UNIT 3

A Powerful Force

In this unit, you will
▷ analyze a proposal and learn how it is used in the film industry.
▷ write a synopsis.
▷ increase your understanding of the target academic words for this unit.

WRITING SKILLS
▷ Writing a Proposal
▷ Writing a Synopsis
▷ GRAMMAR Gerunds and Infinitives

Self-Assessment
Think about how well you know each target word, and check (✓) the appropriate column. I have...

<table>
<thead>
<tr>
<th>TARGET WORDS</th>
<th>never seen this word before.</th>
<th>heard or seen the word but am not sure what it means.</th>
<th>heard or seen the word and understand what it means.</th>
<th>used the word confidently in either speaking or writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AWL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adjacent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>channel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>circumstance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>concurrent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contemporary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diverse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ideology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>incorporate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>liberal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>revolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subsidy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>undertake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>via</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Oxford 3000™ keywords
Building Knowledge

Read these questions. Discuss your answers in a small group.

1. What is the most popular type of movie among your friends: drama, action, comedy, science fiction, or something else?

2. What is your favorite movie? What do you like about it?

3. A documentary is a film giving facts about a topic using interviews, news articles, videos, and other sources. What documentaries have you seen?

Writing Model

A proposal is used in schools, businesses, and the entertainment industry to explain an idea for a product or service. Read a proposal for a documentary film.

A Powerful Force

* A Powerful Force explores the idealistic\(^1\) beginnings of an international exchange program.

> “The Fulbright Program aims to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby increase the chance that nations will learn at last to live in peace and friendship.”

—Senator J. William Fulbright

SYNOPSIS

Every year hundreds of thousands of young people leave home to study abroad or undertake a degree program at a foreign university. This is a life-changing experience, not only for the student, but for everyone the student encounters. The documentary *A Powerful Force* will trace this modern emphasis on international education back to the work of one remarkable and idealistic politician, J. William Fulbright. Fulbright once said: “Education is a slow-moving but powerful force. It may not be fast enough or strong enough to save us from catastrophe, but it is the strongest force available.” This documentary will show how Fulbright’s own experience abroad led to the creation of a powerful force that continues to change lives worldwide: the Fulbright Program.

\(^{1}\) idealistic: believing in and trying to achieve perfect standards, even when it is not realistic
DESCRIPTION

_A Powerful Force_ will be a documentary film about Fulbright’s early inspiration and the creation of the Fulbright Program. This scholarship program has subsidized the work and study of a diverse group of students, teachers, and researchers since 1946. The framework for the film is the life of Senator Fulbright. In spite of growing up in a time of war, he firmly believed that international peace and cooperation were possible.

The stories of two contemporary Fulbright alumni will also be incorporated into the documentary. Their stories will demonstrate the impact the program has had on people from diverse cultures and life circumstances around the world. _A Powerful Force_ will convince viewers of the lasting impact of human contact across borders. It will be shown in commercial theaters and on educational television channels around the world.

THE STORY

The movie opens in 1945 in Washington, D.C., a time of war. We see the newly elected United States senators taking their seats in the Senate. The senator from Arkansas has a name that will soon be associated with international cooperation. His name is J. William Fulbright. Within months of joining the Senate, Fulbright undertakes a project that will forever change international education. He writes a revolutionary legislative bill to fund an exchange program. The scholarship promotes “international goodwill through the exchange of students in the fields of education, culture, and science.” Politicians on both sides, liberals and conservatives, support the idea. Soon the bill is signed into law and the Fulbright Program is born.

At this point, the movie travels back in time. A map of the world zooms in to a small town in America’s south in the late 1930s. The film shows how Fulbright grows up and matures into a natural leader at the University of Arkansas. Old photographs, newspaper articles, and interviews help to tell the story. The map again shows Fulbright’s journey via ship across the Atlantic Ocean to study at Oxford University in England. The film shows us how this scholarship experience transforms the young man’s life. He returns home with a new appreciation for diverse cultures and a passion to enter public service as a politician. He also returns with the ideology that drives his political career: Living and studying in other countries help people understand different points of view.

