

TASK 1: WAYS TO PRACTICE SELF-CARE THAT COST NEXT TO NOTHING

1	2	3	4	5	6	7	8
B	C	H	D	J	A	E	F

TASK 2: REUNITED BY TIKTOK

SENTENCE	9	10	11	12	13	14	15	16
OPTION	C	A	A	C	C	C	B	C

TASK 3: HOW ONLINE GAMING HAS BECOME A SOCIAL LIFELINE

17	18	19	20	21	22	23	24	25
C	D	L	G	I	M	A	B	H

TASK 1: ACTING FROM DIFFERENT PERSPECTIVES

EXTRACT	1	2	3	4	5	6
HEADING	B	F	D	C	I	A

TASK 2: MAISIE WILLIAMS

SENTENCE	7	8	9	10	11	12	13	14	15
OPTION	A	A	C	C	A	B	A	C	A

TASK 3: STUDY LESS, STUDY SMART

16	25-30
17	good study habits
18	behaviour
19	effective
20	remember
21	entire sections
22	recognizing it
23	fully understand
24	survey/question
25	image associations

*** No se penalizarán los errores de ortografía que no alteren esencialmente el significado de la palabra, frase o expresión requeridas.**

TRANSCRIPT

TASK 1: ACTING FROM DIFFERENT PERSPECTIVES

0. KEIRA KNIGHTLEY: I'm really interested in challenges; I want to play characters that I don't know if I can do. I need to feel that kind of walking on a tight rope. I find that really exciting and I think that's the only way I can keep interested and therefore I hope the audience can keep interested in the films that I do.

1. BEN STILLER: You have to just sort of feel it out, you know, and take the chances and if you feel that on some level it's grounded in some sort of reality that's really the most important thing. I know that sounds like it might be an oxymoron of doing this crazy broad character that's grounded in reality but it, actually, it is important to understand where the character is coming from and what his motivations are, you know, whether it's jealousy or insecurity or whatever it is and then you just sort of like, you know, go with that. Try to play these crazy big moments in some sort of real way.

2. LEONARDO DICAPRIO: Being an actor is the first thing that I remember wanting to do in life. I remember being fourteen, fifteen years old watching some classic films. Well, spending months and months watching all the great classics, all the great performers of the past and being so incredibly inspired by them, saying to myself: one day I want to come close to doing something that good. So that, I think, that thirst or that drive to just achieve what I believe is something as good. You know, those heroes that I have is what continues to make me want to do this.

3. OLGA KURYLENKO: Action movies are, I think, even more fun to make than to watch, for me, because, you know, I'm involved in them. So, the stuff I learn and the stuff I have to do is just incredible, I could never do it in my real life because it would never come up to that, but I think yes it's wonderful. Our body is a wonderful instrument. We can express so much with the body, the body language, the face expressions... In so many moments in life we don't really need to talk. I mean, it even exists, there are books about body language. It's an interesting story... it's an interesting thing to explore as an actor too.

4. JESSE EISENBERG: When I read a script I'm looking at pretty much two things. One is if the writer thought about the character and if the character could possibly exist outside of the script, as opposed to just being used as a pawn for a story. And the other thing I look at and wonder is if I could do something with it and bring myself to it and make it something that would be entertaining to perform, because I suppose that the most entertaining things to perform is probably the most entertaining to watch.

5. ZOE SALDANA: As an actor there's a lot of control that we lose and we immediately don't have. The moment you start a project, you can do the best, you can give the best of yourself and have done the most amazing research and then the director takes it into an editing room for nine months with his editor and it might be a completely different thing. So if you think about it that way the actor is the one element in a project that has the least amount of power.

6. TOM CRUISE: My whole life I've wanted to travel, I've wanted to tell stories and I'm fortunate. I feel fortunate because I get to do something that I love to do and to be able to travel the world, it gives you... it does help as a human being because you're living

and as an actor I get to try and understand and learn many different things of life and different trades and it gives you great perspective on the world, on life, on people and I don't think you can help but grow as a human being.

