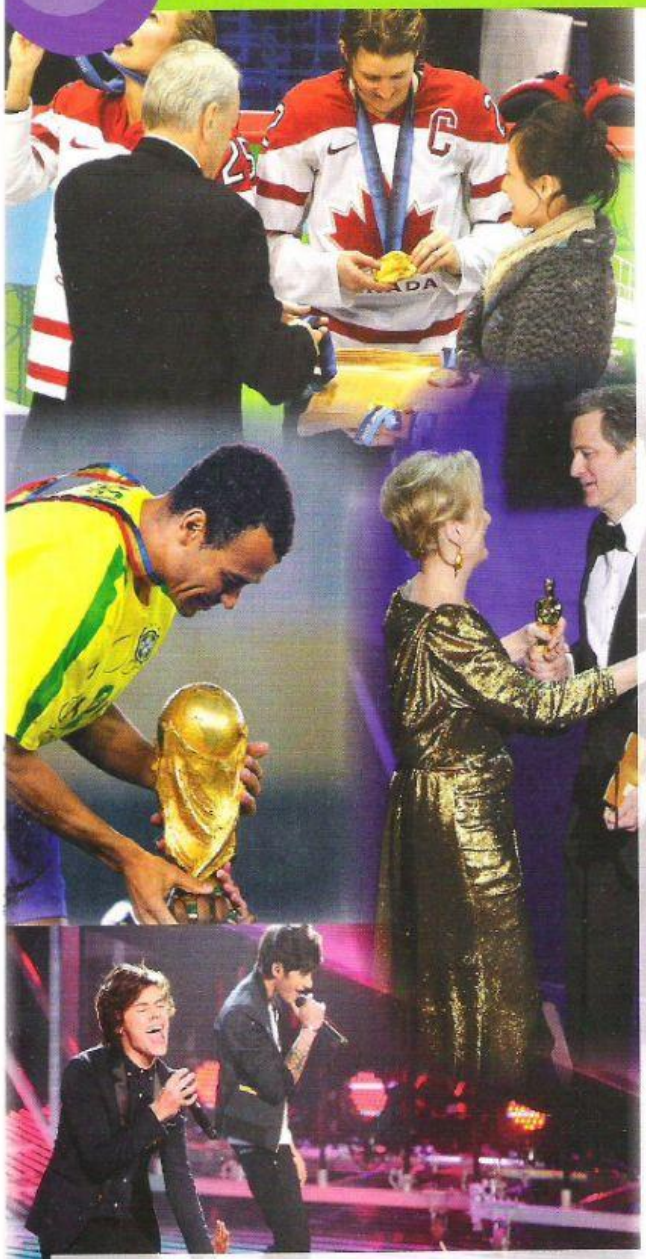
8 Dream of the stars



Starting off

1 Work in groups. Look at the photos and compare these different types of star. Talk about:

- income/money
- preparation and training
- length of career
- the advantages and disadvantages of being famous.

2 If you could be a star, what sort of star would you like to be? Why?

Reading and Use of English | Part 7

1 You will read a newspaper article about five actors at the beginning of their careers. Before you read, discuss this question in pairs.

- What are the advantages and disadvantages of working as an actor?

2 Read questions 1–10 and underline the main idea in each question.

Which actor

believes actors must be ready to accept negative comments?	1
feels that they have learned a lot from people already working in the theatre and TV?	2
says that listening to other people's suggestions improves their acting?	3
has always been excited by having people watching their acting?	4
had planned to enter a different profession before training to become an actor?	5
prefers working in theatre rather than in cinema or television?	6
did not want to work outside the theatre initially?	7
feels worried about performing in front of some important people?	8
originally tried to train as an actor somewhere else?	9
wasn't so interested in acting in the theatre initially?	10

