Setting the scene: Planning an English film night

Context:
Your English class has decided to have an English film night ending with a traditional English breakfast the next morning. Now you have to decide which films to watch.

Tasks:
1. To prepare this decision, every member of the class has the opportunity (and the obligation) to suggest a film. Your suggestion should include the following:
   a. a **plot summary** of the film you would like to watch
   b. a **personal comment** on the film
   c. (optional) stills, photos of the actors, important quotes etc.
2. If you are not a great film fan and/or are looking for ideas which film to suggest it might be a good idea to consult the Internet Movie Data Base (IMDB), which is the most important point of information on films on the internet and used by millions of film fans all over the world every month.

Purpose:
The focus of this project is on improving your writing skills. You will learn how to write **summaries** and **reviews/comments**. These two text forms are not only important for this project. You will also come across them again and again in your regular English classes in Years 11 and 12, especially in written exams. Here you will get the chance to learn or revise things. You decide how much help you need. You will improve your writing skills by dealing with **feature films** of your choice. Apart from being fun this is meant to give you the opportunity to share personal experiences with your group as well as improve your viewing skills. Hopefully this will help you cope with film analysis in your regular English class.

Process:
Step 1: Produce your personal suggestion (see Task).
Step 2: Read your classmates’ suggestions.
Step 3: Take a vote. Choose the 4 or 5 films you would all like to watch.
Step 4: You have a choice here.
   a. Produce a brochure presenting **reviews** of the four/five films that have been chosen.
   b. After the film night, write an **article** for your school’s home page including mini-reviews of the films you watched.
   c. Proofread the comments on the films that were not chosen. Publish them in the Internet Movie Data Base (IMDB).
Extra task 1:

Here is a little quiz on the film *Pirates of the Caribbean I: the Curse of the Black Pearl* (2003) to make you familiar with what information the IMDB website has to offer:

1. What are the English titles of the second and third parts of this film series and their release years?
2. According to the IMDB, what genres does this film mix?
3. How many Oscars was this film nominated for, and in which categories?
4. When was the actor who plays Will Turner born, and what nationality has he got?
5. Who says: “Captain Barbossa, I am here to negotiate the cessation of hostilities against Port Royal.”?
6. Is this film based on a book?
7. A parent’s question: How much violence and blood is there in the film?

Extra task 2: View the trailer for *Pirates of the Caribbean I* on the IMDB website. What information about the film does it give? Is it effective in making young people go and see this film?
Warming up: Talking films – experiences, genres, audiences

Getting started
1. What is the last film you saw on TV or at the cinema which you remember well? Why has it stuck in your memory?

<table>
<thead>
<tr>
<th>genre</th>
<th>features</th>
<th>genre</th>
<th>features</th>
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</thead>
<tbody>
<tr>
<td>fast-paced, action-packed plot, usually presented with special effects</td>
<td>settings and stories which aim to frighten, shock and terrify viewers</td>
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<tr>
<td>set in the American west between 1850 and 1890 (cowboys and native Americans, gunmen and sheriffs, etc.)</td>
<td>suspenseful and exciting story, often in a political or global context (e.g. spying, assassinations)</td>
<td></td>
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<tr>
<td>love story</td>
<td>events which make viewers laugh</td>
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<tr>
<td>serious stories, life-like crises or conflicts, realistic characters</td>
<td>events set in the future, e.g. space travel or life on other planets</td>
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<tr>
<td>the solution of a serious crime, e.g. a detective hunting for a murderer</td>
<td>portrayal of the life of a historical person (film biography)</td>
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<tr>
<td>unrealistic story with fairy-tale elements</td>
<td>stories of military conflicts and battles</td>
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<tr>
<td>a story about an event which is difficult to understand or explain</td>
<td>exciting experiences, e.g. treasure hunts, explorations of an unknown territory, disaster films</td>
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</tr>
</tbody>
</table>

3. What types of films are most popular in your age group? Is there a difference between boys and girls?
4. What are the most popular film genres at present? What genres have gone out of fashion? Why?
5. Describe film beginnings (real or invented) which are typical of a genre. Give reasons. In which way do these films start? Which type of beginning do you personally prefer? Why?

