creativity:

/ˌkriːeɪˈtɪvɪti/

noun
plural : **creativities**

1. the use of **imagination** or **original ideas** to create something ; **inventiveness**.

   Ex: "Firms are keen to encourage **creativity**"

Two Tickets, please

Final Task :

Être capable d' acheter / vendre des places de cinéma ainsi que des snacks

compétence : interaction orale

Dans cette séquence, je vais apprendre à utiliser...

Seed

- la politesse avec MAY, et WOULD LIKE
- les quantifieurs MUCH et MANY
- du vocabulaire en lien avec le cinéma

Stem

Seed +
- les quantifieurs A LITTLE et A FEW
- ONE OF THE + superlatif
- WHAT ABOUT pour suggérer des activités
- du vocabulaire supplémentaire en lien avec le cinéma

Leaf

Seed + Stem +
- WHO, WHICH et WHERE pour complexifier ses phrases
- du vocabulaire en lien avec l'opinion
- du vocabulaire supplémentaire en lien avec le cinéma

Document 1 : WATCH & SPEAK ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

- **"Movies in Movies" a tribute by SACKTORY**
  https://www.youtube.com/watch?v=GwGonPg8_I8

This video is a montage of 139 clips from 93 different films that show their characters actually going to the cinema.

Do you recognise some of them ?
Do you know some of the actors ?

_____

_____

_____

How often do you watch movies (at home or at the cinema) ?
_____

How often do you go to the cinema ?
_____

What is your favourite genre ?
_____

What is your favourite movie ?
_____

What is the last movie you saw ?
_____

GUESSING GAME

On a piece of paper, write **the title of a film.**
Divide the class in **two groups**.
Pick a paper.
Make your group guess the title on your paper.
(no words from the title, no names from places or characters)

MAKE FULL SENTENCES!!

Steven Spielberg: a biography

By Natalie Miller

One of the most influential celebrities in the history of film, Steven Spielberg is perhaps Hollywood's best known director and one of the wealthiest film makers in the world.
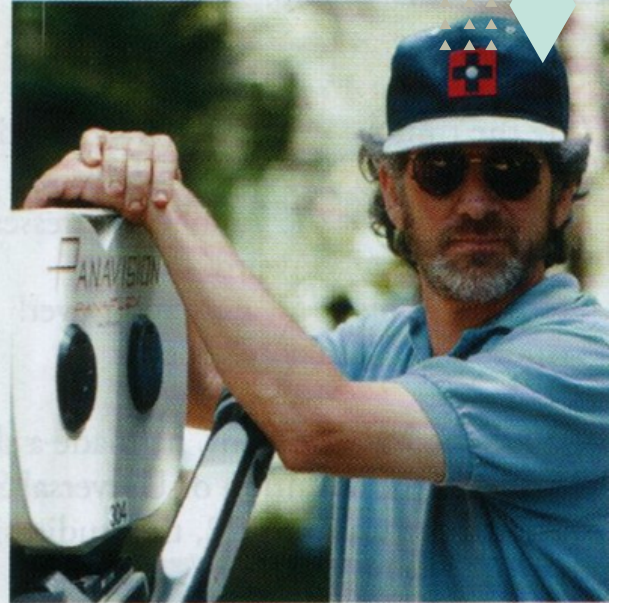
How it all started

Steven Spielberg was born in Cincinnati, Ohio, on December 18, 1946. His mother was a restaurateur and concert pianist, his father was a computer engineer, and he had three sisters. He showed keen interest in photography and cinema from a very early age and, by the time he was 13, he had already shot a 40-minute film and had actually won a prize for it! In 1963, at age 16, Steven wrote and directed his first independent movie, a 140-minute science fiction adventure called *Firelight*.

While he was a student at California State University, Long Beach, Spielberg made a short film which attracted the attention of Universal Studios. Though he was only 22, the studio signed him to a long-term deal as a director. Six years later, he reached world fame with *Jaws* which was an enormous hit and made him the youngest multi-millionaire in America. However it was *Close Encounters of the Third Kind* (1977), a unique and original UFO story, which established Spielberg as one of the rising stars in the world of cinema.