From here, the movie travels quickly forward in time, showing the incredible impact that this program has had around the world. Photos of some famous participants will be shown, using the world map to show where they studied. Clips will include some of the 44 Nobel Prize winners who are also Fulbright alumni, as well as former presidents and prime ministers.

---

2 _senators_: members of the Senate, which is the smaller group of legislators to which two people are elected from each state for a six-year term
3 _clips_: short parts of a movie that are shown separately
4 _alumni_: former members of a group, such as former students of a school, college, or university
Next we will meet two contemporary Fulbright winners. First, the film takes us to Arkhangelsk, Russia, where we meet Andrey Tikhonov. We follow Tikhonov as he is chosen to be a foreign language teaching assistant at Michigan State University. During his time abroad, Tikhonov faces the typical linguistic and cultural challenges. He also faces physical challenges because he is blind. In the United States, he learns how he can benefit from resources for disabled students. He begins to raise awareness about the issue of disability services on an international level. At Michigan State University, Tikhonov is a language instructor while concurrently serving as a lecturer and concert violinist and pianist. He is a powerful example to the world that nothing can stop talent and that dreams can come true.

The next stop on the map is Mumbai, India. Environmental scientist Dr. Shubhalaxmi Vaylure is a participant in the Fulbright Indo-American Environmental Leadership Program. At the University of Montana, she visits many nature education centers. When she returns to India, she begins to create similar projects there. She promotes conservation education for children and trains volunteers to protect the local environment. Through her international experience, she learns to bring her love of the natural world back to her hometown and adjacent communities.

The film ends with images of Senator Fulbright with leaders and scholars around the world. The soundtrack will include some of Fulbright's most important and inspiring quotations about international education. Through words and images, an international chorus of the world's most promising scholars will join together into a "powerful force" for peace. In fact, as Fulbright says, it is "the most powerful force imaginable."

**CONCLUSION**

In our increasingly global world, international cooperation is more critical than ever. As former international students, the producers are the ideal people to create a documentary showing the human impact of intercultural exchange. The producers will capture the ongoing and vital importance of cross-cultural understanding through the Fulbright Program.

---

5 soundtrack: all the music, speech, and sounds that are recorded for a movie
6 producers: people who are in charge of the practical and financial aspects of making a movie
A movie proposal formally describes a plan for a film. The writer’s goal is to persuade the reader to support or approve of the movie plan. Film producers submit proposals to film companies and investors in order to get money for the project.

Include these sections in a movie proposal:

1. Title and Concept. The title is typically followed by a one- or two-sentence concept description. An inspirational quotation is often placed after the title.

2. Synopsis. This is a one-paragraph summary of the proposed movie. It presents the main theme of the story and tells the story in general terms.

3. Description. This is a short description of the movie’s genre, goal, and target audience, as well as the places where the movie will be shown. This section may also include background information about the topic.

4. The Story. This is a more detailed description of the proposed movie. The Story includes information about the characters in the movie and a narrative showing the sequence of events. The story is typically told using verbs in the present simple tense.

5. Conclusion. This is a short restatement of the theme of the movie. There may also be information about the producers of the movie.

**APPLY**

Read the statements below. In which section of the proposal on pages 32–34 does each item belong? Write the name of the section: **Title and Concept, Synopsis, Description, The Story, Conclusion**.

1. It will be a full-length movie of about 100 minutes. It will be a motivational film for high school and college students.

2. The film shows Fulbright’s childhood in a small town in the late 1930s.

3. It shows how the program continues to build international cooperation and understanding, using the strength of personal connections around the world.

4. The producers will be able to use their network of Fulbright friends to locate captivating material for the documentary.

