

Ministry of Education and Science of Ukraine  
Vasyl Stefanyk Precarpathian National University

***LISTENING***  
***COMPREHENSION:***  
***ARTS***

(with audio/video guide)

**STUDENT'S BOOK**

м. Івано-Франківськ

2018

УДК 811.111: 378.147  
ББК 81.2 Англ.  
Д 24

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*Рекомендовано до друку  
Вченою радою факультету іноземних мов  
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Д 24      **Listening Comprehension: Arts (with audio/video guide)** Student's book / Укл. Білик О. І., Пилячик Н. Є., Троценко О. Я. – Івано-Франківськ, 2018. – 32 с.

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Навчально-методичний посібник “Listening Comprehension: Arts (with audio/video guide)” розроблено як додаток до навчальних підручників, рекомендованих для студентів 2 курсу, з метою збагачення змісту, удосконалення навичок слухання автентичних текстів та підвищення якості філологічної підготовки студентів, які вивчають англійську мову як фахову дисципліну або другу іноземну мову у вищих навчальних закладах.

Студентам запропоновано набір тестів різних видів, а також рекомендації, як самостійно працювати над розвитком навичок слухання та сприймання іноземної мови. Матеріал посібника можна використовувати у вищих навчальних закладах, а також для проведення факультативних занять у гімназіях, гуманітарних ліцеях, загальноосвітніх школах із поглибленим вивченням іноземних мов, для слухачів курсів та осіб, які самостійно вивчають англійську мову.

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## Preface

The manual consists of listening tests accompanied by authentic or semi-authentic recordings played twice along. Each test includes clear instructions how to do it correctly. The recorded text types/videos might include conversations, lectures, discussions, narratives, announcements, instructions or media broadcast. There will usually be one task for each of the recordings for a student to do. The typical task types include: multiple choice, true/false, matching and gap filling. Some tips how to do different types of tasks:

### TRUE/FALSE

In this type of task, you need to decide if the given statements convey the same information as used in the text (and mark them *True*) or different (and mark them *False*).

- Remember that your task is to decide if a statement is true or false in reference to the text, not if it is true in general;
- remember that the questions follow the order of the information in the text;
- many true or false statements are built in such a way that the information from the text is conveyed by means of synonyms or antonyms.

### MULTIPLE CHOICE

In a multiple choice task you need to rule out the incorrect answers and choose one answer that is correct. The correct answer should contain the same information as the text.

- Before you start reading the text, first read all the questions and then find in the text the parts that correspond to each question – it can be a single word, a sentence or a paragraph;
- remember that the questions follow the order of the information in the text. It is safe to assume that the answer to question number two will be somewhere before the answer to question number three. This might help you if you are not sure where to look for the answer to a particular question;
- never choose the answer on the basis of one word, as both the correct and incorrect answers may contain the same words used in the text. Pay attention to the general context of the text, which will help you rule out the answers which are not consistent with it;
- when choosing the correct answer, always double check if the information in the questions is the same as what is in the text. You may want to underline the parts of the text that contain the answer you need, which will help you finish the task more quickly;
- it is important for you to be able to locate the main idea of the text and separate it from ideas which are only details or illustration of the main idea. This will help you answer the questions correctly as a lot of wrong options in the exam questions ask about ideas of secondary importance.

## **GAPPED TEXT (MATCHING)**

This is a special type of matching task in which you have a text with some parts (full sentences or parts of sentences) missing from it. As with all the other types of reading tasks, before you start doing the task, read the text ignoring the gaps to get the overall idea of what it is about.

- When completing the gaps, look for words which are used to refer to sentences that come before or after the gaps. Pay attention to:

\* *cause and effect markers*: if a sentence talks about an action, then the next one will most probably talk about its effect;

\* *pronouns and determiners*: if they are used in the sentences, they refer to the people or things that are already mentioned in the text;

\* *chronology markers*: look for words like *afterwards*, *eventually*, *finally* which show the order of events;

\* *vocabulary paraphrases*: neighbouring sentences often refer to the same person, thing or concept but use different words or phrases to describe them.

## **GAP FILLING**

In this type of task, you will get a set of gapped sentences, a form, or a fact file with some information missing. Your task will be to complete the gaps using the information you find in the text. The sentences you need to complete are only paraphrases of what you read in the text – they convey the same information, but they are not phrased in the same way.

- Sometimes the instructions specify the number of words you can write, so make sure your answers are the right length. If the instructions say you have to write one or two words, your solution of three words will not be accepted, although otherwise it may be correct;
- read the gapped sentences carefully before you start doing the task and try to guess what word category is missing from each gap. If you do this, it will be easier for you to find the correct answers;
- the sentences you have to complete are given in the same order as the information in the text. Bear this in mind when you work through the task.