Film beginnings  A feature film may start with …
- an expository or chronological beginning (= exposition/introduction) which usually slowly introduces central characters or presents the setting (= time and place of the action) and often shows an existing or beginning conflict or crisis
- an immediate or direct beginning (= scene: in medias res) which opens directly with an exciting incident and gives the necessary background information later in the film (e.g. through dialogue or flashbacks)


<table>
<thead>
<tr>
<th>genre</th>
<th>example</th>
<th>target audience</th>
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<tbody>
<tr>
<td>western</td>
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<tr>
<td>romance</td>
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<tr>
<td>action</td>
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</table>

7. Some films are a mix of different genres. Which genres would you combine in a film to attract a young audience to the cinema?
How to summarize the plot of a film

Info box: summary
In a summary we present the information of a much longer text in a shortened form. Through a summary, we can inform other people about the contents of a book, a story, a film etc. in only one short paragraph.
1. A summary only presents the gist (i.e. the main idea) of a text. It leaves out details such as examples, comparisons, direct speech.
2. It is written in your own words. Do not use long phrases or sentences from the original text.
3. A summary is objective. Do not give your own or any other comments.
4. A summary is basically written in the present tense.
Note: The summary of a fictional text, e.g. a story, novel or film, usually gives basic information first (author, date of publication, setting, characters, …) and then sums up its plot (What happens, and why?).

Read the following texts. They are all about Pirates of the Caribbean I: The Curse of the Black Pearl, a film you might know. Only one of them is a summary.

a) Identify the summary. Do not worry about unknown words.
b) Explain with the help of the info box above how you know it is a summary. Find evidence (Belege) in the text.
c) Look at the other two texts again and find one element in each of them to show that they are not summaries.

A Capt. Jack Sparrow (Depp) has a deep hatred for Capt. Barbossa (Rush), who led a mutiny on Sparrow's pirate ship, the Black Pearl, and left Capt. Jack stranded on a deserted island. Barbossa and his crew are under an old curse that turned them into the Undead. By day they look like normal humans, but by the light of the moon, they're revealed as skeletons. Now here's the important part: Because they're already dead, they cannot be killed. But doesn't that mean there's no point in fighting them? There's a violent battle at one point between the Black Pearl crew and sailors of the Royal Navy, and if I am not wrong the sailors would all sooner or later die because the skeletons could just keep on fighting forever, until they won.

B Pirates of the Caribbean, directed by Gore Verbinski and first released in 2003, is an action-adventure story set in an era when villainous pirates sailed the Caribbean seas. A young man, Will Turner, teams with a rogue pirate, Jack Sparrow, who lost his ship, the Black Pearl, after a mutiny. Together, they must fight a band of the world's most treacherous pirates, led by the cursed Captain Barbossa, in order to save Elizabeth, the love of Will's life, as well as recover the lost treasure that Jack seeks. Against improbable odds, they race towards a confrontation on the mysterious Isla de Muerta. Clashing their swords in fierce fights, Will and Jack try to get the Black Pearl back, save the British navy, and give up a fortune in forbidden treasure thereby lifting the curse of the Pirates of the Caribbean.

C Johnny Depp was fascinated by the role of Captain Jack when he learned he'd have the freedom to create the character from scratch. "It was a different kind of role for me. It was a great opportunity to invent this pirate from the ground up, to create a different kind of pirate than you have seen before." Director Gore Verbinski sought out Depp because of his history of unusual projects. "He's a brilliant actor. He's not out to create a fan base for himself, or to simply select work based on salary; it's clear he needs to find a role that is an artistic challenge ."

Text ……. is a summary. Evidence:……
Text … is not a summary. Evidence:……
Text … is not a summary. Evidence:……
Strategy: How to summarize a story or film

Step 1:  Read the fictional text carefully, twice if necessary. If you have to summarize a film, watch the film again. Take notes on the setting, the characters and the plot.