5. *A Powerful Force* includes the inspiring stories of today’s diverse participants and how they are changing the world.
Analyze

A. Complete the chart with information from the proposal.

<table>
<thead>
<tr>
<th>1. Type of movie (genre)</th>
<th>Documentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Theme or main idea of movie</td>
<td></td>
</tr>
<tr>
<td>3. Time span (period of time that it will include)</td>
<td></td>
</tr>
<tr>
<td>4. Main parts of the movie</td>
<td></td>
</tr>
<tr>
<td>a. Beginning</td>
<td></td>
</tr>
<tr>
<td>b. Middle</td>
<td></td>
</tr>
<tr>
<td>c. End</td>
<td></td>
</tr>
<tr>
<td>5. Information about the producers</td>
<td></td>
</tr>
</tbody>
</table>

B. Analyze the verb tenses that are used in the proposal. For each item below, find an example from the proposal. Circle the examples on pages 32–34 and write the line number below.

1. Simple present to express a general truth: Line 10
   
   Every year hundreds of thousands of young people leave home...

2. Simple present to tell the story as it happens: __________

3. Simple future to tell what the producers plan to do: __________

4. Future passive to show what will be done without naming who will do it: __________

5. Present perfect to show that something that happened in the past has a connection to the present: __________

C. Read the writing model again. Discuss these questions with a partner.

1. In a proposal, it is important to capture the reader’s attention quickly at the beginning. What information captures your attention at the beginning?

2. Why do you think the writer included the profiles of the two Fulbright participants at the end? What purpose do they serve in the documentary?

3. What part of the movie do you think will be the most interesting? The least interesting? Explain your reasons.

4. If you were producing A Powerful Force, how would you change it? For example, would you present the contemporary Fulbright participants first? Would you include more alumni stories? Would you focus more on Senator Fulbright? Explain your answers.
Vocabulary Activities  STEP I: Word Level

Word Form Chart

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>diversity</td>
<td>diversify</td>
<td>diverse</td>
</tr>
<tr>
<td>diversification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Complete the sentences with the correct form of the words from the chart. Use each word only once. Discuss the meaning of each sentence with a partner.

1. Tikhonov’s talents are very _______diverse______, ranging from languages to music.

2. At the University of Michigan, he enjoyed the _____________ of the student body. He met students from all over the United States and the world.

3. Dr. Vaylure was able to _____________ her skills, branching out from science into leadership, education, and management of nonprofit organizations.

4. The Fulbright Program encourages _____________ of skills in its participants so that they can expand their talents and scholarship.

B. Complete the sentences with words from the box. You will use one word twice.

<table>
<thead>
<tr>
<th>adjacent</th>
<th>framework</th>
<th>circumstances</th>
<th>subsidy</th>
<th>concurrently</th>
<th>via</th>
</tr>
</thead>
</table>

1. Due to unforeseen _____________, one of the producers was unable to attend the meeting.

2. The producers have developed a general _____________ for their film proposal, but they have much more work to do to complete it.

3. Some of the details about the _____________ leading up to Fulbright’s election will not be included in the documentary.

4. The new theater is situated _____________ to the park.

5. The theater received a _____________ from the city to finance the new building.

6. Information about the grand opening is being sent _____________ email.

7. There will be several workshops for teachers and actors happening _____________ on Saturday.
The noun *channel* has four different commonly used meanings.

1. a television station

2. a system that people use to communicate or to send something somewhere

   *Communication with the company president must go through the correct *channels*.*

3. a way of expressing your feelings or ideas or a way of using your energy or skills

   *Playing sports is a healthy *channel* for his competitive personality.*

4. a deep passage of water that connects two larger areas of water, used by ships

C. Complete the sentences with the correct form of the word *channel*. Write the meaning number (1–4) from the corpus box.