### **Test 1. Trip to Staunton Theatre**

You will hear a man telling a group of students about a trip to the theatre. For each question, fill in the missing information in the numbered space. Write **NO MORE THAN THREE WORDS** for each answer.

#### **Trip to Staunton Theatre**

Meet at 6.00 p.m. at the: **(1)** \_\_\_\_\_ of the school.

The name of the play is: **(2)** \_\_\_\_\_.

Get a copy of the play from the: **(3)** \_\_\_\_\_.

Each theatre ticket will cost: **(4)** £ \_\_\_\_\_.

After the theatre - have: **(5)** \_\_\_\_\_ and coffee.

On the return journey, the coach will stop at the: **(6)** \_\_\_\_\_ and then the school.

## Test 2. Amersham Theatre

You will hear a woman talking about the Amersham Theatre. For questions 1-10 choose the correct answer (A-G).

**Questions 1-2.** Choose **TWO** letters, A-E.

Which **TWO** changes have been made so far during the refurbishment of the theatre?

- A Some rooms now have a different use.
- B A different type of seating has been installed.
- C An elevator has been installed.
- D The outside of the building has been repaired.
- E Extra seats have been added.

**Questions 3-4.** Choose **TWO** letters, A-E.

Which **TWO** facilities does the theatre currently offer to the public?

- A rooms for hire
- B backstage tours
- C hire of costumes
- D a bookshop
- E a cafe

**Questions 5-6.** Choose **TWO** letters, A-E.

Which **TWO** workshops does the theatre currently offer?

- A sound
- B acting
- C making puppets
- D make-up
- E lighting

**Questions 7-10.** Label the plan below.

Write the correct letter, **A-G**, next to Questions **7-10**.

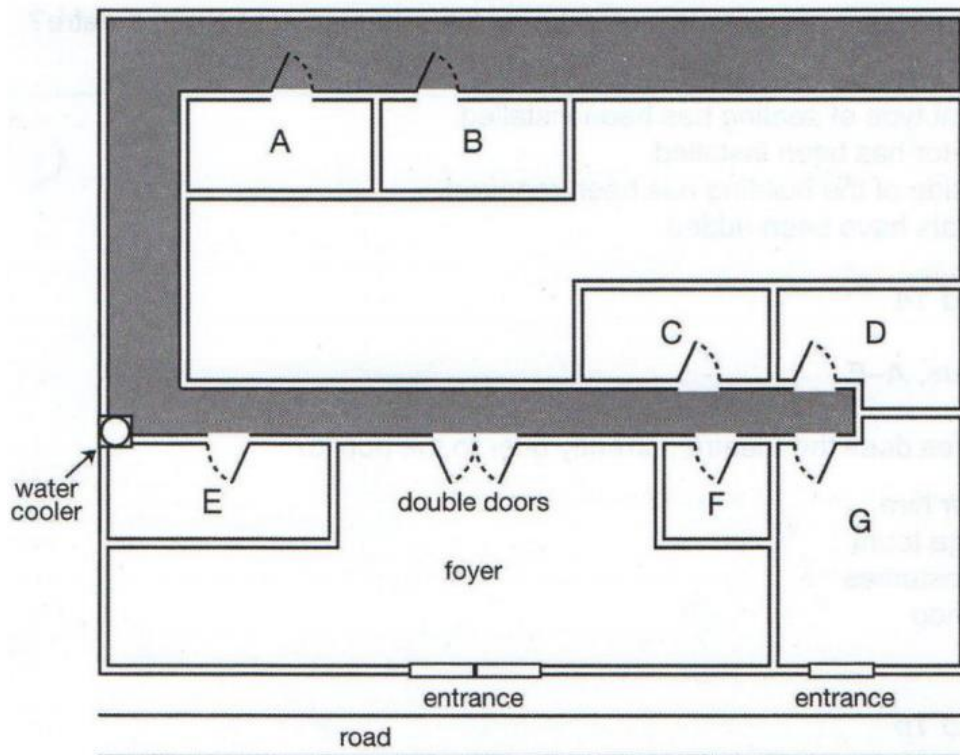
7 box office

8 theatre manager's office

9 lighting box

10 artistic director's office

### Ground floor plan of theatre





### Test 3. Theatre Trip to Munich

You will hear a man talking about a theatre trip to Munich. For questions 1-5, choose the correct answer (A-C). For questions 6-10, choose the correct letter (A-G) from the box.

- 1 When the group meet at the airport they will have
  - A breakfast.
  - B coffee.
  - C lunch.
  
- 2 The group will be met at Munich Airport by
  - A an employee at the National Theatre.
  - B a theatre manager.
  - C a tour operator.
  