Step 2:  Find out the topic of the story/film. Ask yourself: what does the author/director want to say? With a film, it might help you to decide which genre the film belongs to. Write down the answer in one sentence.

You have forgotten what film genres there are?  
► Look at Warming up: Talking films again.

For this step you might also find Revision spot 2: Talking about the author’s intention useful.

Step 3:  Underline the most important points linked with the topic. If you are summarizing a film, underline the most important points in your notes which are linked with the topic and story.

Step 4:  Write the first sentence of your summary. State the type of text, the title, the author/director, the date of publication and the topic of the text/film.

Useful phrases for the opening sentence
The short story “....” by XY, published in …, deals with …
The film “.....” released in the year XY and directed by … is about …
In his latest film “…” (year), director … discusses the question if …

Step 5:  Write short paragraphs summing up the plot.

You are unsure how to write paragraphs?  
► Work on Practice spot 2: Paragraph writing in Workshop II.

You would like to do some revision on the present tense?  
► Work on Revision spot 1: Talking texts – the simple present
Written exam practice: plot summaries

Task A: Summarizing (the plot of) a short story

1. Read the following short story.

2. What is the main topic? Choose from the following list:
   - the relationship between parents and children
   - the contrast between appearance and reality
   - the contrast between holidays and work

Paul Lisicky
*Snapshot, Harvey Cedars: 1948*

My mother touches her forehead, throwing her green eyes into shade. Her mouth is pink, her hair blond like wheat. She is tanned. She is the best-looking woman on the beach, only she will never recognize it. She wraps her long body in an aqua sarong and winces, because her hips are a bell. Even now she is counting, waiting for the camera to flicker shut.

My father’s arm weighs down her shoulder. He is muscular, his stomach flat as a pan. He looks full ahead, pretending he is with my mother, but already he is in Florida, developing new cities, pumping dead mangrove full of sand. He sees himself building, building. He will be healthy. He will have good fortune. And years in the future, after his Army buddies will have grown soft and womanish, all his hard work will pay off: people will remember his name.

Their shoulders touch. Their pose says: this is how young couples are supposed to look—see, aren’t we the lucky ones? But my mother’s head is tilted. What is she looking at? Is she gazing at the tennis player by the outdoor shower, the one with the gentle hands, the one who will teach her to unlearn things? Or can she already hear the gun which my father will press into his forehead, twenty years away? (230 words)

Annotations:
- *snapshot* – photograph taken without much preparation
- *Harvey Cedars* – a small seaside resort in New Jersey, USA
- *forehead* – part of the face above the eyes and below the hair
- *shade* – shadow
- *tanned* – having a brown skin
- *aqua sarong* – long piece of clothing worn around the waist
- *to wince* – to make a sudden uncontrolled movement
- *hip* – Hüfte
- *buddy* – (infl) friend
- *to tilt* – to move to one side
- *to gaze* – to look at sth. for a long time

3. Underline the most important points linked with the topic: setting, characters, plot. Then take notes.

4. Write the first sentence of your summary.

5. Finish the summary with a paragraph of about 4 to 6 sentences.
Compare the following two plot summaries of the novel *Twilight* by Stephenie Meyer. They were both found on the internet.

a) Which one of them follows the rules of summary writing more closely?
b) Underline those parts of the other summary that are NOT in line with these rules.

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I.

