

Take a Tour – Level 3

Vocabulary

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Films

Objectives

Vocabulary

Films

1 Listen and repeat the words and phrases. Match them with pictures 1–14.

director • film a scene • film star • plot • producer • release a film • screen • script • soundtrack • special effects • star in a film • stunt • stuntman / stuntwoman • win an award



2 Copy and complete the table with all the words and phrases in exercise 1.

| people | verbs related to films | other film words |
|----------|------------------------|------------------|
| director | star in a film | stunt |

3 Complete the sentences with the correct form of words and phrases from exercise 1.

- The ... is wonderful – the dialogues are great.
- The music is great, too – I love the
- Johnny Depp ... in the film. I hope he wins an ... at the next Oscars.
- A ... does all the dangerous scenes in a film instead of the actor.
- The ... in that science-fiction film are wonderful. They look really realistic.

4 Listen to Isabel and Xavi. What are their favourite films? Why?

5 In pairs, ask and answer questions about films.

What's your favourite film? Chef.

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Vocabulary Reference

Vocabulary sets are presented using photographs and are recycled and practised in context throughout the unit.

Dialogues give students the opportunity to talk about their own world following a clear example.

Reading

Reading

Word Check

Online film magazine

1 Read the text quickly and choose the best title.

a) Cinema today b) The future of film c) A film review

Film

Do you remember Gollum from The Hobbit? The film's creators used motion-capture to transform the human actor into the digital character. In the future, more films will use this technology and soon, many films will only have digital characters. But actors won't disappear, because digital characters need good actors. Being a 'cyber-actor' is a skill that many film stars will learn in the future.

4DX cinemas already exist, but they will probably become more common. Audiences will experience real special effects. If there's an explosion, there will be real smoke. If it rains in the film, you will get wet! Seats will move to match the action in the film. Imagine a scene on a rollercoaster or on a boat!

Virtual Reality (VR) already exists in the world of gaming but some people predict that it will transform our experience of films. VR headsets will put audiences *inside* the film and we will experience the characters' lives first-hand. But will VR affect the development of scripts and plots? We aren't sure, but it's clear that VR films are going to be very different.

Have you ever been disappointed by a film's ending? In the future, film plots will change while we are watching them. During the film, sensors will detect our emotions. Then, software will choose the best scene to play next depending on our emotions.

Audiences have always wanted enjoyment and excitement. Technology will change, but people are never going to stop watching films!

All Clear Facts

In the past, people used the word *actor* for men and *actress* for women. Now, we usually say *actor* for men and women.

2 Read and listen. Write the correct answers in your notebook.

- In the future, human actors will ...
 - disappear.
 - still exist.
 - work with robots.
- In the future, there ...
 - won't be as many 4DX cinemas as now.
 - will be real special effects in all cinemas.
 - will be more 4DX cinemas than now.
- Films developed for VR ...
 - are going to be quite similar to 4DX films.
 - aren't going to be like today's films.
 - are going to have more complicated plots.
- Technology will detect how we feel about a film ...
 - while it is playing.
 - before it begins.
 - when it ends.
- People in the future ...
 - will watch more films.
 - won't need cinemas.
 - will continue to watch films.

3 Which idea do you think will become the most common in the future?

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Unit 7

All Clear uses print and digital genres, from magazine articles to social messaging and wikis, with teen-focused topics presenting the unit language in context.

The All Clear Facts provides interesting additional information.

Take a Tour – Level 3 Grammar

Grammar tables lead students through carefully staged practice exercises.

All Clear Rules guide students through the more difficult grammar points.

A cumulative All Clear Grammar dialogue or Text contextualizes the new structures and recycles structures from previous units in realistic situations which are familiar to students.

Grammar

Future forms

| will | |
|---------------|------------------|
| Affirmative | She'll go |
| Negative | We won't go |
| Interrogative | Will you go ...? |

Language Reference p84

1 Complete the sentences with the correct form of *will* and the verbs in brackets.

In the future, there *will be* (be) more 4DX cinemas.

