

Séquence 2

The World of cinema

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3. Describing a scene from a film
4. Understand and appreciate dialogue
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6. Writing a storyboard for a scene

“It’s the movies that have really been running things in America ever since they were invented. They show you what to do, how to do it, when to do it, how to feel about it, on how to look how you feel about it.”

Andy Warhol





Objectifs de la séquence

Dans cette séquence, vous allez apprendre à réaliser le storyboard d'une scène de film et à comprendre des dialogues filmiques.

Pour cela, des activités vous seront proposées à partir de documents variés liés au monde du cinéma, pour vous informer et développer vos compétences en lecture, en audition et en expression orale et écrite.

1. Get ready: getting to know the world of film

Vous allez vous familiariser avec le lexique et les différents registres de langues liés au monde du cinéma, et vous allez faire l'état de vos connaissances culturelles dans ce domaine.

2. Learning to talk about movies

Vous allez étudier un document sonore dans lequel on parle du cinéma. Cela vous donnera un modèle et le vocabulaire nécessaire avant de vous lancer vous-même dans l'aventure.

3. Describing a scene from a film

Vous allez étudier un exemple, analyser le type de langage que l'on utilise, puis mettre en pratique.

4. Understand and appreciate dialogue

Vous allez développer votre compréhension de l'oral grâce à un travail sur l'intonation et le repérage des éléments essentiels.

5. Developing your comprehension of the implicit

Vous allez apprendre à vous servir des détails dans une conversation pour déceler l'implicite (ou le non-dit).

6. Writing a storyboard for a scene

Vous allez vous entraîner à créer un storyboard. Vous décrirez la scène en précisant la prise de vue, le décor, la tenue des personnages et leurs actions. Ensuite vous rédigerez le script.

1

Get ready: getting to know the world of film

Activity 1

Study the documents below, then match each still (picture from the film) with the correct synopsis (summary of the movie) and source.

Stills

1



▶ *Shrek*, 2001,
© DREAMWORKS /
Album / AGK.

2



▶ *Gone with the wind*, V. Fleming, 1939,
© akg-images.

3



▶ *War of the Worlds*, 2005,
© PARAMOUNT PICTURES /
FRANK MASI / AGK.

4



▶ *The World is not enough (Bond)*,
1999, © UNITED ARTISTS /
KEITH HAMSHERE / AGK.

5



▶ *Animal Farm*,
1954,
© Collection Christophel.

6



▶ *West Side story*, 1961,
© MIRISCH-7 ARTS / UNITED ARTISTS / AGK.

Synopses (one synopsis → two synopses)

a

This movie transplants the classic **tale** of “Romeo and Juliet” to New York City in the 1950s. The two feuding families are replaced by brawling street gangs. The Montagues become the Anglo Jets, led by Riff, and the Capulets become the Puerto Rican Sharks, led by Bernardo. At a dance, Tony, former leader of the Jets and Riff’s best friend, and Maria, Bernardo’s little sister, see each other across the room and it’s love at first sight. With opposition from both sides, they meet secretly and their love grows deeper. However, the gangs **are plotting** one last rumble, a fight that will finally end the battle for control of the streets...

b

A **cast** of real animals appear alongside **digitally manipulated** critters and lifelike beasts. At the Manor Farm, the alcoholic master Mr. Jones is cruel to his animals and has horribly mismanaged the property. One night, the wise but elderly pig Old Major tells the animals of a remarkable dream, in which they throw off their tyrannical human masters and learn to make the most of their own labors...

c

Ray Ferrier is a **working class** man living in New Jersey. He’s estranged from his family and his life isn’t in order. But the unthinkable and, ultimately, the **unexpected** happens to him. Aliens arrive en masse to destroy Earth. As they cross the country in a wave of mass destruction and violence, Ray must come to the defence of his children...

d

Once upon a time in a far away swamp, there lived an ogre named Shrek whose precious solitude is suddenly disturbed by an invasion of annoying **fairy-tale** characters who have been banished from their kingdom by the evil Lord Farquaad. Shrek makes a deal with Farquaad and sets out to rescue the beautiful Princess Fiona to be Farquaad’s bride. Accompanying him on his mission is a wisecracking Donkey who will do anything for Shrek- except shut up...

