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CONNECTIONS

With **Online Practice**
and **Digital Resources**



HIGHLIGHTS

Warm-Up introduces the theme of the unit with dynamic tasks.

The first page outlines the **learning objectives** in the unit. The number following each objective shows the rating on the GSE scale.

UNIT 5

What Is a Good Movie Experience?

Objectives

- Listening: Follow the main points of short talks on familiar topics if delivered in clear, standard speech. (20-45)
- Speaking: Carry out a prepared structured interview with spontaneous follow-up questions. (20-45)
- Reading: Skim a text to identify its main purpose. (20-45)
- Writing: Write a simple review of a film, book, or TV program. (20-51)
- Watching: Understand a large part of TV program on familiar topics. (20-51)
- Speaking: Give simple relevant information emphasising the most important points. (20-45)

WARM-UP



A. In small groups, discuss which answer you think is correct for each question. Circle it.

- How much did the movie Titanic cost to make?
 - a) 200 million USD
 - b) 55 million USD
 - c) 100 million USD
- What movie genre is the most popular in the world?
 - a) comedy
 - b) science-fiction
 - c) adventure
- Which country makes the most movies?
 - a) China
 - b) India
 - c) the USA
- What genre of movie is *Beauty and the Beast*?
 - a) musical
 - b) drama
 - c) horror
- Every year, which film genre is made more than any other?
 - a) documentaries
 - b) dramas
 - c) action movies
- Which country's films have won the most Oscars other than the USA?
 - a) Italy
 - b) England
 - c) Japan
- The most important film festivals are in Cannes, Berlin, and which other city?
 - a) Venice
 - b) Toronto
 - c) Tokyo
- When was the very first movie, *The Horse in Motion*, made?
 - a) 1915
 - b) 1878
 - c) 1901
- Which film series has the most movies?
 - a) Harry Potter
 - b) Star Wars
 - c) Godzilla
- Where is the world's largest cinema complex, with 25 screens and 5000 seats?
 - a) Shanghai
 - b) Madrid
 - c) Los Angeles

B. After your teacher gives you the correct answers, check your score below:

9-10: You should see an Oscar!
 7-8: You are movie experts.
 5-6: You know more than most people.
 3-4: You are not movie experts.
 0-2: Take a film class!

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Strategy boxes give important tips to help you improve your skills.

You learn and practise **listening** skills with tasks in three stages: **Before**, **While**, and **After You Listen**. The content includes personal accounts, advertisements, news stories, and interviews.

The **audio icon** signals that there is an audio clip to listen to.

LESSON 1 LISTENING FOUR ELEMENTS OF GOOD MOVIES

BEFORE YOU LISTEN

A. In small groups, discuss which four of these eight aspects are the most important in making a good movie and why.

acting	costumes	music	special effects
camera work	dialogue	sound	story

B. For each of the following movie genres, discuss which two aspects from task A are the most important and why. Write them in the table. You can choose aspects more than once.

Genre	Aspect 1	Aspect 2
1. horror		
2. drama		
3. documentary		
4. comedy		
5. science fiction		
6. historical		
7. action		

WHILE YOU LISTEN

C. Listen to the audio clip of amateur filmmaker Matthew Brown talking about the four elements that make a movie great. Add the missing words below to explain the four elements.

- A great movie creates its own special _____.
- Great movies should have good _____ including singers, which are great _____ that can become part of popular culture.
- Another thing is if we can all _____ to the movie. In other words, it _____ all of our own lives.
- Matthew thinks great movies are often a little bit _____ or _____.

D. When listening, it's important to recognize examples that support the speaker's ideas. Each of the examples below belongs to one of the four elements of a great film. Write the numbers 1, 2, 3, or 4 to match the examples given by the filmmaker to the elements.

- _____ women with boxing gloves
- _____ tall buildings and bad weather
- _____ someone poor falls in love with someone rich.
- _____ I'll be back.
- _____ an animal's point of view
- _____ man is lonely without a woman

LISTENING STRATEGY

RECOGNIZE LINKING

When you listen, it's important to recognize **linking**, which happens when people speak quickly. It can be hard to understand because the linked words sound like one word. It happens when one word ends with a consonant sound and the next word begins with a vowel sound, like in the sentence below.

Today I **wanna** (want to) **take** (take) **about** (about) **four** (four) **things** (things) **to** (to) **make** (make) **a** **great** **movie**.

The consonant sound /w/ at the end of the first word blends into the vowel sound /ə/ in the next.

E. Listen to the first part of the audio clip again. Listen for the words that come before each space. When you hear them, listen carefully for the words that go in the spaces and write them in.

- I think the first thing that really _____ great film ... world ...
- Another good example of a movie that creates _____ world ...
- It's _____ dangerous and exciting and colourful.
- It has to have some times _____ zingers.
- Jump to the hero, Luke, after _____ his hand with a laser sword.
- It's surprising _____ kind of just somehow ...
- He's this robot soldier from the future and he _____

AFTER YOU LISTEN

F. In small groups, rank Matthew's elements from what you think are the most important (1) to the least important (4).

Four elements	Ranking
The movie creates its own special world.	
It has good dialogue.	
We can all relate to the movie.	
The movie is a little bit unusual or strange.	

G. Tell the group about one of your favourite movies and why you thought it was such a good film. Include one or more of the four elements in your reasons.

The **speaking** tasks build your fluency for real-world applications. There are two speaking lessons in each unit, but you will practise speaking in all the lessons.

The **handout icon** signals that there is a handout to complete the task. Your teacher will provide the handout.

The **audio icon** signals that there is an audio clip to listen to.

LESSON 7 SPEAKING WAYS TO IMPROVE THE MOVIE EXPERIENCE

INTRODUCING SOUNDS

A. With a partner, brainstorm what could improve the movie experience for people. The suggestions from the video in Lesson 6 have been provided on the mind map in the handout. Add others to complete the mind map.

PRONUNCIATION FOCUS

A. When a word ends in a vowel sound and the next word begins with one, two consonants join the vowel sounds to make speech easier. These are /j/ and /w/. Listen to the sounds.

- I is pronounced /aɪ/, and am is pronounced /əm/, but I am is pronounced /dʒæm/
- You is pronounced /ju/, and are is pronounced /ɑː/, but You are is pronounced /jʊə/

B. With a partner, determine where introducing sounds are in the conversation below. Write /j/ or /w/ above each spot. Then listen and check.

A. What factors did you agree on?
B. Cheap tickets and seats. These two are important.
A. Why are comfortable seats important?
B. They are where people sit for two hours.

USEFUL LANGUAGE

Here are some phrases you can use to discuss options and ideas.

- Why is/are X important/necessary?
- Why is/it the best choice?
- How important is X?
- How effective will X be?

B. With your partner, discuss which ideas from the mind map would be the most effective in improving the movie experience. Choose one improvement for each of the four categories below. Write your choice beside the category.

1. Pricing: _____ 3. Communication: _____
 2. Environment: _____ 4. Concessions: _____

C. With your partner, decide who will be student A and who will be student B. Next, all the A's in the class will form one group and all the B's another. Each group will discuss and choose the best improvement in each category to share with the whole class.

LIFE SKILLS VIDEO ASK FOR AND PROVIDE CLARIFICATION

Watch people having a discussion. Pay attention to how they ask for and provide clarification when something is not clear. See the Life Skills Appendix, page 193, to complete this task.

Pronunciation Focus shows you how to pronounce words correctly. It includes practical tasks that you can apply in your conversations. There are two pronunciation focuses in each unit. These appear in Speaking or Grammar lessons.

