3A A love-hate relationship

> Dating has become a sport, and not about finding the person you love.
> *Rashida Jones, US film-maker*

1 READING & SPEAKING

a What makes a relationship work? Tick (✓) the three things you think are most important, and cross (✗) any you think don't matter.

LIKING

the same music ✗
the same sorts of clothes
the same sorts of food and drink
each other's families
each other's friends ✗

the same football team
the same cultural activities
the same free-time activities
the same TV programmes and films ✗
the same politicians ✗

b Compare your ideas with a partner. Are there any other things you think it's important for both people to have in common?

c Read about a dating app called Hater. Does it sound like a good idea to you? Why (not)?

hater

How does the Hater app work?

It presents you with various topics (from loud chewing to cargo shorts to guacamole) that you must swipe right to hate or swipe left to love. Your answers are collated and you are then shown matches who hated the same things that you did.

CARGO SHORTS

d Read two articles about the Hater app, and match a title to each (there is one title you don't need). Who likes Hater and who doesn't?

Share the hate, ruin the date

Hate them or date them

If you want to be a good lover, be a great hater

Giles Coren

A new app offers to help single people find a partner by uniting them not with others who like the same things, such as opera, vegan sausages and pedigree cats, but with people who share their dislikes.

It's called Hater and strikes me as quite brilliant. 'Likes' tell you nothing about anyone. 'Good food, great music, and lively conversation…'. 'Laughter, red wine, and French movies…'. Ugh. The idea that a romantic life together is about sharing your stupid hobbies is deluded and childish. Love is about making something completely new out of two separate individuals, not finding activities those two individuals can do together to take their minds off how boring and unsexy the other one is.

My wife and I have absolutely no interests in common. None. But we do love hating things together. From the moment she looked in my eyes, she could sense that I was revolted by theatre, motorcyclists, tall people, and entertaining at home. Just as I knew from the first kiss that this was a woman who had no time for sandals on men, skiing, supermarket own-brand loo paper, or poached fish. Indeed, it later turned out that the main thing she liked about me was that I laughed when she was rude about our friends, whereas all her previous boyfriends had said, 'Why can't you just be nice?'

But being nice is meaningless. Liking things is weak. Our natural human hatred of things should be indulged every day. Hating is natural and fine and people want to do it. Celebrate the things you dislike every day and you'll feel much better – and probably find love.

Victoria Coren Mitchell

Hater promises to **bond** potential lovers over things they **loathe**. Overturning the traditional cheery positives, Hater allows **eager singletons** to form relationships based on their mutual **aversions** instead. **Boy**, let's really get that negativity out there! More openly expressed hatred in the world – just what we need!

Nevertheless, like most apps, it would pass the time happily enough at a bus stop. If someone else at the same bus stop were also on the app, simultaneously swiping their own dislike of cat calendars or people who walk too slowly in the street, that would make a decent start for flirtation.

And yet, *and yet*. One of the key dangers of the internet is that it encourages us to give everything an immediate verdict, a thumbs up or down (and usually down). It's easy for our first thoughts on anything to be negative, and we forget to be kind.

The search for love has always motivated us to make an effort; on first dates, we are usually our best selves. Our hair is at its cleanest, our interest its sharpest, our smiles their readiest. That's why dating questionnaires traditionally list the things we enjoy: it's a shop window for the happy life we are offering a prospective partner. And surely, the longer you keep trying to be your best and most cheerful self, the happier life will be? It can't be wise to start complaining before you've even had your first date. When it comes to finding a partner, discovering the things you both love is a far healthier start.

Adapted from The Guardian

e Read the articles again. Tick (✓) the reasons each person gives for his / her opinion.

Giles

1 ☐ You don't get to know a person by finding out what they like.
2 ☐ If you hate the same things, you will probably like the same things, too.
3 ☐ More people hate the same things than like the same things.
4 ☐ He and his wife are united by things they hate.

Victoria

5 ☐ The Hater app is harder to use than a normal dating app.
6 ☐ The internet makes us want to judge things too much.
7 ☐ Focusing on things you like shows a new partner how you might enjoy life together.
8 ☐ It is easier to find a match through likes than through hates.

f With a partner, discuss the tone of the two articles. Answer the questions with **G** (Giles) or **V** (Victoria). Give examples to explain your answers.

Which writer do you think…?