- 3 How much will they pay per night for a double room at the hotel?
  - A 110 euros
  - B 120 euros
  - C 150 euros
  
- 4 What type of restaurant will they go to on Tuesday evening?
  - A an Italian restaurant
  - B a Lebanese restaurant
  - C a typical restaurant of the region
  
- 5 Who will they meet on Wednesday afternoon?
  - A an actor
  - B a playwright
  - C a theatre director

What does the man say about the play on each of the following days?

Comments

- A The playwright will be present.
- B The play was written to celebrate an anniversary.
- C The play will be performed inside a historic building.
- D The play will be accompanied by live music.
- E The play will be performed outdoors.
- F The play will be performed for the first time.
- G The performance will be attended by officials from the town.

- 6 Wednesday
- 7 Thursday
- 8 Friday
- 9 Saturday
- 10 Monday



#### **Test 4. Shows for Children**

You will hear an interview with a woman called Rachel who is talking about the shows she puts on for children. For questions 1-6, choose the best answer (A, B or C).

- 1 Before her children were born, Rachel worked as
  - A an art teacher.
  - B a painter.
  - C an actor.
  
- 2 Who first thought of doing a show at a party?
  - A Rachel's husband
  - B Rachel's children
  - C Rachel's parents
  
- 3 Rachel's neighbour, Lena, helps by
  - A making some dolls for the shows.
  - B performing in the shows.
  - C writing the music for the shows.
  
- 4 When Rachel did a play about a lion
  - A the children laughed too much.
  - B the children were frightened.
  - C the children's parents complained.
  
- 5 How do Rachel's daughters help her?
  - A They show new dolls to their school friends.
  - B They think of ideas for new stories.
  - C They give her their opinions on her new plays.
  
- 6 Rachel thinks her shows are successful because
  - A she enjoys doing them so much.
  - B she does a show daily.
  - C they are suitable for all ages.

## Test 5. The Maritime Museum

You will hear a man talking about the Maritime Museum. Complete the notes below (1-11) using **NO MORE THAN THREE WORDS** for each answer.

- Date the museum was opened **1** \_\_\_\_\_
- The museum consists of a building and **2** \_\_\_\_\_
- The Education Centre is signposted by **3** \_\_\_\_\_
- If you lose your friends, meet at the **4** \_\_\_\_\_
- Warning about The Vampire **5** \_\_\_\_\_
- How often are the tours of The Vampire? **6** \_\_\_\_\_
- Person featured in today's video **7** \_\_\_\_\_
- The Leisure Gallery shows how Australian culture is **8** \_\_\_\_\_  
influenced by
- The Picture Gallery contains pictures by **9** \_\_\_\_\_
- Cost of family membership of the museum **10** \_\_\_\_\_
- “Passengers and the Sea” includes a collection of **11** \_\_\_\_\_



## Test 6. Museum director

You will hear an interview with a man called Carl Halford, who is the director of a museum. For questions 1-10, complete the sentences.

### Museum director

Carl says that the museum was last renovated in the year  
(1) \_\_\_\_\_.

Carl says that improvements in the (2) \_\_\_\_\_ in museums  
often go unnoticed.

There are now a total of (3) \_\_\_\_\_ exhibits which visitors  
can see in the museum.

The exhibits are now arranged according to their (4) \_\_\_\_\_.

One of Carl's favourite pieces is a 4,500-year-old cup with a design of a  
(5) \_\_\_\_\_ on the bottom.

Carl describes a strange farm model in the museum that features  
(6) \_\_\_\_\_ and a farmer.

Some visitors to the museum are frightened by the (7) \_\_\_\_\_  
of one large statue.

Carl also describes a vase which shows a man fighting with a  
(8) \_\_\_\_\_.

Carl finds it surprising that one of the coins in the museum has such  
(9) \_\_\_\_\_ decoration.

One simple exhibit that Carl likes is a plain stone with a picture of a  
(10) \_\_\_\_\_ on it.

## Test 7. Street-dancer

You will hear an interview with a woman called Carly Clarkson, who is a professional street-dancer and street-dance teacher. For questions 1-10, complete the sentences.

### Street-dancer

Carly mentions lessons in (1) \_\_\_\_\_ she took as a child, which helped with her street-dancing.

Carly tells people that she regards street-dance as part of her (2) \_\_\_\_\_.

Carly decided to take up dancing after seeing a move called (3) \_\_\_\_\_ being performed.

Carly's street-dance students can be as young as (4) \_\_\_\_\_ years old.

The name of the school where Carly is based is (5) \_\_\_\_\_.

Carly uses the word (6) \_\_\_\_\_ to describe her feelings if people don't appreciate her work.

Carly feels that street-dance is getting better known thanks to the support of (7) \_\_\_\_\_.