- I don't think Spielberg ... (direct) that new film.
- How many people ... (see) the film?
- My friend ... probably ... (not enjoy) that film.
- ... they ... (release) a CD of the soundtrack?
- That film ... probably ... (win) awards.

2 Look at the sentences in exercise 1 and complete the rules below.

probably definitely *will* predictions

- We use *will* and *won't* to make ... about the future.
- We use ... when we are sure about something in the future and ... when we think something is likely.
- In the affirmative, *probably* and *definitely* come after ... but in the negative they come before *won't*.

3 Write complete questions using *will* in your notebook.

Spain / win / the next World Cup?
Will Spain win the next World Cup?

- you / pass / all your exams?
- you / go / to England / next year?
- Which / bands / be / popular / next year?
- your teacher / give / you / a lot of homework?

4 In pairs, ask and answer the questions in exercise 3.

be going to

| | |
|---------------|--------------------------|
| Affirmative | She's going to go |
| Negative | We aren't going to go |
| Interrogative | Are you going to go ...? |

Language Reference p85

5 Match rules 1 and 2 with sentences a) and b). Write them in your notebook.

- We use *be going to* to talk about future plans and intentions.
- We use *be going to* when there is evidence in the present for future events or actions.

- The actress has broken her leg so she isn't going to star in the film.
- They are going to make this book into a film next year.

6 Complete the sentences with the correct form of the verbs in the box. Use *be going to*.

not ask not celebrate
download finish invite

- I love that song! I ... it to my phone now.
- They ... him to sing because he's got a terrible voice.
- Jim ... because he didn't get the new job.
- ... you ... your homework before class?
- I ... Paul to my birthday party.

All Clear Rules

We use the present continuous for definite future arrangements.

I'm meeting my friends at 7 pm.

7 Complete the sentences with the correct form of the words in brackets. Use the present continuous.

- Tomorrow I ... (travel) to the festival by train.
- ... you ... (give) me a lift to the station?
- My friend Alex ... (meet) me at 11 am.
- I ... (not / take) the 10 am train.
- ... we ... (eat) before we leave?

First conditional

| If clause | Consequence | Consequence | If clause |
|-----------------|-----------------------------------|----------------------------------|-----------------|
| If I win, | I'll go to film school next year. | I'll go to film school next year | If I win. |
| If I don't win, | I will try again. | I will try again | If I don't win. |

8 Look at the tables then write the correct words to complete the first conditional rules.

- We use the first conditional to talk about future / past possibility.
- We can / can't change the order of the clauses.
- When the *if* clause comes first, we use / don't use a comma.

9 Write the correct words in your notebook.

- If you go to the cinema, you enjoy / will enjoy the film.
- It's raining. You will get wet if you don't take / won't take an umbrella.
- If I have / will have enough money, I'll buy the film soundtrack.
- We'll watch a film later if we finish / will finish our homework.
- What do you do / will you do if you don't pass your exams?

10 Write first conditional sentences and questions. Use a comma where necessary.

we / be late / if / we / not hurry.
We'll be late if we don't hurry.

- if / I / go to bed late / I / be tired tomorrow.
- they / miss the train / if / they / leave after 6 pm?
- if / they / study a lot / they / not fail the exam.
- you / see / lots of film stars at the ceremony / if / you / be lucky.
- if / we / go to the cinema tonight / Sarah / come / with us?

11 Complete the interview with the correct form of the verbs in brackets.

Interviewer Congratulations on your new film. Do you think ¹... (it / win) an award?
Rachel Thanks. I hope it will get a nomination.

Interviewer What ²... (you / do) if you win?
Rachel If I ³... (win), I will celebrate with my friends.

Interviewer And what about your plans for the future? What ⁴... (you / do) next?
Rachel I ⁵... (start) work on a new film next week. After that, I'm not sure. Perhaps I ⁶... (have) a holiday!

