

The film industry

Part A

Objectives

In this part of Unit 11 you will:

- extend your knowledge of words about the film industry
- listen to a talk about the Ethiopian film industry
- write a summary of the talk
- listen to an interview with a film-maker
- learn about how to express past intentions
- read an interview with a film star
- extend your ability to report what someone has said
- write a dialogue
- learn some more exam strategies.

A11.1 Introduction: The film industry

Work in a small group. You probably watch films sometimes.

What do you know about the film industry?

- Brainstorm what you know. Think about: the film production process, jobs in the film industry. One person in the group should act as your secretary and write down your ideas.
- Look at your ideas and discuss ways you can divide them into groups.
- Create a mind map using this oval as your starting point.

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A11.2 Listening: The Ethiopian film industry

- 1 Do you watch Ethiopian films? Which ones have you particularly enjoyed? What do you know about the film industry in this country?**
- 2 You are going to listen to a talk about the Ethiopian Film Industry. As you listen, make outline notes. To review how to make outline notes, see A3.3.**
- 3 After the first listening, check your notes with a partner. Listen to the text again and add more information to your outline.**



A11.3 Writing: A summary

Use your notes from the previous section to write a summary of the talk.

- Write in full sentences, without abbreviations.
- When you have finished writing, check your summary carefully. Swap it with a partner's summary and give each other tips on how to improve it.
- Make any necessary changes.

To review how to write a summary, see B6.6.



A11.4 Listening: An interview with a film-maker

1 You are going to listen to an interview with Haile Gerima, who talks about his life and his film *Teza*.

- 1 Work in small group and discuss what you know about this film-maker.
- 2 Listen to your teacher reading the first question and discuss what you think the answer will be and make notes in the table. Then, listen to the actual answer and make notes on it. Continue in this way with the remaining questions.



A moment with ... Haile Gerima

	Your predicted answer	Mr Gerima's answer
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		

- 3 When your notes are complete, discuss your impression of Haile Gerima from this interview and your opinion of his ideas.

A11.5 Language focus: Past intentions

We can talk about our past intentions – things we planned for the future to do at a past time – using *was/were going to*.

This structure usually indicates that the planned event or activity did not happen, for example:

I was going to go out last night, but it started raining, so I stayed at home.

1 Write what you think was planned in each of these sentences.

- 1 We _____, but we changed our minds and took a taxi instead.
- 2 I _____ at university but now I've decided to do economics.
- 3 My brother hates his job. He _____, but decided it was better to stay until he can find another one.
- 4 It's my birthday tomorrow. I _____, but we decided it would be too expensive.
- 5 My friends and I _____ at the stadium, but there were so many people, we decided to watch it on television instead.
- 6 I _____, but I didn't have enough money.

2 Write sentences about these situations using *was/were going to*.

- 1 Something you were going to wear today but couldn't.
- 2 An arrangement you have made recently that you had to change.
- 3 A profession you once thought would be the one for you, which you have changed your mind about.
- 4 Haile Gerima studied drama in order to become an actor, but what happened?



A11.6 Reading: An interview with a film star

1 Work in a group and discuss what you know about Kate Winslet. Then read the text below.

Kate Winslet looks like a typical mum out shopping in New York. She's wearing jeans and her hair is tied back and she is carrying shopping bags in both hands. She is due to pick up her children from school in an hour. She begins by telling me she was born in England where all her family are involved in the theatre, and she misses them a lot. She says that most people think *Titanic* was her first film, but she explains she had played many roles in TV drama and in the theatre and **starred** in two films, before *Titanic*. But she concedes that *Titanic* was her first really big role. "It was a totally different experience for me and nothing could have prepared me for it. We were really scared about the whole adventure. Jim Cameron is a **perfectionist**, a real genius at making movies." Against all expectations the film went on to become the **highest-grossing film** of the century, grossing more than \$2.6 billion in **box-office receipts** worldwide, and it transformed Winslet into a commercial movie star. For the first time she could pick her roles and choose when she wanted to work. "It gave me this incredible freedom of choice. Now that I'm a mother, I'm in a position where I can choose to work or not to work."

Winslet is a **multiple award winner**. She is the youngest person to have received six **Academy Award nominations**, including one for her performance in *Titanic*. She finally won an Academy Award in 2008 for *The Reader*. She is acclaimed for the range of her work: from serious drama, romantic

lead to comedy, in multi-million dollar Hollywood productions to **low budget small independent films**.

Winslet doesn't act like your average celebrity, although she says she enjoys walking **the red carpet** and going to fashion shows, "but I don't want to do it every week of my life. I mean, it's just not real." And there is a downside: paparazzi. When she's alone she doesn't mind their endless snapping, but not when she's with her kids. She says it just isn't healthy for them. A further burden are the questions she is always asked about her weight. When she starred in *Titanic*, she was accused by many of being too curvy. She herself is relaxed about her **body image** and complains that there are too many **size zero** Hollywood actresses. In fact she thinks she's become a role model because of her size. "I came out and said, 'Hey, I've got a normal shape.' ...It's important for me to stand by the fact that I eat real food and am not on a diet every day."