1. News about celebrities attending the Toronto Film Festival was carried on all of the major _____ *channels___. Meaning: 1

2. If you wish to schedule a TV interview with a film director there, you must go through the proper ___________. Meaning: __

3. One movie was about a man who decided to swim across the English ____________, which separates England from France. Meaning: __

4. Making dramatic movies is a great ____________ for creative expression. Meaning: __

**Vocabulary Activities**  
**STEP II: Sentence Level**

As an adjective, *contemporary* means “modern or belonging to the same time period.”

* I watched a film about *contemporary* art from the mid-20th century.

As a noun, *contemporary* means “a person who lives or who has lived during the same time as another person.”

* The actor was a *contemporary* of my father in college.

D. Answer the questions. Use a form of *contemporary* in your answer.

1. Do you like to watch old movies? Explain your answer.

   *I don’t like old movies. Contemporary movies have more action.*
2. Is there a very modern building or sculpture in your city?

3. Who is a famous person that is the same age that you are?

4. What are some current challenges facing students today?

| Word Form Chart |
|-----------------|----------------|----------------|----------------|
| **Noun**       | **Verb**       | **Adjective**  | **Adverb**     |
| ideology       | _________      | ideological    | ideologically  |
| incorporation  | incorporate    | incorporated   | _________      |
| liberal        | liberalize     | liberal        | liberally      |
| liberation     | liberate       |                |                |
| revolution     | revolutionize  | revolutionary  | _________      |
| undertaking    | undertake      |                |                |

Note: The noun *undertaker* means “funeral director.” It is not related to the word *undertaking*.

**E.** Rewrite the sentences using words from the word form chart. Change the verb tense as needed. Answers will vary. Compare your sentences with a partner.

1. At the beginning of the movie, the man was set free and he returned to his country.
   
   *At the beginning of the movie, the man was liberated and he returned to his country.*

2. The movie set has influences from contemporary art and industrial design.

3. The two filmmakers have very different belief systems.

4. The use of digital film techniques has resulted in many dramatic advances in film production.

5. Finding financial support for a movie proposal is a very time-consuming task.

6. The audience at the film festival tended not to be conservative in their political beliefs.
Grammar  Gerunds and Infinitives

Some verbs can be followed by a gerund (verb + -ing) or an infinitive (to + verb). However, there is no clear guideline for deciding whether to use a gerund or an infinitive. You need to memorize which verbs are followed by gerunds, which are followed by infinitives, and which by either form.

Verbs followed by gerunds include the following: avoid, consider, discuss, dislike, enjoy, finish, imagine, miss, practice, quit, recommend, resist, risk, suggest.

I avoid seeing horror films because they give me nightmares.

Verbs followed by infinitives include the following: agree, appear, ask, attempt, be able, claim, decide, demand, expect, fail, hesitate, hope, intend, learn, need, offer, plan, prepare, promise, refuse, seem, volunteer, want, wish.

The producer agreed to revise the proposal.

Verbs followed by gerunds or infinitives include the following: begin, continue, hate, like, love, prefer, start.

The viewer will begin to appreciate the vast impact of the Fulbright Program.
The library will begin charging a fee for DVD rentals.

These verbs change meaning when followed by a gerund or by an infinitive: forget, remember, stop, try.

I remember locking the door. (I know that I locked it this time.)
I usually remember to lock the door. (In general, I lock my door.)

A. Complete the paragraph. Use the gerund or infinitive form of the verb in parentheses.

Muhammad Umar Anjum was working as a teaching and research associate at a university in Lahore, Pakistan, when he first considered applying to the Fulbright Program. A professor asked him thinking about applying for a position. Anjum felt that he knew little about the world beyond his own country. He wanted traveling. He was accepted into the program and attended Michigan State University in the U.S. In addition to taking classes related to his field, he was required enrolling in an American culture course. Anjum realized that Pakistan was not well understood in the U.S. So, he volunteered speaking about his country at local schools and libraries. By talking face to face with people from all
different backgrounds, he was able to open his own mind to new understanding. Anjum says, “Wherever I go and whomever my students are, I try to share with them what I have learned. I encourage them to be more open and to explore the world. I share with them that, for me, so many blinds were opened by traveling abroad and that maybe they should do the same.”

