



HELLO





Let's





Different genre  
different characters





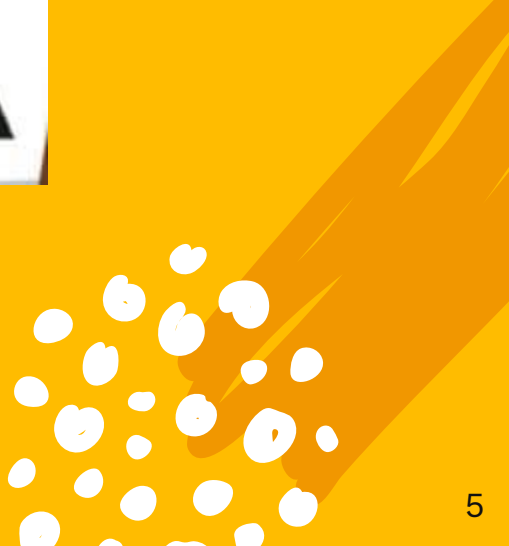
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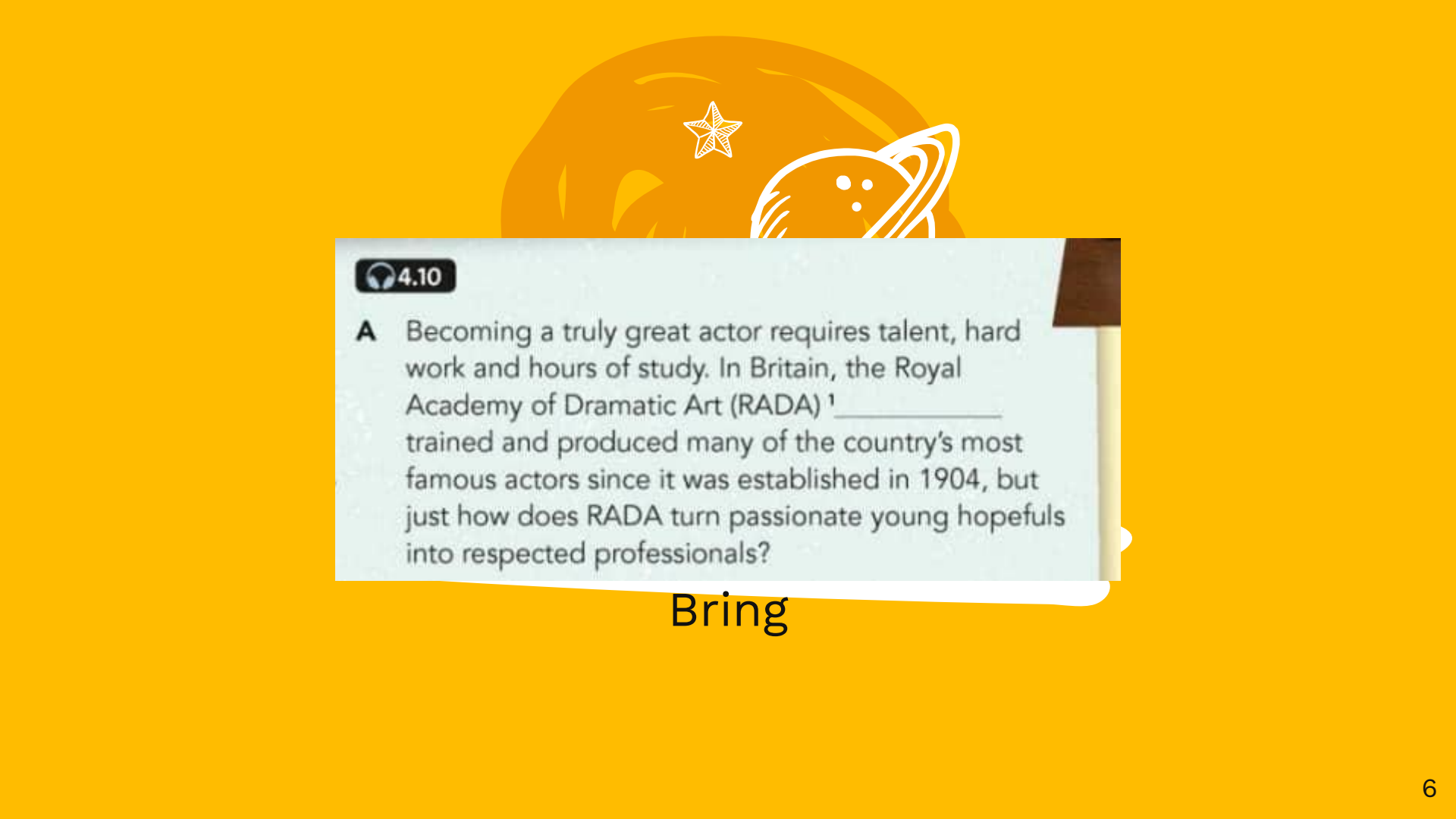
1 **SPEAKING** Look at the photo. What are the people doing?  
Would you like to be an actor? Why? / Why not?



