside Out*. Use the notes in Activity 3 and the review on page 108 to help you. Try to use a variety of adjectives.**

*Inside Out* is a 3D animation. It is a combination of comedy and adventure. It is directed by Pete Docter. The main character is \_\_\_\_\_

\_\_\_\_\_

Riley's family has moved \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Go to see it for \_\_\_\_\_.

Don't see it if \_\_\_\_\_.

1  2.19 Listen to Hannah talking about her favourite film. Complete the information.

guilty jealous



I recently saw *Toy Story*, an <sup>1</sup> animated adventure story. It's <sup>2</sup> \_\_\_\_\_ in a small town in the USA. The main <sup>3</sup> \_\_\_\_\_ are two toys, Woody and Buzz Lightyear. They belong to a little boy called Andy.

The <sup>4</sup> \_\_\_\_\_ is very interesting. Buzz is Andy's favourite toy, and Woody is jealous. So Woody makes a plan to get rid of him. But when Buzz gets lost, Woody feels bad and goes to find him. They have many adventures as they try to find their way home.

My <sup>5</sup> \_\_\_\_\_ character is Woody because he's very funny. My favourite <sup>6</sup> \_\_\_\_\_ is where Buzz is flying with Woody. But he isn't really flying, he's just falling. It really made me laugh.

I'd <sup>7</sup> \_\_\_\_\_ this film because it's exciting and a lot of fun.

2  Write notes about a film that you like.



Title: \_\_\_\_\_

Type of film: \_\_\_\_\_

Setting: \_\_\_\_\_

Main characters: \_\_\_\_\_

Plot: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Favourite character(s): \_\_\_\_\_

Favourite scene: \_\_\_\_\_

\_\_\_\_\_

Recommendation: \_\_\_\_\_

3  Prepare your talk, then practise it with a partner. Use the text in Activity 1 to help you. Then give your talk to the class. **Be a star!** 

4  Which of your classmates gave the best recommendation? Why?



1 Look at two pictures of a film set at different times during filming. Tell a partner what has changed in picture B. Can you find ten differences?

The windows have been broken.

The actor has disappeared.

A



B



2 Answer the questions. Be a star! ★

- 1 Why do you think the changes to the set have been made?
- 2 Are they making a mystery, a comedy or a science-fiction film?
- 3 What do you think has just happened?
- 4 What do you think will happen next?

## Reading time 4

- 1  2.20 Read the story on pages 118–120. What happens to Ed? Why does it happen?

# Lost in cyberspace

‘Oh, no!’

Ed kept hitting the keys on the keyboard. But nothing worked. The screen on his laptop was still frozen.

What had Sophie said? ‘Are you sure you want to open that attachment? You don’t know who sent it.’ Why didn’t he listen to his sister?

Was it a virus? He tried to imagine what a virus would look like. He pressed his nose against the screen, trying to look inside. And suddenly he felt himself falling ...

AAAAARGH!

He landed upside down, somewhere soft and dark. This wasn’t his bedroom. Where was he? No! It was impossible ... *He was on the other side of the screen!* Look – there was his bedroom! He was inside his computer ... Whose voice was that? Mum’s!

‘Ed always leaves his laptop open ...’

‘Mum – don’t!’

But she didn’t hear him. Ed’s room disappeared as the laptop was closed and Ed was shut inside.

What was he going to do now?

‘Think, Ed ...’

And then they started to appear, one by one: stars in the darkness. They reminded Ed of a website about space that his teacher had recommended – he’d really enjoyed that one. *That* made him think about his favourite endangered animal website – he could picture the lions and the snakes ...



RRRROOOAAAARRRR! HISSSSSSSSSS!

*What was that?* It wasn't dark any more – it was very bright and very hot. Ed found himself hiding behind a rock. RROOAARR! He thought he heard a lion ...