B. Correct the errors with gerunds or infinitives in the following sentences. Check (√) the sentences with no errors.

✓ 1. Anyone who wishes to become a film director must love everything about making movies.

✓ 2. For a young person, film experts recommend to produce short home videos and editing them using computer software.

✓ 3. There is no standard channel for becoming a film director, but you should attempt to acquire some formal training in the film industry.

✓ 4. People will suggest to gain experience in a wide variety of settings such as broadcasting, TV, theater, and advertising.

✓ 5. You can expect starting with many small jobs such as short commercials.

✓ 6. As a director, you will need the artistic creativity to manage film production, actors, lighting, and design.

✓ 7. If you are not passionate about making films, you might consider to select a more realistic career goal. Successful directors are few in number.

C. Write sentences using the verbs below. Then share your sentences with a partner.

1. enjoy / discuss

2. be able / perform

3. avoid / watch

4. stop / visit

5. fail / complete

6. continue / study

7. volunteer / help
A synopsis is a special type of summary used for a movie or play. It gives only the major points or events, not the entire story (plot). The story is usually told in the present tense. A synopsis allows the reader to easily grasp what the movie is about.

In a movie proposal, the synopsis tells what the movie will be about. The functions of the synopsis in a movie proposal are

1. to quickly grab the reader’s attention;
2. to present the main theme of the movie;
3. to introduce the main characters, without giving details; and
4. to make the reader want to learn more about the proposed movie.

A. Reread the synopsis in the writing model on page 33. Discuss these questions with a partner.

1. Look at the following words and phrases from the synopsis. Which ones create interest? Which words make you curious to read more? Why?

   
   | catastrophe | life-changing experience | university |
   | education   | powerful                  | worldwide  |
   | hundreds of thousands | remarkable              |            |

2. Which sentence gives the theme of the movie?
3. Which main character is introduced?

B. With a partner, arrange the sentences in order to create a synopsis for a future documentary. Then compare your answers with another group.

   1. Forty-eight hours later, six of them are dead.
   2. In August of 2011, 12 climbers reach the top of K2.
   3. This thrilling story will leave viewers breathless as it shows an extreme battle of man against nature.
   4. K2 is the most challenging and dangerous mountain in the world, attracting mountaineers from around the globe to climb its peak.
   5. It will use actual video clips, interviews with survivors, and actors to tell the amazing story. The film will center on one man who risks his life to save his companions.
   6. The documentary reveals the true story of that tragic day.
Collaborative Writing

A. In a small group, brainstorm topics for a documentary film. Choose a topic that will be interesting to a wide audience. Here are some possible topics: a famous person in history, a famous artist or performer, an important historical or contemporary event, an inspirational true story, or an interesting individual or place. Choose one topic for a documentary.

Documentary topic: _______________________________________________________________

B. Use the documentary topic you chose in activity A. Develop the theme of your movie by answering these questions with your group.

1. What particular aspect of the person or event is most interesting to you? Why?

2. What message or theme do you want your movie to communicate? How will your documentary do this?

3. What events or situations will you focus on in order to convey your theme?

C. Plan the synopsis for your movie proposal. Fill in the chart below.

<table>
<thead>
<tr>
<th>1. Title and theme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2. Main character(s) or event(s)</td>
</tr>
<tr>
<td>3. Reason why this is an important or interesting topic</td>
</tr>
<tr>
<td>4. Information about what will be in the movie, without too much detail</td>
</tr>
</tbody>
</table>

D. Work with your group to write a one-paragraph synopsis of your movie proposal. Make sure you use the present tense to tell the events of the story, even if they happened in the past. Use the future to tell what effect your movie will have on the audience and what resources your movie will need.
E. Share your synopsis with another group. Discuss these questions.