3 Now read the newspaper article. For questions 1–10 choose from the people A–E.

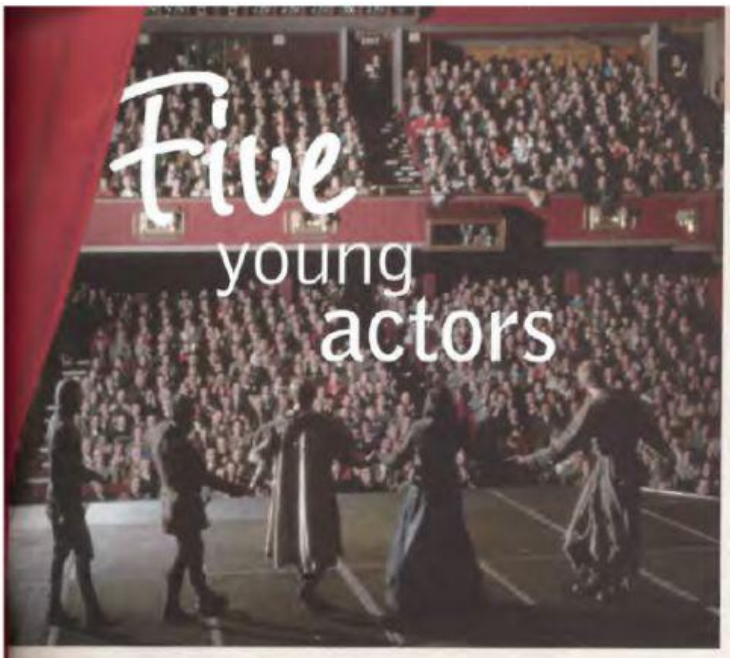
Exam advice

- Many of the sections may say quite similar things. You will have to read carefully to decide which section answers the question exactly.
- Guess difficult words from the context when you think it will help you to answer a question.
- Underline phrases in the texts which give you the answers and check them against the questions.

4 Work in groups.

- Have you ever performed in public (e.g. acting, speaking in public, dancing, doing a sport)?
- How did you feel about the experience? What did you enjoy about it? What did you dislike?

LIVEWORKSHEETS



Five young actors

The curtains open in the theatre as a group of young actors make their way on to the stage. These are some young Edinburgh-based actors doing the final performance of their drama course.

A Scott Hoatson

22-year-old Scott is already a step ahead of his classmates, as he has been offered a year-long contract with the National Theatre of Scotland's under-26 theatre group. He was discovered by someone from the theatre while performing in plays in Edinburgh and St Andrews, but he admits the students' final performance in front of directors and agents is still nerve-wracking. "It's so important for all of us. The fact that there are artistic directors from the big theatres who come to watch makes it such a big opportunity. There's so much happening in Scotland at the moment. There are a lot of opportunities up here, so it makes sense to stay closer to home. When I started the course, I thought that stage acting was the only thing I wanted to do, but now I want to do everything I can – whether it's on stage, TV, film or radio."

B Kim Gerard

21-year-old Kim got her first taste of performing as a ballet dancer when she was just two and has been hooked on performing ever since. Although her ballet days are now behind her, she admits that it gave her a great introduction to the profession. "It was just so exhilarating to get up on stage and perform in front of an audience. Acting is the only thing that I have ever really wanted to do, and this course has let me do my training close to home. Even though I'd done some theatre before, I always wanted to get into TV. I really liked the idea of being a famous, well-paid TV star in a drama series. But now, I've realised acting on stage is just as good."

C Allan Scott-Douglas

Although 23-year-old Allan has been interested in performing since his early teens, it was only in his second year of a primary teaching degree at Edinburgh University that he decided to pursue a career as an actor. "I kind of got into it by accident," he admits. "I was more of a singer, but I ended up doing musical theatre and absolutely loved it. I'm pretty much open to anything. I suppose my heart will always belong to theatre, as there's a live audience there in front of you, but the film and TV work we've done has been great fun too, so I'd love to do some more. If you want to achieve your ambitions as a young actor, you've got to go where the work is. If I'm offered a job down in London, there's no way I'd ever be able to turn it down."

D Romana Abercromby

26-year-old Romana says she got involved with a lot of drama productions when she was still at school. "When I left school, I realised that it was the only thing I wanted to do. I tried applying to drama schools down in London, but after being rejected by them, I took a year out to go travelling. This course has given us so many useful skills and brought us into contact with so many actors and directors who have told us all about the industry. And we've been able to gain some experience with TV as well as stage acting, which has been great. When it comes down to finding work, if it's in Scotland, that's great, but I'd love to travel around, too."

E Neil Thomas

20-year-old Neil was just seven years old when he joined an after-school youth theatre company, which gave him his first taste of acting on stage. "I went once or twice a week and adored it," he says. "I was always keen to show off at school, so it was the perfect outlet for me to perform properly. I've had the chance to do a lot of different types of acting, and the training has been invaluable. It's intense, but everyone knows that's the nature of the career and you have to be prepared. People will give you all sorts of advice about your acting, which helps you to strip away your bad habits. In our profession, you have to be prepared for brutal criticism, because that's what you'll expect when you start working."