e

This is cinema’s greatest, **star-studded**, historical epic film of the Old South during wartime that boasts an immortal cast in a **timeless**, classic tale of a love-hate romance. The indomitable **heroine**, Scarlett O’Hara, struggles to find love during the chaotic Civil War years and afterwards, and ultimately must seek refuge for herself and her family back at the beloved plantation Tara. There, she takes charge, defends it against Union soldiers, carpetbaggers, and starvation itself. She finally marries her worldly admirer Rhett Butler, but her apathy toward him in their marriage dooms their battling relationship, and she again returns to Tara to find consolation

f

Bond must race to defuse an international power struggle to save the world’s oil supply. He is assigned to protect the sultry Elektra King, the daughter of a murdered oil tycoon. Renard, the standard **villain** has a bullet lodged in his brain rendering him unable to feel pain. Dangerous **stunt** work and exhilarating action sequences make this a worthy addition to the 007 series.

Sources

* *Autant en emporte le vent*

1

*Gone With The Wind** (1939) is often considered the most beloved, enduring and popular film of all time. Sidney Howard's script was derived from Margaret Mitchell's first and only published, best-selling Civil War and Reconstruction Period novel of 1,037 pages that first appeared in 1936, but was mostly written in the late 1920s.

2

Mike Myers, Eddie Murphy, Cameron Diaz and John Lithgow head the voice cast of "Shrek," the irreverent comedy from the computer animation wizards at PDI/DreamWorks. The film is based on the children's book by William Steig.

3

This is a classic musical with a book by Arthur Laurents, music by Leonard Bernstein, and lyrics by Stephen Sondheim.

4

This is the cinematographic adaptation of George Orwell's political fable about corruption and betrayal in post-revolutionary Russia.

5

It is the nineteenth spy film in the James Bond series, and the third to star Pierce Brosnan as the fictional MI6 agent James Bond.

6

This film is science-fiction full of suspense, based on the classic novel by H.G. Wells.

1 Match the appropriate number or letter with each film.

	Still	Synopsis	Source
<i>Animal Farm</i>			
<i>Gone with the Wind</i>			
<i>Shrek</i>			
<i>The World is not Enough</i>			
<i>War of the World</i>			
<i>West Side Story</i>			

② The words on the left below are in bold print in the synopses or in the sources above. Match each word with its definition.

- | | | | |
|---------------------|-----------------------|-----------------------|--------------------------------------------------------|
| 1. tale | <input type="radio"/> | <input type="radio"/> | a. a story for children with imaginary characters |
| 2. to plot | <input type="radio"/> | <input type="radio"/> | b. beginning of a fairy tale |
| 3. cast | <input type="radio"/> | <input type="radio"/> | c. converts sounds & images into numbers |
| 4. digital | <input type="radio"/> | <input type="radio"/> | d. including a lot of famous actors and actresses |
| 5. unexpected | <input type="radio"/> | <input type="radio"/> | e. people who act in a film |
| 6. once upon a time | <input type="radio"/> | <input type="radio"/> | f. story |
| 7. fairy tale | <input type="radio"/> | <input type="radio"/> | g. surprising |
| 8. star-studded | <input type="radio"/> | <input type="radio"/> | h. to plan secretly |
| 9. timeless | <input type="radio"/> | <input type="radio"/> | i. an exciting and dangerous piece of action in a film |
| 10. villain | <input type="radio"/> | <input type="radio"/> | j. eternal, universal |
| 11. stunt | <input type="radio"/> | <input type="radio"/> | k. evil character |
| 12. to head | <input type="radio"/> | <input type="radio"/> | l. of very high quality, recognised as a standard |
| 13. to be based on | <input type="radio"/> | <input type="radio"/> | m. secret agent |
| 14. classic | <input type="radio"/> | <input type="radio"/> | n. to be the inspiration for |
| 15. spy | <input type="radio"/> | <input type="radio"/> | o. to be the leader(s) of |
| 16. to star | <input type="radio"/> | <input type="radio"/> | p. to play an important role |

Check your answers.

