

G discourse markers (2): adverbs and adverbial expressions

V conflict and warfare

P stress in word families

1 READING & VOCABULARY conflict and warfare

a Look at the stills from three movies. Have you seen any of them? If yes, are there any scenes you remember?

The scenes you'll never forget

Three movie critics choose their most memorable moments



A *Gladiator* directed by Ridley Scott, 2000

Gladiator, which won five Oscars, tells the story of a Roman general, Maximus Decimus Meridius, a favorite of the Emperor, Marcus Aurelius. The Emperor wants Maximus (Russell Crowe at his best) to **succeed him**, but Commodus, the Emperor's weak and treacherous son (wonderfully played by Joaquin Phoenix), has other plans. Commodus kills his father and becomes Emperor himself, and arranges for Maximus and his wife and child to be **executed**. Maximus escapes, but cannot save his family. He is captured and sold as a gladiator, and eventually makes his way to the Colosseum in Rome, where he becomes a hero by engineering a spectacular victory **against overwhelming odds**. In this gripping scene, Emperor Commodus descends to the arena to congratulate him—not knowing his true identity. Maximus removes his **helmet** and confronts the Emperor in one of the most stirring speeches in modern cinema: "My name is Maximus Decimus Meridius, **commander** of the armies of the north, general of the Felix Legions, loyal servant to the true Emperor, Marcus Aurelius, father to a murdered son, husband to a murdered wife, and I will have my vengeance in this life or the next." And somehow, we just know he's going to get it!



B *The Great Escape* directed by John Sturges, 1963

The Great Escape is set in a **prisoner-of-war camp** in Germany during World War II. The camp is supposedly "escape-proof," but the British and American prisoners (played by an all-star cast) are determined to get out. They dig three tunnels and forge identity documents in preparation for a large-scale escape attempt. Seventy-six prisoners manage to crawl through a tunnel and get away. Most are quickly **recaptured**, but in this legendary scene, Captain Virgil Hilts (played by Steve McQueen) steals a motorcycle and a German uniform and tries to get over the Swiss border. Coming to a roadblock, he breaks through and gets away, despite being **shot** at, but is immediately pursued by German **troops**. He rides across open countryside in a desperate bid to reach safety, and eventually gets to the border. But two high fences separate him from Switzerland and freedom. He jumps the first, but becomes hopelessly trapped in the second, and is forced to **surrender**. However many times you've seen *The Great Escape* before, you still hope he might just make it over the second fence.

b Read some movie critics' descriptions of three memorable scenes. What information does each extract give? Check (✓) the boxes as you read each one.

- | | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|---|----------------------------|----------------------------|----------------------------|
| 1 prizes the movie won | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | 5 what the movie is about | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> |
| 2 the book the movie is based on | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | 6 one of the most memorable scenes | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> |
| 3 where and when the movie is set | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | 7 how the director's decisions affect the scene | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> |
| 4 who the main characters are and who they are played by | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> | 8 how it makes you feel | A <input type="checkbox"/> | B <input type="checkbox"/> | C <input type="checkbox"/> |



C 12 Years a Slave directed by Steve McQueen, 2013

12 Years a Slave, which won the Oscar for Best Picture in 2014, is based on the memoir by Solomon Northup in which he describes how, despite being free-born, he was **kidnapped** in Washington, D.C., in 1841 and sold as a slave. Northup worked on plantations in Louisiana for 12 years before his release. The book was written in 1853, eight years before the American **Civil War** began. It was this war that led to the abolition of slavery in the US. One of the most famous scenes is the hanging scene. It comes after Solomon (Chiwetel Ejiofor) gets pushed too far by his slave master and attacks him. He is punished by being **hanged** from a tree in such a way that the rope around his neck is always choking him, but his toes can touch the ground just enough to keep him from being strangled. As it goes on, and director Steve McQueen refuses to let you look away, you start to realize that all the other slaves have gone back to their normal lives. Work starts up again, children go back to playing, and you realize how common excruciating experiences like this must have been for slaves, and how thoroughly they must have been separated from their own sense of humanity.

- c Which of the three descriptions created the most vivid image of the scene in your mind?