1 ☐ is trying to make a serious point about modern life
2 ☐ is trying mainly to entertain
3 ☐ has mixed feelings about the Hater app
4 ☐ uses sarcasm in the opening paragraph
5 ☐ exaggerates for comic effect
6 ☐ is more provocative

g **Language in context** Both writers use a very wide vocabulary. Look at the highlighted words in the first paragraph of Victoria's article and match them to these synonyms.

1 enthusiastic 3 dislikes (*noun*) 5 unite
2 hey 4 hate (*verb*) 6 single people

h Cover the synonyms above and read out the paragraph using the synonyms instead of the highlighted words.

i Do you agree more with Giles or Victoria? Why?

2 PRONUNCIATION identifying attitudes

a 🔊 3.1 Listen to two sentences from the articles. Which sounds sarcastic? Which sounds genuinely enthusiastic?

1 It's called Hater and strikes me as quite brilliant.

2 **More openly expressed hatred in the world – just what we need!**

> 🔍 **Fine-tuning your pronunciation: identifying enthusiasm and sarcasm**
> It's important to be able to tell if someone is being enthusiastic about something or if they're being sarcastic. A lot of the clues are not in the words they use, or what they say, but <u>how they say it</u>, and this is to do with the pitch (= how high or low the voice is) and intonation (= the way the voice rises and falls).

b 🔊 3.2 Listen to the conversations. For each response, a and b, write **E** (enthusiastic) or **S** (sarcastic).

1 Oh great! Your mum's such a wonderful cook. a ☐ b ☐
2 Good idea – it's only two miles. a ☐ b ☐
3 Five pounds? Yes, thanks, that'll really help! a ☐ b ☐
4 Oh good, I love vegetarian food. a ☐ b ☐
5 Cool. I was dying to see some! a ☐ b ☐
6 Thanks, that's just what I needed. a ☐ b ☐
7 Oh great, well done. a ☐ b ☐
8 That'll be fun! a ☐ b ☐

c 🔊 3.3 Listen and repeat the enthusiastic responses in **b**.

3 LISTENING & SPEAKING

a Look at four possible ways of meeting a new partner. Which ones do you think would be the most / least successful?

1 going up to a stranger and starting a conversation
2 trying a new activity, e.g. a sport or hobby
3 going to a social event for single people
4 going on a blind date set up by a friend

b Read the beginning of an article. How does Anna feel about trying to meet someone IRL? Why did she decide to try it out?

c ◗ 3.4 Listen to Anna talking about what happened when she tried out the four ways, and answer the questions for each challenge. Does she agree with your opinion in **a**?

1 Where did each challenge take place?
2 Did she manage to chat successfully with anyone? If yes, who with? If no, why not?
3 How does she sum up the experience? What mark out of 5 does she give?

d Listen again. In which challenge, 1–4, did Anna feel…?

A ☐ optimistic, then embarrassed, awkward, and a bit depressed
B ☐ scared and rather uncomfortable
C ☐ very nervous, then relaxed and happy
D ☐ a bit nervous at first, then more confident and quite positive

e ◗ 3.5 **Language in context** Listen and complete the phrases.

1 The dating coaches suggested_____ four ways of meeting someone new.
2 James suggested _____ to guys in bookshops.
3 Hayley suggested _____ conventional chat-up lines.

I swapped apps for dating IRL – this is what happened
Anna Johnstone

I downloaded *Tinder* in 2014, during my final year of university. Back then, the dating app world felt new and exciting. Using our phones to swipe our way to (potential) love? That was game-changing. Now, aged 26, I'm on seven dating apps, and the thought of meeting someone IN REAL LIFE brings me out in a cold sweat.

But despite the growing popularity of dating apps, one recent study says that 50% of people would prefer to meet someone in real life. I know it's not impossible (for example, I have a friend who fell down some stairs and then got together with the paramedic). But first, I needed a plan. I spoke to two dating coaches, Hayley Quinn and James Preece, and they suggested trying four different ways of meeting someone new. Here's what happened…

f Read the information box. How could you say these sentences in the three different ways using *suggest*?

1 She advised me to go to the doctor.
2 I recommended that they visit the museum.
3 He said to me, 'Why don't you talk to her?'

g ◀ 3.6 Listen to Anna's verdict on dating in real life. Answer the questions.