Carly thinks that street-dance appeals to young people because it is regarded as a (8) \_\_\_\_\_ activity.

Carly feels that both (9) \_\_\_\_\_ *and* \_\_\_\_\_ are needed to succeed as a professional street-dancer.

Carly suggests consulting the (10) \_\_\_\_\_ as a first step in finding out about street-dancing in your area.

## Test 8. A School Concert

Look at the six sentences for this part. You will hear a conversation between a boy, Carl, and a girl, Susanna, about a school concert. For questions 1-6, circle *True* or *False*.

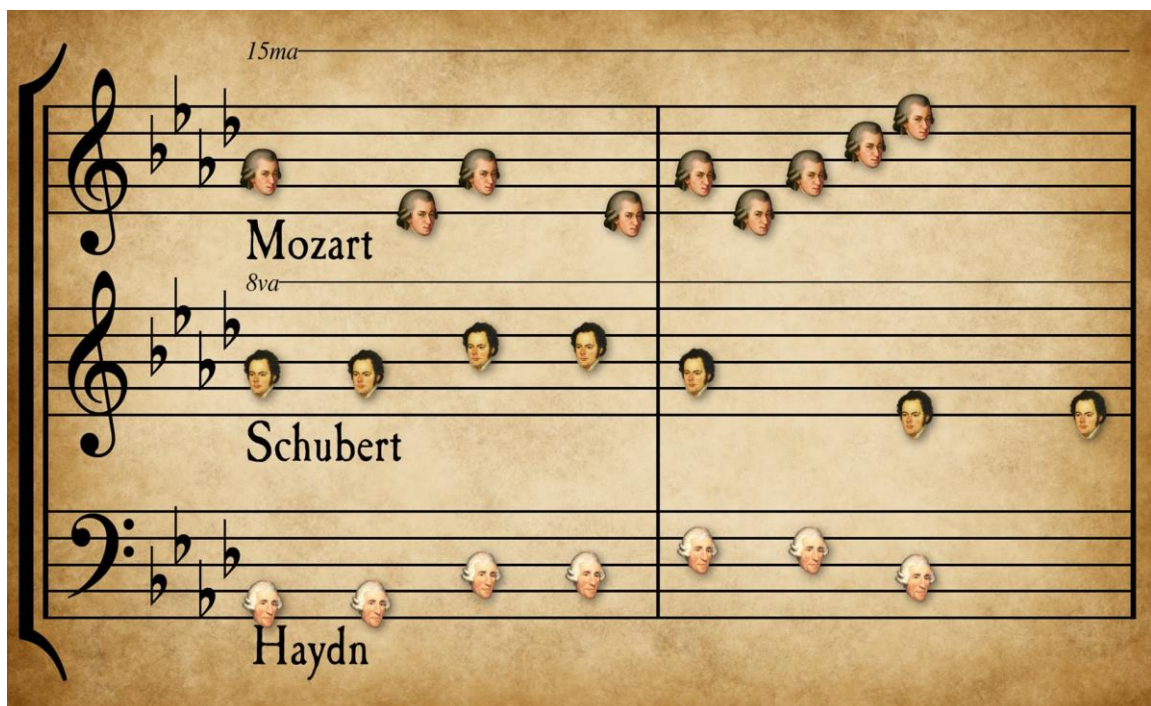
- 1 Susanna feels shy about playing her violin in public. *True False*
- 2 Carl and Susanna share the same opinion about practising their instruments regularly. *True False*
- 3 Susanna's parents refuse to allow her to give up violin lessons. *True False*
- 4 Carl's aim is to have a career in music. *True False*
- 5 Susanna thinks she would enjoy working in another country. *True False*
- 6 Carl persuades Susanna to take part in the concert. *True False*



## Test 9. Classical Music

You will hear five different people talking about classical music. For questions 1-5, choose from the list (A-F) the reason each person gives for starting to play classical music. Use the letters only once. There is one extra letter which you do not need to use.

- |   |  |              |
|---|--|--------------|
| A | the influence of someone famous            | Speaker 1___ |
| B | being introduced to a range of good music  | Speaker 2___ |
| C | Finding other types of music unexciting    | Speaker 3___ |
| D | The encouragement of a teacher             | Speaker 4___ |
| E | hearing it in an everyday situation        | Speaker 5___ |
| F | realising the importance of starting young |              |





## Test 10. Boy Bands

You will hear a conversation about what makes a good boy band. For questions 1-8, circle *True* or *False*.