Useful Language boxes introduce words and expressions that support your conversations.

Life Skills videos are included in Units 1, 3, 5, 7, and 9. The videos serve as models and provide support for real-life situations such as responding to invitations and presenting your skills and abilities. The **Life Skills Appendix** (page 193) provides tasks relating to each video.

You can refer to the **Grammar Reference Appendix** (page 198) for charts and the irregular verb list.

You learn and practise two **grammar** notions in each unit. There is a handout in each lesson to provide more practice.

LESSON 3 GRAMMAR TOO, EITHER, SO, AND NEITHER

A. With a partner, brainstorm if you like these movie genres or not: action, horror, drama.

B. Read Dalia and Ju'hoon's conversation about movie genres. Then, in each box in the table below, put Yes or No for Dalia and Ju'hoon.

Ju'hoon: Hey, what are your favourite film genres? I love adventure movies.
Dalia: I do, too! They are so exciting. How about documentaries? I can't stand them!
Ju'hoon: I can't, either. Aren't they boring?
Dalia: Yes, they are. But I could watch comedies forever.
Ju'hoon: So could I. But I haven't watched one in a while.
Dalia: Neither have I. We should watch one together.

	Likes Adventure Film	Likes Documentaries	Likes Comedies	Watches a Comedy Recently
Dalia				
Ju'hoon				

C. Do Dalia and Ju'hoon agree or disagree in their ideas about film genres?
D. Complete the statements with too, either, so, and neither.

1. _____ and _____ show agreement with the speaker's positive statement.
 2. _____ and _____ show agreement with the speaker's negative statement.

subject + positive auxiliary verb + too I do, too
 subject + negative auxiliary verb + either I can't, either
 So + positive auxiliary verb + subject So would I.
 Neither + positive auxiliary verb + subject Neither have I.

Only auxiliary verbs can be used in these structures for agreement, not main verbs.
A: "I watch one film every week." **B:** "I do, too!" not "I watch, too."
As neither is already a negative adverb, the auxiliary must be in positive form.
A: "I didn't like the film." **B:** "Neither did I!" not "Neither didn't I!"

E. Complete the responses in the second column to agree with the statements.

Statement	Response
1. I prefer to watch movies at home.	I do, too. / I can't, either.
2. I wouldn't like to go to the movies alone.	Neither have I.
3. I can't watch so many movies.	So would I.
4. I have never met a famous actor.	Neither have I.
5. I loved the movie we saw last night.	I do, too.

F. Compare your answer with a partner. Then, cover the answers, and take turns reading the statements and responding. For more practice, complete the handout.

LESSON 8 GRAMMAR REPORTED SPEECH

Reported speech means telling someone what someone else has said.

In the left column below, you see sentences from the video about MovieFest, and in the right column, you can see the same sentences in reported speech.

	Quoted Speech	Reported Speech
Statement	Mitch: "It is exciting for me."	Mitch said that he was excited for him.
You/No question	Emily: "Virginia, do you agree?"	Emily asked Virginia if she agreed.
Information question	Emily asked Mitch: "Why do you think it is a good business?"	Emily asked Mitch why he thought it was a good business.

A. Answer the questions below about reported speech. See the table in the Grammar Reference Appendix, page 203, after you answer.

- In reported speech, what happens to the tense of the verb?
 - It stays the same.
 - It shifts back.
 - It shifts forward.
- Draw a line to match each kind of sentence with the reporting phrase used for it.
 - reported statement asked / whether
 - reported yes/no question asked / why, when, how, etc.
 - reported information question said that or told / that
 - which form of question is used in reported speech?
 - statement form (subject + verb) with a question mark at the end of the reported sentence
 - statement form (subject + verb) with a period at the end of the reported sentence

B. Below are some more sentences from the video. Write them in reported speech. For more practice, complete the handout.

- Mitch: "We are going to be able to show people from one movie to another."
 Reported speech: _____
- Emily: "Will attendance go up?"
 Reported speech: _____
- Mitch: "You are right."
 Reported speech: _____
- Emily: "How do you make money off this business?"
 Reported speech: _____
- Mitch: "I have been a fan of movies for a long time."
 Reported speech: _____

You learn and practise **reading skills** with tasks in three stages: **Before**, **While**, and **After You Read**. The reading texts include news and magazine articles from a variety of sources.

LESSON 4 READING THE 100 GREATEST FILMS

BEFORE YOU READ

A. Put a check mark in the box if the statement is true for you.

I like watching films from other countries.

I don't understand the language of a film, I can't watch or enjoy it.

B. Compare your answers with a partner, and explain the reasons for your answers.

C. Write critic, poll, and universal next to their definitions.

1. _____ including everyone in the world.

2. _____ someone who judges the quality of art, music, film, etc.

3. _____ to see people's opinions on a subject as part of study.

WHILE YOU READ

D. You will read an article about the BBC's list of the 100 greatest foreign-language films. Scan the article. Why did the BBC create the top 100? Choose two reasons.

a) to ask critics' opinions about the best foreign movies.

b) to draw more attention to non-Hollywood cinema.

c) to show respect for the best of international cinema.

d) to show the number of films different countries have in the top 100 list.

The 100 Greatest Foreign-Language Films

BBC Culture polled 209 critics in 43 countries to find the best in world cinema – here's the top 100.

1. Three years ago, BBC Culture ran its first major critics' poll, to find the 100 greatest American films. Two further polls looked for the best films of the 21st Century and the greatest comedies ever made – and those also ended up with films from the US in the top spot.

2. This year, we felt it was time to direct the spotlight away from Hollywood and celebrate the best cinema from around the world. We asked critics to vote for their favourite movies made primarily in a language other than English. The result is BBC Culture's 100 greatest foreign-language films.

3. From the perspective of an English-language website, that's an accurate description – but equally, as an internationally focused one, we're happy to acknowledge that, depending on who you are, many of these films won't be in a language that's foreign to you.

4. And as the poll exists to salute the extraordinary diversity and richness of films from all around the world, we wanted to ensure that its voters were from all around the world, too. The 209 critics who took part are from 43 different countries and speak a total of 61 languages – a range that sets our poll apart from any other.

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VIDEO ICON

5. The result: 100 films from 47 different directors, from 24 countries, and in 19 languages. French was **claim** to be the international language of acclaimed cinema: 27 of the highest-rated films were in French, followed by 22 in Mandarin, and 11 each in Italian and Japanese. At the other end of the scale, several languages were represented by just one film, such as Maldivian (*Come and See*), Romanian (*4 Months, 3 Weeks and 2 Days*), and Wolof (*Touki Boubou*).

6. If there's anything **disappointing** about the final list, it's the **paucity** of films directed or co-directed by women. There are just four out of 100. But we made sure to contact as many female critics as male ones, of those who responded, 94 (45 percent) were women.

7. One statistic we noted was that a quarter of the films on our list were East Asian, that is, 25 of them were made in Japan (11), China (6), Taiwan (4), Hong Kong (3) or South Korea (1). And the winning film, *Seven Samurai*, by the Japanese director Akira Kurosawa, was loved by critics everywhere – everywhere, that is, except for Japan. The six Japanese critics who voted didn't go for a single Kurosawa film between them.

8. But it's clear that culture isn't **bound** by borders, and language needn't be a barrier to enjoying great filmmaking. While the cinema of an individual nation is **invariably** tied to its unique identity and history, the language of film is universal.