1 What did she learn from the experience?
2 What does she think are the advantages of the two ways of meeting people?
3 What is she planning to do in the future?

h Imagine you were looking for a new partner. Do you think you would use an app, or try to meet someone in real life?

4 GRAMMAR & VOCABULARY *get*

a Look at some sentences from the listening in **3**. In which sentence, 1–4, does *get / got* mean…?

| | arrived | | became | | persuade | | obtain |

1 If **I get a match** on an app, we already have things in common…
2 …**I got way more nervous** than before any other first date I'd been on.
3 So, as soon as **I got there**, I had two glasses of wine.
4 …I finally managed to **get a friend to organize** a date for me.

b **G** p.146 Grammar Bank 3A

c Complete the expressions to do with dating and relationships with phrases with *get*.

1 We **get** _____ very well most of the time. (= have a good relationship)
2 We **got** _____ when we were at university. (= started a relationship)
3 It's much easier to **get** _____ _____ somebody in real life than online. (= find out what somebody is like)
4 We're having so many family problems at the moment, it's really **getting** _____ _____. (= depressing me)

d **V** p.164 Vocabulary Bank Phrases with *get*

5 SPEAKING

Work in pairs. Read the *get* questionnaire and tick (✓) eight questions you'd like to ask your partner. Then ask and answer the questions. Explain your answers.

get questionnaire

☐ Are you the kind of person who regularly **gets rid of** clothes you don't wear any more, or do you tend to keep things forever?

☐ Did you use to **get into trouble** a lot when you were a child?

☐ Do you consider yourself a person who usually **gets their own way**? Why (not)?

☐ Do you tend to keep up to date with your work or studies, or do you often **get behind**?

☐ Do you think young drivers **get stopped** by the police more than older drivers? Do you think this is fair?

☐ Have you ever **got caught** cheating in an exam? Have you ever cheated in an exam and **got away with it**?

☐ Do you think going on holiday together is a good way to really **get to know** people?

☐ How often and where do you usually **get your hair cut**?

☐ If an electrical appliance doesn't work, do you try to sort it out yourself or do you immediately **get somebody to come** and fix it?

☐ If you were able to **get** just **one room in your house redecorated**, which would it be and why?

☐ Do you think women are better than men at **getting presents** for people?

☐ If you were invited to a karaoke evening, would you try to **get out of** going?

☐ If you were supposed to **get a flight** the day after a serious plane crash, would you cancel it?

☐ Is there anyone in your family or group of friends who really **gets on your nerves**?

☐ What kinds of things do / did your parents **get you to do** around the house?

☐ Is there a band or singer you've recently **got into**?

☐ What kind of weather tends to **get you down**?

3B Dramatic licence

History never really says goodbye. History says, 'See you later'.
Eduardo Galeano, Uruguayan writer

G discourse markers (2): adverbs and adverbial expressions **V** conflict and warfare **P** stress in word families

1 VOCABULARY conflict and warfare

a Look at the quiz questions with a partner and work out the meaning of the highlighted words. Then circle the correct answer.

HOW'S YOUR HISTORY?

1 Who was executed in London in 1606, after trying to blow up the Houses of Parliament?
Oliver Cromwell   Guy Fawkes   Walter Raleigh

2 Who was US President during the American Civil War?
Abraham Lincoln   George Washington   Thomas Jefferson

3 In which country was the Velvet Revolution in 1989?
Poland   Hungary   Czechoslovakia

4 Which country has the most troops?
the USA   India   China

5 Who captured and looted Rome in 410 AD?
the Greeks   the Visigoths   the Vikings

6 Where was the treaty that ended World War I signed?
Paris   Versailles   Vienna

7 In which war were there more civilian casualties?
World War I   World War II   they were both the same

8 In which country was President Allende overthrown in a coup in 1973?
Brazil   Chile   Argentina

b **V** p.165 Vocabulary Bank Conflict and warfare

2 PRONUNCIATION stress in word families

🔍 **Changing stress in word families**
It's 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. Then under<u>line</u> the stressed syllable in all the multi-syllable words.

noun	person	adjective	verb
cap|ture	cap|tive / cap|tor	cap|tive	
co|mmand	_____	co|mman|ding	co|mmand
ex|e|cu|tion		his|to|ric / _____	
_____	his|to|ri|an		
loo|ting	loo|ter		
_____	_____	re|bell|ious	
		re|vo|lu|tion|ary	re|volt
siege		be|sieged	
sur|vi|val		sur|vi|ving	
_____		vic|to|ri|ous	

b ▶ 3.13 Listen and check.