Piling up hits

By the early '90s, with instant classics such as *E.T., the Extra-Terrestrial* (1982), the *Indiana Jones* series, *The Color Purple* (1985), and the *Jurassic Park* series, Spielberg had become not only kids' but also grown-ups' favorite director. However he had not won one single Academy Award for Best Director or Best Picture though he had had seven nominations. He eventually got both for *Schindler's List* in 1993.

After this highly acclaimed film on the Holocaust, Spielberg went on addressing big issues such as war in *Saving Private Ryan* (Oscar for Best Director) in 1998 and terrorism in *Munich* in 2005.

More than a director

Spielberg has always been interested in more than just directing. In the late '70s, he co-founded a production company, Amblin Entertainment, which was responsible for such hits as *Gremlins*, the *Back to the Future* series and *Men in Black I* and *II*. Then, in the mid-'90s, he helped found the production company DreamWorks, which released such varied box-office successes as *Amistad*, *Shrek* and *Catch Me If You Can*. Besides his work as a director and producer, he also wrote the stories behind some major films.

With all of this to Spielberg's credit, it's no wonder that he is regarded as one of the greatest figures in entertainment.

> " **Being a movie-maker means you get to live many, many lifetimes. It's the same reason audiences go to movies, I think.** " *S. Spielberg*

Read the text and put the following events in chronological order on the TIMELINE.

A/ He shot a 40-minute film and won a prize.
B/ He was a student at California State University.
C/ He helped found the production company DreamWorks.
D/ He reached world fame with JAWS.
E/ He co-founded Amblin Entertainement, a production company.
F/ He was born in Cincinnati in 1946.
G/ He turned 13.
H/ He became everyone's favourite director with films such as E.T. and the INDIANA JONES series.
I/ He made a short film that attracted the attention of Universal Studios.

Timeline :

Look at these sentences and separate the propositions.

a) Spielberg made a small film which attracted the attention of Universal Studios.

b) He reached world fame with JAWS which was an enormous hit.

What words do the second propositions refer to ? Underline them.
Find two similar sentences in the text and do the same.

_____

_____

_____

_____

_____

AUDIO 1 : Inviting someone to the cinema

Preparation : Do this exercise before you listen. Draw a line to match the pictures with the words below.

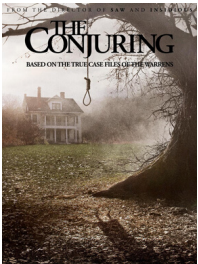historical drama   cartoon

romantic comedy

science fiction   horror   action

1. Check your understanding : Circle the best answer to complete these sentences.
1. Ismael is OK, but a bit ill / OK, but has a lot of homework / OK, but a bit bored.
2. 'Light and dark' is a horror film / a science fiction film / a romantic comedy.
3. The comedy film is about a family / shop / school.
4. Jack hates horror films / romantic films / science fiction films.
5. They decide to see a romcom / horror film / science fiction film.
6. They decide to meet at 7 o'clock / half past seven / 8 o'clock.

2. Complete the gaps with a word or phrase.
Jack: Hi, Ismael. How are you?
Ismael: Hi, Jack. I'm OK but I've got loads of _____.
Jack: We don't know. We can't decide. There's that new _____ film, 'Light and dark'.
Jack: OK, well there's a _____ about a school.
Ismael: Oh, no more school, please! What about a _____?
Jack: What? Really? No, I hate romantic films. I like _____.
Ismael: Well, there's a new science fiction film, 'Alien attacks'.
Jack: OK, I like _____. Let's see that.
Ismael: At 8 o'clock. Let's meet at 7.30 _____ the cinema.
Jack: OK. _____ you _____.
Ismael: Bye.

AUDIO 2 : Going to the cinema

Listen to Mario and Tamara talking about what film they want to see.

1. Check your understanding: Circle the correct answers.

 1. **Which film are Mario and Tamara going to see?**
Mr and Mrs Jones   War Games   Robot 2075   Forever   Midnight Moon
King Robert V
2. **What time does the film they want to see start?**
12.00 p.m.   2.30 p.m.   5.20 p.m.   7.15 p.m.   7.30 p.m.   7.00 p.m.
3. **What time are Mario and Tamara going to meet?**
12.00 p.m.   2.30 p.m.   5.20 p.m.   7.15 p.m.   7.30 p.m. 7.00 p.m.