A lion, in the distance, was chasing its prey. And nearer him a giraffe was reaching up to eat leaves from a tall tree. And there, drinking from the pool, was a rhino! Ed could see two little birds on the rhino's back.

'There must be a lot of insects,' thought Ed. 'I can see them moving!'

BUZZZZZZZZ!

Suddenly, hundreds of insects flew up in a group from the rhino's back – and came directly towards Ed!

*'We're Evil Weevils! The nastiest kind of computer virus in cyberspace. Run or you'll be caught!'*

Ed ran. 'Think, Ed, think of another website! Think of anything except the endangered animal website.'



TOOOOOOOT! PUUUUUUURP! CRAAAAAASH!

The buzzing had stopped – but there were all kinds of other very loud noises. Ed covered his ears. Where was he now?

'Come and join us!' said a woman with a saxophone. 'Can you play the guitar? How are you on the drums?'

'I love this website!' said Ed, grabbing a guitar.

'Let's go – one, two, three ...'

Ed was on stage! He was a rock guitarist! This had always been his dream. And it felt so real – he could even see the musical notes floating up out of the saxophone ...

Oh, no! Those *were*n't musical notes ...

BUZZZZZZZZ!

*'We're Evil Weevils! The nastiest kind of computer virus in cyberspace. Run or we'll bite you!'*

Ed ran. 'Think, Ed! Think of another website!'



## Reading time 4

Suddenly he saw something that really surprised him – Sophie, peering in through the screen.

‘Ed? What are you doing *inside your computer*?’

Ed was very VERY happy to see his sister.

‘I fell in,’ he explained. ‘I’m being chased by Evil Weevils, the nastiest kind of virus in cyberspace!’

‘Then get out!’

‘I don’t know how to. But there must be a way ...’

‘I could download you,’ said Sophie.

‘What?’

‘I’ll click on the download button.’

‘Will it work?’

‘I don’t know!’

BUZZZZZZZZ!

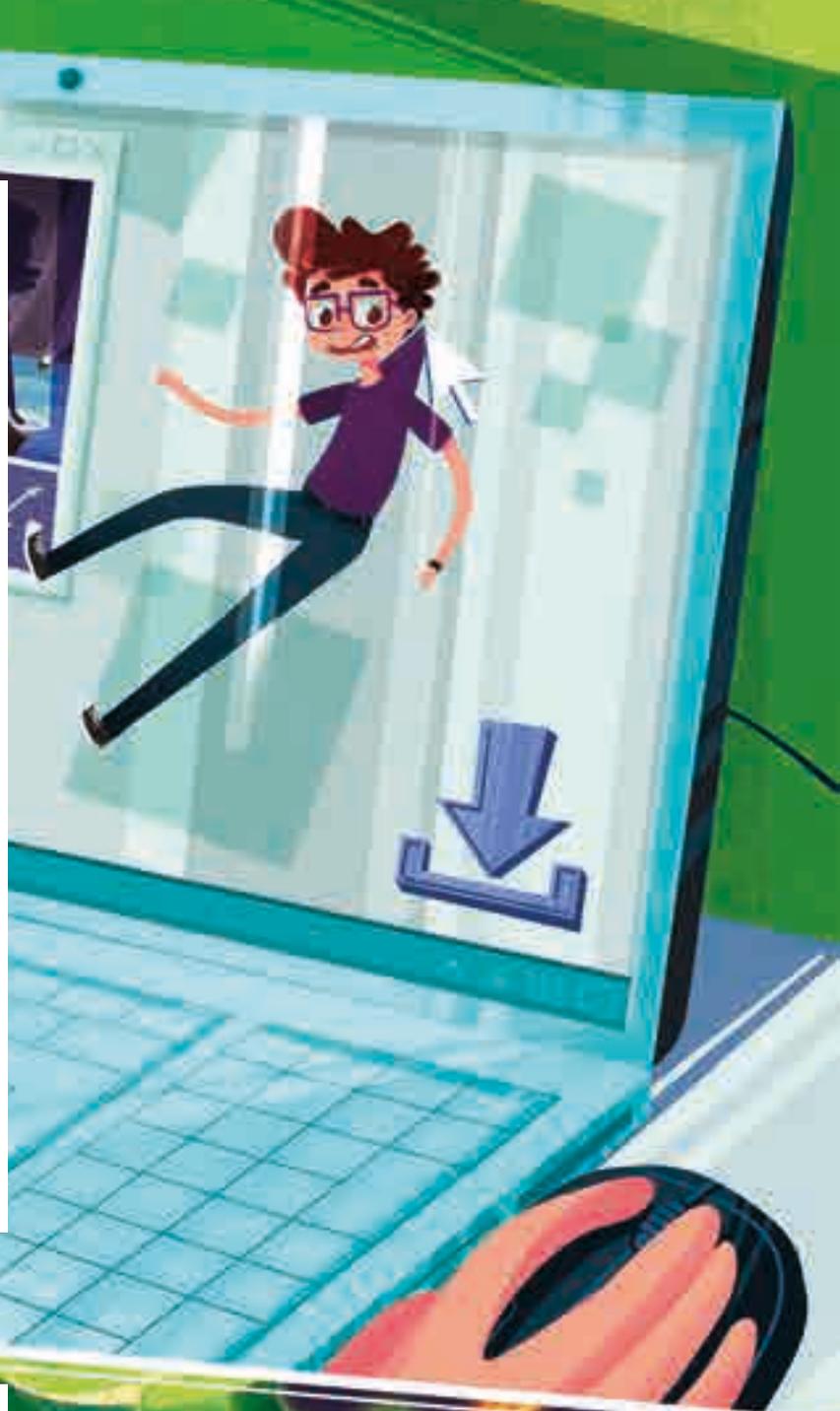
‘OK – do it! QUICKLY!’

