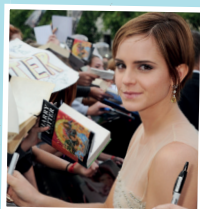


ARE YOU A FILM FAN? Let's find out!

1 Who is Hermione Granger in the *Harry Potter* films?

- a the **lead actor/actress**
- b** one of the **main characters**
- c a **supporting actor/actress**



2 Which of these films had the biggest **cast** of movie stars?

- a** the **superhero film**, *Avengers: Infinity War*
- b the **musical**, *Mamma Mia*
- c the **animated film**, *Shrek*



3 How many **extras** were in *The Lord of the Rings* **fantasy** films?

- a about 200
- b 2,000
- c** more than 20,000



4 What types of films is the American **director** Steven Spielberg famous for? (clue: *E.T.*, *Jurassic Park* and *Indiana Jones*)

- a **horror films**
- b **romantic films** and **comedies**
- c** **action films**, **thrillers** and **science fiction films**



1 **1.02** Read and listen to the quiz. In your notebook, complete the table with the words in green.

types of films	people in film
<i>animated film</i> <i>superhero film, musical, fantasy film, horror film, romantic film, comedy, action film, thriller, science fiction film</i>	<i>lead actor/actress</i> <i>main character, supporting actor/actress, cast, extras, director</i>

2 **1.03** Do the film quiz. Then listen and check your answers. Are you a film fan?

3 Complete the text with the words in green from exercise 1. Can you guess the film?

Spider-Man: Far From Home

Guess the film!

It's a superhero action film, and the **director** is Jon Watts. The lead **actor** is Tom Holland – he plays Peter Parker, the main **character**. Zendaya is the **lead** actress – she plays Peter's classmate Michelle Jones. The **cast** also includes the supporting **actresses** Marisa Tomei and Cobie Smulders, and the **supporting** actors: Samuel L. Jackson and Jake Gyllenhaal. In the film, Peter Parker and his friends go on a school trip to Venice and London.

4 **1.04** Listen to five films extracts. Guess what type of film they are. 1 *comedy* 2 *horror film* 3 *animated film* 4 *science fiction film* 5 *romantic film*

Are you a film fan?
0-1 Perhaps you just aren't into films ...
2-3 You're a film fan, but not quite an expert yet!
4 Well done – you're definitely a film buff!

5 **Game** Work in groups of three. Play **Guess the film**.

- Student A:** Think of a film but don't say the title.
- Students B and C:** Ask Student A questions to guess the film.
- The winner is the first to guess the right answer. Change roles.

What type of film is it?

It's an action film.

Who is the lead actor?

...

6 **Survey** Do a class survey. Find out what types of films are the most popular.

What type of film is your favourite?

I like watching ... / I don't like watching ...

Grammar hub: Defining relative clauses



Defining relative clauses

This is a perfect film for people **who / that** like comedies.

It's a film **which / that** you will really enjoy!

Hollywood is a place **where** you can visit some big film studios.

1929 was the year **when** they gave the first Oscars.

Jaden Smith is an actor and rapper **whose** father is a famous actor.

>>> Grammar summary on page 17

1 Look at the picture. What does **who** mean?

In Polish, it means: "którzy".

2 In your notebook, write **who, which, that, where, when** and **whose** in the correct place.

people	possession	things	times	places
<u>who</u>	<u>whose</u>	<u>which/</u>	<u>when</u>	<u>where</u>
<u>/that</u>		<u>that</u>		

3 In your notebook, complete the sentences with information that is true for you. Use **who, which, that, where, when** or **whose**.

My smartphone is an object which I can't live without!

- is the place where I was born.
- was the year when I started school.
- is a teacher whose classes I really enjoy.
- is a person who/that I really admire.
- is a film which/that I saw last year.

5 Make definitions for these words. Use relative pronouns. Then test your partner.

extras ■ sci-fi film ■ lead actress ■ horror film
supporting actor ■ comedy


They're people who are part of a film cast, but they aren't professional actors.

Correct!

Extras?

6 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 1–6. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszyty.

Avatar: the story continues ...
Avatar is a science fiction film
1 was popular 10 years ago.
The story takes place at a time
in the future 2 humans
are colonising space. The action
happens on planet Pandora
3 the Na'vi people live. Soon
the Avatar sequels will continue
the story, and the 4 actors
who play the main characters
will be the same as before: Zoe Saldana and
Sam Worthington. Who is the 5 of these
amazing films? His name is James Cameron – he's
a Canadian film-maker 6 movies are famous
for their fantastic special effects!



- | | | |
|-------------------|-----------------|--------------------|
| 1 A. who | B. which | C. whose |
| 2 A. where | B. that | C. when |
| 3 A. whose | B. where | C. which |
| 4 A. lead | B. supporting | C. extra |
| 5 A. actress | B. extra | C. director |
| 6 A. whose | B. who's | C. that |

4 1.05 Join the sentence halves with **who, which, where, when** or **whose**. Write the answers in your notebook. Then listen and check.