*Twilight* is a novel written by Stephenie Meyer and was published in 2005. It deals with the forbidden love between a vampire and a teenage girl. After her mother has remarried, Isabella “Bella” Swan, 17, moves from Phoenix, Arizona to Washington to live with her father. Bella attracts much attention at her new school and quickly makes friends. Only Edward Cullen, next to whom she is seated on her first day of school, seems completely repulsed by her. He disappears for a few days, but warms up to Bella when he returns; their newfound relationship reaches a climax when Bella is nearly run over by a fellow classmate’s van in the school parking lot. Edward saves her life when he immediately appears next to her and stops the van with his bare hands. After this incident Bella is desperate to find out how Edward saved her life, and constantly asks him questions. After tricking a family friend into telling her local tribal legends, Bella concludes that Edward and his family are vampires who drink animal blood rather than human. Edward confesses that he first avoided Bella because the scent of her blood was so desirable to him. Over time, Edward and Bella fall in love. Some time later, however, another vampire, James, who is intrigued by the Cullens’ relationship with a human, appears on the scene and wants to hunt Bella for sport. The Cullens try to distract him by splitting up Bella and Edward, and Bella is sent to hide in a hotel in Phoenix. There, Bella gets a phone call from James, who claims he is holding her mother captive. When Bella surrenders herself, James attacks her, but Edward, along with the other Cullens, rescues her and destroys James. Once they realize that James has bitten Bella’s hand, Edward sucks the poison from her system before it can spread and transform her into a vampire, and she is then sent to a hospital. Upon returning home, Bella and Edward attend their school prom and Bella expresses her desire to become a vampire, which Edward refuses.

II.

Stephenie Meyer’s novel *Twilight* is a modern Romeo and Juliet story of the ultimate forbidden love affair – between vampire and mortal. Bella Swan – the heroine – has always been a little bit different. Never one to run with the crowd, Bella never cared about fitting in with the trendy, plastic girls at her Phoenix, Arizona, high school. When her mother remarried and Bella chooses to live with her father in the rainy little town of Forks, Washington, she didn’t expect much of anything to change. But things do change when she meets Edward Cullen, next to her in class and seems to see straight into her soul. In no time at all, they are swept up in a passionate and unusual romance – unusual because Edward really isn’t like the other boys. He can run faster than a mountain lion. He can stop a moving car with his bare hands. Oh, and he hasn't aged since 1918. Like all vampires, he's immortal. That's right – vampire. But he doesn't have long sharp teeth – that's just in the movies. And he doesn't drink human blood, though Edward and his family are the only vampire family that has such a lifestyle. To Edward, Bella is that thing he has waited 90 years for – a soul mate. But the closer they get, the more Edward must struggle to resist the attraction of her smell, which could send her into an uncontrollable frenzy. Somehow or other, they will have to manage their unmanageable love. But when unexpected visitors come to town and realize that there is a human among them Edward must fight to save Bella.
Workshop I – Revision spot 1: Talking texts – the simple present

**General rule:** When you write or speak about texts, you generally use the simple present

- to talk about the author: William Shakespeare shows us …
- to describe what happens or is said in the text (e.g. plot, arguments): After school, Jane decides to discuss her problem with her mother.
- to express what is generally true (facts): When people cooperate, results can be improved.

Of course, you have to use the past tense (did) or past perfect (had done) when talking about what happened in the past: The author describes the situation in the USA in the 1920s, which was a Golden Age after the First World War had ended in 1918. – The article was published in “The Times” last year.

**Mistake warning:** The present progressive is usually wrong when talking about texts. It is only used to talk about something that is happening now, at the time of speaking: What are you doing? – I’m watching TV.

<table>
<thead>
<tr>
<th>Tips for using the simple present correctly:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Don’t forget the third-person “s” when you write about an author, a character in a story or a text (=he/she/it): The author describes … The text deals with … Her opinion becomes clear when … He seems to be very critical of …</td>
</tr>
<tr>
<td>2. Use “do/does” to make negatives: The writer does not give good arguments for his thesis. - The two heroes do not seem very happy in this situation.</td>
</tr>
<tr>
<td>3. Use “is/are + past participle” to form the passive: The word “peace” is repeated several times. - The character’s patience and friendliness are underlined by … - A lot of information is given on …</td>
</tr>
<tr>
<td>4. Use the simple present for the summary of a fictional or non-fictional text: At the beginning, the two friends meet to discuss …. They do not agree about … and have an argument about … Finally they decide to … and leave … When they arrive at …</td>
</tr>
<tr>
<td>5. Place the adverb of frequency before the verb (word order): … usually gives examples of … - … often quotes from the Bible - … repeatedly appeals to the reader to …</td>
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<tr>
<td>6. When a verb means “have an opinion”, use the simple present: I think that … I strongly believe that … The author agrees with …</td>
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</tbody>
</table>

**PRACTICE:** Put the verb into the correct form. Then share your solutions with a partner. Explain your solution with one or more of the tips above.