Activity 2

Focus on words

① On the left are some film titles. On the right are some of the ways we classify films. Match each title with the appropriate kind of film.

- | | | | |
|----------------------------------------|-----------------------|----------------------------------|--------------------------|
| 1. <i>2001, A Space Odyssey</i> | <input type="radio"/> | <input type="radio"/> | a. (Hollywood) musical |
| 2. <i>An Inconvenient Truth</i> | <input type="radio"/> | <input type="radio"/> | b. cartoon |
| 3. <i>Ben Hur</i> | <input type="radio"/> | <input type="radio"/> | c. disaster movie |
| 4. <i>Hallowe'en</i> | <input type="radio"/> | <input type="radio"/> | d. documentary |
| 5. <i>Mamma Mia!</i> | <input type="radio"/> | <input type="radio"/> | e. historical film |
| 6. <i>Once Upon a Time in the West</i> | <input type="radio"/> | <input type="radio"/> | f. horror film |
| 7. <i>Saving Private Ryan</i> | <input type="radio"/> | <input type="radio"/> | g. romantic comedy |
| 8. <i>The Matrix</i> | <input type="radio"/> | <input checked="" type="radio"/> | h. science fiction movie |
| 9. <i>Titanic</i> | <input type="radio"/> | <input type="radio"/> | i. thriller |
| 10. <i>Wall-E</i> | <input type="radio"/> | <input type="radio"/> | j. war film |
| 11. <i>When Harry Met Sally</i> | <input type="radio"/> | <input type="radio"/> | k. western |

Check your answers.

② Associate one or more of the adjectives with one type of film. (Write the adjective in the righthandside column as in the example.)

action-packed	1.	h	Entertaining/amusing/thought-inspiring
amusing	2.	.....	.....
breathtaking	3.	.....	.....
classic	4.	.....	.....
educational	5.	.....	.....
entertaining	6.	.....	.....
exciting	7.	.....	.....
innovative	8.	.....	.....
scary	9.	.....	.....
sentimental	10.	.....	.....
thought-inspiring	11.	.....	.....

③ Now decide which kind of film, in the list below, each of the following review extracts corresponds to.

Titlle / kind of film	Review extract
.....	<i>a quiet and powerful eulogy to all westerns</i>
.....	<i>a profound, visionary and astounding film</i>
.....	<i>a landmark in story telling emotion and special effects</i>
.....	<i>the best animated film of the decade</i>
.....	<i>compelling and easy to understand</i>
.....	<i>shatteringly brutal and graphically realistic</i>
.....	<i>characterised by suspense and terror</i>
.....	<i>an action powerhouse</i>
.....	<i>the biggest and the best of Hollywood's super spectacles</i>
.....	<i>transcends the usual level of stereotyping</i>
.....	<i>terrific songs, super performances from a great cast</i>

Western - war film - disaster - historical film - documentary - horror film
 - cartoon - science fiction - thriller - musical - romantic comedy.

Check your answers.

Activity 3

① In what situation might you say the following? Match each question with one of the situations on the right.

- | | | | |
|------------------------------|-----------------------|-----------------------|-------------------------------------------------------------------|
| 1. What's on? | <input type="radio"/> | <input type="radio"/> | a. You need to know what time to arrive at the cinema. |
| 2. Who's in it? | <input type="radio"/> | <input type="radio"/> | b. You have no idea what to see. |
| 3. What's it about? | <input type="radio"/> | <input type="radio"/> | c. You want to know if you are familiar with any of the actors. |
| 4. Where's it on? | <input type="radio"/> | <input type="radio"/> | d. You want to know your friend's opinion at the end of the film. |
| 5. What time does it start? | <input type="radio"/> | <input type="radio"/> | e. It might be a romantic comedy and you wouldn't enjoy that. |
| 6. What did you think of it? | <input type="radio"/> | <input type="radio"/> | f. There are three different cinemas in your town. |

② What about the key players on the film set? Match each person with what they say.