- | | | | |
|-----------------------------------|--------------|--|-------------|
| 1 Hogwarts is the school ... | who | a plays Hermione Granger. | 1 where + b |
| 2 Quidditch is a sport ... | which | b the story takes place. | 2 which + d |
| 3 2011 was the year ... | where | c books inspired the films. | 3 when + e |
| 4 Emma Watson is the actress ... | whose | d they play at Hogwarts. | 4 who + a |
| 5 J. K. Rowling is the writer ... | when | e they made the last film in the series. | 5 whose + c |

1 Look at the headings for texts (1–2). Which text (1–2) is an advert and which is a review?

BRAINYTOWN FILM FESTIVAL

ABOUT | GETTING HERE | WHAT'S ON? | **REVIEWS**

action
musical

animated
rom-com

comedy
sci-fi

drama
superhero film

fantasy
thriller

horror
western



an advert

1 BRAINYTOWN FILM FESTIVAL!

Saturday 14th to Sunday 15th, 10 am to 10 pm each day

- All films cost £5 (£3 concessions). Come early to get your seat!
- Our special guest is local director Tom Steiber, whose new film comes out this week.

Click on the links to see [What's On?](#) and read the [Reviews](#).

a review

2 **Avengers: Endgame** (superhero film)



Avengers: Endgame is about a team of superheroes (called 'the Avengers') **who** must save the universe from disaster. The film is based on characters from the Marvel comics, such as Iron Man and Thor. The film is set in different places, including New York **where** the Avengers try to get back the magic Stones. The action happens in different years because the Avengers travel back in time.

This film has an excellent cast. There are a lot of lead actors, including Robert Downey Jr., **who** stars as Iron Man, and Scarlett Johansson, **who** plays the role of Black Widow. She's my favourite character – she's a spy **who's** also an athlete, a gymnast and a martial arts expert.

Avengers: Endgame is ideal for people **who** like action films, especially those **who** enjoyed the other Avengers films. It's quite long but you never get bored, and there are some scenes **which** will really surprise you. I definitely recommend this film!

2 **1.06** Read and listen to the texts. Does the reviewer like the film? How do you know? *Yes, he does. He recommends the film.*

3 **Przeczytaj teksty 1 i 2. W zadaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszyty.**

- The purpose of Text 1 is to
 - explain how to write your own review.
 - invite Tom Steiber to present his new film.
 - ☒ inform visitors about a film festival.
- The reviewer
 - doesn't like the character of Black Widow.
 - ☒ says that Scarlett Johansson's character is her favourite.
 - loves the character which Robert Downey Jr. plays.
- The reviewer thinks that *Avengers: Endgame*
 - is a film which fans of disaster films will love.
 - has a story which is a bit boring.
 - ☒ is a film which has some great actors.

Brainy fact

The trailer for *Avengers: Endgame* is the most popular film trailer of all time. People looked at it 289 million times in the first 24 hours!

4 **Work in groups of three. Write a short review of a film to upload to the *Brayntown Film Festival* website. Use the phrases in the box.**

... is about ... ■ ... is based on ...
... is set in ... ■ ... stars as ...
... plays the role of ...

5 **Make a wall display of your film reviews. Walk around the classroom and choose the film you want to see.**

Speaking

Lesson objective: Functions: inviting and responding to invitations; making offers

lesson 4 UNIT 1

- 1 1.07 Read the dialogues and choose the correct answers for gaps (1–2). Then listen and check.

1 Yes, I'd love to! / Sorry, I can't tonight.

2 Good idea! / No, it's very expensive!

1

Would you like to go to the cinema tonight?

1 *Yes, I'd love to!* Which film shall we watch?

Shall we watch the new *Avengers* film?

OK, great!

2

Shall I buy some popcorn?

2 *Good idea!*

Would you like something to drink as well?

Yes, some water please.

Would you like still or sparkling?

Still, please.

Look: would like, shall

Would you like to go to the cinema tonight? 2

Would you like something to drink as well? 1

Shall we watch the new *Avengers* film? 2

Shall I buy some popcorn? 1

- 2 Match the functions (1–2) with the sentences in the **Look** box. You can use one function twice.

1 offer 2 invitation

- 3 Work in pairs. Invite a friend to the cinema. Write a short instant message conversation like in exercise 1. Change the time and the film.

A Would you like to... B

...

Your message ... Send

- 4 In your notebook, rewrite the offers (1–4), using **Shall ...?** or **Would ...?**

Would you like some juice? = *Shall I get some juice?*

- 1 Shall I get some chocolate?
Would you like some chocolate?
- 2 Would you like some cola?
Shall I get some cola?
- 3 Shall I get some sweets?
Would you like some sweets?
- 4 Would you like some popcorn?
Shall I get some popcorn?

MENU

Snacks

popcorn £3 / £5 crisps / nachos £2
sweets £3.50 hot dogs £3.75
chocolate £2.50

Drinks

cola £2.50 / £3.50 water £2
orange juice £3 (still or sparkling)

- 5 Work in pairs. Look at the cinema menu above and decide what drinks and snacks you want.