1. The headline of the article already ____________ (ask) the basic question, which ______________ (raise) but not ______________ (answer) in the article. The first paragraph ______________ (inform) about what ______________ (happen) one week before. In the following paragraphs, the author ______________ (present) facts and figures about ….
2. This article by Tom Jones ______________ (publish) in the New York Times in the year 2007. The author fully ______________ (accept) the arguments against genetic engineering but he ______________ (not agree) with …
3. In the second part of the story, the father suddenly ______________ (become) very angry. He ______________ (shout) at his son and ______________ (threaten) to punish him.
4. This topic ______________ (discuss) in every newspaper at the moment but this article ______________ (offer) a real solution to the problem.
Workshop I – Revision spot 2: Talking about the author

1. a) An author may write books, articles and reports. What alternative expressions are there for writers who produce special texts? Match six of these words with the text types in the grid:


<table>
<thead>
<tr>
<th>writer</th>
<th>text</th>
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<tbody>
<tr>
<td>poetry</td>
<td>report of a real person’s life</td>
</tr>
<tr>
<td></td>
<td>screenplay</td>
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<tr>
<td></td>
<td>newspaper article</td>
</tr>
<tr>
<td></td>
<td>personal thoughts published online</td>
</tr>
<tr>
<td></td>
<td>play</td>
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</tbody>
</table>

b) Pick out the words you did not use.

What type of text do these writers produce?

2. Read and remember the collocations in this box. Highlight those which are new to you or which you find hard to learn.

| Language Bank: Talking about the author
<table>
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<tbody>
<tr>
<td>The author’s aim/intention is to ...</td>
</tr>
<tr>
<td>The author makes his intentions very clear when he says that ...</td>
</tr>
<tr>
<td>The author tries/aims to ...</td>
</tr>
<tr>
<td>influence the reader’s attitude to ...</td>
</tr>
<tr>
<td>convince the reader of ...</td>
</tr>
<tr>
<td>open the reader’s eyes to ...</td>
</tr>
<tr>
<td>warn the reader of ...</td>
</tr>
<tr>
<td>arouse the reader’s interest in ...</td>
</tr>
<tr>
<td>evoke emotions in the reader</td>
</tr>
<tr>
<td>inform the reader about ...</td>
</tr>
<tr>
<td>give a detailed report on ...</td>
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<tr>
<td>raise some questions about ...</td>
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<thead>
<tr>
<th>Ziel/Absicht</th>
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<tbody>
<tr>
<td>Einstellung ... beeinflussen</td>
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<tr>
<td>überzeugen von ...</td>
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<tr>
<td>Augen öffnen für ...</td>
</tr>
<tr>
<td>warnen vor ...</td>
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<tr>
<td>Interesse wecken an ...</td>
</tr>
<tr>
<td>Emotionen hervorrufen</td>
</tr>
<tr>
<td>informieren über ...</td>
</tr>
<tr>
<td>Bericht geben über ...</td>
</tr>
<tr>
<td>Fragen aufwerfen hinsichtlich ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The author</th>
</tr>
</thead>
<tbody>
<tr>
<td>draws the reader’s attention to sth.</td>
</tr>
<tr>
<td>appeals to the reader to do sth.</td>
</tr>
<tr>
<td>justifies/defends/criticizes/questions sth.</td>
</tr>
</tbody>
</table>

| lenkt ... Aufmerksamkeit auf ... |
| appelliert an ... |
| rechtfertigt/verteidigt/kritisiert/stellt etw. in Frage |

3. Cover the phrases above. Then fill in the gaps.

a.) Fill in the correct prepositions with four different prepositions:

Has this article influenced your attitude ______ global warming? Does it warn ______ the consequences? It certainly gives a detailed report ______ the facts and figures and raises some interesting questions ______ what needs to be done.

b.) Fill in five different verbs:

The journalist ____________ the reader’s interest by the shocking picture and ____________ his attention by the big-letter headline. Basically, he aims to make the reader ____________ about this new trend, hoping to ____________ the reader’s attitude. In this context, it also helps to ____________ emotions in him.

c) What do these authors often try to do?