LEXIS IN CONTEXT

- d Look at the **highlighted** words related to conflict and warfare. With a partner, say what you think they mean. Check their meaning and pronunciation with your teacher or a dictionary.
- e **V** p.165 **Vocabulary Bank** Conflict and warfare.

2 PRONUNCIATION stress in word families

Fine-tuning your pronunciation: changing stress in word families

It is useful to learn words in "families," e.g., *capture* (noun) – a *captive* (person), *revolutionary* (adjective)—to *revolt* (verb), etc. However, you should check whether the stressed syllable changes within the "family."

- a Complete the chart. Underline the stressed syllable in all the multisyllable words.

noun	person	adjective	verb
cap ture	cap tive / cap tor	cap tive	_____
com mand	_____	com mand ing	com mand
ex e cu tion	_____	_____	_____
_____	hi stor i an	hi stor i c / _____	_____
loo ting	loo ter	_____	_____
_____	_____	re bell ious	_____
_____	_____	re vo lu tio nar y	re volt
siege	_____	be sieged	_____
sur vi val	_____	sur vi ving	_____
_____	_____	vic tor i ous	_____

- b **3.11** Listen and check.

- c Practice saying the sentences.

- The rebels were captured and executed.
- All the captives survived the siege.
- It was a historic victory.
- In the end, the revolutionaries were victorious.
- The troops rebelled against their commander.
- Historians disagree on the causes of the rebellion.

3 SPEAKING & WRITING

Describing a scene from a movie or a book

In this legendary scene, Steve McQueen **steals** a motorcycle and a German uniform and **tries** to get over the Swiss border. Coming to a roadblock, he **breaks through** and **gets away**.

We usually use the simple present ("the dramatic present") when we describe a scene from a movie, or the plot.


- a Think of a movie or TV show you really enjoyed that was set in a historical period or based on a real event. Look at prompts 1–8 in **1b**. Think about this information for your movie or TV show.
- b Work in groups of three or four. Describe the movie or TV show and the scene to others in the group. Do those who have seen it agree with you? How does the description make you feel about the movie or TV show?
- c Now write a paragraph describing the movie or TV show and the scene, using the prompts and the three texts in **1** as models.

4 SPEAKING

- a Look at the images from *Braveheart* in the movie blog below and in the movie poster on the following page. There are two historical inaccuracies. What do you think they might be?
- b Answer the questions in pairs.
- Are there any movies or TV shows you've seen that you thought were historically accurate, and that you felt taught you something about the period or event?
 - Are there any movies or TV shows you've seen that you were aware were historically inaccurate? Did it bother you? Why (not)?
 - Have you ever checked whether a movie or a TV show was accurate either during or after seeing it?
 - Do you think big studios care whether the historical movies they make are accurate or not?
- c Read the extract from a movie blog and answer the questions with a partner.

- Did the blog mention any of the movies you talked about in **b**? Do you agree about the ones that are mentioned?
- Do you think the professor's research affected the movies' success?
- Have you seen people "two-screening" in the movie theater? How did you feel about it?

5 LISTENING

- a  **3.12** You're going to listen to an interview with Adrian Hodges, who has written screenplays for several historical movies and TV shows. Listen to Part 1 of the interview and choose the best option.

- Adrian thinks historical details don't matter as long as they're things that most people wouldn't notice.
- Adrian thinks historical details don't matter as long as a drama is honest about whether it is history or fiction.
- Adrian thinks historical details don't matter at all.



Glossary

Macbeth /mək'theɪ/ a play by Shakespeare about a king of Scotland

William the Conqueror, Charles II, Victoria English monarchs from the 11th, 17th, and 19th centuries

to play fast and loose with **IDM** (old-fashioned) to treat something in a way that shows you feel no responsibility or respect for it

- b Listen again and check (✓) the points Adrian makes.

- ☐ It isn't a problem that Shakespeare's plays are not historically accurate.
- ☐ Writers can change historical details if the drama requires it.
- ☐ Most people never notice historical inaccuracies.
- ☐ Nobody is certain how people spoke in ancient Rome.
- ☐ Historical inaccuracies with costume are worse than with dialogue.
- ☐ It's easier to be accurate when you are writing about recent history.
- ☐ If you make it clear that something is fiction, it doesn't matter if it's not historically accurate.
- ☐ Julius Caesar is not a good subject for drama because we know so much about him.