For all her success, she has known unhappiness in her life, such as the death of her first love from bone cancer, and two divorces, but her positive attitude keeps her going. "I think **heartbreak** is something that you learn to live with as opposed to learn to forget. And I would never want to forget anything that I've experienced. It's a part of life, and it's a part of who I am. But I don't believe in regretting anything either. I'm not a person who harbours regret or has one foot in the past. I'm very much a forward thinker."



2 Read the text and look at the highlighted words and phrases. Match them to these definitions.

- 1 The short-list of actors and film-makers for different prizes at the Oscars in Hollywood.
- 2 This leads from the road to the entrance to a building where an important occasion is taking place, attended by important people or celebrities; they are photographed as they walk along it.
- 3 Great sadness
- 4 Was one of the main characters in film.
- 5 Money taken from ticket sales at cinemas.
- 6 Someone who has won many prizes for their performances.
- 7 The film which made the most money.
- 8 Photographers who follow celebrities and wait outside their houses.
- 9 Someone who is not satisfied with anything unless it is perfect.
- 10 Films made by small studios, which don't cost much to make, not by big Hollywood companies.
- 11 How a person feels about their looks.
- 12 The smallest size in women's clothes, indicating that someone is very slim.

3 Discuss what these words and phrases tell us about Kate Winslet's life.

A11.7 Language focus: Reported speech

Tense changes in reported speech

In reported speech, the tenses used can vary according to when something is reported, for example:

- *Hirut said, "I like ice-cream".*
This is always true so we can report it: *Hirut said she likes ice-cream.*
- *Sefanit said yesterday "I am going to town later."*
The event has now past so we report it: *Sefanit said yesterday that she was going to town later.*

1 Put these sentences into reported speech.

- 1 Yesterday, our teacher said, "I am pleased with your progress."
- 2 He also said, "You have all worked hard this year."
- 3 He asked us, "Will you promise to keep cool heads during the exams?"
- 4 He then finished by saying, "Don't disappoint me!"

2 Discuss the rules for reporting the following:

- 1 A statement made in the present tense. For example, *I live near the school.*
- 2 A statement made in the past tense. For example, *I went out last night.*
- 3 Pronouns. For example, *I, you, he.*
- 4 Words like *this, here, now, today.*
- 5 A question beginning *What.*
- 6 A question beginning *Do.*
- 7 An instruction or order. For example, *Open the door.*

3 Imagine the following statements were said by members of your class yesterday. Put them into reported speech as if it was the next day. The first one has been done for you.

- 1 Almedi said, "I think we are all making good progress."
Almedi said he thinks we are all making good progress.
- 2 Mekibib said, "Our examinations start next month."
- 3 Meaza said, "I've been revising geography all week."

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- 4 Our teacher said, "The headmaster always insists on politeness."
- 5 My teacher said, "I am pleased with the work you have done today."
- 6 Aret said, "Although I can run fast, I couldn't be an athlete as the training is too hard."
- 7 Asgede said, "We watched the race last night on Galore's TV."
- 8 Ebise said, "I think everyone has done well to reach the end of Form 4."
- 9 Anane said, "You will be sorry if you leave all your revision to the night before your exams."
- 10 Our teacher said, "I will have marked your compositions by lunchtime."

Reporting verbs

When we report what someone has said, we have to use a reporting verb. The most common reporting verb is *say*, which is used when we report exactly what someone has said:

- *The teacher said, "Ongaye is the youngest of you all, and he has done a beautiful piece of work."*
- *The teacher said that Ongaye was the youngest of them all and he had done a beautiful piece of work.*

There are many other reporting verbs, for example *request, order, invite, suggest* and so on. These are used in the following ways:

- *The teacher said, "Ongaye, come here."*
The teacher ordered Ongaye to go to the front of the classroom.

In this pattern a direct object (Ongaye) must go after the reporting verb.

- *The teacher said, "Ongaye please could you come to the front of the class."*
- *The teacher requested that Ongaye should go to the front of the class.*

In this pattern no direct object can go after the reporting verb.

There is another pattern which is used with certain verbs:

- *Ongaye said, "Let's play football."*
- *Ongaye suggested playing football.*
- *Mother said, "You must not go out!"*
- *Mother prevented us from going out.*

- 4 Look at the sentences about Ongaye in the box above. Decide which of the following verbs can replace **ordered** and which of them can replace **requested**.

invite, tell, demand, encourage, answer, suggest, argue, force

- 5 Choose the best alternative:

- 1 Our teacher told ... our books.
 - a to open
 - b us open
 - c us to open
 - d opening
- 2 The examiner invited ... writing.
 - a to start
 - b that we start
 - c us that we start
 - d us to start
- 3 The ticket inspector requested ... our tickets
 - a us that we should produce
 - b to produce
 - c us produce
 - d that we produce