Interviewer Have you ⁷... (go) on holiday this year?
Rachel Yes. I ⁸... (go) to Australia in March.

12 Listen and check your answers.



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Take a Tour – Level 3

Vocabulary and Listening

Vocabulary

Suffixes

1 Listen and repeat the verbs. How do you say them in your language?
advertise • argue • celebrate • connect • decorate • develop • educate • enjoy • equip • excite • move • possess • predict • suggest

2 Copy and complete the table with verbs from exercise 1. Then use the suffixes *-ion* or *-ment* to make the noun forms.

| Verbs | Nouns |
|-----------|---------------|
| advertise | advertisement |
| argue | argument |

3 Listen and check your answers.

4 Complete the sentences with nouns from the table in exercise 2.

- We think the *decoration* on this cake is really colourful.
- You need a lot of e... to make a film.
 - What is the c... between these two things?
 - I think e... is important. I want to get a good job, so I study a lot.
 - My parents are having a big c... for their wedding anniversary.
 - I get a lot of e... from reading – I love it!



Listening

5 Listen and look at the pictures. Write the correct words in your notebook.

Fresh Films makes films about teenagers / using teenage film-makers.

6 Listen again. Write true or false in your notebook.

- The Fresh Films programme started more than ten years ago.
- Some participants who have been on the programme now work in the film industry.
- You need to have some experience to apply for the programme.
- Fresh Films has only made short films.



Speaking

Speaking

Asking for and giving opinions / Talking about a film

1 Listen to the dialogue. What did Ruby like about the film?

Model Dialogue

| Paul | Ruby |
|------------------------------------------------------------------------|------------------------------------------------------------------|
| What did you think of <i>After Earth</i> ? | I thought it was rubbish. |
| Really?! I thought it was brilliant! The special effects were amazing. | I suppose they were OK but the plot was terrible. |
| What about the actors? I thought they were brilliant! | No, they weren't. They were awful and the script was really bad. |
| Did you like anything? | Yes, I liked the soundtrack. |
| Me too. It was incredible. | At least we agree about something ... |

2 Listen again and repeat the dialogue.

Speaking Task

1 Talk about a film
Choose a film and read the opinions. You can use the opinions or your own.

| Student A | Student B |
|------------------------------|---------------------|
| <i>Mockingjay</i> | <i>Mockingjay</i> |
| special effects: incredible | stunts: terrible |
| action scenes: very exciting | script: awful |
| soundtrack: great | plot: really boring |
| stunts: amazing | plot: a bit silly |
| | liked the acting |
| | enjoyed the ending |

2 Prepare a dialogue
Look at the Model Dialogue and change the words in blue.

Speak

In pairs, practise your dialogue.

What did you think of *Mockingjay*? I thought it was rubbish.

Useful Language Asking for and giving opinions

What did you think of *After Earth*? I thought it was rubbish.
What about the actors? They were awful and the script was really bad.
Did you like anything? Yes, I liked the soundtrack.

A second lexical set with ample visual support.

Clear listening texts with straightforward tasks give students the confidence to extract the main ideas and details of radio programmes, advertisements and conversations.

Teen-centred Model Dialogues for students to follow everyday formal and informal conversations.

The Speaking Task guides students through the preparation and production of their own dialogue.

Useful Language highlights key functional structures.

Take a Tour – Level 3

Writing

Culture Reading

Model Texts use a variety of different print and digital text types.

All Clear Tips highlight and practise specific language points from the Model Text.

A second reading text with information about diverse cultural topics provides further context for students to review the unit grammar and vocabulary.

Pronunciation examples are taken from the context of the Culture Reading text.

Writing

A film review

1 **2:31** Read the Model Text and listen. Match descriptions 1–4 with paragraphs A–D. Write them in your notebook.

- 1 Conclusion and recommendation
- 2 Personal opinions about the film
- 3 Basic information about the film
- 4 Description of the plot

Model Text

Film of the week

A *Gravity* is a thriller set in space. The director is Alfonso Cuarón and the main actors are Sandra Bullock and George Clooney.