- |   |  |             |              |
|---|--|-------------|--------------|
| 1 | Many boy bands are not successful.   | <i>True</i> | <i>False</i> |
| 2 | In the past, boy band members dressed differently but had similar personalities.     | <i>True</i> | <i>False</i> |
| 3 | Having different types of boy in the group is supposed to appeal to different girls. | <i>True</i> | <i>False</i> |
| 4 | One Direction first became famous on YouTube.  | <i>True</i> | <i>False</i> |
| 5 | One Direction lyrics are written for girls who like rebellious boys.                 | <i>True</i> | <i>False</i> |
| 6 | One Direction's stylists try to give each band member an individual look.            | <i>True</i> | <i>False</i> |
| 7 | One Direction became famous in the US by clever use of social media.                 | <i>True</i> | <i>False</i> |
| 8 | One Direction have not tried to make money from merchandising.                       | <i>True</i> | <i>False</i> |

For questions **9-16** choose the correct answer (A-C).

- 9 The most important thing for boy bands in the past was that
- A they had some musical ability.
  - B they could dance well.
  - C they had different personalities.
- 10 Things have changed because
- A people wanted something different.
  - B the media and newtechnology influence things differently.
  - C both of the above .

- 11** Starting on a reality show like X Factor is great for a band because
- A appearing on TV is the quickest way to get famous.
  - B the many viewers who vote every week become loyal fans.
  - C people feel a personal connection with bands they see on TV.
- 12** The words to One Direction songs are designed to
- A make teenage girls feel good about themselves.
  - B appeal to mums by being a bit cheeky.
  - C communicate universal messages about love.
- 13** One Direction's clothes
- A are very individual and they each have a strong look.
  - B create a clean-cut, safe and non-threatening image.
  - C are casual and fashionable with a touch of rebelliousness.
- 14** Lots of people said One Direction wouldn't
- A be regarded as serious musicians.
  - B get famous in the US as well as the UK.
  - C have a number one record .
- 15** One Direction were the first British band to
- A have their first album go to number one in the US.
  - B sell so many copies of their first album in just one week.
  - C break into the US market by using social media.
- 16** The boys have also made money from
- A selling One Direction products like dolls and phones.
  - B performing as many sell-out concerts as possible.
  - C giving talks about their success.

### Test 11. How to break into the music industry

Listen to a talk about how to get a job in the music industry and complete the sentences according to the talk. Use NO MORE THAN TWO WORDS for each answer.

- 1 Jeff Seagle's talk is aimed at people wanting to work with \_\_\_\_\_.
- 2 In the music industry, qualifications are much less important than \_\_\_\_\_.
- 3 When you are starting off in the business, the most important thing is to \_\_\_\_\_.
- 4 If you are lucky, you might get work as a paid \_\_\_\_\_.
- 5 You can impress people in the company if you have a \_\_\_\_\_.
- 6 An easy way to network could be to find someone you admire and \_\_\_\_\_.
- 7 Make sure that everything you post on social media reflects the \_\_\_\_\_ you want to project.
- 8 Working in A&R means dealing with artists and \_\_\_\_\_.
- 9 One of the exciting things about the music industry is that things are changing \_\_\_\_\_.
- 10 When you meet a celebrity you should treat him or her as a client and try not to be \_\_\_\_\_.

## Test 12. Unusual British Festivals

You will hear a conversation about unusual British festivals. For questions 1-8, circle *True* or *False*.

- 1 Many of these festivals are actually races or competitions. *True False*
- 2 The Burning of the Clavie brings good luck for the new year. *True False*
- 3 On Shrove Tuesday in Scarborough people dance with ropes. *True False*
- 4 Cheese rolling involves running away from a big, round *True False*  
cheese.
- 5 Snail racing started in the UK. *True False*
- 6 The competition to pull the ugliest face is an old tradition. *True False*
- 7 The Burning of the Clocks festival marks the summer *True False*  
solstice.
- 8 The Burning of the Clocks festival ends with people *True False*  
throwing water.

For questions **9-16** choose the correct answer (A-C).

- 9 The Clavie is
  - A a whisky container.
  - B a wooden cross.
  - C a bonfire made of things people don't need.
- 10 In the Up Helly Aa festival, they burn
  - A a wooden man.
  - B a Viking boat.
  - C a line in the grass.

- 11** During a pancake race, you have to
- A eat as many pancakes as possible.
  - B run as fast as possible while tossing a pancake in a pan.
  - C run and jump over the ropes without dropping the pancake.
- 12** Nowadays, the people who win the cheese rolling competition are usually
- A top athletes.
  - B people from the village.
  - C visitors from all over the world.
- 13** The fastest snail in the Snail Racing is
- A cooked with garlic and butter.
  - B rescued from the barbecue.
  - C given a prize of extra lettuce.
- 14** Black pudding throwing is similar to
- A pancake tossing.
  - B Olympic sports like javelin and shotput.
  - C bowling.
- 15** To win the best gurner competition, one man
- A had all his teeth removed.
  - B grew a really long beard.
  - C had a lot of facial piercings.
- 16** The Burning of the Clocks festival is
- A 2 years old.
  - B 20 years old.
  - C 200 years old.