Teachers ... Politicians ... TV commentators ...
How to write a film review

Info box: film review
A film review is a printed text which
• informs about and comments on a film,
• expresses an opinion as to why someone should or should not go and see the film.
These devices are often used by reviewers:
• mostly formal language
• the description of key scenes from the film
• comparisons with similar films
• key quotes from the film (memorable comments/dialogue)
• comments on the actors/actresses’ performance and the director
• references to the target audience and the genre
• rhetorical questions and the direct address of the reader

Strategy box: How to structure a film review:

<table>
<thead>
<tr>
<th>Strategy box: How to structure a film review:</th>
<th></th>
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<tbody>
<tr>
<td><strong>The headline</strong> should attract attention.</td>
<td>Name of the film and a short comment: “Chaos Zone” – A chaotic film you will forget as soon as you leave the cinema!</td>
</tr>
<tr>
<td><strong>The first paragraph</strong> (= introduction) arouses interest and gives basic information.</td>
<td>You may start with a quotation: “You may call me Satan.” This statement is made by the protagonist of the film “… when he/she … …or this way: If you are looking for a film for the weekend, you should have a look at [name of film]. This film was directed by … / is set in [place and time of the film] … [name of film] deals with / describes how… / shows… / portrays….</td>
</tr>
<tr>
<td><strong>The following paragraphs</strong> deal with and discuss different aspects of the film.</td>
<td>Say in the first sentence what this paragraph is about (topic sentence): As far as the characters are concerned, you will find it easy to identify with … He/she changes in the course of the action / surprises the viewer when … / can be characterized as … The plot of the film is as follows: … … But to find out how the film ends, you will have to view it yourself. Perhaps the most memorable scene in the film … In terms of language, the film is full of humorous effects…. All the cinematic devices used in the film serve a function and achieve their intended effect. …</td>
</tr>
<tr>
<td><strong>The last paragraph</strong> (= conclusion) comments on the quality of the film and may give a rating.</td>
<td>In sum, I can only strongly recommend this film because it is easy-to-understand/full of witty dialogue/highly entertaining/never predictable…. I would certainly advise you to read/to go and see … This film is surely worth seeing because of its … It is full of … strange/ unusual/bizarre characters and surprising twists/humorous or memorable moments … If I was asked to rate this film on a scale from zero to ten, I would give it … points.</td>
</tr>
</tbody>
</table>
Set in the Caribbean Sea in the 17th century, *Pirates of the Caribbean* (2003) is a brilliant mix of action, adventure and crime. It tells the story of the gentleman pirate Jack Sparrow (Johnny Depp), who together with the daughter of a governor (Keira Knightley) tries to stop the evil plan of a ship of dangerous pirates.

The opening scenes are truly memorable. The story begins on the deck of a British royal navy ship under the command of the young Captain Norrington and the Governor of Jamaica (Jonathan Pryce). His young daughter Elizabeth sees a half-dead boy in the water (Orlando Bloom as William Turner) and discovers in his possession a gold piece with a pirate sign. She takes it, believing him to be a pirate and not wanting her father to arrest him.

The story continues years later when grown-up Elizabeth wears the gold piece at a party. Her heart belongs to Will Turner, now an apprentice to a blacksmith, and an expert sword maker. He, too, seems to like her but has never found the courage to speak of his love. They meet mysterious Captain Jack Sparrow, who is in search of the legendary pirate ship The Black Pearl. His appearance causes quite an uproar, particularly after he saves Elizabeth's life… and then threatens it.

