

# All Right on the Night

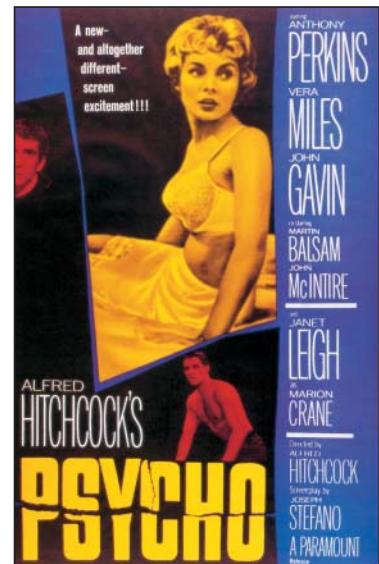
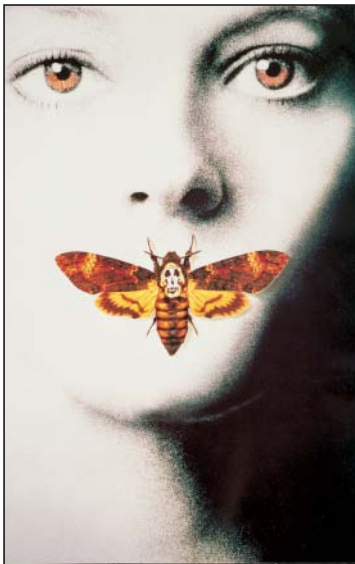
## SPEAKING 1

### Expressing likes and dislikes

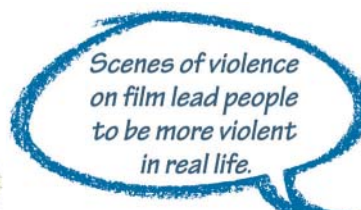
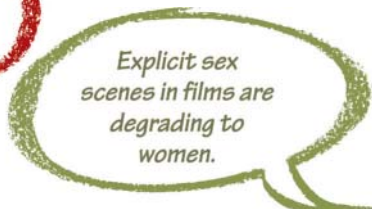
- 1 Look at the genres of film listed in the box. Can you think of a recent film that fits into each of the categories? What other genres of film are there?

thriller   science fiction   comedy   western  
costume drama   horror   romance   cartoon

- 2 Which of these genres do you particularly like or dislike? Why? What are the conventions of the genre in each case? Why are these types of film popular? Who do they appeal to? What types of film are becoming more/less popular? Why is this?
- 3 Look at these three video covers. What do the films all have in common? At what age should young people be allowed to see films like these?



- 4 Talk to your partner. Do you agree with the following?



## LISTENING 1

### Four-option multiple choice

- 1 You will hear a radio programme about violence in films. For questions 1–4, choose the answer (A, B, C or D) which fits best according to what you hear.
- What does Dr Drew feel about the research that's been carried out?
    - There's too much of it.
    - It hasn't been well conducted.
    - It has been unsuccessful.
    - It has been inconclusive.
  - Dr Drew thinks that advertising
    - leads people to behave unpredictably.
    - affects people differently to movies.
    - sets out to alter people's tastes.
    - makes use of views people already hold.
  - What does the interviewer feel about explicit violence on film?
    - She likes advanced warning of it.
    - It never fails to shock her.
    - She's become hardened to it.
    - It holds no interest for her.
  - According to Dr Drew, what is the main problem with violent films?
    - They fail to use good imagery.
    - They don't have interesting plots.
    - They leave little to the imagination.
    - They are in bad taste.

## PRONUNCIATION 1

### Word stress

- 1 Look at these words from the listening. Underline the stressed syllable in each word.

*Example:* acclaimed

reaffirmed    distasteful    inconclusive    unsuccessful    unpredictably

Now listen to check.

- 2 Now draw lines on the words in exercise 1 to show the boundaries between:

- root words
- prefixes
- suffixes

*Example:* ac|claim|ed

What general rules can you identify about the stress in words like these?

- 3 Listen to these groups of words and underline the stressed syllable in each word.

1 real reality realism really unreality

2 photograph photographic photography photographer

3 family familiar unfamiliar familiarity

4 market marketing marketable unmarketable

5 person personal impersonal personality impersonation

6 inform informative uninformative information

7 product production productive unproductive

8 manage manager management mismanagement

## READING 1

*Lexical cloze*

- 1 For questions 1–12, read the two texts below and decide which answer (A, B, C or D) best fits each gap.

*Film posters*

Film posters used to be considered worthless ephemera once they'd (1) \_\_\_\_\_ their purpose – to get bums on seats. They took up too much space in warehouses and were destroyed by the thousand. No one (2) \_\_\_\_\_ it worthwhile to lay them down on acid-free paper to (3) \_\_\_\_\_ them from discolouring, still less to (4) \_\_\_\_\_ against pinholes and creases, in (5) \_\_\_\_\_ of the day when they might be worth large sums of money.