Shall I buy some ...?

- 6 1.08 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobrać właściwą reakcję (A–E). Zapisz odpowiedzi w zeszyte. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

1	2	3	4
C	A	E	B

- A. OK, great. See you then!
B. No, thanks – I'm not thirsty.
C. Yes, I'd love to! Who's playing?
D. No, I don't. It's too expensive.
E. Yes, please. I'd love some sweets.

Vocabulary 2 and Listening

Lesson objective: *film-making*

lesson 5 UNIT 1

1 1.09 Listen and repeat the words. Can you find them in the pictures in exercise 2?

audience ■ blockbuster ■ plot ■ subtitles ■ make-up artist ■ costume designer
shoot a film ■ write a script ■ record a soundtrack ■ come out

2 1.10 Read the text. In your notebook, complete gaps (1–5) with the words from exercise 1. Then listen and check your answers.

 <p>HOW TO MAKE A BLOCKBUSTER</p>	 <p>First, decide on the <u>plot</u>.</p>	 <p>Then write the <u>script</u>.</p>	 <p>Choose your lead and supporting actors and actresses.</p>	 <p>Find a ² <u>make-up</u> artist and costume designer to work with the cast.</p>
 <p>Shoot the film in the studio or outside.</p>	 <p>Edit the film and add special effects.</p>	 <p>Record the ³ <u>soundtrack</u> in the music studio.</p>	 <p>Add ⁴ <u>subtitles</u> to translate the dialogue if necessary.</p>	 <p>Finally, wait for your film to ⁵ <u>come out</u> on the big screen, and hope that the audience will love it!</p>

3 Match the words from exercise 1 with these definitions. Write the answers in your notebook.

Who or **what** is it?

- It's a person who designs clothes for the cast. *costume designer*
- It's the music which you hear while you're watching a film. *soundtrack*
- It's the people who watch a film at the cinema. *audience*
- It's a story which takes place in a book or a film. *plot*
- It's a film which is very popular, and usually has a big budget and lots of special effects. *blockbuster*

! Tips

Zanim zaczniesz słuchać nagrania, przeczytaj uważnie pytania i wszystkie opcje odpowiedzi.

4 Study the questions and the answer options in exercise 5. Which question is about:

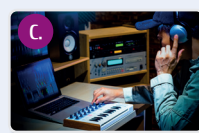
- the speaker's intention? **3**
- the speaker's profession? **1**
- the place where the speakers are? **2**

5 1.11 Usłyszysz dwukrotnie trzy teksty. W zadaniach (1–3), na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą (A, B albo C). Zapisz odpowiedzi w zeszyte.

1 What is the woman's job?



2 Where are the people?

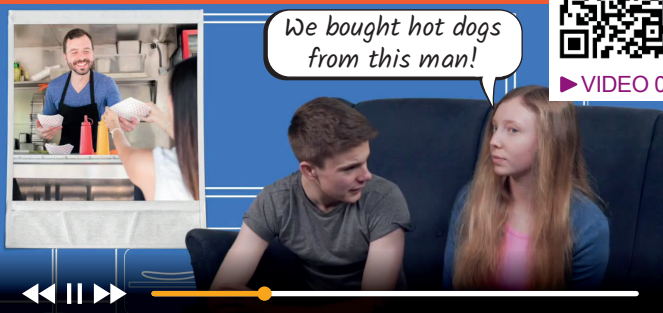


3 The girl is calling to

- invite a friend to the cinema.
- explain the plot of a comedy.
- C** tell her friend about a film class.

6 Game Work in groups of three. Study all the steps of *How to make a blockbuster!* and play a memory game. How much can you all remember?

Grammar hub: Past simple



Past simple

- + I **watched** a blockbuster last night.
It **had** fantastic special effects.
- I **didn't watch** it on the big screen.
The director **didn't win** an Oscar.
- ? **Did** the film **have** subtitles?
Yes, it **did**. / No, it **didn't**.
Where **did** you **watch** it?

>>> Grammar summary on page 17

- 3 In pairs, ask and answer questions from exercise 2. Use the past time expressions in the box.

last week / month / year
in July / summer / 2018
on Sunday ■ at the weekend / 8 o'clock
two days / three weeks / a year ago

When did you go to the cinema?

I went to the cinema three weeks ago.

Grammar hub: used to

- + Films **used to** be silent.
- They **didn't use to** have special effects.
- ? **Did** people **use to** go to the cinema?
Yes, they **did**. / No, they **didn't**.

>>> Grammar summary on page 17

- 1 In your notebook, complete the text with the correct Past simple forms of the verbs in brackets. Which ones are irregular?



The history of special effects

In the past, films ¹ didn't have (not have) the digital special effects which we see today. When cinema ² started (start), computers ³ didn't exist (not exist). Film-makers started using CGI (computer-generated imagery) in the 1990s. Pixar's *Toy Story* – the first complete CGI film – ⁴ came out (come out) in 1995. After that, special effects ⁵ continued (continue) to develop with amazing 3-D technology in films like *Avatar*. When Andy

Serkis ⁶ played (play) Gollum in *The Lord of the Rings*, he used a technology called 'motion capture'.