Did you know...?



Princess Isabella of France

One of the movies that has been most criticized for historical inaccuracy is **Braveheart**. Some scenes actually had to be reshoot because the extras were wearing watches and sunglasses! Other movies frequently included in the top ten most historically inaccurate movies are **JFK**, **Pearl Harbor**, **Shakespeare in Love**, and **Pocahontas**.

Historical movies that have been voted both excellent and historically accurate on numerous websites include **Downfall**, the German movie about Hitler's last days, Clint Eastwood's **Letters from Iwo Jima**, **Chariots of Fire**, and **Saving Private Ryan**.

Hollywood studios are recruiting academics as "history assassins" to help them undermine rival studios' Oscar-contending movies. A Harvard professor says he was paid a \$10,000 fee by an Oscar marketing consultant to look for factual errors in the current wave of historical movies that boast that they are "based on a true story."

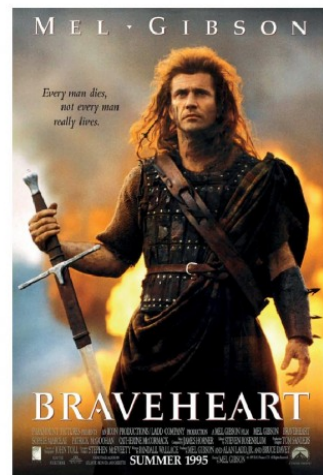
The concept of doing something else while watching a movie or TV show only used to stretch to eating popcorn or having a TV dinner. But since the arrival of smartphones, we have become a society of "two-screeners," that is, people who watch a movie or TV while using their smartphone. Things people do with their phones include tweeting or posting comments about what they're watching, or checking the accuracy in historical or period dramas.



- c **3.13** Now listen to Part 2. In general, is Adrian positive or negative about *Spartacus* and *Braveheart*?
- d Work in pairs. Before you listen again, can you explain these phrases Adrian uses?
- 1 "it becomes the received version of the truth"
 - 2 "grossly irresponsible"
 - 3 "the notion of freedom of individual choice"
 - 4 "a resonance in the modern era"
 - 5 "pushing the limits of what history could stand"
 - 6 "a matter of purely personal taste"
- e Listen again and answer the questions.
- 1 What is the most famous scene in the movie *Spartacus*?
 - 2 Why is it an example of a movie becoming the "received version of the truth"?
 - 3 What does he say about the portrayal of William Wallace's life in the movie *Braveheart*?
 - 4 What did some people think *Braveheart* was really about?
- f Do you agree with Adrian's main points? Which event or period of history from your own country do you think would be most interesting as a movie or TV show?



Poster of *Spartacus*, about a gladiator who led a slave rebellion against the Romans in the 1st century BC.



Poster of *Braveheart*, about William Wallace, one of the main leaders in the 13th- and 14th-century Wars of Scottish Independence.

6 GRAMMAR discourse markers (2): adverbs and adverbial expressions

- a Read four extracts from the interview with Adrian Hodges. Match the **bold** discourse markers to what they are used for (A–D).
- 1 ☐ If you change detail to the point where history is an absurdity, then **obviously** things become more difficult.
 - 2 ☐ So *Spartacus*...has become, I think, for nearly everybody who knows anything about *Spartacus*, the only version of the truth. Now **in fact**, we don't know if any of that is true, really.
 - 3 ☐ ...his whole career was invented in the film, or **at least** built on to such a degree that some people felt that perhaps it was more about the notion of Scotland as an independent country than it was about history...
 - 4 ☐ But you know, again, these things are a matter of purely personal taste, **I mean**, I enjoyed *Braveheart* immensely.
- A To introduce surprising or contrasting information
 B To give more details, or make things clearer
 C To introduce a fact that is very clear to see or understand
 D To qualify what you have just said or to make it less definite
- b **G p.147 Grammar Bank 3B** Learn more about adverbs and adverbial expressions, and practice them.
- c **G Communication** Guess the sentence **A p.107**
B p.111 Guess the missing phrases, and then check with a partner.