- 4 The student denied ... in the exam.
- a to cheat
 - b us that he cheat
 - c us to cheat
 - d cheating
- 5 My brother encouraged ... more confident about my chances.
- a to be
 - b me to be
 - c me that I am
 - d that I am
- 6 Our teacher suggested ... some vocabulary for homework.
- a that we should revise
 - b us to revise
 - c to revise
 - d us revising
- 7 John asked ... on the geography he had just revised.
- a me to test him
 - b to test him
 - c me test
 - d that I test him
- 8 The police prohibited ... the building.
- a the public from entering
 - b the public not to enter
 - c that the public enter
 - d entering
- 9 Jemila suggested ... basketball the night before the exams started.
- a to play
 - b us playing
 - c playing
 - d us to play
- 10 The thief forced ... the keys.
- a the car driver to give him
 - b the car driver giving him
 - c that the car driver to give him
 - d giving the car driver

A11.8 Writing: A dialogue

Go back to the interview with Kate Winslet. Write the dialogue between her and the journalist.

- Only include what was said in the interview – not the background information the journalist gives about Kate Winslet.
- Some of her words are in reported speech in the text and some are in direct speech. You must write her all her words in direct speech in the dialogue.
- The journalists questions are all reported, so you must change them to direct speech.
- You may have to make up some missing questions.

Begin like this:

J: Could you begin by telling me where you originally come from?

KW: Yes, I was born in England and I grew up there.

J: What do your parents do?

KW: All my family are involved in the theatre in England.

J: Do you miss them now that you live in New York?

KW: Very much.

A11.9 Study skills: Exam strategies – part 2

1 In A10.9 you looked at how to draw up a revision timetable and were given the task of drawing up your own revision timetable for English.

Work in a small group and

- compare your revision timetables and discuss how practical they are
- describe how you have been getting on with your revision so far.

2 We are now going to look at reading comprehension. The reading comprehension section of the exam consists of one or more reading texts with comprehension questions. Here is some advice about this part of the exam.

Reading comprehension

- 1 Look at the title and any illustrations and spend a few moments thinking about the topic and predicting what the text is about.
- 2 Survey the text in 2–3 minutes and reflect briefly on what aspects of the topic it covers.
- 3 Having had a look at the text, your next priority is to answer the comprehension questions, so you should now read the questions: they will probably be multiple choice.
- 4 Generally the questions follow the order of the text, which means that the first question is usually answered in the first part of the text and so on. What you can do now is to look through the text, noting where the answers to the questions can probably be found. Don't attempt to answer them at this stage.
- 5 Now it is time to answer the questions. Go back to the first question and try to answer it, then, go to the place in the text where it can be answered and check or find the answer.
- 6 Note: in the examination time is your enemy! Begin by answering all the questions you can answer. Don't spend too long puzzling out a question you find difficult, leave it and move on to the next.
- 7 When you have tried to answer all the questions, go back to the ones you couldn't do and have another try. Again, don't spend too long on them.
- 8 Go on to the other sections of the exam and complete them. Leave yourself enough time at the end to go back to have another look at the questions you couldn't answer. If you still can't answer them, make a guess rather than leaving a blank.

1 Put these strategies in the order in which you should use them in the examination, according to the advice given above.

- | | |
|--|--|
| a Survey text | b Find answers in the text |
| c Go back again and guess answers you still can't do | d Go back to questions you couldn't do and try again |
| e Predict answers | g Read questions |
| f Predict topic | |

2 Work in a small group. Discuss which of these strategies you are already using when doing a reading comprehension task.

3 We are now going to look at multiple choice questions. Even though they look easy, they can be tricky! Here are some strategies that may help you.

How to answer multiple choice questions

1 As we have said above, when doing reading comprehension, you should read the questions after surveying the text. It is important to read the instruction. It may say:

a Choose the correct option to answer the question.

Or

b Choose the best option to answer the questions.

What's the difference? In the case of **a** only one option will be correct. In the case of **b** more than one option will contain information that seems to be correct but only one will have all the information to give the best answer. In other words some of the options may be correct but incomplete.

2 A multiple choice question consists of a question or statement. This is called the stem. Then there are usually four options, though there may be more or less than that. The options consist of one correct answer and some detractors.

3 It is important to read all the options carefully. Sometimes the correct answer may be obvious; usually though it is hidden amongst the detractors. There are some techniques that can help you spot the correct answer.

a The correct answer may be *hidden* because it is worded differently from the way it is written in the text. Detractors are more likely to contain words that have been lifted straight from that part of the text where the right answer is to be found. They are there to tempt you!

b Grammar can often help: for example look carefully at the tense. A detractor may look like the right answer but is in the wrong tense.

c Also, a detractor may look correct because it is the right answer, but written in the negative or vice versa. Be careful with negatives.

d Look carefully for modifying words like *always, never, very, quite* and also words like *all* or *none*. These can make a big difference to whether the answer is right or wrong.

e Even if you think you know the correct answer, it is always a good idea to identify why the other options are wrong. Also, if you can't find the correct answer, eliminating the wrong options may be a way of helping you to arrive at the right one.