Adapted from *The Scotsman*

LIVEWORKSHEETS

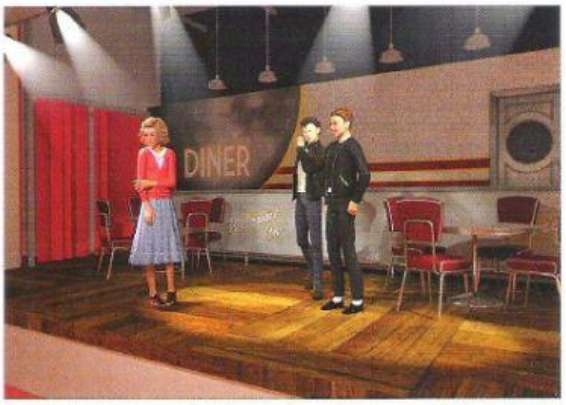
Vocabulary

Verb collocations with *ambition, career, experience* and *job*

1 Complete these extracts from Reading and Use of English Part 7 by writing a word or phrase from the box in the correct form in the gaps.

achieve gain offer pursue turn it down

> ... it was only in his second year of a primary teaching degree at Edinburgh University that he decided to (1) ..... a career as an actor.
>
> If you want to (2) ..... your ambitions as a young actor, you've got to go where the work is. If I'm (3) ..... a job down in London, there's no way I'd ever be able to (4) ..... .
>
> And we've been able to (5) ..... some experience with TV as well as stage acting, which has been great.



2 EP Complete these groups of collocations by writing *an ambition, a career, experience* or *a job* in the gaps.

1 *gain / get / have / lack* .....
2 *apply for / find / leave / look for / offer / turn down* .....
3 *abandon / build / launch / make / pursue / start out on* .....
4 *abandon / achieve / fulfill / have / realise* .....

3 Complete Dean's story by writing a verb from Exercise 2 in the correct form in the gaps. For some gaps, more than one answer may be possible.

I've always enjoyed performing in front of people and I'd like to (1) ..... a career as an actor. If I could (2) ..... my first ambition of going to drama school, I'd (3) ..... the knowledge and experience which is needed if I'm going to (4) ..... a job in the theatre. Acting is a very competitive profession, and you have to (5) ..... your career step by step until, hopefully, a well-known director recognises your talent and (6) ..... you a job which really (7) ..... your career on the stage.

4 Work in pairs. Tell each other about your ambitions and the careers each of you would like to follow.

play, performance and *acting; audience, (the) public* and *spectators; scene* and *stage*

5 Candidates often confuse these words: *play, performance* and *acting; audience, public* and *spectators; scene* and *stage*. Circle the correct word in *italics* in each of these sentences. Then check by looking at the text in Reading and Use of English Part 7 again.

He was discovered by someone from the theatre while performing in (1) *plays / performances* in Edinburgh and St Andrews, but he admits the students' final (2) *acting / performance* in front of directors and agents is still nerve-wracking.

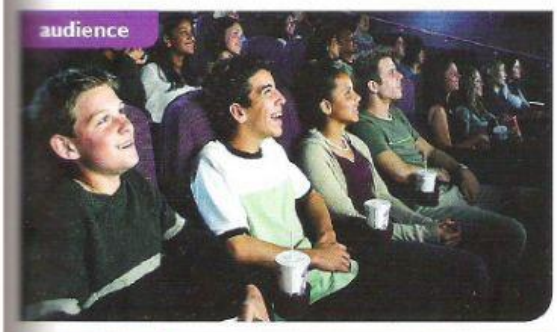
When I started the course, I thought that stage (3) *acting / playing* was the only thing I wanted to do.

It was just so exhilarating to get up on (4) *stage / scene* and perform in front of (5) *a public / an audience*.

LIVEWORKSHEETS

5 Read the definitions on page 184 and look at the photos. Then complete each of these sentences by writing one of the words or phrases in the gaps in the correct form. Use each word only once.

1 The garden in all its glory is now open to ...the public...
2 He wrote his latest ..... in under six weeks.
3 The thing I enjoy most about ..... is the chance to work in films on location.
4 She gave a superb ..... as Lady Macbeth.
5 The ..... were clearly delighted with the performance.
6 The actor forgot what he was supposed to say in the final ..... of the play.
7 The show ended with all the performers singing on ..... together.
8 He broke the world 400-metres record in front of over 40,000 cheering ..... .


audience

spectators

the public

Grammar

at, *in* and *on* in phrases expressing location

1 Candidates often confuse *at*, *in* and *on* when saying where something is located. Complete these sentences from Reading and Use of English Part 7 by writing the correct preposition in the gaps.