- | | | | |
|---------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1. Director | <input type="radio"/> | <input type="radio"/> | a. "Get on with the shooting and stop wasting time! Time is Money!" |
| 2. Producer | <input type="radio"/> | <input type="radio"/> | b. "Scene 1. Take 2." |
| 3. Continuity girl | <input type="radio"/> | <input type="radio"/> | c. "Clear the set! Get those extras out of here! This is supposed to be a film studio not a coffee shop! Action! ... Cut!" |
| 4. Clapperboard man | <input type="radio"/> | <input type="radio"/> | d. "Rolling!" |
| 5. Cameraman | <input type="radio"/> | <input type="radio"/> | e. "You're ten years older and you can't walk very well." |

③ Match the commentary with the appropriate Oscar (= Academy Award) as in the example.

- | | | | |
|-----------------------------------------|-----------------------|-----------------------|---------------------------------------------------------------|
| 1. Best film | <input type="radio"/> | <input type="radio"/> | a. beautifully written |
| 2. Best actor | <input type="radio"/> | <input type="radio"/> | b. convincing performance of the leading lady |
| 3. Best actress | <input type="radio"/> | <input type="radio"/> | c. moving interpretation of the hero's predicament |
| 4. Best director | <input type="radio"/> | <input type="radio"/> | d. brilliantly photographed desert shots |
| 5. Best original screenplay of (script) | <input type="radio"/> | <input type="radio"/> | e. remarkably successful superposition digital and real world |
| 6. Best cinematic photography | <input type="radio"/> | <input type="radio"/> | f. well-chosen background music |
| 7. Best special effects | <input type="radio"/> | <input type="radio"/> | g. marvellously authentic period costumes |
| 8. Best original score (music) | <input type="radio"/> | <input type="radio"/> | h. intelligently directed |
| 9. Best wardrobe | <input type="radio"/> | <input type="radio"/> | i. enormously moving and unforgettable |

Check your answers.



L'emploi de la voix passive dans les critiques filmiques (et littéraires)

Lorsque l'on fait la critique d'un film (ou d'un livre), on s'intéresse à l'œuvre créée et non pas directement à son concepteur. C'est pour cette raison que l'on emploie en anglais la voix passive. Entraînez-vous à faire des phrases acceptables à partir de ce tableau :

The part of James Bond
Margaret Mitchell's novel
Abba's hits
Life in the Roman times
The film
The undersea shots
The off-screen commentary
The consequences of our inaction

is
are
was
were

superbly
sentimentally
crudely
movingly
beautifully
pretentiously
brilliantly

sung
directed
photographed
portrayed
written
acted
described



Note down any new words in this section and learn them.

[Notez les mots nouveaux que vous avez rencontrés et apprenez-les.]



Now try talking about your favourite film, using as many expressions as possible from the section.

Note down a few ideas about your favourite film and words that you have learnt in this section and then speak for about 1-2 minutes. You can use your computer or MP3 to record yourself. Then, listen to your recording.



2

Learning to talk about movies



Comment apprendre à parler ?

Un des moyens les plus sûrs d'accélérer votre apprentissage de la langue parlée, pour pouvoir bien parler vous-même, c'est d'écouter de l'anglais authentique autant que possible. Nous vous proposons de nombreux exemples, mais plus vous le faites de vous-même, pendant vos loisirs, plus vous progresserez vite. Par exemple, profitez de cette séquence sur le monde du cinéma pour vous offrir des séances de cinéma en version originale – ou tout simplement chez vous avec un DVD en mettant éventuellement les sous-titres en anglais en plus. Essayez-le ! Aujourd'hui, de plus en plus de candidats passionnés des séries et films américains en V.O. obtiennent d'excellentes notes au baccalauréat. Ne passez pas à côté de votre chance !

Activity 4

CD 1



1 Listen to the document on your CD as many times as necessary and complete the table.

* actually = really

Number of characters and their identity		
Films only mentioned		
Actors mentioned		
Film actually* watched in the cinema		
Characters + details		

② For each character, indicate their comments (the key words) about the film the teenagers watched.

girl	boy	mother

③ Choose the appropriate adjective to describe the mood (atmosphere) of this conversation and tick the correct justification.