3 READING

a Look at the stills from two films on p.31. What historical period do you think they're set in? Have you seen either of them?

b Read the descriptions of two memorable scenes. What information does each description give? Tick (✓) the boxes.

1 prizes the film won   A ☐   B ☐
2 where and when the film is set   A ☐   B ☐
3 who the main characters are played by   A ☐   B ☐
4 who directed the film   A ☐   B ☐
5 how the scene makes the audience feel   A ☐   B ☐
6 whether the scene is historically accurate   A ☐   B ☐
7 what probably happens at the end of the film   A ☐   B ☐

c **Language in context** Look at the highlighted words in sentences 1–5 and, with a partner, say what they mean.

1 I'm not sure they will succeed in reaching an agreement.
2 My nephew is studying engineering at university.
3 'Please don't go,' he said, gripping her arm.
4 Cook the sauce, stirring frequently, until it has thickened.
5 In the 19th century, most middle-class households had at least one servant.

d Now find the same words in text **A**. Are they the same part of speech? What is their meaning in this context?

e Which of the two descriptions created the most vivid image of the scene in your mind?

History brought to life

Two film critics choose memorable moments from historical films

'I will have my vengeance in this life, or the next.'

'You, the British people, what is your mood?'

A **Gladiator**, which won five Oscars, tells the story of a Roman general, Maximus Decimus Meridius, a favourite of Marcus Aurelius, Emperor in the second century AD. 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 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 Darkest Hour** is set in May 1940, early in World War II. German forces are winning the battle for Europe, and British soldiers are trapped in northern France. Winston Churchill, the new Prime Minister, is faced with a desperate decision – to continue the fight against Hitler and the Nazis, or to negotiate a peace treaty. Unable to decide what to do, and under pressure from Parliament to negotiate, Churchill decides that he needs to find out what the people want. For the first time in his life, he travels on the London Underground, where he asks his startled fellow passengers two questions. First, he asks, 'What would you do if the enemy invaded?' and they answer 'Fight!' Then he asks them, 'Should I negotiate with Hitler?' and their answer is a very clear 'Never!' Churchill is inspired by their certainty, and goes on to use their words in one of his most famous speeches: 'We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall *never* surrender.'

This is the key scene in the whole film, but unlike almost all the rest of the film, it has been criticized for its historical inaccuracy – Churchill's ride on the Tube never happened. The director, Joe Wright, has defended the scene as 'a fictionalization of an emotional truth'. Does it matter? Not to the awards committees, who gave the film two Oscars and numerous other awards.

4 SPEAKING & WRITING

🔍 **Describing a scene from a film**
Churchill **decides** that he **needs** to find out what the people want. For the first time in his life, he **travels** on the London Underground, where he **asks** his startled fellow passengers two questions.

We normally use the present simple ('the dramatic present') when we describe a scene from a film, or the plot.

a Think of a film or TV series you really enjoyed that was set in a historical period or based on a real event. Look at the prompts and think about this information for your film or TV series.

- Where and when is it set? What is it about?
- Who are the main characters and who are they played by?
- Why did you enjoy it?
- Is there a memorable scene that you remember? What happens?

b Work in small groups. Describe the film or TV series and the scene to others in the group. Do those who have seen it agree with you?

c Now write a paragraph describing the film or TV series and the scene, using the prompts in **a** and the two descriptions in **3** as models.

5 LISTENING

a 🔊 3.14 Listen to Part 1 of an interview with Adrian Hodges, who has written screenplays for several historical films and TV series. Choose the best summary of his opinion.

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

Glossary
Macbeth /məkˈbeθ/ 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 sth or sb in a way that shows you feel no responsibility or respect for it / them

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

1 ☐ It isn't a problem that Shakespeare's plays are not historically accurate.
2 ☐ Writers can change historical details if the drama requires it.
3 ☐ Most people never notice historical inaccuracies.
4 ☐ Nobody is certain how people spoke in ancient Rome.
5 ☐ Historical inaccuracies with costume are worse than with dialogue.
6 ☐ You need to be more careful about being accurate when you are writing about recent history.
7 ☐ Writers should feel responsible for the history people might believe from a film.
8 ☐ Julius Caesar is not a good subject for drama because we know so much about him.

c 🔊 3.15 Now listen to Part 2. In general, is Adrian positive or negative about *Spartacus* and *Braveheart*?