### **Test 13. An Interview with a Novelist**

You will hear an interview with a novelist called Greg Field. For questions 1-7, choose the best answer (A, B or C).

- 1 What led Greg to start reading as a child?
  - A the encouragement of his parents
  - B spending time exploring a local library
  - C some books he was allowed to look through
  
- 2 What does Greg say about his schooldays?
  - A He found books more interesting than websites.
  - B He liked reading books that had been made into films.
  - C He was inspired by the way one teacher used books in class.
  
- 3 How did Greg feel when his first novel was published?
  - A Calm
  - B Relieved
  - C Disappointed
  
- 4 What does Greg say about the place where he writes?
  - A He likes to keep distractions to a minimum.
  - B He has a favourite pen that he always uses.
  - C He enjoys varying the room where he works.
  
- 5 What is different about Greg's next book?
  - A the period in which it is set
  - B the readers it is intended for
  - C the seriousness of the message

- 6 Greg says that writing novels based on your own experiences can
- A be very difficult to do well.
  - B limit what you can describe.
  - C quickly become boring for readers.
- 7 Greg advises new writers to avoid
- A explaining the meaning of symbols they use.
  - B mentioning people's clothes too much.
  - C Involving too many different places.

## Test 14. An English Literature Test

You will hear a conversation between a tutor and two students who are preparing for an English literature test. Complete the notes below. Write NO MORE THAN THREE WORDS for each answer.

**Novel:** (21) \_\_\_\_\_

**Protagonists:** Mary Lennox; Colin Craven

**Time period:** Early in (22) \_\_\_\_\_

**Plot:** Mary moves to UK – meets Colin who thinks he'll never be able to (23) \_\_\_\_\_. They become friends.

**Point of view:** "Omniscient" – narrator knows all about characters' feelings, opinions and (24) \_\_\_\_\_.

**Audience:** Good for children – story simple to follow.

**Symbols** (physical items that represent (25) \_\_\_\_\_):

- the robin redbreast
- (26) \_\_\_\_\_
- the portrait of Mistress Craven

**Motifs** (patterns in the story):

- the Garden of Eden
- secrecy – metaphorical and literal transition from (27) \_\_\_\_\_

**Themes:** Connections between

- (28) \_\_\_\_\_ and outlook
- (29) \_\_\_\_\_ and well-being
- individuals and the need for (30) \_\_\_\_\_



### Test 15. Ten Years without books

You will hear a man talking about books. For questions 1-8, choose the best answer (A-D).

- 1 The author probably read "Where the Wasteland Ends: Politics and Transcendence in Post-Industrial Society":
  - A in 1972
  - B in 1982
  - C in 1992
  - D in 1993
  
- 2 When he was a boy, the author:
  - A avoided books
  - B looked at books but didn't read them
  - C preferred videos to books
  - D read enthusiastically
  
- 3 Students at university used to spend the evenings:
  - A discussing philosophy
  - B reading short books
  - C thinking deeply
  - D the author doesn't say how they spent the evenings
  
- 4 At work, the author:
  - A didn't have to read
  - B didn't have to read books
  - C didn't have to read manuals and pamphlets
  - D didn't have to read contracts and documents

- 5 The author:
- A hardly read a book for ten years
  - B doesn't read books
  - C hasn't read a book for ten years
  - D didn't read a book for ten years
- 6 One day the author stopped watching TV because
- A he gave it to the landlady.
  - B it didn't work.
  - C he couldn't watch it from his bed.
  - D he decided to have another go with books.
- 7 Now the author:
- A doesn't have a TV
  - B has a TV next to his bed
  - C has a computer with a TV inside it
  - D has a computer instead of a TV
- 8 The author reads books
- A because he has a pile of them by his bed.
  - B when he finds some interesting ones in the libraries.
  - C because he loves them.
  - D because he has the strange feeling when he reads.

## STUDENT'S SELF STUDY

I. Watch 10 top must-see movies about arts and write a film review on any of them:

### **1. Being Julia (2004)**

Set in London in 1938, the film focuses on highly successful and extremely popular theatre actress Julia Lambert (Annette Bening), whose gradual disillusionment with her career as she approaches middle age has prompted her to ask her husband, stage director Michael Gosselyn (Jeremy Irons), and his financial backer Dolly de Vries (Miriam Margolyes) to close her current production to allow her time to travel abroad. They persuade her to remain with the play throughout the summer; and Michael introduces her to Tom Fennel (Shaun Evans), an enterprising American, who confesses his deep appreciation of her work.