2. Complete the gaps with the correct word.

Tamara: Hi, Mario. Do you want to go and watch a _____?
Mario: Hi, Tamara. Sure, what's _____?
Tamara: Well there are two action films, Mr and Mrs Jones and War Games, and they're both in
_____.
Mario: I've already seen Mr and Mrs Jones. I haven't seen War _____ but I don't really want to see an _____ film. What else is _____?
Tamara: There's that science fiction film, Robot 2075, but I've already _____ it.
Mario: Is it _____?
Tamara: Yes, it is, but I don't want to see it _____. There's a _____ comedy called Forever.
Mario: Mmm, I'm not sure. Are there any _____ ____ films on?
Tamara: Yes, there's Midnight Moon. It's got _____ in it.
Mario: OK, sounds good. Let's go and watch Midnight Moon. What _____ is it on?
Tamara: It's on at 12 o'clock or at half past _____.
Mario: Is it on this _____?
Tamara: Yes, at 7.30.
Mario: Perfect. Let _____ at 7.30.
Tamara: OK, shall we _____ at the cinema at 7.00?
Mario: Great! See you _____.
Tamara: Bye.
.

AUDIO 3 : My favourite film

1. Check your understanding: matching. Draw a line between the speaker and the genre of their favourite film.

Speaker A   a. A science fiction film
Speaker B   b. A modern vampire film
Speaker C   c. An action film
Speaker D   d. A romance
Speaker E   e. A romance based on a book

2. Complete the gaps with the correct speaker.

    A (x2)   B   C   D (x2)   E (x3)

1. Speaker _____ thinks the film shows you not to judge people too quickly.
2. Speaker _____ says the film is not too sentimental, thanks to the actor.
3. Speaker _____ likes a film in which everything we think is real is fiction.
4. Speaker _____ has seen their favourite film more than once.
5. Speaker _____ prefers the first version of the film.
6. Speaker _____ likes a film with murder, violence and blood-drinking.
7. Speaker _____ likes a film which tells a love story over several years.
8. Speaker _____ likes a film which shows bullying at school.
9. Speaker _____ likes the scenes filmed in different countries.

Discussion
Have you seen any good films recently?
I saw …
It's got … (actor's name) in it.
It's about …
The thing I liked about it was …

AUDIO 4 : Giving your opinion

Preparation (answer before watching)
Are the comments negative or positive? Circle Positive or Negative for these sentences.

Positive	*It was boring.*	Negative
Positive	*It was brilliant.*	Negative
Positive	*It was really exciting.*	Negative
Positive	*It was cool.*	Negative
Positive	*I can't stand her.*	Negative
Positive	*She's so annoying.*	Negative

1. Check your understanding: match the films with the correct descriptions and write a–d next to the numbers 1–4.

1........ Tornado Express   2........ Friends Forever
3........ Double Revenge   4........ Maximum Risk

a. Jack wants to see this film but Gemma dislikes the actress in it.
b. Gemma saw this. It was really exciting and the special effects were good.
c. Jack thinks the actress was good in the film. Gemma hasn't seen this one.
d. Jack saw this with his sister. He thought it was boring but his sister liked it.

2. Speaking practise : watch the second part of the video and read the dialog bubbles in time with the video.

PREPARATION FOR EVALUATION

Form groups of four and find sentences you need...

- **as a cashier in a cinema**
- **as someone who wants to buy tickets to a movie**

CASHIER

_____
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Film review:

Skyfall

Skyfall is one of the best action films in recent years. Released in 2012, it stars Daniel Craig as secret agent James Bond and Spanish actor Javier Bardem in the role of Raoul Silva, the villain in this film.

The plot involves a genius computer hacker who is an ex-spy. He wants to take revenge on the organisation he used to work for and James Bond has to prevent this from happening. There are a lot of exciting action scenes as Bond pursues him around the world. Can he stop him before it is too late?

The film is set in a variety of locations including Istanbul, Shanghai, Macau, London and Scotland, which gives it a very international atmosphere. The soundtrack is impressive and includes the theme song 'Skyfall', performed by English singer Adele. The acting is also of a very high standard and Bardem brings his character to life with a dazzling and memorable performance.