4.10

**RADA**

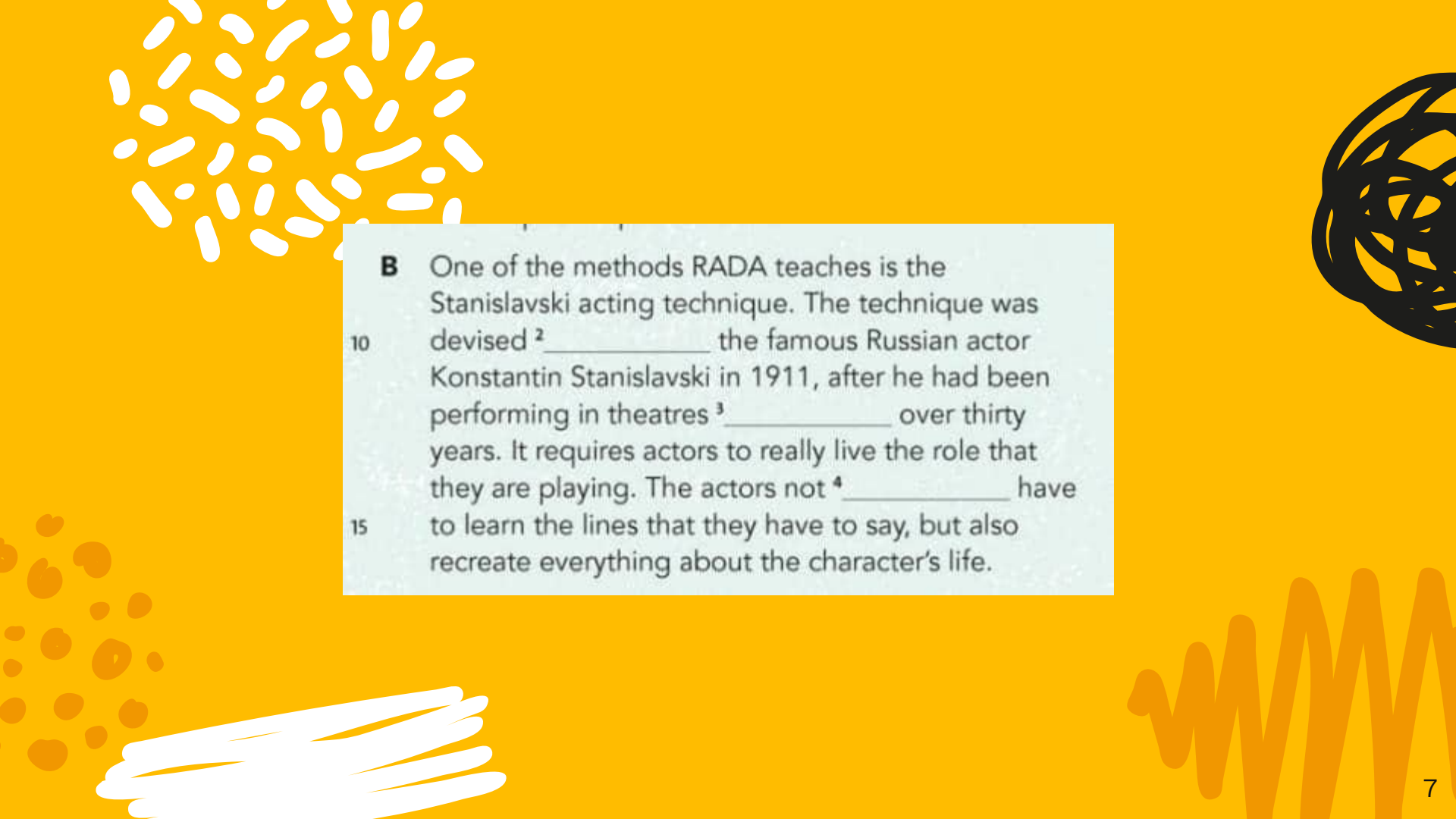






4.10

- A** Becoming a truly great actor requires talent, hard work and hours of study. In Britain, the Royal Academy of Dramatic Art (RADA) <sup>1</sup> \_\_\_\_\_ trained and produced many of the country's most famous actors since it was established in 1904, but just how does RADA turn passionate young hopefuls into respected professionals?

Bring




**B** One of the methods RADA teaches is the Stanislavski acting technique. The technique was  
10 devised <sup>2</sup>\_\_\_\_\_ the famous Russian actor  
Konstantin Stanislavski in 1911, after he had been  
performing in theatres <sup>3</sup>\_\_\_\_\_ over thirty  
years. It requires actors to really live the role that  
they are playing. The actors not <sup>4</sup>\_\_\_\_\_ have  
15 to learn the lines that they have to say, but also  
recreate everything about the character's life.