### **2. Stage Beauty (2004)**

In 17th century England, women were not allowed to be involved in the world of the theater so the female characters were played by men. This is the case of Edward "Ned" Kynaston (Billy Crudup), the most appreciated actor in female roles, who uses his beauty and talent to give some of the most convincing female performances of his time, making the audience forget that he is a man. IN his shadow is his female dresser Maria (Claire Danes) who longs to be on stage but can't because of her sex.

### **3. Mrs Henderson Presents (2005)**

Eccentric 70-year-old widow Mrs. Laura Henderson (Judi Dench) purchases the Windmill Theater in London as a post-widowhood hobby. In 1937, they start a continuous variety revue called "Revudeville", but after other theatres in London copy this innovation, they begin losing money. Mrs. Henderson suggests they add female nudity, similar to the Moulin Rouge in Paris, which is unprecedented in the United Kingdom.

#### **4. Shakespeare In Love (1998)**

Whatever happened to Joseph Fiennes? The story of Shakespeare and the Globe is a witty delight, about to become a stage play this year, and was huge hit thanks to a sparkling, anachronistic script.

#### **5. La La Land (2016)**

One of the most recent Hollywood forays into musicals is this, directed and written by Damien Chazelle. It's a love-letter to the golden age of Hollywood and focuses on two young people trying to get by in a mad, bad world. And, let's not forget, a brilliant Ryan Gosling and Emma Stone play the young lovers and they dance and sing too!

#### **6. The Dresser (1983)**

Powerhouse acting from Tom Courtenay and Albert Finney in a claustrophobic films about the camp personal assistant of a deteriorating veteran actor and his struggles to get him through a difficult performance of King Lear – it's the one where Finney stops a train with a shout.

#### **7. A Life in the Theatre (1993)**

A veteran actor who's seen it all and a young, up-and-comer join up for a season of repertory theatre.

#### **8. Moulin Rouge! (2001)**

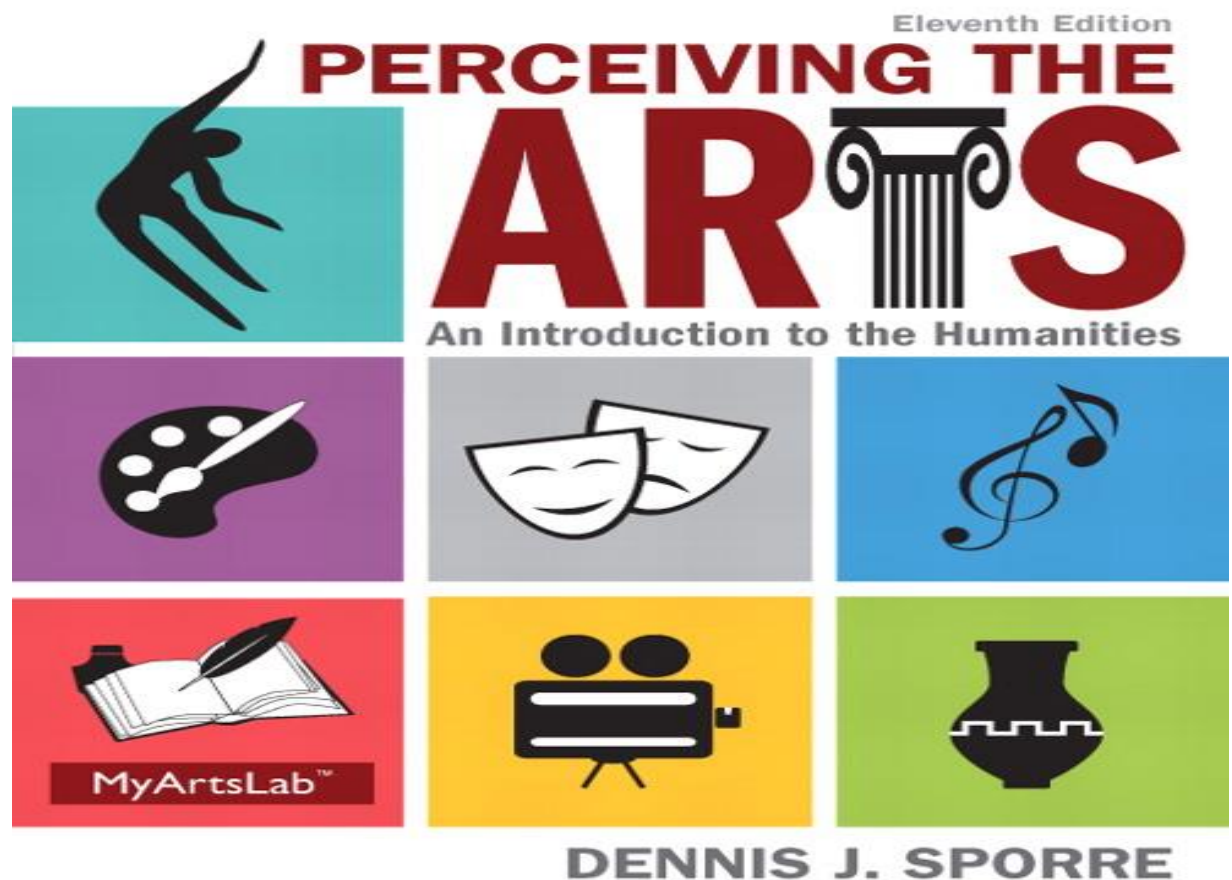
It tells the story of a young English poet/writer, Christian (Ewan McGregor), who falls in love with the star of the Moulin Rouge, cabaret actress and courtesan Satine (Nicole Kidman). It uses the musical setting of the Montmartre Quarter of Paris, France.