4 Some questions – usually just one or two – may be inference questions. This means that from evidence in the text, you have to make a logical assumption about the author's meaning. While sometimes an inference question may simply apply to a part of the text, often they require understanding of the whole text.

5 Don't spend too long in the exam puzzling over a single question. If, after a few minutes you can't answer it, leave it and go on to the next. Go back to it when you've answered all the other questions and then again at the end of the exam. Note: it is always important at the end of the exam to allow yourself time to go back through and check your paper. If there is a question you still can't answer, make a guess. A guess has a 1 in 4 chance of being correct!

Discuss the extent to which you can use the strategies you looked at above when answering listening comprehension questions.

4 We are now going look at ways of working within the exam time-limit.

Exam time-limits

In A10.10 you worked out how much time you have in the exam for each section in the paper. It is very important that when you do your revision, you include timed practice. You must get used to working within the time allowed in the exam.

- 1** With a partner discuss how much time you should allow for the following:
 - planning an essay
 - reading a text and answering comprehension questions
 - answering ten grammar multiple choice questions.
- 2** Write an outline plan for these essays. Your teacher will time you for each one.
 - a** Violence is never justified. Do you agree or disagree with this opinion?
 - b** Statistics show that countries develop more rapidly and their population grows at a slower rate when women are educated. How can we increase the education of women in Ethiopia?
 - c** Write a letter to a large company in Ethiopia asking them to interview you. You must state what kind of work you think you would be suited to and sell yourself to the company.
- 3** Now write one of the essays above to time. Your teacher will tell you which essay to do and how much time you have to write it.
- 4** Read this text and answer the questions below. Use the strategies discussed above. Your teacher will tell you how much time you have.

How the continents have changed

Geology is the study of rocks, soil, minerals and how they have changed over time. Geological history goes back millions of years to the very beginnings of our planet. Geologists believe the way the Earth looks today is very different from how it was millions of years ago. To appreciate how it has changed, it is necessary to understand the structure of the inside of the Earth. It is made up of layers of magma, a kind of rock. The centre is a solid core, but nearer the surface it is molten or liquid. Because it is very hot, this molten magma moves and this has caused the surface of the earth, which is a thin layer or crust, to crack. The areas between the cracks are called plates which float. This movement of the plates is constant. Geologists believe that they move between 1.3 and 10 centimetres per year. Earthquakes and volcanic eruptions result from this movement. Geologists also think it has caused the continents to move about and break up over geological history. This is called the theory of continental drift.

250 million years ago there was only one huge continent, called Pangaea. This super continent was set in a huge ocean called Panthlassa. Within Pangaea, many of our present day continents were in very different places from where they are today. For example North America was much further south and the sub-continent of India was separated from the rest of Asia. Evidence for this comes from fossils (or rocks showing the shapes of long-dead plants and animals). In what is now Greenland and the northern parts of North America, fossils of tropical plants and animals have been found, indicating that at one time these areas were situated nearer the Equator.

Moving forward to 200 million years ago, the super continent Pangaea, split in two, due to the movement of the plates. This produced two new continents: Laurasia and Gondwanaland. Laurasia was made up of present-day North America, Europe and Asia. Gondwanaland consisted of present day Antarctica, Australia, Africa, South America and the subcontinent of India. At this time, Arabia, began to separate from East Africa, forming the Red Sea. Also starting to appear were the Atlantic, Indian, Arctic and Pacific Oceans. We know about these momentous changes because rocks on the eastern shores of South America and the western part of West Africa are of the same age and mineral composition, proving that they were formed at the same place and at the same time.

In the millions of years since that time, the continents that we know today have moved into place and the oceans and seas have been established. The Indian sub-continent has moved thousands of kilometres north to join the continent of Asia. In fact the impact of the collision that resulted from this movement caused the formation of the Himalayan mountains, the highest mountain range in the world.

In more recent years, geologists say the Atlantic Ocean has been getting bigger, while the Pacific Ocean has been decreasing in size as North and South America move further west. They predict that in the next few million years the west coast of the United States will separate and move north. They believe that East Africa will split down the Rift valley and drift away from the rest of Africa and West Africa will move north to join up with Europe. On the other side of the world, Australia will move north into the tropical zone and New Zealand will move south. These predictions are by no means certain. We cannot be sure that movements will continue at the same speed as they are currently happening and also, we cannot know for sure in what direction they will take place, or whether they will take place at all.

- a** According to the text in what order in geological history should the two maps be put?