- 2 In your notebook, write Past simple questions.

- 1 when / you / last go to the cinema?
When did you last go to the cinema?
- 2 what time / you / get up yesterday?
What time did you get up yesterday?
- 3 when / you / start learning English?
When did you start learning English?
- 4 what time / this class / begin?
What time did this class begin?
- 5 when / you / last use your mobile phone?
When did you last use your mobile phone?
- 6 when / the last *Avengers* film / come out?
*When did the last *Avengers* film come out?*

- 4 In your notebook, complete the sentences with the correct form of *used to* and the verbs in brackets.

In the 1920s, ...

- 1 Directors didn't use to make (not make) films in 3-D. They used to shoot (shoot) films in 2-D.
- 2 Actors didn't use to speak (not speak) in the movies. Their words used to appear (appear) as subtitles on the screen.
- 3 Film-makers didn't use to record (not record) soundtracks. A real orchestra used to play (play) music in the cinema.
- 4 Cinema audiences didn't use to buy (not buy) crisps or sweets. They used to eat (eat) popcorn.
- 5 People didn't use to watch (not watch) blockbusters. What kind of films did they use to watch (they / watch)?

- 5 In pairs, ask and answer questions about your life when you were little. Use the correct form of *used to* and the ideas in the box.

watch horror films / cartoons
go to school / kindergarten
go out with (my) friends / family
play video games / with toys

Did you use to watch horror films?

No, I didn't. I used to watch cartoons.



Around the world

Lesson objective: Culture: the biggest film industries in the world

lesson 7 UNIT 1

- 1 **1.12** Listen and read. Find all the Past simple verbs in the texts. Then write them in your notebook in two categories: **regular** and **irregular**. *regular: started*
irregular: became, chose, could, came out, was/were, began, cost

★ ★ ★ ★ ★ HOLLYWOOD AND BOLLYWOOD ★ ★ ★ ★ ★



Hollywood, in Los Angeles in the USA, became the centre of the world's film industry in 1913. The film studios chose Hollywood because they could shoot films outside all year – it's always sunny there! At first, Hollywood films didn't use to have sound (the so-called 'silent films'). The first 'talkie' came out in 1927. The 1930s and 1940s were Hollywood's 'Golden Age', with actors and actresses like Cary Grant and Greta Garbo. Later, in the 1970s, the 'Blockbuster Age' began, with exciting sci-fi and action films like *Star Wars* and *Jaws*. Hollywood used to be the biggest film industry in the world, but now it only makes about 500 films a year. The average budget for a blockbuster is about \$65 million, but the most expensive film, *Pirates of the Caribbean: On Stranger Tides*, cost \$378.5 million!



India's film industry is called Bollywood, from the words 'Bombay' (which used to be the name for the city of Mumbai) and 'Hollywood'. Bollywood also started more than a century ago, and now it makes about 1,000 films a year – more than Hollywood! The plot in a Bollywood film is usually based on a love story or an adventure. There are often amazing costumes and fantastic soundtracks. The average budget is \$1 million, but the sci-fi action film *2.0* cost \$76 million because it's got amazing special effects with CGI technology.



Look

the 1930s = the nineteen thirties

- 2 Read the texts again. Complete the table in your notebook.

	Hollywood	Bollywood
Where is it?	Los Angeles, the USA	Mumbai, ¹ <u>India</u>
When did they start making films there?	² <u>1913</u>	more than a century ago
How many films come out each year?	About 500	³ <u>About 1,000</u>
What's the average budget for shooting a film/blockbuster?	⁴ <u>\$65 million</u>	\$1 million

- 3 Przeczytaj ponownie teksty w ćwiczeniu 1. Odpowiedz na pytania (1–4) zgodnie z treścią tekstów. Zapisz odpowiedzi w zeszyte.

- When did people use to watch only silent films?
People used to watch only silent films before 1927 / before 'talkies' started coming out (in 1927).
- What happened in Hollywood in the 1970s?
In Hollywood in the 1970s, the 'Blockbuster Age' began.
- Why did the big film studios choose Hollywood?
The big film studios chose Hollywood because they could shoot films outside all year / because the weather was always good / because it was always sunny there.
- How much did the Bollywood film *2.0* cost?
The Bollywood film *2.0* cost \$76 million.

- 4 **1.13** Listen to the information about 'Nollywood'. In your notebook, write T (True) or F (False) for sentences (1–4). Correct the false sentences.

'Nollywood' is the film industry in Norway.

F – 'Nollywood' isn't the film industry in Norway. It's the film industry in Nigeria.

- The Nigerian film industry grew quickly in the 1930s.
F – The Nigerian film industry didn't grow quickly in the 1930s. It grew quickly in the 1990s.
- In the 1990s, most Nigerians used to watch films at the cinema. *F – In the 1990s, most Nigerians didn't use to watch films at the cinema. They used to watch films at home (on video cassettes).*
- 'Nollywood' produces more films every year than Hollywood or Bollywood. *T*
- The average Nollywood budget is about \$65 million.
F – The average Nollywood budget isn't \$65 million. It's about \$10,000.