Glossary
Spartacus a 1960 film about a gladiator who led a slave rebellion against the Romans in the first century BC
Braveheart a 1995 film about William Wallace, one of the leaders in the late 13th- and early 14th-century Wars of Scottish Independence

d Listen again and answer the questions.

1 What does Adrian mean when he talks about the danger of a film becoming the 'received version of the truth'?
2 What famous scene in the film *Spartacus* is an example of this?
3 What facts do we actually know about Spartacus?
4 What does Adrian say about the portrayal of William Wallace's career in the film *Braveheart*?
5 What did some people think *Braveheart* was really about?

e 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 film or TV series?

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

a 🔊 3.16 Listen to some people talking about films. Match the highlighted discourse markers to what they are used for (A–D).

1 The story in *Gladiator* is fictional; I mean, Russell Crowe's character, Maximus, didn't really exist.
2 The scene with Churchill on the Tube is really dramatic, but in fact, it never happened.
3 **A** Do you want to watch *Spartacus* tonight?
   B Not really. It's three hours long, and besides, I don't like old films.
4 **A** I really loved Mel Gibson in *Braveheart*.
   B Talking of Mel Gibson, have you seen the news today?

A ☐ to introduce surprising or unexpected information
B ☐ to change the direction of a conversation
C ☐ to make things clearer, or give more details
D ☐ to introduce an additional point

b 🄶 p.147 Grammar Bank 3B
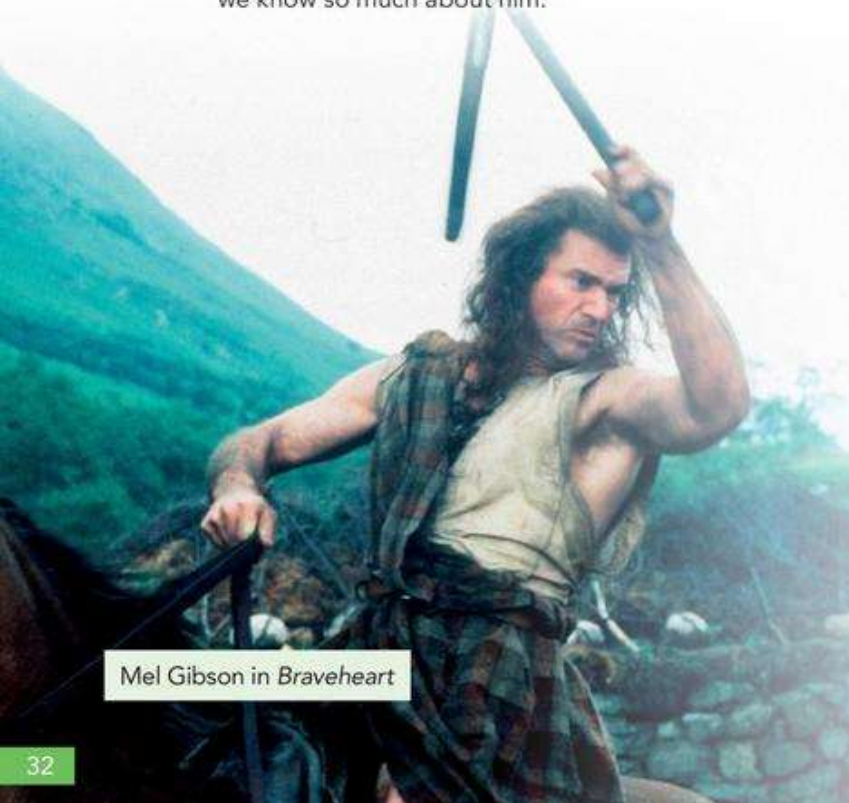
Mel Gibson in *Braveheart*

c Complete the sentences in your own words. Then compare with a partner and see if you completed any in the same way.