In fact, Jack Sparrow seems to be the only one who Will can turn to when his beloved Elizabeth is kidnapped by a dangerous crew of pirates under the command of the infamous Captain Barbosa (Geoffrey Rush). Unfortunately, he has just been captured and sentenced to hang for his crimes. The piece of gold Elizabeth possesses is the only link which will free the pirates from a terrible curse. Will it be lifted, and will Elizabeth and William declare their love for each other?

Though the plot may seem fairly conventional, the script is actually far more complex than in all other adventure films before. Full of surprising plot twists, witty dialogue, excellent swordplay, and some truly astonishing computer-generated battles, “Pirates of the Caribbean” deserves high praise. Actor Johnny Depp plays the character of Jack Sparrow and fully convinces with his interpretation of a pirate captain. His gold-toothed smile, his half-slurred speech, and his funny way of walking never fail to make the audience laugh. His entrance to the film is particularly memorable, one of the movie's best comic moments.

Visually, *Pirates of the Caribbean* is one of the best movies I've ever seen. The costumes are beautiful, the settings impressive and some of the images, like a pirate ship sailing under a full moon, outstanding. This film deserves a number of Oscar nominations, including the excellent performances by Orlando Bloom, and British beauty Keira Knightley.

*Pirates of the Caribbean* is intended for teens and adults, not younger children. Many scenes are intense and violent, with explosions destroying city streets and setting other ships on fire. However, the violence itself isn't overly emphasized and there's very little blood. Women in one scene are obviously prostitutes, but their presence is part of a running gag. However, the half-dead pirates are very creepy and sometimes horrifying, and only older children should be allowed to see the film.

It's been years since a pirate has sailed into the box office and made movie-making history. But the applause must go to Disney for this great achievement. Not only are the sword fights great, the escapes breathtaking and the cast first-class, but the plot is truly brilliant. You will more than enjoy this film.

A step further: Which film would you suggest for the film night? Write a one-page review of this film and add one or more stills of memorable moments. Publish your review on the IMDB in the “user comments” section (►“Add another comment”).

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**Tasks on a review of the film “Pirates of the Caribbean”:**

a) What do the paragraphs deal with? Find the topic sentences.
b) Give a catchy title to this review.
c) Which questions are not answered by the review?
d) What devices does the reviewer use? (cf. info box)
e) At which points in the review does the author’s opinion about the film become clear?
f) What rating on a scale of zero to ten do you think the reviewer would give this film?
g) Find one or two memorable quotes from the film in the Internet Movie Data Base and integrate them into the review.
## Language box: Writing a comment

### Repeating someone’s opinion (in a text)

The author/speaker/…
- believes/claims that …
- holds the view/is of the opinion that …
- argues/suggests that …

According to the text, it is a serious problem that …

### Expressing your criticism

Although the author gives some strong arguments for … I feel very different about …

Unlike the speaker, I find it hard to believe that …

**To be quite honest,**
- I do not think that …
- I cannot (fully) agree with …
- I am not convinced by …

**In my opinion/view …**
- this argument is wrong / weak / not convincing
- the author ignores a fact / forgets to say sth. / concentrates too much on sth. / does not realize that …

### Expressing your support

The author is right in saying that …

The speaker has my full support when he points out that …

**In fact,**
- I believe it is right to say that …
- I fully agree when the speaker says that …
- I am of the same opinion as …

**To my mind, …**
- this argument is very strong / powerful / convincing
- the author presents a convincing argumentation / discusses the topic in detail

### Making concessions

Basically, I can accept …

However, we shouldn’t forget that …

I agree in principle, but …

Personally, I would not say that …

Although …, we must admit that ..

In spite of all this, …

### Giving arguments/reasons

One reason for my criticism is that …

Another/A second/ A further argument I would like to present is that …

I would also argue that …

Another point I would like to make is that …

The main reason, however, is that …

The most convincing argument is that …

### Your conclusion / summary

To sum up, … In short, …

I would conclude that … I have come to the conclusion that …

I would support the view that … My suggestion is that …