Mel Gibson portraying William Wallace in *Braveheart*

Expression	Use
A I really like your shirt. Doesn't Ahmet have one just like it? B Yes he does. Speaking of Ahmet, did he get the job he applied for?	To change the direction of a conversation, but making a link with what has just been said.
So let's meet at five o'clock then. By the way / Incidentally , could you lend me some money until the weekend?	To introduce something you have just thought of, or to change the subject completely.
A Did you see the game last night? B No, I didn't. Actually / In fact / As a matter of fact , I don't really like basketball.	To introduce additional surprising or unexpected information.
We didn't go away for the weekend because I had too much work. In any case / Anyway the weather was awful, so we didn't miss anything.	To introduce the idea that what you said before is less important than what you are going to say now, or to return to the main topic after a digression.
Yes, it was a bad accident. At least nobody was killed, though. Tom's coming to the meeting, or at least he said he was.	To introduce a positive point after some negative information, or to qualify what you have just said or to make it less definite.
As I was saying , if Mark gets the job we'll have to reorganize the department.	To return to a previous subject, often after you have been interrupted.
On the whole , I think that women make better journalists than men.	To generalize.
I like both houses, but all in all , I think I prefer the one next to the train station.	To say that you are taking everything into consideration.
I think we should buy them. After all , we'll never find them anywhere cheaper than this.	To introduce a strong argument that the other person may not have taken into consideration.
I don't think I'll go to Nick's party. It will finish very late. Besides , I won't know many people there.	To add additional information or arguments.
Basically , my job involves computer skills and people skills.	To introduce the most important or fundamental point.
Obviously , it is easier to live in Japan if you can speak the language.	To introduce a fact that is very clear to see or understand.
She's very selfish. I mean , she never thinks about other people at all.	To make things clearer or give more details.
A lot of people booed, and some people even left early. In other words , it was a complete disaster.	To say something again in another way.
Please try not to make a mess when you make the cake. Otherwise I'm going to have to clean the kitchen again.	To say what the result would be if something did not happen or if the situation were different.
As far as accommodations are concerned , ... As regards / Regarding the accommodations, the options are living with a family or living in a dormitory.	To introduce a new topic or to announce a change of subject.
The government is going to help first-time buyers. That is to say , it is going to make mortgages more easily available.	To introduce an explanation or clarification of a point you have just made.
On the one hand , more young people today carry knives. On the other hand , the total number of violent crimes has dropped.	To balance contrasting facts or points. <i>On the other hand</i> is also used alone to introduce a contrasting fact or point.

- a **Circle** the right discourse marker.
- A** What a good movie! I really enjoyed it. Didn't you?
B Actually / *Incidentally*, I didn't like it very much.
A Why not?
B ¹*Basically* / *After all*, I thought the plot was completely unbelievable.
A I wouldn't call it unbelievable. ²*In other words* / *In any case*, it wasn't supposed to be a true story.
B I know, but it was set in a specific historical period.
³*Otherwise* / *Obviously* you can't expect the dialogue to be totally authentic, ⁴*I mean* / *on the other hand*, nobody knows exactly how people spoke in Roman times, but ⁵*besides* / *at least* the details should be right. There were cannons in the battle scene and they weren't invented till a thousand years later! ⁶*All in all* / *That is to say*, I thought it was a pretty awful movie.
A We'll have to agree to disagree then. ⁷*By the way* / *As a matter of fact*, do you know what time the last train leaves? I don't want to miss it. ⁸*Otherwise* / *In any case*, I'll have to get a taxi home.
B At 11:40. Don't worry, we have plenty of time. ⁹*In fact* / *Besides*, I think we even have time to get something to eat. There's a good Italian restaurant just around the corner.
A Good idea. ¹⁰*As I was saying* / *Speaking of* Italian food, I made a wonderful risotto with mushrooms last night...
- b **Complete with a discourse marker. Sometimes more than one answer may be possible.**
The movie was a box office disaster. *That is to say*, it cost more to produce than it made in receipts.
- Jason is an excellent teacher, although _____.
I think younger teachers are usually better with five-year-olds.
 - A** Did end up buying the shoes?
B No, they were too expensive. And _____.
I decided that I didn't really like them that much.
 - I really think you should apply for the manager position. _____ you have nothing to lose.
 - A** I've just read a great book that Manuel lent me.
B _____ Manuel, did you know he's moving to New York?
 - A** How was your day?
B Fine. I finished work earlier than usual. _____, did you remember to get a birthday present for your mom?
 - _____ salary, you will be paid on the last day of each month, with a bonus in December.
 - It was a very overcast day, but _____ it didn't rain.
 - A** Do your wife's parents live near you, then?
B _____, they live in the apartment below us. It's not ideal, but it does have some advantages.
 - They've hired me as a kind of troubleshooter—_____, somebody who resolves problems when they occur.
 - The food was delicious and the service was excellent. _____, the meal was a great success.
 - You'd better hurry up with your homework, _____ you won't be able to watch TV tonight.
 - I'm not sure what the best solution is. _____, buying our own place would mean not paying rent, but _____, I'm not sure we can afford a mortgage.