10. *La Dolce Vita* (Federico Fellini, 1960)

9. *In the Mood for Love* (Wong Kar-wai, 2000)

8. *The 400 Blows* (François Truffaut, 1959)

7. *J/2* (Federico Fellini, 1963)

6. *Persona* (Ingmar Bergman, 1966)

5. *The Rules of the Game* (Jean Renoir, 1939)

4. *Rashomon* (Akira Kurosawa, 1950)

3. *Tripoli Story* (Youssef Chahine, 1957)

2. *Bicycle Thieves* (Vittorio De Sica, 1948)

1. *Seven Samurai* (Akira Kurosawa, 1954)

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Vocabulary boxes include tasks to help you understand important words. Go to the **Vocabulary Appendix** (page 183) for more practice with selected words from the unit.

AFTER YOU READ

VOCABULARY

A. Find the word in the article using the paragraph number next to it. Match the word with its definition. To practice using the words in a sentence, complete the handout.

Word	Definition
1. primarily (para. 5)	a) a way of thinking about something
2. perspective (para. 2)	b) many
3. accurately (para. 3)	c) to admit or accept that something is true or that a situation exists
4. acknowledge (para. 3)	d) correct and true in every detail
5. extraordinary (para. 4)	e) to make certain that something will happen properly
6. ensure (para. 4)	f) very much greater or more impressive than usual
7. range (para. 4)	g) to say that something is true, even though it has not been proved
8. claim (para. 5)	h) a set of similar things
9. disappointing (para. 6)	i) to produce or cause something
10. invariably (para. 8)	j) not as good as you had hoped or expected

F. In small groups, think of some interesting, new top 100 movie lists with different themes. Write three of your ideas below. Then, discuss and agree on one list that you would all like to see.

Example: Top 100 most expensive movies.

1. _____

2. _____

3. _____

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In the **writing** lesson, you will learn to organize ideas and write blogs, emails, a job application letter, a report, and short essays on subjects related to the theme of the unit and to real life.

LESSON 5 WRITING FILM REVIEW

A. Read the movie review in the Model Text Appendix, page 210. Decide if the review is positive, negative, or both.

B. Read the review more carefully, and analyze it by finding the elements below in the text and putting them in the right paragraph in one outline below.

Elements:

a summary of the writer's recommendation

very general information about the film when the film came out, the characters and actors

the movie genre

the director

evaluations of certain aspects of the film

a detailed outline of the story

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

C. You will write a review about a film you have seen.

• Look at the table above for the kind of information that is in each paragraph.

• On a separate page, make some notes about what should be in each paragraph of your review.

• Write your review, using the same paragraph order as the model.

D. With a partner, read some of the reviews that your classmates wrote. While you are reading them, think about which review most convinced you to watch or not watch the movie. Discuss your decision with your partner. Here are some ways to start your comments.

Example: This review makes me really want to see the film because ...

This review makes me really want to avoid the film because ...

UNIT 5 • What is a Good Movie Experience? 83

You watch a video in each unit to practise your **watching** and listening skills. There are tasks in three stages: **Before**, **While**, and **After You Watch**. Videos include interviews, news items, and travel and informational clips.

LESSON 6 WATCHING WHERE DO YOU WATCH MOVIES?

BEFORE YOU WATCH

A. With a partner, discuss some advantages of watching movies in a theatre and at home. Then, write the two most important advantages of each in the table.

Theatre Advantages	Home Advantages
1. _____	1. _____
2. _____	2. _____

WHILE YOU WATCH

B. Watch the video and choose the statement that best explains what the video is about.

a) the advantages of watching movies at home

b) the advantages of watching movies at the theatre

c) ways to get more people to go to the movie theatre

d) ways to get more people to watch movies at home

C. Watch the video again and complete the notes while you listen.

1. Movie experience: _____ get innovative

2. Theatres improved: better seating and _____

3. Customer participation: not changed: buying tickets and _____

4. Her prediction: people will go to cinema less they go to _____

5. Reason to go to theatre: be together, especially _____

6. Movie pals help: choose a movie, get to the theatre, get concessions and _____

7. His prediction: movie-going will increase by _____ percent.

8. Built customer base: great product, _____ and affordable

AFTER YOU WATCH

D. In small groups, use the notes above to discuss the following questions.

1. Which three improvements would convince you to go to the movie theatre more often?

2. Why are those three important to you?

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VOCABULARY

With a partner, match each bolded word to the correct definition. Note: there are two extra incorrect definitions. For more practice, complete the handout.

Word	Definition
1. innovative	a) very slowly over a period of time
2. we have theatre upgrading	b) a big change that is sudden and surprising
3. the business model has not changed in a long time	c) one, different, and better
4. the return of movie theatres would be consistent with what's happened in the music business	d) cheap enough for most people to buy
5. How we've seen the rise of live music	e) something that is good, popular, and has existed for a long time
6. There is something in seeing together on a classic old date	f) to judge something by its value on its value
7. The only reason there is more revenue is the increase in prices	g) to do something to improve a product or service
8. I think it can dramatically increase	h) a number of shops, hotels, cinemas, etc. owned or managed by the same company
9. We're going to be able to move people from one theatre chain to another	i) a way of doing things that people want to copy because it is so good
10. The first thing we've got to do is build a big customer base with a great product and a great service that's very affordable	j) money earned by a business

E. In small groups, discuss the questions below. You can use the prompts to help you start your answers.

1. What are some ways that cinemas could increase their revenue?
One of the things they could do is ...

2. Why has there been a rise in watching movies online?
I think it's because ...

3. How could you dramatically improve the experience of watching movies at home?
The experience could be improved by ...

4. How can some of the advantages of watching movies at home be used in the cinema?
At home, you can have ... so cinema could ...

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The **video icon** signals that there is a video to watch.

OVERVIEW

Unit	Reading	Listening	Watching	Speaking
1 How Do People Deal with Culture Shock?	Culture Shock and International Students <ul style="list-style-type: none"> Find the main points about culture shock in an article written by a university student. 	Dealing with a Different Culture <ul style="list-style-type: none"> Pick out main ideas and details in an audio clip about the stages of culture shock. Strategy: Listen for Main Ideas and Details	Culture Shock <ul style="list-style-type: none"> Understand how university students feel when they experience culture shock. 	<ol style="list-style-type: none"> Homesickness <ul style="list-style-type: none"> Talk about things you miss. Adjusting to a New Culture <ul style="list-style-type: none"> Give suggestions on how to adapt.
2 What Do We Learn from Travelling	How Travelling Teaches Gratitude and More <ul style="list-style-type: none"> Predict what you'll read about, by looking at the article headings, titles, and images. Strategy: Predicting	How Travelling Changed My Life <ul style="list-style-type: none"> Identify someone's feelings about their travel experience from an audio clip. 	Travel Guide <ul style="list-style-type: none"> Learn about and discuss a trip to Morocco, from information shown in a travel video. 	<ol style="list-style-type: none"> How Travelling Can Change You <ul style="list-style-type: none"> Talk about how travelling might change you. Your Trip <ul style="list-style-type: none"> Describe a trip. Use <i>Wh</i> and <i>How</i> questions. Strategy: Tell a Story
3 Does Age Affect Musical Taste?	Gen Z and Music <ul style="list-style-type: none"> Read about and understand how social media and other factors have influenced Generation Z's relationship with music. 	Music Festival Ads <ul style="list-style-type: none"> Pick out important details about a music festival when listening to a radio ad. Strategy: Listen for Stressed Words	Mashups <ul style="list-style-type: none"> Learn about mixing different types of music in a mashup, and decide what works and what doesn't. 	<ol style="list-style-type: none"> The Best Festivals <ul style="list-style-type: none"> Convince someone to go to a concert. Music Survey <ul style="list-style-type: none"> Show interest in a conversation. Strategy: Show Interest While Listening
4 Is City Living for You?	Pros and Cons of City Living <ul style="list-style-type: none"> Identify the main idea and supporting details in a text about rural and urban living. Strategy: Determine Paragraph Main Idea	Smart Cities <ul style="list-style-type: none"> Learn about the pros and cons of smart cities from an audio clip. 	A Recreated City <ul style="list-style-type: none"> See how improvements to urban spaces make life better for the residents. 	<ol style="list-style-type: none"> Life in the City <ul style="list-style-type: none"> Discuss pros and cons of city living. Improve Your City <ul style="list-style-type: none"> Suggest improvements for your city.
5 What Is a Good Movie Experience?	The 100 Greatest Films <ul style="list-style-type: none"> Skim a text about the greatest foreign-language films, then check for specific details. 	Four Elements of Good Movies <ul style="list-style-type: none"> Understand a filmmaker's opinion on what makes a great movie, by listening to the examples he gives. Strategy: Recognize Linking	Where Do You Watch Movies? <ul style="list-style-type: none"> Understand a video about improvements to the movie theatre experience. 	<ol style="list-style-type: none"> Movie Survey <ul style="list-style-type: none"> Survey your classmates and discuss the results. Strategy: Use Follow-Up Questions
<ol style="list-style-type: none"> Ways to Improve the Movie Experience <ul style="list-style-type: none"> Discuss improvements with classmates. 				