Discover more!

- 5 Work in groups of three. Find out more about new films in Hollywood, Bollywood and Nollywood. Then make a leaflet for an international film day at your school.

Tips

W ulotce uwzględnijcie:

- tytuły filmów, nazwiska reżyserów oraz aktorów pierwszoplanowych,
- krótkie opisy filmów,
- budżet każdego filmu.

Watch more!



▶ VIDEO 05

Lesson objective: *an email (giving your opinion, inviting a friend to the cinema, describing a film)*

Brainy phrases

Paragraph 1

I saw ...
In my opinion, it was such a ... film!
The ... was / were so ...
The film had such (a/an) ...
I loved ...!

Paragraph 2

Would you like to see ... with me?
It comes out ...
It's on at ...
Shall we meet ... at ...?

Paragraph 3

It's a(n) ... (film).
It's based on ...
It's set in ...
It's about ...
... stars as ... / ... plays the role of ...

Hi Sam,

- 1 Hope you had a good weekend! I saw *Bumblebee* – that sci-fi film which you recommended. In my opinion, it was such a great movie! All the actors were good, but the actress who played the lead role was so amazing. And the film had such good special effects – I loved the robots!
 - 2 Would you like to see *Pokémon: Detective Pikachu* with me? It comes out next Saturday and it's on at the Brainytown Cinema. Shall we meet there at 6 o'clock?
 - 3 It's an action comedy which is based on the *Pokémon* video games. It's about a man whose father disappears, and he tries to find him with Detective Pikachu's help. Hope you can come!
- All the best,
Lucy



1 Read the model email. In your notebook, match paragraphs (1–3) with functions (a–c).

- a describing a film 3
- b giving your opinion of a film 1
- c inviting a friend to the cinema 2

Look: so, such

The lead actress is **so** talented!
It was **such an** amazing film!
It had **such** fantastic special effects!

2 Complete the sentences with so, such a(n) or such.

- 1 The film was so sad.
- 2 It was such an exciting film.
- 3 It had such a good plot.
- 4 The tickets were so expensive.
- 5 It had such great actors!

3 Adjectives Work in pairs. Student A says the title of a film or TV programme and Student B reacts, using so/such and the words in the box. Change roles.

boring ■ sad ■ bad ■ funny ■ interesting
great ■ scary ■ exciting

Captain Marvel

It's such a great film!

4 In your notebook, write five sentences about each film below. Use the Brainy phrases.

A film I saw recently:

- I saw Avengers: Endgame.
- In my opinion, .
- .

A film I want to see:

- It's an action film.
- It's based on .
- .

5 Work in pairs. Invite each other to the films you want to see.

Would you like to ...

6 Zapoznaj się z treścią zadania i napisz e-mail. Odpowiedź zapisz w zeszyty.

Chcesz zaprosić kolegę/koleżankę z Anglii do kina. W e-mailu do niego/niej:

- przedstaw swoją opinię o filmie, który ostatnio widziałeś/widziałas,
 - zaproś kolegę/koleżankę do kina,
 - przedstaw film, który chcecie wspólnie obejrzeć.
- Użyj od 50 do 120 słów. Podpisz się jako XYZ.

Hi ...,

Hope you had a good weekend. I saw ...

! Tips

- Rozwiń każdy podpunkt polecenia w osobnym akapicie.
- Użyj maksymalnie 120 słów.



Revision workout

Lesson objective: Revision of lessons 1–8

lesson 9

UNIT 1

- 1 **1.14** Usłyszysz dwukrotnie rozmowę na temat festiwalu filmowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–4) w poniższej notatce. Zapisz odpowiedzi w zeszyty. Luki należy uzupełnić w języku angielskim.

Film festival with Jenny this weekend

When? ¹ Sunday afternoon

Type of film? ² science fiction / sci-fi

What time? ³ 4 pm / 4 o'clock

How much? ⁴ £3 for teenagers

4

- 2 Do każdej z opisanych sytuacji (1–3) wybierz właściwą reakcję. Wybierz literę A, B albo C. Zapisz odpowiedzi w zeszyty.

- Zaprosiłeś/Zaprosiłaś koleżankę do kina. Zaproponuj, że kupisz bilety.
 - Would you like to buy the tickets?
 - Will I buy the tickets?
 - ☒ Shall I get the tickets?
- Kolega zapytał cię, jak ci się podobał film, który wspólnie obejrzeliście. Co mu powiesz?
 - Yes, I'd love to watch this film!
 - ☒ Yes, it was such a great film!
 - Yes, I enjoy it very much!
- Zaproś kolegę/koleżankę na przyjęcie urodzinowe.
 - Will you have a happy birthday?
 - Do you come to my birthday party?
 - ☒ Would you like to come to my birthday party?

3

- 3 Uzupełnij luki (1–4) tak, aby dialogi były spójne i logiczne. Zapisz uzupełnione wypowiedzi w zeszyty.

