

Section 3

MIA: Hi, Rob. How's the course going?

ROB: Oh, hi, Mia. Yeah, great. I can't believe the first term's nearly over. I saw your group's performance last night (1)It was good.

MIA: Really? Yeah ... but now we have to write a report on the whole thing, (2)..... I don't know where to start. Like, I have to write about the role I played, the doctor, how I developed the character. Well, (3).....?

ROB: Er ... my grandfather was a doctor before he retired, and I just based it on him.

MIA: OK, but how? Did you talk to him about it?

ROB: He must have (4), but he never says much about his work, even now. He has a sort of authority though.

MIA: So how did you manage to capture that?

ROB: I'd ... I'd visualise what he must have been like in the past, when he was (5)..... listening to his patients.

MIA: OK, so that's what you explain in your report.

ROB: Right.

MIA: Then there's (6)- so in the first scene we needed to know how boring life was in the doctor's village in the 1950s, so when the curtain went up on the first scene in the waiting room, (7) before anyone spoke. And then people kept saying the same thing over and over, like 'Cold, isn't it?'

ROB: Yes, and everyone wore grey and brown, and just (8)

MIA: Yes, all those details of the production.

ROB: And I have to analyse how I functioned in the group - what I found out about myself. I know I was (9), when we couldn't agree.

MIA: Yes. So did one person emerge as the leader?

ROB: Sophia did. That was OK - she helped us work out exactly (10)
..... And that made me feel better. I suppose.

MIA: When you understood what needed doing?

ROB: Yes. And Sophia did some research, too. That was (11)
.....

MIA: Like what?

ROB: Well, she found these articles from the 1950s about how relationships between
children and their parents, or between the public and people (12)
..... the police were shifting.

MIA: Interesting. And did you have any practical problems to overcome? Well, in the
final rehearsal everything was going fine until the last scene - that's where the doctor's
first patient appears on stage on his own. (13).....?

ROB: Yes, and he had this really long speech, with the stage all dark except for one
spotlight- and then (14)it was shining on the
wrong side of the stage... but anyway we got that fixed, thank goodness.

MIA: Yes, it was fine on the night.

ROB: But while you're here, Mia, I wanted to ask you about the year abroad option.
Would you recommend doing that?

MIA: Yes, definitely. It's (15) in another
country for a year.

ROB: I think I'd like to do it, but it looks very competitive - there's only a limited number
of places.

MIA: Yes, so next year when you are in the second year of the course, you need to work
really hard in all (16)Only students with good
marks get places - you have to prove that you know your subject really well.

ROB: Right. So how did you choose where to go?

MIA: Well, I decided I wanted a programme that would fit in with what I wanted to do
after I graduate, so I looked for a university with (17)
..... directing for example. It depends on you. Then about six months before

you go, you have to email the scheme coordinator with your top three choices. I had a friend who missed the deadline and didn't get her first choice, so you do need to get a move on at that stage. You'll find that certain places are very popular with everyone.

ROB: And don't you have to (18) at that stage?

MIA: Yes.

ROB: Right. I'll get some of the final year students to give me some tips ... maybe see if I can read what they wrote.

MIA: I think that's a very good idea. I don't mind showing you what I did.

And while you're abroad don't make the mistake I made. I got so involved I forgot (19) for when I came back here for the final year. Make sure you stay in touch so they know your choices for the optional modules. You don't want to miss out (20)

ROB: Right.