Map 1 = _____ and Map 2 = _____



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- b** Choose the best option to complete these statements according to the text:
- i)** Geological history shows us that over millions of years ...
- a** the inside of the Earth has changed.
 - b** the Earth's surface has changed a lot.
 - c** the structure of the inside of the Earth has changed.
 - d** the Earth's surface is not very different from how it was.
- ii)** Plates are ...
- a** made up of molten magma.
 - b** situated below the Earth's crust.
 - c** the cracks that cover the Earth's crust.
 - d** the cracked pieces making up the Earth's surface.
- iii)** Panthlassa was ...
- a** the first ocean.
 - b** made up of fossils.
 - c** one large super continent.
 - d** an ocean that existed after Pangaea split in half.
- iv)** Evidence that North America has moved comes from ...
- a** India.
 - b** fossils.
 - c** the Equator.
 - d** plants and animals.
- v)** 200 million years ago ...
- a** Arabia had separated from Africa.
 - b** Laurasia and Gondwanaland appeared.
 - c** the Oceans we know today had already appeared.
 - d** South America and West Africa separated from each other.
- vi)** In more recent times ...
- a** India has moved a long way.
 - b** East Africa has drifted away from Africa.
 - c** the West coast of America has moved north.
 - d** the Himalayas have changed their position.
- vii)** Geologists say ...
- a** Europe will move north.
 - b** Australia will move south.
 - c** there may be more movements in the position of the continents.
 - d** more changes in the position of the continents will definitely take place.

Part B**Objectives**

In this part of Unit 11 you will:

- practise indirect or embedded questions
- role-play a TV talk show
- write a review of a TV show
- read about the making of a blockbuster
- learn about short responses
- read a review of *Titanic*
- learn about phrasal verbs with *away*
- revise ways of changing the subject and returning to the subject
- find out how to write different kinds of formal letters
- do listening and writing assessment tasks.

B11.1 Language focus: Indirect or embedded questions

When asking for information, particularly when it is of a personal nature, we often use indirect or embedded questions.

Compare these pairs of questions:

- *How old are you?* (*wh-* question)
Could you tell me how old you are?
- *Are your parents still living?* (Yes/No question)
Would you mind telling me if your parents are still living?

Other polite requests we can use in indirect questions are:

- *Do you mind telling me ...?*
- *Would you tell me ...?*
- *May I ask you ...?*

Note:

- the actual question doesn't look like a question as the word order is the same as that of a statement,
- the whole sentence is introduced by a polite request which is in the form of a question.

1 Make these questions indirect by writing them in the way indicated:

- 1 How old are you?
(Begin *May ...*)
- 2 Do you earn a lot of money?
(Begin *Would ...*)
- 3 Are you planning to get married?
(Begin *Could ...*)
- 4 What marks did you get in the test?
(Begin *Do you mind ...*)

2 Work with a partner.

Student A: Think of a well-known person you admire and take the role of that person. Or, it could be an imaginary person who is famous for some reason.

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- You must answer the questions Student B asks while in your role.
- If you think some of the questions are too personal, you can say:
I'd rather not answer that, if you don't mind.

Student B: You are a journalist. Interview Student A in their role as a famous person.

- Ask a range of very personal questions, some of which Student A may not want to answer.
- Use a range of indirect question forms.

3 Practise your role-play interview a few times and then perform it for another pair of students.



B11.2 Speaking: Talk show

1 Work in a group of four or five people and have a discussion about talk shows: Do you ever watch talk shows on television? If so, which ones? What is the format? Do you like them?

2 You are going to create a talk show for the rest of the class to watch.

Follow these steps:

- 1 Choose two or three celebrity guests, and two hosts to introduce the show and interview the guests.
- 2 Each person should then prepare their role.

Celebrity guests: Make up these details about your life story:

- name
- job
- age
- where you come from and details about your family
- why you are famous
- how you started your career
- your present activities
- your future plans.

Hosts: Plan your roles together and think about:

- which of you is going to interview each guest and introduce and close the show
 - the introduction to the show
 - your introduction to each guest
 - four or five questions to ask each of the guests (they should be different for each person)
 - the ending of the show.
- 3 Practise your show once or twice. It should last about 10 minutes.
 - 4 As each group perform their talk show, the rest of the class should act as the audience.



B11.3 Writing: A review of a television show

Write a review of your talk show. Imagine it is for a newspaper or magazine and use this structure:

- Mention what kind of programme it is.
- Give a brief description of the format and the names of the hosts and the guests.
- Comment on the performances (of the hosts and the guests).
- Make a general comment on the show and say who it will appeal to.
- Plan your review and write it following the seven stage approach to writing tasks (see A3.3)



B11.4 Reading: The making of a blockbuster

blockbuster /blɒk'bʌstə / noun [countable] informal
a film or book that is very exciting and successful: *the latest Hollywood blockbuster*

Blockbusters are usually visual spectacles with amazing special effects that cost millions of dollars to make. The production company usually makes much more money than this, though, from box office receipts around the world.

- 1** Work in a group. Talk about any blockbusters you have seen.
- 2** The text below is about the making of one Hollywood blockbuster. Skim read it for one minute and then guess the name of the film.

In 1997 James Cameron was given the green light to make a blockbuster disaster movie based on the true story of a great ocean liner. He wanted to make an exact **replica** of the “unsinkable” ship in order to best recreate the terrifying final hours to make filmgoers believe they were actually there at the time of the tragedy.