I would highly recommend Skyfall, especially if you are keen on action films. It will have you on the edge of your seat until the very end and I am sure you will not regret watching it.

Rating: ★★★★★ A must-see!

Top Tips for writing

1. Use vocabulary specifically related to films.
2. Say what happens in the film, but ...
3. ... don't give away the ending!
4. Talk about different aspects of the film.
5. Use a variety of adjectives and descriptive phrases.
6. Finish by saying whether you would recommend the film or not, and why.

SIDE TASK A
PREPARATION

Preparation : Write *T* for *True* or *F* for *False* for these sentences.

1. If you are writing a film review, you should write about a film that you have watched and can remember well. _____

2. You should give your opinion of the film. _____

3. You should mention basic information about the film such as the title, genre and actors' names. _____

4. You should say what happens in the film's ending. _____

5. You should talk about the acting, the music and the special effects and other individual aspects of the film. _____

6. You should tell readers whether you think the film is worth seeing. _____

1. Check your writing: Fill the gaps with one of the following words

soundtrack   role   plot   set   characters   stars   performance   scene

1. The film Iron Man 3 _____ Robert Downey Jr. as Iron Man.
2. Voldemort in the Harry Potter films is played by English actor Ralph Fiennes. It was not an easy _____ to play because he had to wear lots of make-up.
3. Jennifer Lawrence became a huge star after her excellent _____ in The Hunger Games.
4. The Hunger Games _____ contains some wonderful music and was produced by rock legend T-Bone Burnett.
5. Life is Beautiful is _____ in Italy in 1939.
6. Looper has a very complicated _____ involving time travel, and it is quite difficult to follow the story at some points.
7. Scriptwriters sometimes create _____ who are based on people they have met.
8. In the opening _____ of Skyfall, Bond accidentally gets shot by his partner.

2. Check your writing: Fill the gaps with one of the following words

aspects   plot   paragraphs   recommendations   opinion   structure

A film review should be well organised with a clear _____. One way of doing this is to divide your review into four _____.

The first paragraph can be quite short and contain your brief overall _____ of the film. You will explain this opinion in later paragraphs. Also give some basic facts like the names of the actors and the year of release.
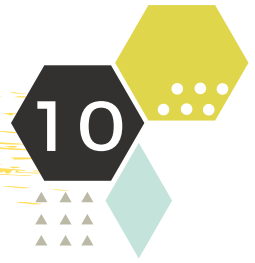
The second paragraph can be a summary of the _____, but make sure you,don't give away the ending.

The third paragraph can be your opinion of various _____ of the film such as the acting, the music, the special effects and the script. You can praise or criticise them.

The final paragraph should include your _____. Should people watch this film? Give reasons why or why not. You can also suggest who the film would most appeal to, for example teenagers, people who like action films or fans of spy films.

- **"Break a leg !" (littéralement : "Casse-toi une jambe")**
Pour souhaiter bonne chance à quelqu'un avant un examen, une représentation... On y retrouve la même superstition qui nous pousse en français à remplacer "Bonne chance" par "merde".

- **"The show must go on"**
Pour indiquer qu'il ne faut pas baisser les bras et qu'il faut persévérer dans les moments difficiles, de la même manière que l'on n'interrompt pas un spectacle au moindre obstacle (le public ne doit se rendre compte de rien).

- **"Get the show on the road"**
Lorsque l'on vous dit **"Come on, let's get this show on the road"**, on vous encourage à commencer quelque chose, à ne plus attendre. Similaire à **"Bon allez, on y va"** ou "**On s'y met"** par exemple.

- **to steal the show**
" voler la vedette"
Pour indiquer qu'une personne a attiré l'attention, les regards alors qu'elle n'était pas censée être l'attraction principale.

ex : "Did you see the new girl ? She totally **stole the show".**
   "Vous avez vu la nouvelle ? Elle leur a complètement **volé la vedette"**

- **in a stage whisper**
En référence aux souffleurs qui rappelaient leur texte aux acteurs de théâtre. Quand on dit quelque chose **"in a stage whisper"** cela veut dire que l'on fait semblant d'être discret alors qu'en fait on fait exprès de chuchoter très fort afin d'être entendu.