B Sandra Bullock plays a scientific engineer on a mission with George Clooney, a veteran astronaut. An accident destroys their space shuttle and they are alone in space, desperately trying to return to Earth.

C In my opinion, *Gravity* is a fantastic film. The action scenes are terrifying, the special effects are amazing and the actors are brilliant. Sandra Bullock has always been one of my favourite actors. For me, this is her best film.

D If you like excitement, tension and horror, you will love *Gravity*. I think it will become a classic and I would recommend it to everyone.

Writing Task

1 Plan
Make notes about a film and include:
Basic information: the title, the type of film, the actors, the director
The plot: where the film is set, the main characters, the general story
Your opinions: actors, special effects, soundtrack, plot, script
Conclusion: a final opinion and a recommendation

2 Write
Use the Model Text, your notes and this structure:
Paragraph 1: Basic information
Paragraph 2: The plot
Paragraph 3: Your opinions
Paragraph 4: Conclusion

3 Check

- future tenses, first conditional
- films, suffixes
- giving opinions

Culture Reading

FAMOUS FILMS AND FILM-MAKERS

Hitchcock's films
Hitchcock made 53 films altogether. Many of his films are classics that will always be popular with film lovers. He is probably most famous for his thrillers and mystery films including *Vertigo*, *Psycho*, and *The Birds*. If you watch his films carefully, you will usually be able to see him. That's because Hitchcock made a short appearance in all his films from 1938 onwards. Audiences love trying to find him!

Alfred Hitchcock
Hitchcock was born in the UK in 1899 and he became one of the most famous and influential directors in the world. He started his career as a director in 1925. He moved to Hollywood in 1939 and continued to make films until he died.

Hitchcock never won an Oscar for Best Director, although he was nominated five times. However, he received a Life Achievement Award from the American Film Institute (AFI). Four of his films appear in AFI's list of *Top 10 Mystery Films of All Time*. In 1980, he was given a special award by Queen Elizabeth II and became Sir Alfred Hitchcock.

Pronunciation

Sentence stress and weak forms

a **2:33** Listen and repeat the sentences. Which words have the main stress? What happens to the words in blue?

- 1 I'm **going** to watch a Hitchcock film tonight.
- 2 We're **going** to invite **them** to the party.
- 3 They aren't **going** to buy a house.

b **2:34** Listen and repeat the sentences.

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through the reparation and production of their own texts.

Take a Tour – Level 3

Language Reference

The **vocabulary** sets are repeated here to aid learning.

Simple **grammar tables** provide at-a-glance support.

Functional Language from the Speaking pages is provided for easy reference.

Unit 7 Language Reference

Vocabulary **Films**
 director • film a scene • film star • plot • producer • release a film • screen • script • soundtrack • special effects • star in a film • stunt • stuntman / stuntwoman • win an award

Suffixes
 advertisement • argument • celebration • connection • decoration • development • education • enjoyment • equipment • excitement • movement • possession • prediction • suggestion

Grammar **will**

| Affirmative | Negative | Interrogative | Short answers |
|------------------------------|-------------------------------|------------------------------|----------------------------|
| I / You will change. | I / You won't change. | Will I / you change? | Yes, I / you will. |
| He / She / It will change. | He / She / It won't change. | Will he / she / it change? | No, he / she / it won't. |
| We / You / They will change. | We / You / They won't change. | Will we / you / they change? | Yes, we / you / they will. |

be going to

| Affirmative | Negative | Interrogative | Short answers |
|-------------------------------------------|-----------------------------------------------|-------------------------------------------|------------------------------|
| I am going to make a film. | I am not going to make a film. | Am I going to make a film? | Yes, I am. |
| You are going to make a film. | You are not going to make a film. | Are you going to make a film? | No, you are not. |
| He / She / It is going to make a film. | He / She / It is not going to make a film. | Is he / she / it going to make a film? | Yes, he / she / it is. |
| We / You / They are going to make a film. | We / You / They are not going to make a film. | Are we / you / they going to make a film? | No, we / you / they are not. |