- Mood:** friendly unfriendly playful
 indifferent hostile

- Justification:** nobody listens to anybody else they tease each other (*se taquiner*)
 they argue with each other they try to be nice to each other
 they are rude and interrupt each other

Check your answers.



Comment exprimer son appréciation d'un film ?

Is it worth seeing ? It's not worth seeing ! It's well worth seeing !

Que déduisez-vous par rapport à ces films ?

The critics say *Quantum of Solace* is not a great Bond film → *so, it's not worth seeing!*

Twilight is very popular with 15-25 year olds →

My parents enjoyed *Bienvenue chez les Ch'tis* →



Activity 5

Talk about the last film you saw. It doesn't have to be a good one!

Use the guide below to make notes (but don't write complete sentences). In Column 1, you have an example based on the film *When Harry Met Sally*. In Column 2, you have an indication about the elements you must mention, and in Column 3, you should note your ideas about your film. Speak directly from your notes.

Example : <i>When Harry Met Sally</i>	Guide	Your film
A film I saw recently on television was <i>When Harry Met Sally</i> . It is a 1989 romantic comedy film directed by Rob Reiner. It stars Billy Cristal as Harry and Meg Ryan as Sally.	Part 1 Factual information: title / where seen / writer / director / cast / other relevant details	
The film is set in modern-day New York over a period of 12 years. Harry and Sally first meet by accident, and regularly bump into each other over the years.	Part 2 Main contents Descriptive information: the period / the setting / the characters / the story	
The film is brilliantly directed, so the acting is very realistic. It was also very well written and the situations are often hilarious. Last but not least, the music is fantastic.	Part 3 Main contents Your reactions: favourable / unfavourable to acting / direction / costume / photography	
This is a romance comedy that is well worth seeing even if you usually avoid sentimental films. You will laugh more than the girls will cry!	Part 4 Conclusion Your recommendation	



Record yourself as you speak. Then listen to assess your performance.



Comment évaluer votre prestation orale

Cochez la case qui correspond le mieux à votre prestation :

- | | | |
|-----------------------------|------------------------------------------------------------|-------------------------------------------------------------------|
| vos discours s'enchaînent : | <input type="checkbox"/> plutôt difficilement | <input type="checkbox"/> plutôt facilement |
| vous faites : | <input type="checkbox"/> beaucoup d'erreurs grammaticales | <input type="checkbox"/> peu d'erreurs grammaticales |
| vous utilisez : | <input type="checkbox"/> un vocabulaire assez limité | <input type="checkbox"/> un vocabulaire plutôt varié |
| vous parlez avec : | <input type="checkbox"/> un accent étranger assez prononcé | <input type="checkbox"/> un accent étranger peu perceptible |
| | = Niveau A2
niveau attendu pour le Brevet | = Niveau B1
niveau attendu fin 3 ^e /2 ^{de} |

En fonction de votre diagnostic, vous savez ce que vous devez faire. Le vocabulaire et la grammaire s'apprennent, mais surtout en analysant vos erreurs pour y remédier. L'accent étranger se perd en écoutant et en répétant beaucoup. Pour développer la fluidité (l'enchaînement fluide de votre discours), il faut parler et parler encore !



3

Describing a scene from a film

Au cours de cette séquence, nous allons vous apprendre à créer un storyboard pour quelques scènes d'un film. La première étape, c'est de savoir décrire la scène pour que le directeur sache quels éléments sont essentiels dans la scène et pour que le cameraman sache exactement comment filmer.