ex : "Are you okay, Arthur ? You look sad", asked Louisa.
      "He got dumped by his girlfriend yesterday", said James **in a stage whisper**.
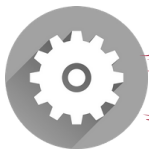
- **state of the art**
"à la pointe de (la technologie, de l'innovation...)"
Pour décrire un produit ou une technique comme étant la plus avancée, au top niveau dans un domaine.
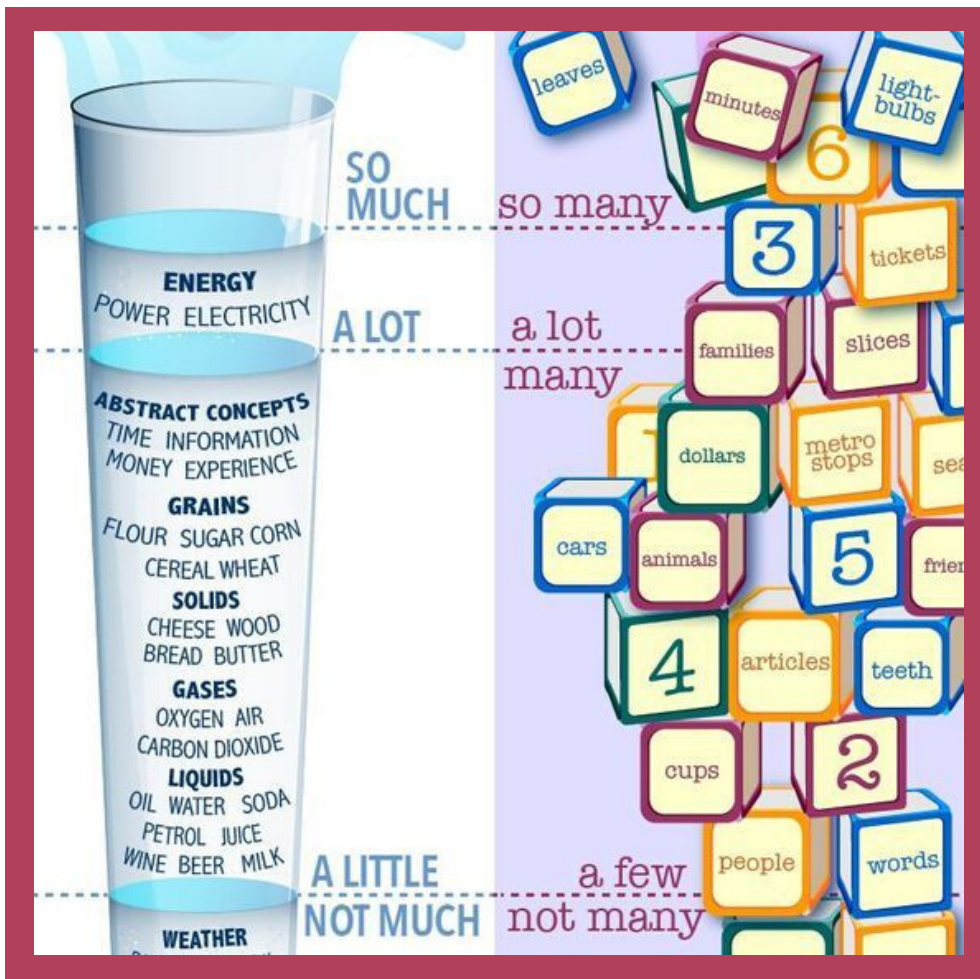
ex : "The security system we are using is **state of the art**."
      "Le système de sécurité que nous utilisons est à la pointe de la technologie".

REMEMBER

• **Dénombrables :** Les mots qui font référence à des choses que **je peux compter**, que **je peux séparer** en unités distinctes.

• **Indénombrables :** Les mots qui font référence à des choses que **je ne peux pas compter ni séparer** sans utiliser des conteneurs (bouteille, gramme, cuillère, tranche…)

🌱 **1 - Raye la mauvais réponse.**

1- This film got MUCH/MANY good reviews.
2- We don't have MUCH/MANY time.
3- I like scienc fiction film very MUCH/MANY but I haven't seen MUCH/MANY.
4- I don't know MUCH/MANY about it.

