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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?

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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?

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*



6 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.



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 or 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!
 - 'I'm afraid I'll get too nervous and be unable to speak when they ask me questions!'
 - '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.
 - 'You'll go because it's the chance of a lifetime.'
 - 'You should go because it's the chance of a lifetime.'

page 173 Language reference: Reported speech

2 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 'Last night I saw a fantastic film,' said Phil.

PREVIOUS

Phil told me that he a fantastic film.

2 'I'll return quite late from the theatre tonight,' said Elena.

BACK

Elena warned me that quite late from the theatre that night.

3 'I won't be late for the show,' said Lucy.

ARRIVE

Lucy promised she time for the show.

4 'You can't borrow my camera, Mike,' said his father.

ALLOWED

Mike's father told him he his camera.



5 'I know I got several answers wrong in this exercise,' Hannah said.

MISTAKES

Hannah admitted that she in the exercise.

6 'I really enjoyed the play,' Katie told George.

FOUND

Katie told George that she very enjoyable.

3 Circle the correct form of the verb in *italics* in each of these sentences from Listening Part 2.

1 Anyway, when she was asked, she just refused to even consider / even considering it.

2 Well, he saw his opportunity and offered to go / going on the show himself.

3 He had to ask the producer do you have / if they'd got a spare one at the studio he could borrow.

4 In fact, I don't think we've ever had an encyclopedia in the house, though I suggested to buy / buying one for the occasion.

→ page 174 Language reference: Reported speech – reporting verbs

4 Complete these sentences by writing the verb in brackets in the correct form in the gaps.

1 She admitted (steal) the watch.

2 Susan accused Brian of (lie).

3 Mark's mother agreed (buy) him a new car.

4 The children apologised for (break) the window.

5 Peter has invited me (visit) him in Switzerland this summer.

6 Ewan persuaded his mother (buy) him a new bike.

7 Karen has promised (visit) me after the summer.

8 I would recommend (install) new computers in the office.

9 Can I remind everyone (send) me an email if you're not coming to class next week?

10 Martin warned me (not use) the machine.

5 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 'You really should see that film, Pablo,' his friend said.

ADVISED

Pablo's friend the film.

2 'Why don't we go swimming this afternoon?' said Marie.

SUGGESTED

Marie afternoon.

3 'Don't leave the light on when you go to bed,' my father said to me.

SWITCH

My father the light when I went to bed.

4 'Don't forget to post the letter,' Silvia told Natasha.

REMINDED

Silvia the letter.

5 'You haven't been paying attention to me,' our teacher told us.

ANY

Our teacher accused us notice of him.

6 'I'll try as hard as I can to pass the exam,' said Paola.

BEST

Paola promised to pass the exam.

Reading and Use of English | Part 1

1 Work in pairs. You are going to read an article about how people make money from YouTube. Before you read, discuss these questions.

- What things do you most enjoy on YouTube?
- Why do many people prefer YouTube to watching television?



2 Read the article quickly. How do people make money on YouTube?

Back
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YouTube millionaire celebrities

Geeks, musicians, teenage boys in their bedrooms – (0) ... can now become a global internet sensation and a millionaire in the (1) In between the amusing videos of animals doing strange things and skateboarding accidents, people are building (2) by uploading videos. In (3) years, there have been many success stories of people who started at home with just a webcam and have now huge followings. With over 100 million visitors to YouTube every month, advertisers have started (4) on the most popular video makers to take advantage of their loyal (5) Last year, 'YouTuber' Michael Buckley (6) that he was making over \$100,000 a year from YouTube advertisements alone. The YouTube payment system works on a pay-per-click basis. Effectively, the amount of money you (7) is determined by the number of views you get. A video of around a million views, which is (8) for popular YouTubers, may bring in about a thousand dollars.

adapted from the *Daily Mail*

3 For questions 1–8, read the article again and decide which answer (A, B, C or D) best fits each gap.

0 A someone	B anyone	C everyone	D all
1 A way	B process	C method	D manner
2 A work	B jobs	C careers	D occupations
3 A recent	B last	C past	D latest
4 A aiming	B directing	C focusing	D pointing
5 A public	B people	C watchers	D spectators
6 A informed	B told	C reminded	D announced
7 A gain	B pay	C win	D earn
8 A conventional	B typical	C traditional	D everyday

4 Now check your answers to Exercise 3 by using these clues.

- 1 This phrase means 'one thing happens as a result of the other'.
- 2 This will be a part of their whole working life.
- 3 Notice the sentence uses the present perfect.
- 4 Only one option is followed by this preposition.
- 5 Look back to the vocabulary section in this unit.
- 6 This means he has said it publicly. The wrong options all need an object.
- 7 The correct answer is a collocation with 'money'.
- 8 This is normal for popular YouTubers.

Exam advice

- Read the title and the text quickly to get a general idea of what it's about.
- Deal with the gaps one by one. Read carefully before and after the gap. The words in each option will be similar in meaning, but only one will fit correctly into the gap.
- Check that the word fits into the sentence grammatically by looking at prepositions and other grammatical structures.
- If you are not sure which option is correct, reject the options you think are wrong and choose from the others.
- When you have finished, read the whole text quickly again to check your answers.

5 Discuss one of these questions in groups.

- 1 Have you ever uploaded something onto a video-sharing website such as YouTube? If so, what?
- 2 What would you like to upload onto YouTube? Why? / Why not?

Speaking | Part 4



1 **▶ 29** In Speaking Part 4, the examiner will ask you questions which encourage you to give your opinions on topics related to Part 3. Read and listen to Antonia and Peter answering the examiner's question. Underline the words or phrases they use to speak in general.