1. Does the synopsis begin in an interesting way? How can it capture your audience’s attention more quickly?

2. Is the topic something that many people will be interested in or can relate to?

3. Is there a clear statement of the theme of the movie?

4. Is the intention or purpose of the movie clear?

Independent Writing

A. You are going to create a movie proposal. First, think of a new movie to be the subject of your proposal. You can use the movie that you wrote a synopsis for in Collaborative Writing, or you can make up another one.

B. Write a detailed description of your movie for The Story section of your proposal. Divide your movie into three or four parts. Complete the chart below to organize important details.

Main characters: _______________________________________________________

I. Part 1: ____________________________________________________________
   Detail A: __________________________________________________________
   Detail B: __________________________________________________________

II. Part 2: ____________________________________________________________
    Detail A: __________________________________________________________
    Detail B: __________________________________________________________

III. Part 3: ____________________________________________________________
    Detail A: __________________________________________________________
    Detail B: __________________________________________________________

IV. Part 4: ____________________________________________________________
    Detail A: __________________________________________________________
    Detail B: __________________________________________________________

C. With a partner, discuss your outline. For each part of your movie, talk about what the audience will see (such as videos, photos, maps, and news articles). Think about how each visual element will carry the message of your movie. Write your ideas.

Visual elements, Part 1: ____________________________

Visual elements, Part 2: ____________________________

Visual elements, Part 3: ____________________________

Visual elements, Part 4: ____________________________

D. Write The Story part of your proposal, using your outline from activity B. Remember to tell the story in present tense, even though it happened in the past.

E. Complete these sentences about your movie proposal. Use vocabulary from the Vocabulary Tip box.

1. At the beginning, the film _____________.

2. In this part, the movie will travel to ____________, using ____________ images of ____________.

3. With ____________ views of ____________, the story ____________.

4. At the end of the film, it ____________, using ____________ views of ____________.

F. Plan your writing for the Title and Concept, Description, and Conclusion. See page 34. Think about these questions:

1. Who will be the audience?
2. What are the title and main theme?
3. Why are you the best person to produce this film?

G. Write your complete proposal, putting together the sections. Use the target vocabulary words from page 31.

VOCABULARY TIP
When describing a film, use these verbs to describe your goal for the film, or what the film will do:
capture, follow, lead us, move, show us, take us, travel

Use words like these to describe the types of images:
close-up, detailed, dramatic, panoramic, stunning, wide-angle
A. Read your proposal. Answer the questions below, and make revisions to your proposal as needed.

1. Check (✓) the information you included in your proposal.
   - title and brief description
   - description with information about the film genre, theme, and audience
   - brief conclusion, with information about the producer
   - quotations
   - synopsis

2. Look at the information you did not include. Would adding that information make your proposal better?

Grammar for Editing Infinitives to Express Purpose

To express a purpose, use an infinitive. It is a shortened form of *in order to*. It answers the question “Why?”

We will incorporate traditional music into the movie *in order to* create an authentic effect.

We will incorporate traditional music into the movie *to create* an authentic effect.

Note that *for* can also be used to express purpose. It is followed by a noun, not a verb.

We will incorporate traditional music into the movie *for an authentic effect*.

B. Check the language in your proposal. Revise and edit as needed.

<table>
<thead>
<tr>
<th>Language Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used target vocabulary in my proposal.</td>
</tr>
<tr>
<td>I used the present tense in the synopsis and story sections of my proposal.</td>
</tr>
<tr>
<td>I used gerund and infinitive verb forms correctly.</td>
</tr>
<tr>
<td>I used infinitives to express purpose.</td>
</tr>
</tbody>
</table>

C. Check your proposal again. Repeat activities A and B.

Self-Assessment Review: Go back to page 31 and reassess your knowledge of the target vocabulary. How has your understanding of the words changed? What words do you feel most comfortable using now?