- X: Hello, can I help you?
 Y: Yes, ¹ (have) can I have two tickets for *Star Wars*, please?
 X: Of course. Where ² (want) do you want to sit?
 X: ³ (like) Would you like some snacks before the film starts?
 Y: Yes, good idea! ⁴ (get) Can/Could you get / Shall we get some popcorn?

4

- 4 Przeczytaj opis ilustracji. Uzupełnij każdą lukę (1–4) jednym wyrazem, tak aby powstał tekst zgodny z ilustracją. Zapisz odpowiedzi w zeszyty.



In this picture they're making a film or a TV programme – we can see the camera at the top of the picture. The ¹ director isn't there – his chair is empty. In the background, we can see the cast. An ² actor is sitting at the table on the left. He's talking to an ³ actress. Of course, this isn't a real house because there's only part of the wall on the right. They're ⁴ shooting/filming/recording/making this scene in a film studio.

4

- 5 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie trzy wyrazy. Zapisz odpowiedzi w zeszyty.

- A friend of mine was an extra in a film.
WHO I have a friend who was an extra in a film.
- Cinema tickets didn't use to be so expensive.
USED Cinema tickets used to be cheaper.
- In the USA, a 'movie theater' is a place that shows films.
YOU In the USA, a 'movie theater' is a place where you can watch films.
- When I was young, I didn't like horror films, but I like them now.
USE I didn't use to like horror films, but I do now.
- Did you watch horror films when you were young?
USE Did you use to watch horror films when you were young?

5

Total: /20

People in film

cast /kɑːst/ obsada
director /daɪ'rektə(r)/ reżyser
extra /'ekstrə/ statysta/statystka
lead actor /,liːd 'æktə(r)/ aktor pierwszoplanowy
lead actress /,liːd 'æktɹəs/ aktorka pierwszoplanowa
main character /,meɪn 'kærɪktə(r)/ główny bohater
supporting actor /sə,pɔːtɪŋ 'æktə(r)/ aktor drugoplanowy
supporting actress /sə,pɔːtɪŋ 'æktɹəs/ aktorka drugoplanowa

Types of films

action film /,ækʃ(ə)n 'fɪlm/ film akcji
animated film /,ænɪmeɪtɪd 'fɪlm/ film animowany
comedy /'kɒmədi/ komedia
fantasy film /,fæntəsi 'fɪlm/ film fantasy
horror film /,hɒrə 'fɪlm/ horror
musical /'mjuːzɪk(ə)l/ musical
romantic film /rəʊ,mæntɪk 'fɪlm/ romans (film o miłości)
science fiction film /,saɪəns 'fɪkʃən ,fɪlm/ film science fiction
thriller /'θrɪlə(r)/ thriller, dreszczowiec

At the cinema

Shall I (buy) ...? Może (kupię)...?
Shall we watch ...? Obejrzymy...?
Would you like something to drink as well? Chciałbyś/Chciałabyś też coś do picia?
Would you like to go to the cinema tonight? Chciałbyś/Chciałabyś pójść dziś wieczorem do kina?
Yes, I'd love to! Tak, bardzo!

Film-making

audience /'ɔːdiəns/ widownia
blockbuster /'blɒk,bʌstə(r)/ blockbuster, przebój kinowy
come out /,kʌm 'aʊt/ wyjść, wchodzić do kin

costume designer /,kɒstjuːm dɪ'zainə(r)/ kostiumograf/kostiumografka
make-up artist /meɪk,ʌp 'ɑːtɪst/ wizażysta/wizażystka
plot /plɒt/ fabuła
record a soundtrack /rɪ,kɔːd ə 'saʊn(d),træk/ nagrywać ścieżkę dźwiękową
shoot a film /,ʃuːt ə 'fɪlm/ nakręcić film
subtitles /'sʌb,tɪt(ə)lz/ napisy
write a script /,raɪt ə 'skɪpt/ napisać scenariusz

Other

admire /əd'maɪə(r)/ podziwiać
alien /'eɪliən/ obcy, kosmita
athlete /'æθliːt/ sportowiec
average /'æv(ə)rɪdʒ/ średni
big screen /,bɪɡ 'skriːn/ duży ekran (kino)
budget /'bʌdʒɪt/ budżet
century /'sentʃəri/ wiek, stulecie
CGI (computer-generated imagery) /,siː,dʒiː 'aɪ (kəm,pjuːtə'dʒenəreɪtɪd 'ɪmɪdʒəri/ obraz generowany komputerowo
colonise /'kɒlənaɪz/ kolonizować
concessions /kən'seɪʃ(ə)nz/ bilety ulgowe
develop /dɪ'veləp/ rozwinąć
digital /'dɪdʒɪt(ə)l/ cyfrowy
drama /'drɑːmə/ dramat
edit the film /,edɪt ðə 'fɪlm/ montować film
especially /ɪ'speɪʃ(ə)li/ szczególnie
exist /ɪg'zɪst/ istnieć
explain /ɪk'spleɪn/ tłumaczyć, wyjaśniać
famous for /'feɪməs fə(r)/ znany z
film buff /'fɪlm ,bʌf/ kinoman
film industry /,fɪlm 'ɪndəstri/ przemysł filmowy
film-maker /'fɪlm,meɪkə(r)/ filmowiec
including /ɪn'kluːdɪŋ/ włączając, łącznie z
inspire /ɪn'spaɪə(r)/ zainspirować
invite /ɪn'vaɪt/ zaprosić