Examiner: Do you think schools should teach subjects such as dance, drama or music?

Antonia: Well, I think generally speaking schools should teach these subjects to small children so that they can find out if they like them. I think these subjects help children to learn how to express themselves. But I don't think generally it's so important for older children or teenagers to do these subjects because they tend to have lots of other things to study. So, on the whole, I guess these subjects should be voluntary, not compulsory as children get older.

Examiner: Peter, do you agree with Antonia?

Peter: Generally, yes, but I feel it's a pity when students don't have time for the subjects they enjoy.

2 Look at the answer again.

- 1 How does Antonia give a balanced answer?
- 2 What reasons does she give?
- 3 Which of these things does Peter do?
 - a He just says he agrees.
 - b He says he agrees, but adds his own opinion.
 - c He says he agrees and gives a reason.

3 Work alone. Think of general things you can say to give a balanced answer to this question. Then in pairs take turns to ask and answer this question.

- Do you think that schools should teach subjects such as painting and photography? Why? / Why not?

4 Pronunciation: grouping words and pausing (2)

We tend to pause between groups of words which form a meaning together, for example: *The family had a small shop / just round the corner from where we live, / and one day my aunt was working there on her own.*

1 Look back to Exercise 4 in the Speaking section on page 46. Then use a (/) to mark where you think Antonia and Peter pause in their answers in Speaking Exercise 1.

2 **▶ 29** Now listen again and check your answers.

3 Work in pairs. Take the part of Antonia or Peter and read their answers aloud.

4 Note down your own ideas to answer the examiner's question in (Speaking) Exercise 1 and think where you will pause as you speak. Then take turns to answer the question.

5 **EP** Read these questions. Then decide which phrases in the box you could use in your answer to each question. Some phrases can be used for more than one answer.

- 1 Do you think that all young people should learn to play a musical instrument? Why? / Why not?
- 2 What things do young people learn from acting in plays?
- 3 What are the advantages of seeing a film in the cinema instead of on television?
- 4 Should newspapers and magazines pay so much attention to singers' and actors' lives and relationships? Why? / Why not?
- 5 Which do you think is the purpose of television: to entertain or to educate people? Why?

a celebrity
 a compulsory/voluntary activity
 avoid/cause a scandal
 develop their acting/musical abilities
 develop their artistic expression
 develop their musical knowledge
 help society develop
 disturb/protect someone's privacy
 interrupt a film with advertisements
 make people aware of problems
 the media
 when the film is released
 a tabloid (newspaper)
 work in a team

6 Work alone and think how you can give balanced, general answers to each question in Exercise 5. Then work in pairs and take turns to ask and answer the questions.

Exam advice

- Many of the questions will be general questions of opinion; give your opinion and support it with reasons and or examples.
- Don't be afraid to give your honest opinion – there are no right or wrong answers.
- Listen carefully to what your partner says: you may be asked if you agree.

Writing | Part 1 An essay



1 Read this writing task and underline the key points you must deal with.

Underlined key points:

- 2 Work in groups. Discuss the advantages and disadvantages of being famous as an actor or film star. While you discuss, you should:
 - note down the main points of your discussion
 - cover all three notes in the essay task in Exercise 1.
- 3 Work alone and write a brief plan for your essay. In your plan, you should have:
 - the number of paragraphs
 - the main idea of each paragraph.

4 Look back to page 60, Exercises 4 and 5. Then write your own opening paragraph. When you have finished, work in pairs and compare your paragraphs.

5 Work in pairs. Read this opening paragraph.

- How does it compare with yours?

Many young people dream of achieving fame as actors or film stars. However, it is a life which has both advantages and disadvantages.

6 Javier wrote a balanced essay to answer the question in the writing task. Read the essay. Then work in pairs to answer questions 1–6 below.

- a Many young people dream of achieving fame as film stars. **However**, it is a life which has both advantages and disadvantages.
- b **There are three main advantages.** Firstly, if actors are well-known, people will want to watch their films and if their films are popular, they will be offered more jobs in the future. Also, they live exciting and glamorous lives with plenty of foreign travel and luxury. There is no doubt that most actors find this very enjoyable. Finally, fame and success go together.
- c **On the other hand, fame brings disadvantages for actors too.** First, many film stars have little privacy or time to themselves because they are always being followed by reporters and photographers. Next, people with glamorous lifestyles meet other glamorous people and this can sometimes cause problems with, for example, their family relationships. Finally, they have to work very hard to be successful and this may lead to considerable stress.
- d **To conclude**, I think for film stars the advantages of being famous outweigh the disadvantages because being well-known is a result of their professional success. However, they need common sense to deal with the disadvantages.

- 1 Are Javier's ideas about being famous similar to yours?
- 2 How does he balance his arguments in the essay?
- 3 What is the purpose of the underlined phrases in the essay?
- 4 **Highlight** words and phrases he uses to link ideas together throughout the essay.
- 5 In which paragraph (a–d) does Javier give his own opinion?
- 6 Why is it important to make your opinion clear?

7 Work alone.

1 Write a second paragraph where you outline the advantages you discussed in Exercise 2. Start it using an introductory sentence.

2 Write a third paragraph where you balance the advantages of the second paragraph with the disadvantages. Start it with an introductory sentence as well.

8 Write your answer to the writing task below.

- Follow the stages of underlining, thinking of ideas and planning that you have practised.
- Use Javier's answer in Exercise 6 as a model.
- You should write between 140 and 190 words.