Pronunciation	Writing	Grammar	Life Skills	Final Project
<ol style="list-style-type: none"> 1. Rising and Falling Intonation 2. Sentence Stress 	<p>Response to a Social Media Post</p> <ul style="list-style-type: none"> ■ Reply to a friend’s online post, to show you understand their feelings, and to give helpful suggestions. 	<ol style="list-style-type: none"> 1. Use the simple present and the present progressive. 2. Use natural adverb order. 	<ol style="list-style-type: none"> 1. Ask for Help in Difficult Situations 	<p>Welcome Centre</p> <ul style="list-style-type: none"> ■ Design a course to help newcomers deal with culture shock.
<ol style="list-style-type: none"> 1. Weak and Strong Forms of Modal Auxiliaries 2. Past Tense <i>-ed</i> Ending 	<p>Travel Blog</p> <ul style="list-style-type: none"> ■ Write a travel blog post about a place you visited, and organize it into sections. <p>Strategy: Grouping Ideas</p>	<ol style="list-style-type: none"> 1. Use the simple past and the past progressive. 2. Use comparative and superlative adjectives. 		<p>Travel Tour</p> <ul style="list-style-type: none"> ■ Create a tour of a place of your choice.
<ol style="list-style-type: none"> 1. When Weak Forms Go Strong 2. Use Intonation to Express Emotions 	<p>Email Invitation</p> <ul style="list-style-type: none"> ■ Write an email inviting someone to attend a music concert with you. 	<ol style="list-style-type: none"> 1. Use the present perfect. 2. Use possessive nouns. 	<ol style="list-style-type: none"> 2. Respond to an Invitation 	<p>A Music Festival</p> <ul style="list-style-type: none"> ■ Organize and promote a one-day charity music festival for different generations.
<ol style="list-style-type: none"> 1. <i>-s</i> Endings 2. <i>th</i> Sounds 	<p>A Compare-and-Contrast Essay</p> <ul style="list-style-type: none"> ■ Write a simple compare-and-contrast essay about city life. <p>Strategy: Select Ideas</p>	<ol style="list-style-type: none"> 1. Use adverb clauses of direct contrast 2. Use the second conditional. 		<p>City Square</p> <ul style="list-style-type: none"> ■ Participate in a contest to improve a city square by redesigning it.
<ol style="list-style-type: none"> 1. Linking 2. Intruding Sounds 	<p>Film Review</p> <ul style="list-style-type: none"> ■ Write a film review, then read and discuss your classmate’s reviews. 	<ol style="list-style-type: none"> 1. Use <i>too</i>, <i>either</i>, <i>so</i>, and <i>neither</i> to agree or disagree on movie preferences. 2. Use reported speech to change statements and questions from quoted speech. 	<ol style="list-style-type: none"> 3. Ask for and Provide Clarification 	<p>Film Proposal</p> <ul style="list-style-type: none"> ■ Write a movie proposal and present it to the class.

Unit	Reading	Listening	Watching	Speaking
6 What Is the Future of Food?	Future Food Packaging <ul style="list-style-type: none"> Understand sentence elements when you read an article about food packaging. Strategy: Identify Sentence Elements After Verbs	Restaurants in the Future <ul style="list-style-type: none"> Discuss dining trends after listening to an audio clip about the future of restaurants. 	3D-Printed Food <ul style="list-style-type: none"> Understand the evolution of 3D printed food from a video clip. 	<ol style="list-style-type: none"> Future Restaurant Experience <ul style="list-style-type: none"> Express predictions. 3D Food Printer Role Play <ul style="list-style-type: none"> Role play with a restaurant owner and a salesperson.
7 What Is the Future of Work?	Job Skills for the Future <ul style="list-style-type: none"> Understand cause-and-effect statements in a text about future job skills. 	The Future of Work <ul style="list-style-type: none"> Identify how a talk about the future of work is organized when you're listening. Strategy: Listen for Text Organization	The Future of Skills <ul style="list-style-type: none"> Recognize repeated cause-and-effect statements in a video about future job skills. 	<ol style="list-style-type: none"> Automation: Agree or Disagree <ul style="list-style-type: none"> Debate automation. Strategy: Extend Discussions by Showing Levels of Agreement Interview About Your Future Job <ul style="list-style-type: none"> Ask and answer questions.
8 How Can Social Media Help Us?	Social Media in Education <ul style="list-style-type: none"> Distinguish between facts and opinions in an article about social media's positive impact on education. Strategy: Distinguish Between Facts and Opinions	Helping People with Problems <ul style="list-style-type: none"> Pick out details in an audio clip about a woman helping others via social media. 	The Cat Came Back <ul style="list-style-type: none"> Learn from a video clip how social media helped someone find their lost pet. 	<ol style="list-style-type: none"> Is Social Media the Way? <ul style="list-style-type: none"> Discuss social media and problems. To Go or Not to Go on Social Media? <ul style="list-style-type: none"> Use examples and anecdotes. Strategy: Use Examples and Anecdotes to Convince Someone
9 How Does Marketing Influence Us?	Lies in Advertising <ul style="list-style-type: none"> Identify main points and examples in a text about false advertising claims. 	One-Page Marketing Plan <ul style="list-style-type: none"> Pick out the main ideas and supporting details when listening to instructions for making a one-page marketing plan. 	Advertising Tricks <ul style="list-style-type: none"> Recognize a speaker's positive and negative feelings in a video clip about advertising tricks. Strategy: Recognize Speaker Attitude	<ol style="list-style-type: none"> Survey on Buying Habits <ul style="list-style-type: none"> Discuss marketing. Strategy: Stall for Time Before Answering a Question Marketing Research <ul style="list-style-type: none"> Present an idea.
10 What Could You Do with a Lot of Money?	Helping the Young <ul style="list-style-type: none"> Use your own knowledge to draw conclusions about a charity when reading an article, even when the information is not directly mentioned. Strategy: Make Inferences	Strange Things Rich People Buy <ul style="list-style-type: none"> List facts and details about strange things billionaires spent their money on. 	A Chinese Billionaire <ul style="list-style-type: none"> Learn how a Chinese billionaire spends his money by both watching and listening to information in a video clip. 	<ol style="list-style-type: none"> Life After Winning the Lottery <ul style="list-style-type: none"> Discuss how money can change people. Money Debate <ul style="list-style-type: none"> Debate taxes. Strategy: Acknowledge the Opposite Side's Argument