kindergarten /'kɪndə,gɑːt(ə)n/ przedszkole
martial arts /'mɑːʃ(ə)l ,ɑːts/ sztuki walki
motion capture /'məʊʃ(ə)n ,kæptʃə(r)/ przechwytywanie ruchów
period /'pɪəriəd/ okres
purpose /'pɜːpəs/ cel
recommend /,rekə'mend/ rekomendować, polecać
review /rɪ'vjuː/ recenzja
reviewer /rɪ'vjuːə(r)/ recenzent
rom-com /'rɒm,kɒm/ komedia romantyczna
sci-fi /'saɪ,fai/ film science fiction
screen /skriːn/ ekran, sala kinowa
seat /siːt/ miejsce
sequel /'siːkwəl/ dalszy ciąg, kontynuacja
silent film /'saɪlənt ,fɪlm/ film niemy
space /speɪs/ kosmos
special effect /,speʃəl rɪ'fekt/ efekt specjalny
spy /spaɪ/ szpieg
take place /,teɪks 'pleɪs/ dziać się (gdzieś, kiedyś)
What's on? /wɒts 'ɒn/ Co grają?; repertuar (w kinie)

Defining relative clauses

Zdań przydawkowych używamy, kiedy chcemy przekazać informacje o osobach, rzeczach i miejscach. W zdaniach przydawkowych używamy zaimków względnych: **who** (do opisu osób), **which** (do opisu rzeczy), **that** (do opisu osób i rzeczy), **where** (do opisu miejsca), **when** (do opisu czasu) oraz **whose** (do opisu przynależności).

W tego typu zdaniach przydawkowych **nie** używamy przecinków.

A lead actor is someone **who / that** plays the main character in a film.

A thriller is an exciting film **which / that** is usually about a crime.

Mumbai is the city **where** the Bollywood film industry began.

1927 was the year **when** they made the first 'talkie' in the USA.

Zoe Saldana is the actress **whose** character Gamora has supernatural powers.

used to

Konstrukcji **used to** używamy, kiedy mówimy o zwyczajach z przeszłości i o czynnościach, które kiedyś były wykonywane regularnie, a które nie są kontynuowane w teraźniejszości. Po **used to** używamy zawsze czasownika w formie podstawowej. W pytaniach i przeczeniach **used to** zmienia się na **use to**.

Affirmative

I **used to read** comics.

You **used to read** comics.

He **used to read** comics.

She **used to read** comics.

We **used to read** comics.

You **used to read** comics.

They **used to read** comics.

Negative

I **didn't use to read** books.

You **didn't use to read** books.

He **didn't use to read** books.

She **didn't use to read** books.

We **didn't use to read** books.

You **didn't use to read** books.

They **didn't use to read** books.

Question

Did I **use to go** out?

Did you **use to go** out?

Did he **use to go** out?

Did she **use to go** out?

Did we **use to go** out?

Did you **use to go** out?

Did they **use to go** out?

Short answer

Yes, I **did**. / No, I **didn't**.

Yes, you **did**. / No, you **didn't**.

Yes, he **did**. / No, he **didn't**.

Yes, she **did**. / No, she **didn't**.

Yes, we **did**. / No, we **didn't**.

Yes, you **did**. / No, you **didn't**.

Yes, they **did**. / No, they **didn't**.

Past simple

Czasu **Past simple** używamy, gdy mówimy o przeszłości. W zdaniach twierdzących do czasowników regularnych dodajemy końcówkę **-ed** (np. *watched*, ale: *phoned*, *dropped*, *studied*).

Czasowniki nieregularne zmieniają swoją formę (patrz strony 126–127). W zdaniach przeczących dodajemy **did not = didn't**, a pytania tworzymy, dodając słowo **Did** na początku pytania.

W pytaniach i zdaniach przeczących czasownik główny jest zawsze w formie podstawowej.

Affirmative

I/You/He/She/We/You/They **won** an Oscar.

Negative

I/You/He/She/We/You/They **didn't win** an Oscar.

Question

Did I/you/he/she/we/you/they **win** an Oscar?

Short answer

Yes, I/you/he/she/we/you/they **did**. /

No, I/you/he/she/we/you/they **didn't**.

so and such

So, **such**, **such a** oraz **such an** używamy, gdy chcemy wzmocnić znaczenie przymiotnika.

So używamy tylko z przymiotnikiem, **such** z przymiotnikiem oraz rzeczownikiem w liczbie mnogiej lub rzeczownikiem niepoliczalnym, a **such a/an** z przymiotnikiem oraz rzeczownikiem policzalnym w liczbie pojedynczej.