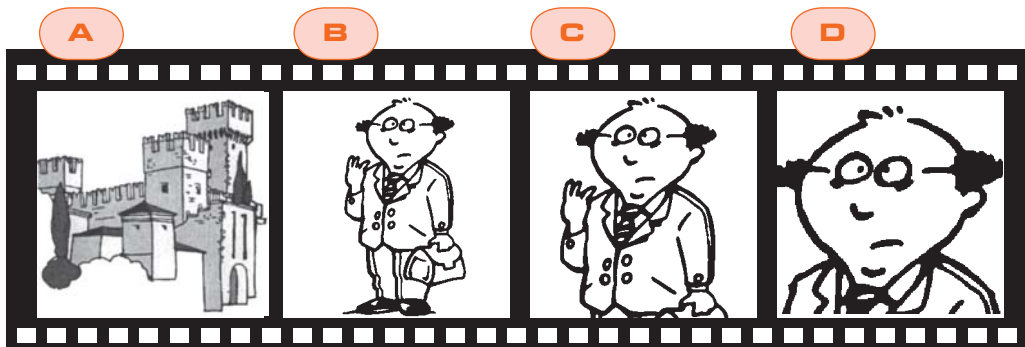
Definition of "storyboard"

Visual display of the action elements in a script prepared in conjunction with the script, to add the dimension of sight to the script. The storyboard is a sequential series of illustrations depicting the key action called for by the script.

Activity 6

Let's talk first about the camera shots.

1 Match each shot (*plan*) below with the appropriate name and the correct definition.



Shot	Name
	1. Close up
	2. Wide shot
	3. Medium shot
	4. Long shot

Definition
a. You shoot from just below the waist to above the head. It is used if the person is animated with their hand movements, etc.
b. It is used to reveal detail. For example, just the head and shoulders of a subject.
c. This shot is useful for someone that is walking or moving.
d. This shows the whole scene. It sets the stage and might show a small crowd of people.

② Look back at the stills (1. Get ready). Write the number of the appropriate stills opposite each type of shot.

1. Close up	
2. Wide shot	
3. Medium shot	
4. Long shot	

Activity 7

Now let's make sure you can talk about the actors' actions.

① In which still(s) are there actors who...

- are stretching out their arms?
- are clapping?
- are holding something (or somebody)?
- are smiling?
- are looking worried?

Wordbank

stretch : (s') étirer
hold : tenir
clap : applaudir

② In which still(s) are the actors...

- looking at each other?
- all looking at the same object?
- avoiding eye-contact with each other?
- looking up into the sky?
- looking out of the screen (at the viewer)?
- looking where they're going?

Quelle forme verbale utilise-t-on pour décrire une scène ?

(Revoquez ces deux exercices si vous avez des doutes !)

Check your answers.

Activity 8



① Now read the following description of a still and decide which film it comes from.

It's a medium shot. In the background, a crowd of people wearing winter coats, hats and gloves are pointing towards the sky in front of them. They are all looking at the same thing. They look frightened. In the foreground,

a man is holding a child in his arms. They look like father and daughter. She looks quite big, but doesn't seem to be able to walk. Both of them are looking towards the sky. It looks as if something is approaching them. There is a car parked next to them.

a. The film is (still number

b. In the description, there are several instances of the verb “look”. Underline them, then complete the table with the appropriate expression, and analyse the structure, as in the example.

Expression	Structure	Meaning
They look frightened	Look + adjectif	Avoir l'air...

Check your answers.



Comment décrire la tenue vestimentaire ?

They are wearing winter coats.

He is dressed in everyday clothes.

She has got a striped jacket on.

2 Now write your own description for the still from either *Gone with the Wind* or *The world is not Enough*. DON'T FORGET to use words and expressions you've just learnt!

Film Title :

Description of still :

.....

.....

.....

.....

Check your answer, and if you need more practice, do the other still!

4

Understand and appreciate dialogue

Il va falloir intégrer le script qui correspond aux prises de vue dans votre storyboard. C'est la raison pour laquelle, nous allons nous intéresser au dialogue. On va partir d'exemples, pour ensuite en réaliser nous-mêmes.

Activity 9

CD 1



① Listen to the recording and complete the table in the following steps:

- Pay attention to the intonation for each sentence. Does it go up ↑ or down ↓?
- Listen again and identify the type of sentence; + (affirmative); - (negative), ? (interrogative) or ! (exclamative).
- Listen one last time and write down the script.

N°	Intonation		Type of sentence				Sentence (= script)
	↑	↓	+	-	?	!	
1	X				X		
2							
3							
4							
5							
6							

② Look at the table and analyse the results to complete this summary with the correct answer. You can listen again if you are not sure!