**C** But if modern audiences would be surprised to discover that students learn an acting technique that is over a century old, they might <sup>5</sup> \_\_\_\_\_

20 astonished to discover that they also study a form of theatre that has been around for over two millennia: Greek tragedy. The Greeks used to study playwriting and acting and produced some important theoretical works on the subject. Their ideas are still


25 considered very relevant today and anybody <sup>6</sup> \_\_\_\_\_ wants to obtain a degree from RADA has to study them.








**D** RADA students also spend many hours training their voices and learning <sup>7</sup> \_\_\_\_\_ use their bodies to communicate in the same way that a musician learns how to play an instrument. A RADA student's objective is to use their creativity to transform written words into a three-dimensional character. Evidently, becoming an actor is <sup>8</sup> \_\_\_\_\_ serious business and definitely not for people who are only interested in fame.

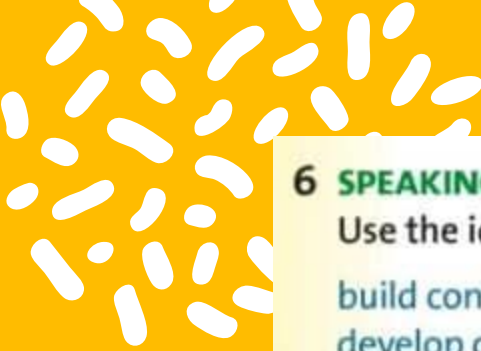
4  **4.11** Listen to an interview about how actors prepare for their roles. Match the people (1–3) with the things that they did (A–C).

- 1 Konstantin Stanislavski
- 2 Meryl Streep
- 3 Leonardo DiCaprio

- \_\_\_ A studied psychiatric patients
- \_\_\_ B prepared a list of questions
- \_\_\_ C prepared for a film about the Second World War

5  **4.11** Listen again. Are the sentences true or false? Write T or F.

- 1 Copying certain emotions is not so difficult for actors. \_\_\_
- 2 The Stanislavski system involves actors asking themselves questions about their own acting ability. \_\_\_
- 3 Meryl Streep studied a foreign language. \_\_\_
- 4 Meryl Streep wanted to read poetry in a foreign language. \_\_\_
- 5 Leonardo DiCaprio met people who had had experiences that he wanted to recreate in a film. \_\_\_
- 6 Leonardo DiCaprio visited a psychiatric hospital on an island to prepare for a film. \_\_\_



**6 SPEAKING** Work in pairs. Discuss the questions (1–2).  
Use the ideas below to help you.

build confidence   cause embarrassment  
develop communication skills   feel uncomfortable  
understand human behaviour

- 1 Do you think drama should be a school subject for all students, or just a hobby for those who are really interested?
- 2 What skills do you think you can learn from studying drama and how useful are they in real life?

**7 INTERNET RESEARCH** Find out how your favourite actor / actress started their career. Did they study drama? Where? What was their big break? Then share your information with the class.



3 Read the **Listening Strategy**. Mark one /d/ or /t/ sound in each sentence which might disappear when the sentence is spoken at natural speed.

- 1 Kate is my best friend.
- 2 My grandad is an old man.
- 3 I'm going to the USA next week.
- 4 It's a cold morning.
- 5 You must go to the doctor.
- 6 We camped in Wales last summer.

4  3.07 Listen, check and repeat. Copy the pronunciation.





**LOOK OUT! Past simple endings**

 You may not hear the past simple ending very clearly in connected speech if the following word begins with a consonant.


We played tennis yesterday. can sound like  
We play tennis yesterday.

I cooked dinner last night. can sound like  
I cook dinner last night.

However, we can usually identify past tense forms from the context or from other words in the sentence.

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- 5  **3.08** Read the **Look out!** box. Then listen to the two example sentences. How do we know that the verbs are past simple, not present simple?
- 6  **3.09** Listen to eight sentences. Say if the verb is present simple, past simple or could be either. How do you know?
- 7  **3.10** Listen to four people describing their experiences in the wild. Match the speakers with sentences A–E. There is one extra sentence.

- A The speaker describes a problem with a vehicle. \_\_\_  
B The speaker camped in a beautiful place. \_\_\_  
C We learn how a mobile helped to solve the problem. \_\_\_  
D The speaker explains why it's important always to take a phone with you. \_\_\_  
E The speaker nearly lost some possessions. \_\_\_


- 8  **3.11** Read these sentences from exercise 7. Mark the /d/ and /t/ sounds that disappear. Then listen, check and repeat.

- 1 We changed into our swimming trunks behind some trees.  
2 We noticed two boys in the wood.  
3 Last year my friend Sam and I visited Yellowstone National Park.  
4 We closed the car doors.  
5 We followed the wrong path.  
6 We opened the app.  
7 Suddenly, the car slowed down and stopped.  
8 My little brother noticed some lions.





**9 SPEAKING** Work in pairs. Ask and answer the questions.

- 1 Are there any National Parks in your country?
  - 2 What animals can you see there? Are any of them dangerous?
  - 3 What can you do in the National Parks?
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