With the passage of time, however, more and more people came to regard film posters as works of art, and as the traditional art market is normally beyond ordinary people's (6) \_\_\_\_\_, film posters represented images they could afford.

- |   |               |              |                |             |
|---|---------------|--------------|----------------|-------------|
| 1 | A served      | B performed  | C satisfied    | D delivered |
| 2 | A appreciated | B considered | C imagined     | D wondered  |
| 3 | A avoid       | B hide       | C store        | D prevent   |
| 4 | A keep        | B guard      | C shield       | D save      |
| 5 | A prediction  | B investment | C anticipation | D foresight |
| 6 | A stretch     | B touch      | C clutch       | D reach     |

*The Collectors*

The market for film posters is partly (7) \_\_\_\_\_ by nostalgia, but today serious collectors regard posters as an investment and prices have risen as a result. David Hutchinson is a typical collector with what he is (8) \_\_\_\_\_ to call an addiction. 'I loved film posters as a child and I've been (9) \_\_\_\_\_ ever since', he says. People collect posters of well-known films, or ones they (10) \_\_\_\_\_ with some memory, like their first date. Sometimes, (11) \_\_\_\_\_, a poster of an obscure 1920s film may have a fantastic image and that's what (12) \_\_\_\_\_. Only posters with good graphics are of interest to serious collectors. Modern posters, using photographic rather than drawn images, are not so stylish and are reproduced on a very large scale. As a result, they are less collectable.

- |    |              |             |             |             |
|----|--------------|-------------|-------------|-------------|
| 7  | A driven     | B pushed    | C powered   | D urged     |
| 8  | A merry      | B happy     | C jolly     | D funny     |
| 9  | A hooked     | B nailed    | C stuck     | D fixed     |
| 10 | A accompany  | B correlate | C associate | D affiliate |
| 11 | A regardless | B although  | C moreover  | D however   |
| 12 | A counts     | B reckons   | C catches   | D minds     |

- 2 In your own words, and using information from both passages, write a paragraph of no more than 75 words explaining why certain types of film posters have become highly collectable in recent years.

## LISTENING 2

## Sentence completion

- 1 Look at the picture of Marilyn Monroe.  
Have you ever seen a Marilyn Monroe film?  
What type of film do you associate with Marilyn Monroe?  
What type of parts did she play?  
Why is she such an important figure in film history?  
What else do you know about her?

- 2 You will hear a radio discussion about Marilyn Monroe.

For questions 1–9, complete the sentences with a word or short phrase.

Sue says the play doesn't require her to do an

1 of Marilyn.

Sue says the play shows us that Marilyn was

really a rather  2 person.

David's story shows us that Marilyn could control the

extent to which people  3 her.

David points out that Marilyn couldn't really choose the type of

4 she was given.

In the 1950s, Marilyn was regarded as rather

5 by most middle-class audiences in the USA.

Now people realize how much the

6 created people's idea of Marilyn.

Sue admires Marilyn because she was a good

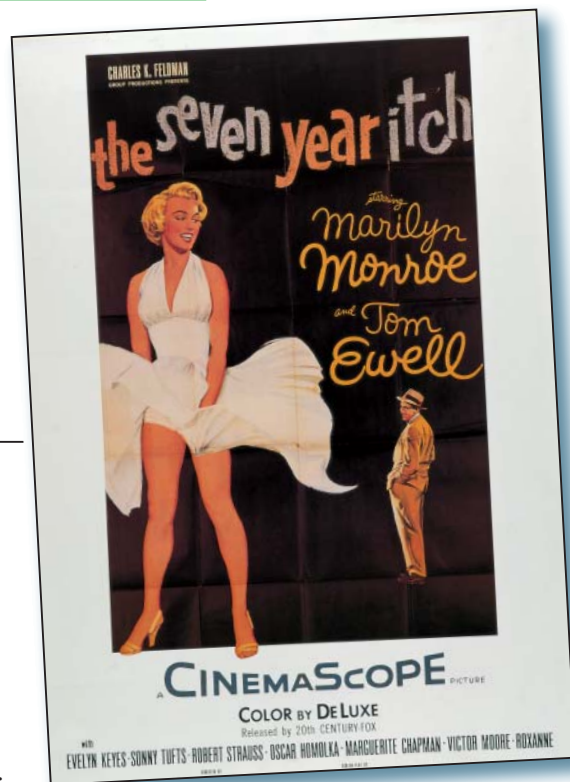
7 as well as being a good actress.

Sue tells us that Marilyn felt that the costumes

for *The Seven Year Itch* were too  8 .

Sue was surprised to learn that Marilyn

9 the famous dress herself.



- 3 Discuss these questions with your partner.

How was the real Marilyn different from the image?

Do modern film stars have more control over their screen image?