L'intonation en anglais

En anglais, l'intonation des phrases affirmatives et négatives monte descend

Pour les exclamations, l'intonation monte descend

Pour les questions, cela dépend de leur nature :

Dans les questions fermées (yes/no questions), l'intonation monte descend

Dans les questions ouvertes (Wh-questions), l'intonation monte descend

Check your answers.

Activity 10

CD 1



1 Listen to the following dialogue from a film, paying attention to the intonation and complete the table below with notes. (Feel free to listen as many times as you think is necessary.)

Number of speakers	
Number of people participating in the conversation	
Identity of people participating in the conversation	
Type of conversation	
Subject of conversation	
Incident which made this conversation necessary	
How much time do they have?	
Solution to the problem	
People to contact	

2 Listen again, and decide which adjectives correspond to which character in the scene and quote the document to justify your choice.

Adjective	Character		Justification
	speaker	listener	
<i>inattentive</i>			
<i>evasive</i>			
<i>(feels) aggressed</i>			
<i>reassuring</i>			
<i>pragmatic</i>			
<i>concerned</i>			
<i>not very helpful</i>			
<i>upset</i>			

Check your answers.



Practise makes perfect

Ce n'est pas l'objectif principal de cette séquence, mais nous vous invitons à profiter de cette occasion pour travailler votre anglais parlé. Regardez le script de cet extrait dans le corrigé, réfléchissez à la nature des phrases et à l'intonation qui s'impose. Puis entraînez-vous à jouer le rôle. Enregistrez-vous et comparez votre prestation avec l'original.

Activity 11

Imagine the still that corresponds to the film script that you have just listened to. You may want to draw the scene first:

Drawing:	Written description:

Activity 12

Now look at the script for the model presentation of Activity 10 (see the model answer).

CD 1



- 1 Play the recording again and follow the script at the same time. Draw a slash (/) each time the speaker marks a pause.
- 2 Record yourself (on your computer or mp3 player) giving the presentation, then listen and compare your recording with the original version.



5

Developing your comprehension of the implicit

CD 1



Activity 13

- 1 Listen to the following dialogue from a film script, paying attention to the intonation and complete the table below with notes. (Feel free to listen as many times as you think is necessary.)

Number of speakers	
Identity of speakers	
Subject of conversation	
Tone of conversation	<input type="checkbox"/> friendly <input type="checkbox"/> argumentative <input type="checkbox"/> indifferent

- 2 Sum up the situation in your own words.

.....

.....

.....

.....

- 3 Listen again paying attention to details. We learn the following information about Trish's family (= implication). For each piece of information, indicate the clues (*les indices*) in the conversation. (Quote the text.)

CLUE	IMPLICATION
	Trish's sister is soon getting married.
	Trish's family has foreign origins.
	Trish's mother's major concern is with Trish's future marriage.
	Divorce is unacceptable for Trish's mother.

Check your answers.

4 Now listen again to find the clues and to establish the implication regarding.

a. Trish's ambition:

CLUE	IMPLICATION

b. Trish's dad's attitude (towards other people, his wife, Trish).

--	--

c. Trish's mother's attitude to the Western way of life.

--	--

d. Trish's age.

--	--

Check your answers and study the script.

We have underlined the expressions that you may find particularly useful in writing your own script.

6

Writing a storyboard for a scene

Activity 14

- 1 Imagine the still that corresponds to the next scene in the film. (Trish and her father remain in the room and continue the discussion.) Draw the scene first.

Drawing	Written description
	Camera shot:
	Decor:
	Characters' appearance:
	Characters' actions:

- 2 Imagine the dialogue between the two characters. (You are the script-writer, the director gives you the general idea, you transform it into dialogue.)

General idea	Dialogue
wants to convince daughter mother is right	
accuses father of not expressing his real feelings	
admits his attitude would be different if Trish was a boy	
accuses mother of being old-fashioned	
explains that everyone just wants Trish's happiness	
suggests that being David Beckham is everyone's dream...	

Check the model answer. (Pay special attention to the way we make the dialogue more realistic. Underline the expressions that make the dialogue authentic.) ■