Pronunciation	Writing	Grammar	Life Skills	Final Project
<ol style="list-style-type: none"> The /w/ Sound Suffixes That Attract Stress 	<p>Food Trend Blog</p> <ul style="list-style-type: none"> Order your paragraphs in a logical way when writing a blog post on future food trends. <p>Strategy: Structure the Text</p>	<ol style="list-style-type: none"> Use <i>will</i> and <i>be going to</i> correctly to talk about predictions and plans. Use count and noncount nouns to correctly express quantity. 		<p>Restaurant</p> <ul style="list-style-type: none"> Plan an innovative restaurant for the future.
<ol style="list-style-type: none"> Emphasize Adverbs of Degree Thought Groups in Adjective Clauses 	<p>Job Application Letter</p> <ul style="list-style-type: none"> Write a well-organized cover letter for a job application that includes all necessary information. 	<ol style="list-style-type: none"> Use modals of obligation and prohibition when talking about the rules of a job. Identify and correctly construct an essential relative clause with <i>who</i>, <i>which</i>, and <i>that</i>. 	<ol style="list-style-type: none"> Present Your Skills and Abilities 	<p>A Job Fair</p> <ul style="list-style-type: none"> Participate in a job fair where you will find out about the best jobs for the future.
<ol style="list-style-type: none"> Stress Pattern of <i>adj. + noun</i> and <i>noun + noun</i> Collocations <i>Used To</i> /uː/ versus <i>Would</i> /ɔ/ 	<p>Social Media Campaign Report</p> <ul style="list-style-type: none"> Correctly structure a written report for a crowdfunding campaign. <p>Strategy: Implement the Features of a Genre (Kind of Text)</p>	<ol style="list-style-type: none"> Use <i>used to</i> and <i>would</i> to talk about a past habit or situation. Understand the difference between the simple past and the present perfect and use them correctly. 		<p>Web Page</p> <ul style="list-style-type: none"> Design a crowdfunding web page for a cause.
<ol style="list-style-type: none"> Nouns and Verbs with Same Spelling but Different Stress Patterns Vowel Sounds: /æ/ versus /ɛ/ 	<p>Complaint Email</p> <ul style="list-style-type: none"> Write a complaint email that includes all relevant information. 	<ol style="list-style-type: none"> Understand and use passive sentences correctly. Use modal auxiliaries to show how certain you are about the probability of something. 	<ol style="list-style-type: none"> Say No Politely 	<p>Marketing Plan</p> <ul style="list-style-type: none"> Create a marketing plan for your English language school.
<ol style="list-style-type: none"> Thought Groups Intonation of Non-Essential Relative Clauses 	<p>Persuasive Essay</p> <ul style="list-style-type: none"> Write, edit, and proofread an essay to convince someone whether or not money can buy happiness. <p>Strategy: Edit and Proofread</p>	<ol style="list-style-type: none"> Understand when to use verbs as gerunds or infinitives in a sentence. Correctly make a sentence with an essential or non-essential relative clause. 		<p>Budget Proposal</p> <ul style="list-style-type: none"> Plan how to spend \$500 million to improve your current city.

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What Is a Good Movie Experience?

Objectives

- **Listening:** Follow the main points of short talks on familiar topics if delivered in clear, standard speech. [GSE 45]
- **Speaking:** Carry out a prepared structured interview with spontaneous follow-up questions. [GSE 45]
- **Reading:** Skim a text to identify its main purpose. [GSE 45]
- **Writing:** Write a simple review of a film, book, or TV program. [GSE 52]
- **Watching:** Understand a large part of TV programs on familiar topics. [GSE 58]
- **Speaking:** Convey simple relevant information emphasising the most important point. [GSE 45]

WARM-UP



A. In small groups, discuss which answer you think is correct for each question. Circle it.

- How much did the movie *Titanic* cost to make?
 a) 200 million USD b) 55 million USD c) 100 million USD
- What movie genre is the most popular in the world?
 a) comedy b) science-fiction c) adventure
- Which country makes the most movies?
 a) China b) India c) the USA
- What genre of movie is *Beauty and the Beast*?
 a) musical b) drama c) horror
- Every year, which film genre is made more than any other?
 a) documentaries b) dramas c) action movies
- Which country's films have won the most Oscars other than the USA?
 a) Italy b) England c) Japan
- The most important film festivals are in Cannes, Berlin, and which other city?
 a) Venice b) Toronto c) Tokyo
- When was the very first movie, *The Horse in Motion*, made?
 a) 1915 b) 1878 c) 1901
- Which film series has the most movies?
 a) Harry Potter b) Star Wars c) Godzilla
- Where is the world's largest cinema complex, with 25 screens and 9200 seats?
 a) Shanghai b) Madrid c) Los Angeles

B. After your teacher gives you the correct answers, check your score below.

9–10: You should win an Oscar!

7–8: You are movie experts.

5–6: You know more than most people.

3–4: You are not movie experts.

0–2: Take a film class!

BEFORE YOU LISTEN

A. In small groups, discuss which four of these eight aspects are the most important in making a good movie and why.

acting	costumes	music	special effects
camerawork	dialogue	sound	story

B. For each of the following movie genres, discuss which two aspects from task A are the most important and why. Write them in the table. You can choose aspects more than once.

Genre	Aspect 1	Aspect 2
1. horror		
2. drama		
3. documentary		
4. romance		
5. science fiction		
6. historical		
7. action		



WHILE YOU LISTEN

C. Listen to the audio clip of amateur filmmaker Matthew Brown talking about the four elements that make a movie great. Add the missing words below to explain the four elements.

1. A great movie creates its own special world.
2. Great movies should have good dialogue including zingers, which are great lines that can become part of popular culture.
3. Another thing is if we can all relate to the movie. In other words, it reminds us of our own lives.
4. Matthew thinks great movies are often a little bit unusual or strange.

D. When listening, it's important to recognize examples that support the speaker's ideas. Each of the examples below belongs to one of the four elements of a great film. Write the numbers 1, 2, 3, or 4 to match the examples given by the filmmaker to the elements.

1. 4 a woman with boxing gloves
2. 1 tall buildings and bad weather
3. 3 Someone poor falls in love with someone rich.
4. 2 I'll be back.
5. 1 an animal's point of view
6. 3 a man is lonely without a woman





LISTENING STRATEGY

RECOGNIZE LINKING

When you listen, it's important to recognize *linking*, which happens when people speak quickly. It can be hard to understand because the linked words sound like one word. It happens when one word ends with a consonant sound and the next word begins with a vowel sound, like in the sentence below.

"Today I **wanna** (want to) **talkabout** (talk about) **four things that makea** (make a) **great movie.**"

The consonant sound /k/ at the end of the first word blends into the vowel sound /ə/ in the next.

E. Listen to the first part of the audio clip again. Listen for the words that come before each space. When you hear them, listen carefully for the words that go in the spaces and write them in.

1. I think the first thing that really **makes a** great film ...
2. Another good example of a movie that creates **its own** world ...
3. It's **kind of** dangerous and exciting and colourful.
4. It has to have some lines **that are** zingers.
5. ...says to the hero, Luke, after **cutting off** his hand with a laser sword.
6. It's surprising, **it's also** kind of, just somehow ...
7. He's this robot soldier from the future and he **says everything**

AFTER YOU LISTEN

F. 1. In small groups, rank Matthew's elements from what you think are the most important (1) to the least important (4).