Present continuous
 We use the present continuous for definite plans and arrangements in the future. We use it with future time expressions, such as

- this evening
- on Friday
- tomorrow
- next week

First conditional

| If clause | Consequence | If clause | // clause |
|-----------------|-----------------------------------|-----------------------------------|-----------------|
| if I win, | I'll go to film school next year. | I'll go to film school next year. | if I win. |
| if I don't win, | I will try again. | I will try again. | if I don't win. |

Speaking **Asking for and giving opinions**
 What did you think of *After Earth*? I thought it was rubbish.
 What about the actors? They were awful and the script was really bad.
 Did you like anything? Yes, I liked the soundtrack.

Progress Check

The **Progress Check** provides a manageable **evaluation** of all vocabulary sets and the main grammar points from the unit. Students check their answers to see if they need further practice.

Unit 7 Progress Check

Vocabulary **Films**
 Complete the sentences with the words in the box.

script plot soundtrack screen special effects

- Can you move your head, please? I can't see the ...
- Who wrote the ... for that film? The dialogue is really funny.
- The ... of the film was confusing. It's a very complicated story.
- The music in the film was great. I loved the ...
- The scenes with the ... were very realistic.

Grammar **Future forms**
 Complete the sentences with the correct form of *will* and the verbs in brackets.

- Where do you think you ... (live) in the future?
- That film definitely ... (not win) an award. It was terrible!
- Do you think they ... (make) another film together?
- Perhaps they ... (film) those scenes in Scotland. I'm not sure.
- People ... (not buy) the DVD. It's too expensive.

Order the words to make sentences and questions.

- going / be / hot / It's / to / today / .
- they / to England / Are / to / going / fly / ?
- not / going / tonight / I'm / go out / to / .
- you / What / next weekend / to / are / do / going / ?
- going / stay / Where / you / to / on holiday / are / ?

First conditional
 Write the correct words in your notebook.

- What **do you say / will you say** if they **ask / 'll ask** about your opinion of the film?
- If I **have / will have** enough money, I **buy / 'll buy** the DVD.
- Their parents **don't be / won't be** happy if they **fail / 'll fail** the exam.
- If they **don't leave / won't leave** now, they **are / 'll be** late.
- Do you go / Will you go** to the concert if there **are / will be** any tickets?

Suffixes
 Complete the sentences with the correct form of the words in brackets.

- The wi-fi ... (connect) is really bad here. I can't open any web pages.
- What is your favourite ... (advertise) on TV?
- Scientists are working on the ... (develop) of the new invention.
- Has anyone got a good ... (suggest) about where to go tonight?
- There was great ... (excite) when they announced the film's release.

Check your answers
 Write your scores for exercises 1–5 in your notebook. What did you get for:

- films?
- suffixes?
- future forms?
- first conditional?

Extra Practice
 If you need extra practice, go to:

- Unit 7 Grammar Reference
- Unit 7 Vocabulary Reference
- Unit 7 Grammar Exercises
- Unit 7 Vocabulary Exercises

References to material with extra support are given.



Take a Tour – Level 3

Revision of vocabulary from the three previous units is provided as a game.

Revision: Vocabulary

Revision Units 7–9

Vocabulary

- Films
- Suffixes
- Making friends
- Verb and noun collocations
- Music
- Negative prefixes

Work with a partner. Read the clues and write the words. Make sure you spell the words correctly!
Who finishes first?

START

Which 'P' do you give and receive? (7)

Which 'A' can a film win? (5)

Which 'A' is a disagreement? (8)

Which 'F' is Benicassim? (8)

Which 'B' is a group of musicians? (4)

Which 'S' is the words of a film? (6)

Which 'T' means not patient? (9)

Which 'J' can you tell to make someone laugh? (4)

Which 'U' means not happy? (7)

Which 'P' are your ideas for the future? (11)

FINISH

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Revision: Grammar

Active and passive

4 Complete the sentences with the active or passive form of the verbs in brackets.

- The film ... (direct) by Ridley Scott last year.
- The song ... (download) by 10,000 people on the first day of release.
- People often ... (celebrate) local festivals with fireworks in the main square.
- Coldplay ... (release) their sixth studio album in 2014.
- CDs ... (not buy) by many people nowadays.