1 A lot of people think the film is a true story, but as a matter of fact,… inaccuracy

2 The script was terrible; the acting was awful; the story was dull. In other words,… stunned

3 The cinema was really crowded and hot, but at least… the film was very good

4 I don't feel like going to the cinema tonight, and besides,… I'm bussy

5 I don't know how people can watch films on their phone. I mean,… when you watch in the cinema it looks enthustic

6 There were a few little things the film-makers invented, but on the whole,… the suprized me

7 We weren't expecting to enjoy the film, but actually,… we did

8 You should book tickets for most cinemas nowadays, otherwise… you won't watch the new movies

7 SPEAKING

a Look at the four images from films and TV series about British queens and read the captions. Try to match them to the centuries in which they are set.

| 16th century | 18th century |
| 19th century | 20th century |

b Two of the things mentioned in the captions are facts and two are fiction. With a partner, say which you think are which.

c **Communication** Historical inaccuracies **A** p.107 **B** p.113 Find out what is fact and what is fiction, and tell your partner.

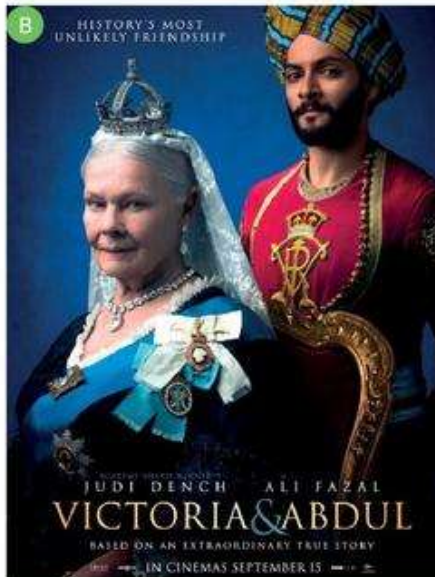**d** Answer the questions in pairs.

- Do you ever check whether a film or TV series was accurate, either during or after seeing it?
- If a film or TV series is historically inaccurate, does it bother you? Why (not)?
- Which historical films or TV series that you've seen taught you something about the period or event?

A In *The Favourite*, Queen Anne has 17 pet rabbits which represent the 17 children she lost.

HISTORY'S MOST UNLIKELY FRIENDSHIP
JUDI DENCH   ALI FAZAL
VICTORIA&ABDUL
BASED ON AN EXTRAORDINARY TRUE STORY
IN CINEMAS SEPTEMBER 15
B In *Victoria and Abdul*, the servant Abdul teaches Queen Victoria Hindustani.

SAOIRSE RONAN   MARGOT ROBBIE
Mary Queen of Scots
C In *Mary Queen of Scots*, there is a dramatic meeting between Mary and Queen Elizabeth I.

D In *The Crown*, Jackie Kennedy, the US President's wife, criticizes the Queen after a dinner at Buckingham Palace.

1 ▶ THE INTERVIEW Part 1

a Read the biographical information about Mary Beard. What do you think 'Classics' and 'classicist' refer to?

Mary Beard is Professor of Classics at the University of Cambridge and a fellow of Newnham College. She is author of many books about ancient history, and writes a popular blog called *A Don's Life*. In 2010, she presented the BBC historical documentary, *Pompeii: Life and Death in a Roman Town*, which showed a snapshot of the residents' lives before the eruption of Mount Vesuvius in 79 AD. In 2012, she wrote and presented the three-part television series *Meet the Romans*, about 'the world's first global metropolis'. She also wrote and presented *Caligula with Mary Beard* in 2013, where she attempts to sort the truth from the myth. In 2018, she presented *Julius Caesar Revealed* for the BBC and also became a Dame for services to the study of classical civilisations. Her frequent media appearances and sometimes-controversial public statements have led to her being described as 'Britain's best-known classicist'.

Glossary

Julius Caesar /ˈdʒuːliəs ˈsiːzə/ a Roman general (100–44 BC) who played a critical role in the fall of the Roman Republic and the rise of the Roman Empire. He was assassinated by a group of senators led by his former friend, Brutus.

b Watch Part 1 of the interview. What does Mary Beard think is the right (and the wrong) way to get people interested in ancient history? What does she think we can learn from history?

c Now watch again. Complete sentences 1–5.

1 If a place name ends with *-chester* or *-caster*, it means that it…
2 London is the capital of Britain because…
3 In 63 BC, there was a terrorist plot in Rome to…
4 When Cicero discovered the plot, he decided to…
5 Mary Beard compares this situation with…

d What periods and places in history did you study at school? Did you enjoy history as a subject?