Four Elements	Ranking
The movie creates its own special world.	
It has good dialogue.	
We can all relate to the movie	
The movie is a little bit unusual or strange.	

2. Do you agree with Matthew's choices for the four elements? Why or why not?

G. Tell the group about one of your favourite movies and why you thought it was such a good film. Include one or more of the four elements in your reasons.



- A.** With a partner, read and add to the survey handout. You will use it to survey your classmates about their movie preferences.



SPEAKING STRATEGY

USE FOLLOW-UP QUESTIONS

When you have a conversation, you should ask some follow-up questions. These are questions you can use to find out more information, to keep a conversation going, or to show interest in what the person says.

George: "I like action films."

Keon: "Why do you like them?" / "When did you start liking them?"

- B.** Using the survey, you and your partner will interview each other and then three other classmates. Be sure not to interview the same classmates. Ask each classmate at least two follow-up questions. Try to use linking correctly (see below).



PRONUNCIATION FOCUS

LINKING

When a word ends in a *consonant sound* and the word after it starts with a *vowel sound*, the two sounds join together, often making the two words sound like one word. This is called *linking*.

In the sentences below, show where linking could happen using curved lines like in the example. Then, listen and repeat.

What is the most important element of a great film?

1. Who is your favourite actress or actor?
2. I go to the movies about twice a month.
3. How much should a movie ticket cost?

- C.** With your partner, compare your survey results, and discuss why some answers were or were not popular. You can use the examples below to help you.

Example: Two of the **people I interviewed believed that** a good story is the **most important element**.
I think the reason is that good stories are exciting.

- D.** Share the most and least popular answers from the results, and the reasons why, with the rest of the class.

LESSON 3 GRAMMAR TOO, EITHER, SO, AND NEITHER

- A.** With a partner, discuss if you like these movie genres or not: action, horror, drama.
- B.** Read Dalila and JuYoon's conversation about movie genres. Then, in each box in the table below, put Yes or No for Dalila and JuYoon.

JuYoon: Hey, what are your favourite film genres? I love adventure movies.
Dalila: I do, **too!** They are so exciting. How about documentaries? I can't stand them!
JuYoon: I can't, **either.** Aren't they boring?
Dalila: Yes, they are. But I could watch comedies forever.
JuYoon: **So** could I. But I haven't watched one in a while.
Dalila: **Neither** have I. We should watch one together.

	Likes Adventure Films	Likes Documentaries	Likes Comedies	Watched a Comedy Recently
Dalila	Yes	No	Yes	No
JuYoon	Yes	No	Yes	No

- C.** Do Dalila and JuYoon agree or disagree in their ideas about film genres? **agree**
- D.** Complete the statements with *too*, *either*, *so*, and *neither*.
- **Too** and **so** show agreement with the speaker's *positive* statement.
 - **Either** and **neither** show agreement with the speaker's *negative* statement.

subject + positive auxiliary verb, + <i>too</i>	I do, too.
subject + negative auxiliary verb, + <i>either</i>	I can't, either.
So + positive auxiliary verb + subject	So would I.
<i>Neither</i> + positive auxiliary verb + subject	Neither have I.

Only auxiliary verbs can be used in these structures for agreement, *not* main verbs.
 A: "I watch one film every week." B: "I do, too." not "I watch, too."
 As *neither* is already a negative adverb, the auxiliary must be in positive form.
 A: "I didn't like the film." B: "Neither did I." not "Neither didn't I."

- E.** Complete the responses in the second column to agree with the statements.

Statement	Response
1. I prefer to watch movies at home. So do I.
2. I wouldn't like to go to the movies alone.	I wouldn't , either
3. I can't watch sci-fi movies. Neither can I.
4. I have never met a famous actor.	I haven't , either
5. I loved the movie we saw last night.	I did , too



- F.** Compare your answers with a partner. Then, cover the answers, and take turns reading the statements and responding. For more practice, complete the handout.

BEFORE YOU READ

- A.** Put a check mark in the box if the statement is true for you.
- I like watching films from other countries.
- If I don't understand the language of a film, I can't watch or enjoy it.
- B.** Compare your answers with a partner, and explain the reasons for your answers.
- C.** Write *critic*, *poll*, and *universal* next to their definitions.
1. universal including everyone in the world
 2. critic someone who judges the quality of art, music, films, etc.
 3. poll to ask people's opinions on a subject as part of study

WHILE YOU READ

- D.** You will read an article about the BBC's list of the 100 greatest foreign-language films. Skim the article. Why did the BBC create the top 100 list? Choose two reasons.
- a) to ask critics' opinions about the best foreign movies
 - b)** to draw more attention to non-Hollywood cinema
 - c)** to show respect for the best of international cinema
 - d) to show the number of films different countries have in the top 100 list

The 100 Greatest Foreign-Language Films

BBC Culture polled 209 critics in 43 countries to find the best in world cinema – here's the top 100.

1. Three years ago, BBC Culture ran its first major critics' poll, to find the 100 greatest American films. Two further polls looked for the best films of the 21st Century and the greatest comedies ever made – and those also ended up with films from the US in the top spot.
- 5 2. This year, we felt it was time to direct **the spotlight** away from Hollywood and celebrate the best cinema from around the world. We asked critics to vote for their favourite movies made **primarily** in a language other than English. The result is BBC Culture's 100 greatest foreign-language films.
3. From the **perspective** of an English-language website, that's an **accurate** description – but equally, as an internationally focused one, we're happy to **acknowledge** that, depending on who you are, many of these films won't be in a language that's foreign to you.
- 10 4. And as the poll exists to salute the **extraordinary** diversity and richness of films from all around the world, we wanted to **ensure** that its voters were from all around the world, too. The 209 critics who took part are from 15 43 different countries and speak a total of 41 languages – a **range** that sets our poll apart from any other.

the spotlight: a lot of attention in newspapers, on television, etc.



- 20 5. The result: 100 films from 67 different directors, from 24 countries, and in 19 languages. French can **claim** to be the international language of acclaimed cinema: 27 of the highest-rated films were in French, followed by 12 in Mandarin, and 11 each in Italian and Japanese. At the other end of the scale, several languages were represented by just one film, such as Belarusian (*Come and See*), Romanian (*4 Months, 3 Weeks and 2 Days*), and Wolof (*Touki Bouki*).
- 25 6. If there's anything **disappointing** about the final list, it's the **paucity** of films directed or co-directed by women. There are just four out of 100. But we made sure to contact as many female critics as male ones; of those who responded, 94 (45 percent) were women.
- 30 7. One statistic we noted was that a quarter of the films on our list were East Asian: that is, 25 of them were made in Japan (11), China (6), Taiwan (4), Hong Kong (3) or South Korea (1). And the winning film, *Seven Samurai*, by the Japanese director Akira Kurosawa, was loved by critics everywhere – everywhere, that is, except for Japan. The six Japanese critics who voted didn't go for a single Kurosawa film between them.
- 35 8. But it's clear that culture isn't **bound by borders**, and language needn't be a barrier to enjoying great filmmaking. While the cinema of an individual nation is **inevitably** tied to its unique identity and history, the language of film is universal.
- 40 10. *La Dolce Vita* (Federico Fellini, 1960)
 9. *In the Mood for Love* (Wong Kar-wai, 2000)
 8. *The 400 Blows* (François Truffaut, 1959)
 7. *8 1/2* (Federico Fellini, 1963)
 6. *Persona* (Ingmar Bergman, 1966)
 5. *The Rules of the Game* (Jean Renoir, 1939)
 45 4. *Rashomon* (Akira Kurosawa, 1950)
 3. *Tokyo Story* (Yasujiro Ozu, 1953)
 2. *Bicycle Thieves* (Vittorio de Sica, 1948)
 1. *Seven Samurai* (Akira Kurosawa, 1954)

"The 100 Greatest Foreign-Language Films," *BBC Culture*. 30 Oct. 2018.

paucity: the fact that there is too little of something

bound by: limited by

border: the official line that separates two countries, states, or areas

E. The statements below are *all false*. Read the article more carefully, and correct them.

1. The 100 Greatest Foreign-Language Films list was created in 2015.

It was created in 2018.