5- They have MUCH/MANY cats but not MUCH/MANY space.
6- In this film there are too MUCH/MANY characters.
7- I know MUCH/MANY people who would love to have that MUCH/MANY money.
8- When he broke his leg he was in so MUCH/MANYpain…

🌱 **2 - Complète les phrases en utilisant *a little, a few, no* et *some*.**

1) I only have [.....] paint left. I'll have to buy [.....].
2) This chili is very hot. You only need to use [.....].
3) I have [.....] friends but [.....] enemies at all.
4) I have [.....] time before the train leaves. I can get [.....] coffe.

5) - Do you have any biscuits ?
   - There are [.....] left in the jar.
6) I'm almost finished with this book. Only [.....] pages left to read.
7) [.....] work never killed anyone /
8) Don't worry, I'll get you [.....] water and then you can get [.....] rest.
9) [.....] music will help you relax.

3 - Transforme les phrases afin de les rendre plus polies en utilisant MAY et WOULD LIKE. Attention, il y a un piège.

1- Do you want some popcorn ?

2- Can I sit here ?

3- I want a soda and some sweets please.

4- You can't smoke here, sir !

5- Do you want to see an action film instead ?

6- I want to see a science fiction film.

7- Can I open the window ?

8- Can you switch seats with me ?

POLITESSE
Conclusion :

WOULD LIKE est une forme polie qui peut remplacer le verbe _____

MAY est un auxiliaire modal qui peut venir remplacer l'auxiliaire _____ lorsque l'on **demande la permission** de faire quelque chose ou que l'on indique que **quelqu'un ne peut pas faire quelque chose.**

ATTENTION, quand **CAN** sert à **demander à quelqu'un d'autre de faire quelque chose,** on utilise pas _____ mais _____.

4 - Traduis les phrases suivantes dans ton cahier d'exercices en utilisant la structure ONE OF THE + SUPERLATIF

1- C'est l'un des meilleurs films que j'ai jamais vu!

2- Ce téléphone est l'un des plus chers.

3- C'est l'une des pires chansons de ce groupe.

4- Cette tour est l'une des plus hautes du monde.

5- Il est l'un des hommes les plus riches de l'année 2019.

6- C'est l'une des nuit les plus noires que j'ai jamais vues.

REMEMBER
le superlatif de supériorité

- **adjectifs courts (1 syllabe ou 2 terminés par y, er, ow) :**
the + adjectif -(e)st
- **adjectifs longs (2 syllabes ou plus) :**
the most + adjectif
- **exceptions**
good = the best
bad = the worst
far = the farthest / the furthest

5 - Propose des choses en utilisant [WHAT ABOUT + NOM] ou [WHAT ABOUT + VERBE en -ing]

1- a cup of tea

2- eat out tonight

3- pizza for dinner

4- go to the cinema on Saturday

5- another movie before bed

6- some sugar in your coffee

7- a picnic

8- leave before it gets dark

9- this dress

10- go to bed early

6 - Insère les propositions entre parenthèses à l'intérieur des phrases en utilisant WHO, WHICH ou WHERE.

1- The restaurant was crowded. (we were supposed to meet)

2- The man has a lovely dog. (moved next door last week)

3- The city had changed a lot in the last years. (he was born)

4- He won a lot of money. (he was happy to donate to charity)

5- I saw the girl (was at your birthday party)

6- It was the same house (a murder had taken place 10 years before)

final task 🌱 & 🌱

interaction orale : j'achète ou je vends une place dans un cinéma

checklist :

- politesse ○
- informations complètes ○
(quel film ? quelle heure ? combien de places ? quels snacks ? quel prix ?)
- qualité de la grammaire ○
- aisance de l'expression *(fluidité…)* ○○○
- prononciation ○○○
- richesse des phrases ○

[...] A1 : Je demande et donne des informations sur un sujet familier, des besoins immédiats.