As there was no film studio big enough to accommodate the model, one had to be specially built. Twentieth Century Fox film studios bought forty acres of oceanfront property in Baha, Mexico, thirty minutes drive from California and built a US\$ 25 million facility called “the 100 day studio” because it was to take a hundred days to shoot the film.

Construction crews built two huge water tanks. One was 30m deep and over 300m wide in which the model could slowly sink into sixty-eight million litres of water fed directly from the Pacific Ocean. The second tank was 10m deep. It contained twenty million litres of water and housed the elegant first class dining saloon and the **three-storey** Grand Staircase.

Working from the original **blueprints** of the company that built the ship, Harland & Wolff, the replica was 90% the size of the actual ship and constructed in such detail as to include her four 20m funnels. Since she was built near the coast, there was a constant ocean horizon which added to the effect of being onboard a ship at sea.

The furnishing details of the model were not based on the real ship, but her sister ship, the Olympic. This was because having sunk on her **maiden voyage** not many photographs existed. Internal views and contents photographs were used by the craftsmen to reproduce the **lavish** interiors once enjoyed aboard both ships. The set creators reproduced the First Class Reception Rooms, Smoking Room, Promenade, Palm Court Café and the Deluxe State Rooms. The third-class berths were also reproduced with great accuracy.

Computer-generated special effects were used throughout to sharpen the film’s appeal. The scene at the dock where onlookers wave goodbye to the departing ship was shot using computers. The ship and the passengers were all digitised.

To recreate the final few moments of the disaster, the model of the ship was separated into two pieces with the front half sunk in 13m of water in the large tank using a powerful hydraulic jack. The **aft** section at the back of the ship was moved onto a special tilting platform like a giant **seesaw** built next to the tank. It is understood that in the making of the last few scenes, when the ship finally disappears below the water, a few **extras** were injured.

3 Choose the best option.

- 1 James Cameron's plan was to make a model of the ship that was:
 - a identical to the original in every detail.
 - b almost identical to the original ship in most details.
 - c good enough to make people believe it was the original.
- 2 The production company spent US\$25 million:
 - a building a suitable place to shoot the film.
 - b buying land which was close to the ocean.
 - c to rent a well-positioned facility for 100 days.
- 3 Two tanks were constructed:
 - a for the replica of the ship at different stages of the story.
 - b one for the entire ship one for part of it.
 - c one for the exterior of the ship and one for the interior scenes.
- 4 The replica ship was furnished:
 - a in an identical way to the original ship.
 - b according to photographs of the original ship.
 - c in the same way as a similar ship of the same period.
- 5 In the scene where the ship is leaving port, computer images:
 - a of the people waving goodbye are used.
 - b of the people on the ship are used.
 - c were used for the only time in the film.
- 6 The shooting of the scene in which the last part of the ship sinks:
 - a required a special platform for the forward section of the ship.
 - b involved tilting the ship like a giant seesaw.
 - c was extremely dangerous.

4 Match the meanings of the words on the left, which are taken from the text, with the definitions on the right.

1 replica	a Plans showing how to build something.
2 storey	b Expensive or impressive.
3 blueprints	c At the back of something, for example a ship.
4 maiden voyage	d People employed to play minor non-speaking roles in films.
5 lavish	e An exact copy of something.
6 aft	f A piece of equipment children play on outdoors; made of a board balanced in the middle so that when one end goes up, the other end goes down.
7 seesaw	g A level of a building.
8 extras	h The first trip made by a ship.

5 Discuss these questions in a group:

- 1 Do you think the hard work and large amounts of money that went into make the sinking of the ship convincing were worthwhile?
- 2 Often high budget films with amazing special effects have weak plots. Is this important to you? Would you prefer to see one with a convincing and worthwhile plot but no special effects?

B11.5 Language focus: Short responses**Short answers**

We can answer *Yes/No* questions with short answers, which use this structure: Subject + auxiliary verb.

For example:

- *Do you speak Arabic?*
No, I don't
- *Have you seen Burayu today?*
No I haven't.

When the question uses the verb *to be* as the main verb, we can use it in a short answer.

For example:

- *Are you thirsty?*
No, I'm not

When we give a short answer, the stress pattern is:

'Yes I 'do, 'No I 'don't, 'Yes I 'am, 'No, I'm 'not

1 Work with a partner and follow the instructions for the activity.

- **Student A: Ask Student B the questions below.**
- **Student B: Close your book. You should answer Student A's questions with short answers, using the correct auxiliary verbs and stress patterns.**

Student A: Ask these questions to Student B

- 1 Did you go to school yesterday?
- 2 Do you like drinking cola?
- 3 Can you swim?
- 4 By the time you went to bed last night, had you finished all your homework?
- 5 If you won a lot of money, would you give some of it away?
- 6 Will you be at school tomorrow?
- 7 Are you over 18?
- 8 Are you planning to go to university?