2. The list was created by asking the BBC staff to vote for their favourite movies.

They asked critics, not BBC staff.

3. The films were from around the world, but the voters were BBC staff in England.

The voters were from around the world, too.

4. Only four percent of the critics who voted were women.

45 percent were women.

5. The film *Seven Samurai* was loved by all the critics who voted.

Except Japan; the six Japanese critics didn't vote for it.

AFTER YOU READ

VOCABULARY



Find the word in the article using the paragraph number next to it. Match the word with its definition. To practise using the words in a sentence, complete the handout.

Word		Definition
1. primarily (para. 2)	b	a) a way of thinking about something
2. perspective (para. 3)	a	b) mainly
3. accurate (para. 3)	d	c) to admit or accept that something is true or that a situation exists
4. acknowledge (para. 3)	c	d) correct and true in every detail
5. extraordinary (para. 4)	f	e) to make certain that something will happen properly
6. ensure (para. 4)	e	f) very much greater or more impressive than usual
7. range (para. 4)	h	g) to say that something is true, even though it has not been proved
8. claim (para. 5)	g	h) a set of similar things
9. disappointing (para. 6)	j	i) to produce or cause something
10. inevitably (para. 8)	i	j) not as good as you had hoped or expected

F. In small groups, think of some interesting, new top 100 movie lists with different themes. Write three of your ideas below. Then, discuss and agree on one list that you would all like to see.

Example: Top 100 most expensive movies.

1. _____
2. _____
3. _____



- A. Read the movie review in the Model Texts Appendix, page 210. Decide if the review is positive, negative, or both.
- B. Read the review more carefully, and analyze it by finding the elements below in the text and putting them in the right paragraph in the outline below.

<p>Elements:</p> <p>a summary</p> <p>the writer’s recommendation</p> <p>very general information about the film</p> <p>when the film came out</p> <p>the characters and actors</p> <p>the movie genre</p> <p>the director</p> <p>evaluations of certain aspects of the film</p> <p>a detailed outline of the story</p>	<p>Paragraph 1</p> <p>very general information about the film</p> <p>when the film came out</p> <p>the movie genre, the director</p>
	<p>Paragraph 2</p> <p>a detailed outline of the story</p> <p>the characters and the actors</p>
	<p>Paragraph 3</p> <p>evaluations of certain aspects of the film</p>
	<p>Paragraph 4</p> <p>the writer’s recommendation</p> <p>a summary</p>



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- C. You will write a review about a film you have seen.
 - Look at the table above for the kind of information that is in each paragraph.
 - On a separate page, make some notes about what should be in each paragraph of your review.
 - Write your review, using the same paragraph order as the model.
- D. With a partner, read some of the reviews that your classmates wrote. While you are reading them, think about which review most convinced you to watch or not watch the movie. Discuss your decision with your partner. Here are some ways to start your comments.

Example: This review makes me really want to see the film because ...

This review makes me really want to avoid the film because ...

BEFORE YOU WATCH

A. With a partner, discuss some advantages of watching movies in a theatre and at home. Then, write the two most important advantages of each in the table.

Theatre Advantages	Home Advantages
1.	1.
2.	2.



WHILE YOU WATCH

B. Watch the video and choose the statement that best explains what the video is about.

- a) the advantages of watching movies at home
- b) the advantages of watching movies at the theatre
- c) ways to get more people to go to the movie theatre**
- d) ways to get more people to watch movies at home

C. Watch the video again and complete the notes while you listen.

- 1. Movie experience: **started to** get innovative
- 2. Theatres improved: better seating and **deliver food**
- 3. Customer participation not changed: buying tickets and **pick films**
- 4. Her prediction: people will go to cinemas like they go to **live music**
- 5. Reason to go to theatres: be together, especially **romantically/on dates**
- 6. Movie pass helps: choose a movie, get to the theatre, get concessions and **get a (comfortable) seat**
- 7. His prediction: movie-going will increase by **10 to 20** percent.
- 8. Build customer base: great product, **great service**, and affordable



AFTER YOU WATCH

D. In small groups, use the notes above to discuss the following questions.

- 1. Which three improvements would convince you to go to the movie theatre more often?
- 2. Why are those three important to you?



VOCABULARY

With a partner, match each bolded word to the correct definition. Note: there are two extra incorrect definitions. For more practice, complete the handout.

Word		Definition
1. The experience of going to the movies has just started to get innovative .	c	a) very slowly over a period of time b) a big change that is sudden and surprising
2. We have theatres upgrading the environment.	h	c) new, different, and better d) cheap enough for most people to buy
3. The business model has not changed in a long time.	j	e) something that is good, popular, and has existed for a long time f) always behaving or happening in the same way
4. The return of movie theatres would be consistent with what's happened in the music business.	f	g) to judge something to decide on its value h) to do something to improve a product or service
5. Now we've seen the rise of live music.	l	i) a number of shops, hotels, cinemas, etc. owned or managed by the same company j) a way of doing things that people want to copy because it is so good
6. There is something to being together on a classic old date.	e	k) money earned by a business l) an increase in number, amount, or value
7. The only reason there is more revenue is the increase in pricing.	k	
8. I think it can dramatically increase.	b	
9. We're going to be able to move people from one theatre chain to another.	i	
10. The first thing we've got to do is build a big customer base with a great product and a great service that's very affordable .	d	



E. In small groups, discuss the questions below. You can use the prompts to help you start your answers.

1. What are some ways that cinemas could increase their revenue?

One of the things they could do is ...

2. Why has there been a rise in watching movies online?

I think it's because ...

3. How could you dramatically improve the experience of watching movies at home?

The experience could be improved by ...

4. How can some of the advantages of watching movies at home be used in the cinema?

At home, you can/have ... , so cinemas could ...



A. With a partner, brainstorm what could improve the movie experience for people. The suggestions from the video in Lesson 6 have been provided on the mind map in the handout. Add others to complete the mind map.



PRONUNCIATION FOCUS

INTRUDING SOUNDS

A. When a word ends in a vowel sound and the next word begins with one, two consonants join the vowel sounds to make speech easier. These are /j/ and /w/. Listen to the sounds.

- I is pronounced /aɪ/, and am is pronounced /æm/, but I am is pronounced /aɪjæm/
- You is pronounced /ju/, and are is pronounced /ar/, but You are is pronounced /juwɑr/

B. With a partner, determine where intruding sounds are in the conversation below. Write /j/ or /w/ above each spot. Then listen and check.

A: What factors did you agree on? ^{/w/ /j/}

B: Cheap tickets and seats. These two are important. ^{/w/}

A: Why are comfortable seats important? ^{/j/}

B: They are where people sit for two hours. ^{/j/ /w/}

USEFUL LANGUAGE

Here are some phrases you can use to discuss options and ideas.

- Why is/are X important/necessary?
- Why is X the best choice?
- How important is X?
- How effective will X be?

B. With your partner, discuss which ideas from the mind map would be the most effective in improving the movie experience. Choose one improvement for each of the four categories below. Write your choices beside the categories.