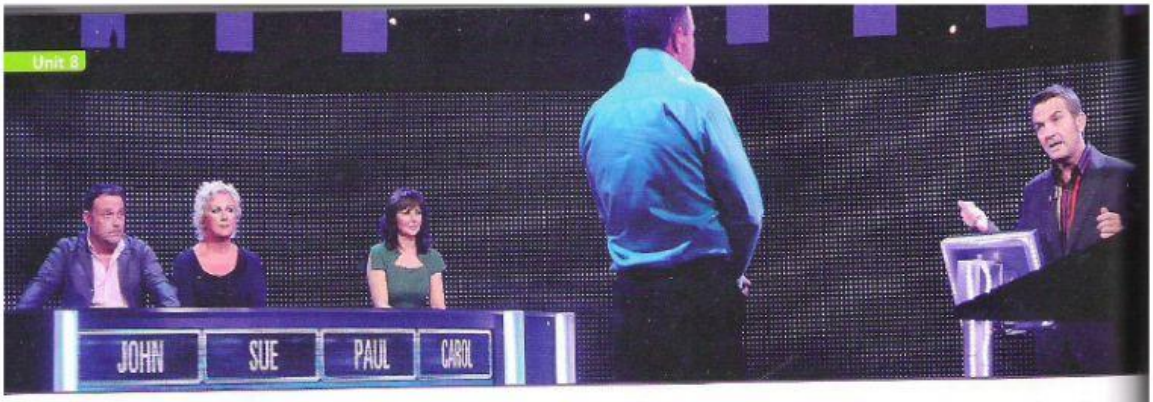
1 The curtains open ..... the theatre ...
2 He was discovered by someone from the theatre while performing in plays ..... Edinburgh ...
3 '... now I want to do everything I can – whether it's ..... stage, TV, film or radio.'
4 Romana says she got involved with a lot of drama productions when she was still ..... school.
5 ... it was only in his second year of a primary teaching degree ..... Edinburgh University that he decided to pursue a career as an actor.

page 172 Language reference: Prepositions – *at*, *in* and *on* to express location

2 Write the correct preposition in the gaps in these sentences written by candidates in the exam.

1 Every morning, we got up early and went to walk ..... the mountains.
2 Every year, many people are injured ..... the roads because of bad driving.
3 I am studying English ..... school, and a spell in your country would be a great chance for me to improve.
4 I think that your cinema is the best ..... the city.
5 I was alone ..... home, my parents were ..... a party and my sister was ..... a friend's house.
6 Despite spending two hours a day commuting, I prefer living ..... the outskirts of London.
7 The seaside is the ideal place for a family holiday because children can swim ..... the sea as well as play ..... the beach.
8 Our next destination was Italy, where we spent one week ..... the seaside.
9 The journey was a good one, and I met an old friend ..... the train.
10 You can waste a lot of time ..... a car ..... traffic jams.

LIVEWORKSHEETS



Listening | Part 2

1 Work in pairs. You are going to hear a student called Julie giving a talk to students in her year about the time her father was on a television quiz show. Before you listen, read the sentences and decide:

- what sort of information you need in each gap (a person, a number, type of transport, etc.)
- what sort of word(s) could go in each gap (noun, adjective, verb, etc.).

Ten minutes of fame

A TV producer invited Julie's aunt to the quiz show while she was working in the **(1)** ..... belonging to the family.

She didn't go because she was worried that she would be too **(2)** ..... to answer any questions.

Julie's father used a **(3)** ..... to travel to the show.

When he went to the show, he forgot to wear a **(4)** ..... .

He prepared for the show by learning large numbers of **(5)** ..... from the newspapers.

The contestants were asked to wait in the **(6)** ..... for the show to begin.

He competed against a **(7)** ....., a bus driver and a bank employee.

The contestants were asked questions on **(8)** ..... during the show.

The show was broadcast almost **(9)** ..... after it was recorded.

Julie's father won a **(10)** ..... and a toy elephant.

2 28 Listen and, for questions 1–10, complete the sentences with a short word of phrase.

Exam advice

- Be careful to choose the right information from what you hear, e.g. if you need to write a type of animal in the gap, the speaker will probably mention other animals which are not the correct answer.
- Write exactly the word(s) you hear without changing them in any way.
- Read the completed sentences to make sure the words fit grammatically and match what the speaker said.
- Make sure you haven't repeated ideas expressed elsewhere in the text.
- Answer every question, even if you're not sure.

3 Work in groups.

- How would you feel if you were invited to take part in a quiz programme?
- What would you like to win?
- Have you ever won anything in a competition?

Grammar

Reported speech

1 Look at these two sentences from Listening Part 2. What do you think Julie's aunt's and sister's exact words were?

1 She said she was afraid she'd get too nervous and be unable to speak when they asked her questions!
   a 'I'm afraid I'll get too nervous and be unable to speak when they ask me questions!'
   b 'I'm afraid I got too nervous and was unable to speak when they asked me questions!'
2 My elder sister, who was only 11 at the time, told her she should go because it was the chance of a lifetime.
   a 'You'll go because it's the chance of a lifetime.'
   b 'You should go because it's the chance of a lifetime.'

page 173 Language reference: Reported speech

LIVEWORKSHEETS