Conflict and warfare

VOCABULARY BANK

1 WEAPONS

a Match the words and pictures.

- | | |
|---|---|
|  arrow /'ærou/ |  shield /fild/ |
|  bow /bou/ |  spear /spɪr/ |
|  1 cannon /'kænən/ |  sword /sɔrd/ |
|  helmet /'hɛlmət/ | |

b  3.8 Listen and check.

2 PEOPLE & EVENTS

a Match the people and definitions.

ally /'ælaɪ/ casualties /'kæzəltɪz/ civilians /sə'vɪljənz/
commander /kə'mændər/ forces /'fɔrsɪz/ refugees /ˌrefju'dʒɪz/
snipers /'snaɪpəz/ survivors /sər'vaɪvəz/ troops /truːps/
the wounded /'wʊndəd/

- 1 casualties: people who have been killed or injured in a war
- 2 _____: people who are forced to leave their country or home because there is a war, or for political or religious reasons
- 3 _____: a group of people who have been trained to protect others, usually with weapons, e.g., armed ~, security ~, peace-keeping ~.
- 4 _____: soldiers in large groups
- 5 _____: an officer in charge of a group of soldiers
- 6 _____: people who have been injured by weapons
- 7 _____: people who are not members of the armed forces
- 8 _____: people who shoot at others from a hidden position
- 9 _____: people who have managed to stay alive in a war
- 10 _____: in time of war, a country that has agreed to help and support another country

b Match the events and definitions.

ceasefire /'siːsfaɪər/ civil war /'sɪvəl wɔː/ coup /ku/
rebellion /rɪ'bɛljən/ revolution /ˌrevə'ljuːʃn/ siege /sɪdʒ/ treaty /'triːti/

- 1 rebellion: an attempt by some of the people in a country to change their government, using violence
- 2 _____: a sudden change of government that is illegal and often violent
- 3 _____: an attempt by a large number of people in a country to change their government
- 4 _____: when two armies agree to stop fighting temporarily
- 5 _____: a war between groups of people in the same country
- 6 _____: when an army tries to take a city or building by surrounding it and stopping the food supply
- 7 _____: a formal agreement between two or more countries.

c  3.9 Listen and check your answers to a and b.

3 VERBS

a Complete the sentences with the verbs in the list in the correct form.

blow up break out capture declare
defeat execute loot overthrow
release retreat shell surrender

- 1 The rebels overthrew the government. (= removed them from power using force)
- 2 Fighting _____ between the rebels and the army. (= started)
- 3 The army _____ the rebel positions. (= fired missiles at)
- 4 The rebels _____. (= moved back, away from the army)
- 5 Some of the rebels _____. (= admitted they had lost and wanted to stop fighting)
- 6 The rebels _____ the airport runway. (= made it explode)
- 7 The government _____ war on the rebels. (= announced their intention to go to war with them)
- 8 Some rebels _____ the city. (= stole things from stores and buildings)
- 9 The army _____ over 300 rebels. (= took them prisoner)
- 10 They finally _____ the rebels. (= beat them)
- 11 The army _____ most of the rebel prisoners. (= let them go)
- 12 They _____ the rebel leader. (= killed him as a punishment)

b  3.10 Listen and check.

ACTIVATION Are there any current news stories related to conflict or warfare? What are they about?

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