- **Now swap roles: Student B should ask Student A these questions. Student A close your book and answer the questions with short answers, using the correct auxiliary verbs and stress patterns.**

Student B: Ask Student A these questions

- 1 Are you enjoying this exercise?
- 2 Have you ever met a famous person?
- 3 Are you going to study this evening?
- 4 Would you like to be a teacher?
- 5 At this time tomorrow, will you be sitting in this same classroom?
- 6 Would you have preferred to have left school before doing Grade 12?
- 7 If you borrow something, do you always give it back?
- 8 Did you have something to eat before you came to school today?

So do I/Neither do I

We use these forms to agree with someone else's statement about themselves or another person. We use auxiliary verbs in the same way as in short answers.

- *I like drinking lots of water.*
So do I. (= I like drinking lots of water)
- *I don't like food with too much salt; it's not healthy.*
Neither do I. (= I don't like food with too much salt)
- *I like tea with lots of sugar.*
Oh, I don't. (= I don't like tea with lots of sugar)
- *I don't like coffee at all.*
Oh, I do. (= I like coffee)

Note: In informal speech, you can say *Me too* or *Me neither* instead. These are simpler structures as no auxiliary verb is used.

The stress patterns for these structures are:

'So do 'I, 'Neither do 'I, 'I 'do, 'I 'don't

2 Work with a partner. Respond to each of the statements together.

- 1 I think Ethiopia is the most beautiful country in the world.
- 2 I don't like hip hop.
- 3 I didn't finish all my homework yesterday.
- 4 I hope I pass all my exams.
- 5 I would like to run my own business.
- 6 Haile Gerima was born in Gondar.
- 7 I'm hungry.
- 8 I have never been stung by a scorpion.
- 9 I went to bed very late last night.
- 10 I've got a bad memory for people's names.

3 Work in a group and sit or stand in a circle. Follow these instructions:

- Student 1: Make a statement about yourself.
- Student 2: Respond with *So do I/Neither do I*. Then make a statement about yourself.
- Student 3: Respond and then make a statement about yourself.
- Continue in this way going round the circle for a few minutes.



B11.6 Reading: A review of *Titanic*

1 Have you seen the film *Titanic*? What did you think of it? If not, would you like to see it? Share your thoughts on this film with a partner.

2 Read the review of the film and answer the questions that follow.



Titanic is an epic film on a grand scale. The most expensive film of the 20th century and without major stars, it seemed doomed to sink like the great ocean liner whose story it tells.

Faced with the fact that everyone knows what happened to the Titanic, the so-called unsinkable ship, which sank on its maiden voyage, director James Cameron wisely chose to start the film in the present day with divers investigating the wreck. However, the story is focused on one couple who meet on the ship and fall in love. Drama is added to their relationship as they are separated by their social class: she is in the first class section of the ship, the daughter of a rich family about to be married to someone she doesn't love, while he is a third class passenger, hoping to find work in America. As they fall in love, members of her family and her fiancé do what they can to keep them apart, but everything is changed when the ship hits an iceberg. The whole of the second half of the film, is devoted to what happens as the ship sinks and passengers and crew struggle to save themselves. That the story is true makes the selfishness of some and the kindness of others even more affecting. In the midst of it all the love affair is played out.

The Titanic was a great ship, except for its rivets, which failed, and caused it to sink. The film too has a major weakness and that is the story of the two lovers. It is too contrived and while Leonardo Di Caprio and Kate Winslet are convincing, as a young couple in love, the romance is overplayed and Di Caprio's character has little depth. However, the film does not sink. The scale of the disaster comes across and the faithful recreation of the ship and of the events of that fateful day are breathtaking. It is impossible not to be swept away by the film or touched by the final tragedy.

- 1 What does the writer think of *Titanic*? Support your answer with quotations from the review.
- 2 Identify words and phrases that convey the writer's opinion; and words and phrases that convey facts.
- 3 In your own words, paraphrase what the writer likes and dislikes about the film.

3 What do you think of this review?

- a Do you agree with the writer?
- b Do you think the points made are fair?

B11.7 Increase your word power: Phrasal verbs with *away*

To review what phrasal verbs are and how they behave see B1.3.

1 Look at these sentences and underline the phrasal verbs.

- 1 It is impossible not to be swept away by the film.
- 2 When we saw a scorpion crawling into the house, we backed away from it in horror.
- 3 We were shocked when my aunt told us that my uncle had passed away in hospital.
- 4 Don't chew gum in school. Throw it away immediately.
- 5 Thieves broke into a bank last night and got away with millions of birr.

2 Which of these phrasal verbs:

- consists of three words?
- takes a direct object?
- doesn't take a direct object?
- can be separated?
- can't be separated?

When *away* is used as a particle of a phrasal verb, it has the meaning of movement from something or someone.