The click felt like a kick in the stomach – and then Ed was flying ...

WHEEEEEEE!

Then falling ...

AAAAAEEEEEEE! ... THUMP!



When Ed opened his eyes, he was lying on the floor of his bedroom.

‘Are you all right?’ Sophie looked at him anxiously.

‘Just a bit surprised. Thanks, Sophie! It’s good to be home!’

Ed got his laptop fixed the next day. And he never used links or opened attachments from people he didn’t know again. That was good – because deep in the dark of cyberspace, the Evil Weevils waited, ready to cause trouble again if he did.



1 Read the story on pages 118–120 again. Number the events in the order they happened in the story (1–7).

- a He saw wildlife in its native habitat.
- b His sister saved him.
- c He fell inside his laptop.
- d His laptop was fixed the next day.
- e He was chased by a computer virus.
- f Ed downloaded an attachment from a stranger.
- g He played in a band.

1

2 Circle the correct word(s) to complete the sentences.

- 1 Ed’s computer wasn’t working because it had a **broken screen** / **virus**.
- 2 His sister had given him **good** / **bad** advice.
- 3 The stars reminded him of **people** / **a website**.
- 4 On Ed’s favourite website, the computer virus pretended to be **birds** / **insects**.
- 5 Ed had always wanted to be a **musician** / **conservationist**.
- 6 Being downloaded **hurt a bit** / **didn’t hurt at all**.
- 7 The Evil Weevils **had gone forever** / **could come back one day**.

3 What do you imagine a computer virus looks like? Draw a picture.

4   Discuss the questions. Give reasons for your answers. **Be a star!** 

- 1 Why do you think Ed opened the attachment from a stranger?
- 2 Why does the writer use spellings like BUZZZZZZZZ! and RRRROOOAAAARRRR!?
- 3 Imagine that Sophie was inside the computer with Ed. How do you think they could get out?
- 4 Would you like to have an adventure inside a computer like Ed? Why? / Why not?



5   Watch the video to see a different version of the story. Which version do you prefer? Why?