1. Pricing: _____
2. Environment: _____
3. Communication: _____
4. Concessions: _____

C. With your partner, decide who will be Student A and who will be Student B. Next, all the As in the class will form one group and all the Bs another. Each group will discuss and choose the best improvement in each category to share with the whole class.

LIFE SKILLS VIDEO ASK FOR AND PROVIDE CLARIFICATION



Watch people having a discussion. Pay attention to how they ask for and provide clarification when something is not clear. See the Life Skills Appendix, page 195, to complete this task.

Reported speech means telling someone what someone else has said.

In the left column below, you see sentences from the video about MoviePass, and in the right column, you can see the same sentences in reported speech.

	Quoted Speech	Reported Speech
Statement	Mitch: "It is exciting for me."	Mitch said that (or Mitch told Emily that) it was exciting for him.
Yes/No question	Emily: "Virginia, do you agree?"	Emily asked Virginia if/whether she agreed.
Information question	Emily to Mitch: "Why do you think it is a good business?"	Emily asked Mitch why he thought it was a good business.

A. Answer the questions below about reported speech. See the table in the Grammar Reference Appendix, page 203, after you answer.

- In reported speech, what happens to the tense of the verb?
 - It stays the same.
 - It shifts back.
 - It shifts forward.
- Draw a line to match each kind of sentence with the reporting phrase used for it.

a) reported statement	asked ... if/whether
b) reported yes/no question	asked ... why, when, how, etc.
c) reported information question	said that or told ... that
- Which form of question is used in reported speech?
 - statement form (subject + verb) with a question mark at the end of the reported sentence
 - statement form (subject + verb) with a period at the end of the reported sentence



B. Below are some more sentences from the video. Write them in reported speech. For more practice, complete the handout.

- Mitch: "We are going to be able to move people from one movie to another."
Reported speech: Mitch said they were going to be able to move people from one movie to another.
- Emily: "Will attendance go up?"
Reported speech: Emily asked Mitch if attendance would go up.
- Mitch: "You are right."
Reported speech: Mitch told Emily that she was right.
- Emily: "How do you make money off this business?"
Reported speech: Emily asked Mitch how he made money off that business.
- Mitch: "I have been a fan of movies for a long time."
Reported speech: Mitch said (that) he had been a fan of movies for a long time.

Final Project

FILM PROPOSAL

You are going to write a proposal for a movie and present it to the class.

STEP 1

In small groups, complete the table below. For each of the seven movie elements, discuss what you think it should be and make notes for your choices in the Your Ideas column.



STEP 2

Discuss why your ideas for each element would help make the movie a success. Give your reasons in the last column.

Elements	Your Ideas	Reasons
1. Genre What genre of movie is it?		
2. Plot outline What are the main events in the story?		
3. Place(s) and Time(s) Where and when does the story happen?		
4. Title What is the name of your movie?		
5. Main characters Who are the main characters in the story?		
6. Actors Which actor will play each main character?		
7. Estimated budget How much will the movie approximately cost to make?		

STEP 3

Decide who is going to talk about which element in a way that everybody gets equal speaking time. It is important that the elements are presented in the same order as in the table on the previous page. Remember that your group will have three minutes to present your proposal. In your group, practise your presentation, doing the following:

1. Say what your element is.
2. Explain what you wrote in the Your Ideas column for that element.
3. Explain the reasons why your group's decision about the element will make the movie a success.

Example: For the actors, we chose Leonardo DiCaprio and Kate Winslet. DiCaprio would be perfect as the tennis champion, who is the main character, because he is very fit and he can look very serious. He is very popular with moviegoers and we think they would love to see him play the role of a famous tennis player. And Kate Winslet ...



STEP 4

- *Presenters:* You will present your proposal to the rest of the class the way you practised it.
- *The rest of the class:* You will decide how good your classmates' proposals are.
 - Before you listen to the first presentation, write one of the group member's names at the top of the first column of the handout.
 - Then, while you listen, give the group a score from 1 (lowest) to 5 (highest) for each element in their proposal. In the spaces below the numbers, make some notes about their ideas.
 - Do the same for the other presentations you listen to.

STEP 5

In your groups, look at the scores and the notes you took for your classmates' proposals. Decide which group's proposal should be accepted and why. Share your results with the rest of the class.



WRAP-UP



TEST YOUR SKILLS

SPEAKING

With a partner, take turns making true statements using the prompts below. The listener must ask at least one follow-up question.

1. The genre of the last film you saw
2. Your preferred place to watch a movie
3. Your favourite film genre
4. The best movie you've ever seen

LISTENING

A. Individually, read the sentences below and draw curved lines to show where there would be consonant-to-vowel linking.

1. *Titanic* tells the stories of passengers aboard the ship on its first and last voyage.
2. During its voyage, the main characters are introduced.
3. They fall in love and this is a big problem for Rose's mother.

B. Ask a partner to close their book. Then, read one of the three sentences aloud to your partner. Your partner should tell you how many times they hear linking. Then close your book, and your partner will read a sentence aloud.

TEST YOUR KNOWLEDGE

VOCABULARY

With a partner, take turns asking and answering the questions below. The question should be asked exactly as it is written. The answer should begin with *Yes* or *No*, and the underlined words should be replaced with words from the box.

accurate	claim	ensure	model	revenue
acknowledge	classic	extraordinary	perspective	rise (n.)
affordable	consistent	inevitably	primarily	upgrade
chain	dramatically	innovative	range	

1. Do you admit that cinema seating needs an improvement?
2. Do you think there has been an incredible increase in the variety of movies?
3. Can you argue that your opinion on a film is the best?
4. Do you think that groups of cinemas should make sure that movies are not too expensive?
5. Do you think old memorable movies produce a lot of profits for their studios?
6. Should companies use new and different business ways?

1. acknowledge, upgrade 2. extraordinary, rise, range 3. claim, perspective 4. chains, ensure, affordable 5. classic, revenue 6. innovative, models

GRAMMAR

- A.** Continue each sentence in a way that the second person has the same situation as the first.

Example: Carlos speaks Spanish, and so does Jessica.

1. Aram can sing, and Autreen can, too.
2. Omar likes playing soccer, and so does Edder.
3. Takeshi has never been to Nigeria, and neither has Wong.
4. Najwa isn't interested in documentaries, and Barbara isn't, either.

- B.** Change the sentences of Sam and Oscar's dialogue from quoted speech into reported speech and vice-versa.

Quoted Speech	Reported Speech
Sam: "I have to leave."	Sam said that he had to leave.
Oscar: "Why are you leaving so early?"	Oscar asked Sam why he was leaving so early.
Sam: "I'm going to see a movie."	Sam said that he was going to see a movie.
Oscar: "Will you tell me about it?"	Oscar asked Sam if he would tell him about it.

Now I Can

- understand a filmmakers' opinion on what makes a great movie, by listening to the examples he gives;
- survey my classmates about their movie preferences, and discuss the results;
- use *too*, *so*, *either*, and *neither* to agree or disagree on movie preferences;
- skim a text about the greatest foreign-language films, then check for specific details;
- write a film review, then read and discuss my classmates' reviews;
- understand a video about improvements to the movie theatre experience;
- discuss different ways to improve the movie experience with my classmates;
- change statements and questions from quoted to reported speech.

OUTSIDE CLASS



- A.** Choose a new movie you'd like to see and watch the trailer for it online. Use the handout to make some notes about the movie. Research online for any missing information.
- B.** Use your notes to tell three people about the film. Ask them if they'd like to see it based on your description of it. Indicate their answers with *Yes* or *No*, and write some of their reasons in the handout.