3 Complete these sentences with six of the verbs in the box in the correct form.

break look blow give go put take make

- 1 The heavy rain caused rocks to _____ away from the mountainside and fall down to the ground.
- 2 My mother is always telling me to _____ my things away instead of leaving them around the house.
- 3 When I took some notes out of my purse, the wind _____ them away.
- 4 The school is asking us to bring in clothes so they can be _____ away to some poor families.
- 5 Waiter! Please can you _____ these dirty plates away?
- 6 My mother suffered from a strange illness which the doctor couldn't identify, but after a few weeks it _____ away.

4 Write the sentences in exercise 3 without the phrasal verbs, substituting a synonym, or paraphrase.

5 Work with a partner and write a short paragraph containing six phrasal verbs with *away*.

6 Read out your paragraph to the rest of the class with gaps where the phrasal verbs should be. The other students must guess which verb it is.

B11.8 Language focus: Revision – changing the subject

1 In A4.2 you looked at language we can use for changing the subject and coming back to the subject. Complete the expressions in the box, without looking back at that Unit.

Changing the subject	Coming back to the subject
1 Talking _____ films, have you seen ...?	1 _____ to what we were saying, do you think ...?
2 That _____ me of a film I've seen recently	2 Anyway, as I was _____, so you think ...?
3 By the _____ have you seen ...?	3 Can I just _____ back to ...?
4 Before I _____, have you seen ...?	
5 To change the _____ for a moment, have you seen ...?	

**2 Work with a partner and play the following speaking game. You are going to take it in turns to raise a number of discussion questions. Look at your role cards.
Student A go to page 285.
Student B go to page 288.**

**B11.9 Writing:** Formal letters**1** The bodies of some letters are given below. Match each one to its function in this list.

- a** A response to an enquiry.
- b** An enquiry about a product.
- c** A complaint.
- d** A rejection.
- e** A request for information.

1

Thank you very much for your order. **We look forward to being able to** supply you with office furniture. However, I am afraid that your order form was incomplete.

Please could you let us know the model number and colour of the shelving units you require. As soon as we have this information we will be able to dispatch your order immediately.

We are very grateful for your interest in our products.

2

With reference to the above mentioned order, on Monday, April 7th I telephoned your company on 0840 4440 to ask for the small shelf bolts. These were missing from the consignment of shelving units which had arrived that same morning. I was assured by your operator they would be sent immediately.

Unfortunately, since my phone call five days ago they have not arrived. As it is impossible for us to assemble the shelving units without them, and as the shelving units are required now, unless I receive them by Tuesday, April 22nd, **I will have to** return the consignment to you.

3

Thank you very much for attending for interview yesterday. I regret to inform you that we are unable to offer you a post at this time.

The interviewing panel felt that the skills you have to offer are not what we are looking for at the moment.

We would like to thank you for your interest in our company.

4

I am writing to ask if you would be able to furnish a new office due to open in Addis Ababa in January, with a staff of approximately 50 people.

If you feel you would be able to supply an order of this size within this deadline, **please could you** send me a catalogue and price list for your Ergo range of office furniture.

I look forward to hearing from you.

5

With reference to our phone conversation yesterday, I am **writing to confirm that** we can provide lunch for 50 people in our banqueting suite at midday on Thursday, June 1. I enclose two alternative menus with prices, and **I would be very grateful if you could let me know** which you would prefer at your earliest convenience.

If you have any further queries, please do not hesitate to contact me.

I look forward to hearing from you.

2 Complete this table with highlighted phrases from the letters.

a Starting a correspondence	
b Referring back to a previous contact	
c Making a request	
d Introducing bad news	
e Making a complaint	
f Making a threat	
g Enclosing documents	
h Expressing thanks	
i Offering future help	
j Referring to future contact	

3 You are going to write a formal letter. Read the information in the box and then follow the instructions below.

You have seen an advertisement in the *Daily Nation*, a Kenyan newspaper, for a business training institute in Nairobi, Kenya which runs courses in marketing. You are interested in a six-month introductory course suitable for school leavers, but you don't know if the institute runs such a course.

- Write to the Institute asking for relevant information.
- Decide what information you want to know about the course.
- Write to: Admissions officer, Karen Business Institute, PO Box 156678, Nairobi, Kenya.
- Include addresses, opening salutation and so on, not just the body of the letter.
- Lay out your letter using the usual conventions. To review the lay out of formal letters see B1.5
- Use language from the table above.

B11.10 Assessment

1 Listening

Your teacher will read you an interview with a film critic about the effect of films on society. As you listen, decide if each of these statements is true or false according to what the film critic says. Write T or F next to each statement.

- 1 Plato argued that poetry is harmful to society.
- 2 Aristotle argued that the arts have a positive impact on society.
- 3 Seeing a film in a cinema has a corrupting impact on the viewer.
- 4 The problem with the violence in many films is that it is shown as something ordinary.
- 5 Western films are not popular in other parts of the world.
- 6 In Africa, Asia and the Middle East people do not like children to talk back to their parents.
- 7 All films show us how human beings can overcome difficulties.
- 8 Great films have many beneficial effects.

2 Writing

Write a short report on the harmful and beneficial effects of film on society using the ideas in the listening text.