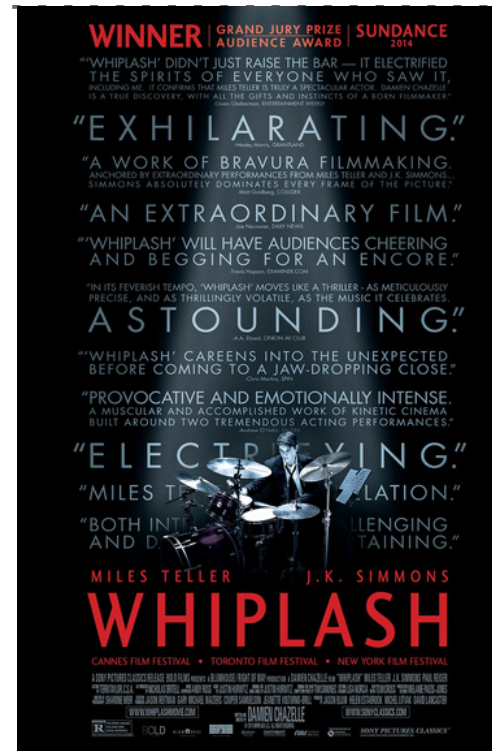**[...] A2 :** Je demande et je fournis des renseignements.

insuffisant	fragile	suffisant	très bon
[ ]	[ ]	[ ]	[ ]

---

side task A 🌱

expression écrite : j'écris la critique du film visionné en classe.

checklist :

- courte présentation du film
(titre, année, réalisateur, acteurs, genre) ○
- courte description du point de départ de l'histoire ○
- description des points forts ○○○
- description des points faibles ○○○
- note finale (étoiles) ○

[...] B1 : Je rédige en réaction à un message ou à une situation vécue.

insuffisant	fragile	suffisant	très bon
[ ]	[ ]	[ ]	[ ]

vocabulary

a film *(UK)* (n) : un film
a movie *(US)* (n) : un film
a cinema *(UK)* (n) : un cinema
a screen (n) : un écran
a seat (n) : un siège, une place
a ticket (n) : un ticket, un billet
the audience (n) : le public
a snack (n) : quelque chose à manger, une collation
a soft drink (n) : un soda
sweets (n. pluriel) : des bonbons
a screening (n) : un projection
a showing (n) : une séance
Here you are : voilà, tiens/tenez
You're welcome : de rien
I'd like to : j'aimerais beaucoup / ça me ferait plaisir
a cashier (n) : un(e) caissier(e)
a concession stand (n) : un comptoir à confiseries/snacks, une buvette
a box office (n) : un guichet
a genre (n) : un genre
a review (n) : une critique
positive (adj) : positif(ive)
negative (adj) : négatif(ive)
a director (n) : un réalisateur
to direct (v) : réaliser
a hit (n) : un succès (commercial)
a flop (n) : un échec (commercial)
a blockbuster (n) : un film à gros budget
an indie film (n) : un film indépendant
to be released (v) : sortir
an actor / an actress (n) : un acteur / une actrice
to act (v) : jouer la comédie, faire semblant / se comporter
a cast (n) : l'ensemble des acteurs d'un film, le casting
special effects (n. pluriel) : les effets spéciaux

the big screen : le cinéma (opposé à la télévision)
the silver screen : le cinéma (idem)
a film reel (n) : une bobine de film
a producer (n) : un producteur
a (film) set (n) : un plateau (de cinéma)
a director's cut (n) : une version, un montage du réalisateur
to garner (v) : recueillir (des critiques, des félicitations, de l'attention…)
low-budget (adj) : à petit budget
big-budget (adj) : à gros budget
well-known (adj) : connu(e)
to portray (v) : représenter
a script (n) : un script
a drama (n) : un drame
a thriller (n) : un film à suspense
a period piece (n) : un film historique
a fantasy film (n) : un film fantastique

a plot (n) : une intrigue
terrific (adj) : formidable, fantastique
awesome (adj) : impressionnant(e), super
talented (adj) : talentueux(euse)
astounding (adj) : étonnant(e), stupéfiant(e)
terrible (adj) : nul(le), terrible
boring (adj) : ennuyeux(euse)
predictable (adj) : prévisible
enjoyable (adj) : agréable
disappointing (adj) : décevant(e)
suspensful (adj) : plein de suspense
outdated (adj) : dépassé(e), vieux(vieille), obsolète
slow (adj) : lent(e)
fast-paced (adj) : rapide, rythmé
dramatic (adj) : dramatique