Glossary

torch (*verb*) set fire to
Marcus Tullius Cicero /ˈsɪsərəʊ/ a Roman politician and lawyer, one of Rome's greatest orators
the Senate a political institution in ancient Rome
be exiled be sent to another country for political reasons or as a punishment
Guantanamo Bay a US military prison, where many suspected terrorists have been held

▶ Part 2

a Now watch Part 2. Mark the sentences **T** (true) or **F** (false).

1 Mary Beard would not like to go back in time to any historical period.
2 She thinks that women have a better life now than at any time in the past.
3 She doesn't think that men would suffer from going back in time.
4 In her programme *Meet the Romans*, she decided to focus on the celebrities of the ancient world.
5 She thinks that most history textbooks don't answer questions about how people dealt with practical issues in the past.
6 She thinks that questions about practical issues are just as interesting as why Julius Caesar was assassinated.
7 She doesn't think we can learn much from studying the assassination of Caesar.

b Watch again. Say why the **F** sentences are false.

c How do you think a teacher can get students interested in history?

▶ Part 3

a Now watch Part 3. Answer the questions.

1 How important does Mary Beard think accuracy is in historical films?
2 What historical film did she really enjoy and why?
3 How does she feel about the fact that there are so many historical films nowadays?

b Watch again. What do you think the highlighted informal words and phrases mean?

1 'I think that, that, um, film and television, um, programme makers can be a bit, can be a bit sort of nerdish about accuracy.'

2 '...if we're going to have a dog in the film, should it be an Alsatian or, you know, a Dachshund or whatever?'

3 '...look, these guys are getting the whole of Roman history...utterly wrong...'

4 '...never mind its horribly schmaltzy plot...'

5 '...there's no such good story as a true story – and that's what history's got going for it...'

6 '...non-fiction in a, in a kind of way is always a better yarn than fiction is.'

c Do you think you have learnt more about history from school or from books and films?

> **Glossary**
> **Alsatian, Dachshund** /æl'seɪʃn, 'dæksnd/ breeds of dog

2 ▶ LOOKING AT LANGUAGE

> 🔍 **Collocations**
> Many of the expressions Mary Beard uses are typical collocations. Try to learn these expressions as phrases. Incorporating them into your active language will help you both to understand spoken English more easily and to sound more fluent in your own speech.

Watch some extracts from the interview and complete the collocating words in the highlighted phrases.

1 '...an _____ lot of our culture and our geography and our place names and so on are actually formed by the Romans...'

2 '...one _____ example of that is a famous incident in Roman history in 63 BC where there's a terrorist _____ in, in the city of Rome...'

3 'Now, in many ways that's the kind of problem we're still _____...'

4 'I mean, what – how far does, how far should homeland security be more important than _____ rights...'

5 'And in part we've learnt from how they debated those rights and _____.'

6 '...if it, if it was a small antidote to modern _____ culture, I'm extremely pleased.'

7 '...look, these guys are getting the whole of Roman history in, in the big _____ utterly wrong...'

8 'But I think also, I mean, it shows that you don't always have to be deadly _____ about history.'

3 ▶ THE CONVERSATION

Joanne   Sean   Emma

a Watch the conversation. Match the period they'd like to go back to to the reason why.

1 ☐ Joanne would like to go back to the 1920s to...
2 ☐ Sean would like to go back to the 1960s to...
3 ☐ Emma would like to go back to Tudor times to...

A find out more about the politics of the time
B learn more about daily life during that period
C experience the cultural influences of the period

> **Glossary**
> **the Cavern Club** a music venue in Liverpool, England, where The Beatles played
> **the Tudors** the English kings and queens who ruled from 1485–1603, e.g. Henry VIII, Elizabeth I

b Watch again. Answer the questions.

1 What aspects of her grandmother's life does Joanne mention? What does she think these would tell her about her grandmother?

2 What two things would Sean be especially interested in experiencing?

3 Which historical figure is Emma particularly interested in? Why does she say she'd like to see things happening 'from a safe platform'?

c Which period of history would you like to go back to? What positive and negative things would you expect to find?

d Watch some extracts in which the speakers respond to what the previous person says, in order to keep the conversation going. In which one(s) does the speaker...?

A ☐ suggest something the person could do
B ☐ ask for more detail
C ☐☐ agree enthusiastically
D ☐ refer to a sensible comment the person has made
E ☐ extend the range of the conversation

e Now have a conversation in groups of three. Discuss the statements.

1 Historical films and novels are popular mainly because they tell exciting and dramatic stories.

2 Modern politicians can learn important lessons from history.