### 9. An Awfully Big Adventure (1995)

From the Beryl Bainbridge novel, this is a dark, troubling film about a young girl who joins a production of 'Peter Pan' only to find herself drawn into the sinister sexual politics that exist in the dressing rooms – one of the only films to tackle the subject.

### 10. Synecdoche, New York (2008)

The plot follows an ailing theatre director (Hoffman) as he works on an increasingly elaborate stage production whose extreme commitment to realism begins to blur the boundaries between fiction and reality. The film's title is a play on Schenectady, New York, where much of the film is set, and the concept of synecdoche, wherein a part of something represents the whole, or vice versa.



## FILM REVIEW SAMPLE



# How to write a film review

**Title:** The simplest solution is to take the title of the film. Puns and allusions are more sophisticated and entertaining.

**Introduction:** You can start off with information about the film (e.g. financial aspects, awards, reviews) and/or the director (e.g. awards, former movies). Also quotes and/or anecdotes may catch the reader's attention. You can also describe what you expected from the film.

**Main part:** Provide a **brief summary** of the plot. Make sure that your summary makes sense to a reader who does *not* know the movie. Do *not* refer to specific scenes. Is the plot interesting, believable or rather predictable?

Present the **main actors and their characters** and say something about their performance. If you like you may give reasons why you identify with a certain character. Are the actors believable and sympathetic?

State your **opinion** of the movie and give reasons for it. What are its strengths and weaknesses? Support your opinion with specific scenes. Is the **soundtrack** appropriate?

You can relate the film to other well-known examples of its **genre** (thriller, comedy, drama etc.) and/or **theme**. What is unique about your film? Does it have a specific message? If so, do you agree with this message? In which respect is your film superior/inferior?

You can place the film in its **cultural context** and/or describe/speculate on the **director's intention and message**.

**Conclusion:** Either recommend the film or advise against seeing it. Is this only a film for teenagers, women, young men? Take care that your final judgement is logically developed from what you have written before.



**Task:**

Pick a film that you liked a lot or that you disliked completely. Write a film review for a teenage magazine in about 180 words.

**DISCUSSION QUESTIONS**  
**FOR USE WITH ANY FILM THAT IS A WORK OF FICTION**

**I. Questions to Stimulate Student's Interest**

- Did you learn anything from this movie? If you did, what was it?
- What is the message of this movie? Do you agree or disagree with it?
- Was there something you didn't understand about the film? What was that?
- What did you like best about the movie? Why?
- What did you like least about the film? Why?
- Who was your favorite character in the movie? Why?
- Who was your least favorite character in the film? Why?
- Did anything that happened in this movie remind you of something that has occurred in your own life or that you have seen occur to others?
- What were you thinking as you finished watching the film?
- Would you recommend this movie to a friend? Explain your reasons.
- What part of the story told by the movie was the most powerful? Why?
- If you had a chance to ask a character in this movie a question, what would it be?
- If you had a chance to ask the screenwriter a question, what would it be?
- If you were writing the screenplay for this movie, would you have changed the ending? Explain your answer.
- What feelings did you share with any of the characters in the movie?
- Did any of the characters in this movie make you angry? Tell us why.
- Did you come to respect any of the characters in this movie? Who was it and why did you come to respect that character?
- If a psychologist were to look at the actions of [select a character] what do you think the psychologist would say about that character? Describe specific statements or actions that you think the psychologist would be interested in and the conclusions that you think the psychologist would draw from those statements or actions.
- If a priest, minister, or rabbi were to look at the actions of [select a character] what do you think the priest, minister, or rabbi would say about them? Describe specific statements or actions that you think the priest, minister or rabbi would be interested in and the conclusions that you think he or she would draw from those statements or actions.
- What comment is the author trying to make about the culture of the characters in this story?

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