Grammar check

5 Write the correct words in your notebook.

If you watch / watched a silent film, you straightaway that there was something different about the film. But, would you notice if the film has / had no music? Yes, you probably would. The music is a very important part of a film and influences your emotions. If it is a horror film, the music would / will make you feel more frightened.

Films had music before they had words. In the 1920s, music wrote / was written for silent movies. The music is played / was played live in the cinema while people were watching the film. Nowadays, film soundtracks are big business. Many composers collaborate / are collaborated with directors and producers to create music for their films. For example, a lot of the music for Steven Spielberg's films was composed / were composed by John Williams.

Many films use / are used different tunes for important characters. Can you imagine Darth Vader or James Bond on screen without their famous tunes? It's impossible. You mustn't / must hear the music too.

Modal verbs

2 Write complete sentences using the modal verbs in brackets in your notebook.

- you / be home at 11 pm? (have to)
- my cousins / study English in their school. (don't have to)
- you / shake hands when you meet someone new. (should)
- students / be late for class. (mustn't)
- you / invite me to your barbecue next weekend. (must)

First and second conditionals

3 Complete the conditional sentences with the correct form of the verbs in brackets.

- If you work hard, you ... (pass) your exams.
- If my friend ... (tell) me a lie, I would be very unhappy.
- What ... (you / do) if you had an argument with your best friend?
- I will come to the cinema if you ... (buy) me a ticket.
- If I won a million euros, I ... (not spend) the money – I ... (save) it.

Revision of grammar from the three previous units is provided.

Take a Tour – Level 3

Cultural Awareness

Cultural Awareness: Music

1 How much do you know about music in Britain? Do the quiz.



- What instruments can be heard in traditional English folk music?
 - organs
 - panpipes
 - violins
- Bagpipes are from ...
 - Northern Ireland.
 - Scotland.
 - Wales.
- Which one of the Beatles continues to be successful today?
 - Ringo Starr
 - Paul McCartney
 - John Lennon
- How do most people in Britain listen to their music these days?
 - on mp3 players
 - on the radio
 - on vinyl
- What is the name of the classical concerts held at the Royal Albert Hall in the summer?
 - The Pravns
 - The Bombs
 - The Proms
- There are hundreds of music festivals in Britain – the most famous is Glastonbury, which is held in ...
 - June.
 - July.
 - August.

▶ WATCH

2 Watch the documentary about music and answer the questions.

- What sort of music do students at school often play?
- What is the name of the venue in London which hosts concerts by world famous artists such as Coldplay?
- What kind of shows are *Cats* and *Les Misérables*?



Digital Competence

Digital Competence: Presentations

Give a presentation about a type of music or a singer.

Look at the digital presentation. What is it about?



TASK Prepare a presentation about a different kind of music. Follow the steps below.

Step 1 Decide which kind of music you are going to do the presentation about and find information, videos and photos about that kind of music.

Step 2 Prepare your presentation together. Write the text and prepare any video clips, sound, or photos that you want to include.

Step 3 Practise giving your presentation.

Step 4 Give your presentation to the class. Ask your classmates for feedback!

This multimedia page appears in each revision unit. The fun quiz with thought-provoking questions tests students' cultural knowledge.

There is a related **Culture video** in the Teacher's Presentation Kit and in the Digital Resource Centre with accompanying worksheet.

The "Digital Competence" Multimedia page appears in each revision unit and covers useful digital learning objectives. A model digital project created with easy-to-use web tools is presented. **Step-by-step instructions** help students improve their digital competence and create their own digital project.