That film was **so** great!

It was **such an** exciting plot!

It had **such** good actors!

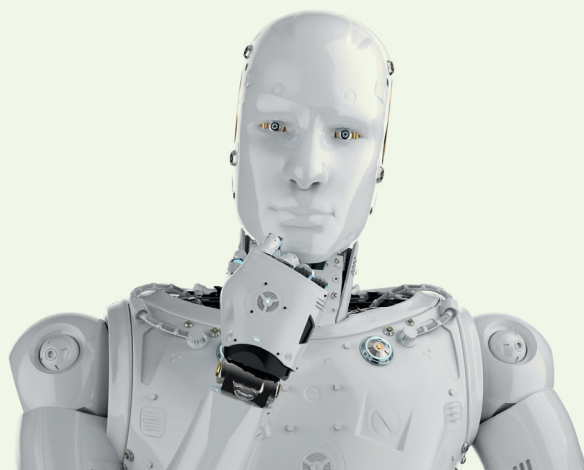
Project

Teach the robot some film words. Remember that the robot knows very little English so you must explain all the film words.

The last film I saw was a comedy called *The Grinch*.

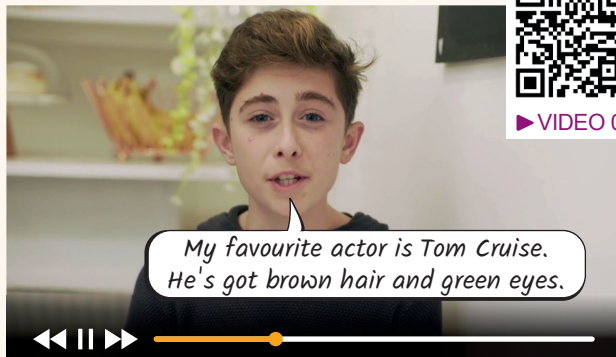
A *comedy* is a film which is funny!

I watched it at the *cinema* - that's a place where ...





- 1 **Over to you!** Work in pairs. Who's your favourite actor?



Life Skills: Compromising

Remember to work together when trying to find a compromise. Each person's opinion is important. Listen to all the ideas before you make a decision!

- 4 **Game** Work in pairs. Play *Did you really?!* Use *used to*.

- 1 **Student A:** Tell Student B something about your past. It can be true or false.

I used to live in Germany.

- 2 **Student B:** Find out if Student B's sentence is really true by asking questions.

Did you really?! Where exactly did you use to live?

- 5 Work in groups of four. Look at all the films which are mentioned in Unit 1. Together, compromise and decide which one you want to see. Give your reasons.

Project

- 6 Work in groups. Make a film which is set in your school or town.

- 1 Plan the film.

Our film will be about ...

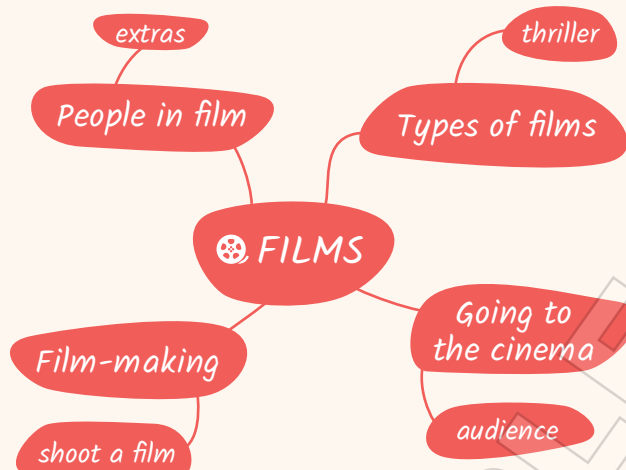
Our lead actor/actress will be ...

- 2 Write the script for a one-minute scene.
3 Record the scene.
4 Present your film.



Learning to learn!

- 2 Work in pairs. Make a poster with a mind-map. Write as many film words as possible. You can add drawings or photos from magazines.



- 3 **Game** Work in groups of three. Play *Memory chain*.

- 1 **Student A:** Choose a place from the box and say what you did there.
2 **Student B and C:** Repeat the sentences and then add your own.
3 Change roles.

café ■ cinema ■ museum ■ shopping centre
train station ■ bookshop ■ clothes shop
newsagent's ■ baker's

I went to the baker's and I bought some bread.

I went to the baker's and I bought some bread, then I went to the cinema and I watched a thriller ...

...

Sound alert! /ɪd/, /t/, /d/

- 7 1.15 Look, listen and repeat. Then play the sound game.

/ɪd/ Ed wanted to work. /t/ He worked hard.
/d/ Then he travelled the world!

- 8 **Game** Work in groups. Play *The Sound Game!*

- Each student writes the Past simple form of five regular verbs on five small pieces of paper.
- Shuffle the papers and put them face down.
- Take turns to pick up a verb each. Say the words.
- Then, create a story, using all the verbs and present it to the class!