TASK 2: MAISIE WILLIAMS

So here's the part where I tell you what I know: I'm the youngest of four siblings. My parents divorced when I was four months old. I really was the icing on the cake of a terrible marriage. I have two step siblings who are younger than me and a half brother who's older than all of us. I grew up in a three-bedroom council house with four of my six siblings just outside of Bristol.

I went to a very ordinary school. I got very ordinary grades. I wasn't quite good enough to get a gold star, and I also wasn't quite bad enough to be kept after school. I walked that nice centre line where if I kept my mouth shut in class, then I could probably get away with not being spoken to by teachers for weeks on end. Everything about me was pretty damn ordinary, except for how I felt on the inside. I had big dreams. Shock! From as young as I can remember, I have dreamed of becoming a professional dancer.

There are certain memories from my childhood that I would really rather forget. But during those times of immense pain, I found myself instinctively walking over to my mother's CD player, cranking up the volume to drown out the noise and letting my body move to the beat. It's hard to describe how it felt. I was harnessing emotions that I didn't even really know the names of yet. I was summoning all of this energy and feeling it flow through my body and out of my fingertips. I was alone in my own head, and I felt the most alive. I didn't really know much about the big wide world then, but I knew that this feeling was addictive; and I was going to stop at nothing until I made it my profession.

At eight years old, I was enrolled in dance class. And by ten, I informed my mother that I didn't want to go to school anymore. I wanted to be like Billy Elliot and go to stage school. This was the first opportunity or challenge I was presented with. Even as young as ten, I was willing to give up all of my friends and go away to board at a private school, away from my siblings, away from my mom. She would repeatedly ask me, "Are you sure this is what you want?". And to me, it was a no-brainer. I didn't just want this; I needed it. My grubby knees and crooked teeth were not on the list of requirements for becoming a professional dancer. And when I look back now, both myself and my mother looked severely out of place. But at the time, I was just too young and naive to feel inadequate. I didn't care. If Billy Elliot could do it, so could I.

Once my audition was done, I returned home for two weeks of staring out the window, waiting for the postman, waiting for my ticket out of my sleepy village and into a world of jazz hands and dorm rooms. It was good news followed by bad news: I had got in, but the fees to attend a school like this were not cheap, and despite my best efforts, I had not received any government funding. I auditioned again the following year. And this time, I received 40% funding, but this was still just money that we didn't have, and it broke my heart. I was good enough. I made the cut. But I wasn't going anywhere. It was a blessing in disguise, although if anyone would have said that to me back then, I probably would've given them the finger and told them to jog on. I wasn't willing to give up that easily.

So at age 11, I was bursting with excitement when my dance teacher informed me of a talent show which boasted opportunities of making you a star. This was the second opportunity I was faced with. I entered into singing, acting, dancing and modelling. The

talent show consisted of workshops and seminars with specialists who would help train you up for your performance at the end of the week. After meeting a woman called Louise Johnston in an improvisation acting workshop, she gave me the words "bowling ball," and asked me to create a short scene inspired by these words. After making her laugh with a fictional story, of how I threw a bowling ball at my brother and it bounced, she asked me to join her acting agency.

I didn't really know what this meant. I knew that I would do auditions for films and maybe become an actor, but I still had big dreams of becoming a professional dancer, so this woman was going to have to work a lot harder than that if she was going to convince eleven-year-old me that I was going to become an actress. Was this going to take time away from the 30 hours of dancing I was doing a week? And what if I didn't get the part? Was this going to be too upsetting? And do actresses have teeth like mine? Because if they do, I'm yet to watch any of their movies.

After meeting Louise in the February of 2009 and trying but failing to land the part in the hit sequel "Nanny McPhee" to "The Big Bang," my second audition was for a show called "Game of Thrones." This was the third opportunity or challenge I was presented with.

TASK 3 STUDY LESS, STUDY SMART

If you've spent any time at all on YouTube looking for study advice, then you've probably come across this video called Study Less, Study Smart. This is a recorded lecture from Professor Dr. Marty Lodbell, who is a former psychology professor at Pierce College, and wanted to give his thoughts on how to be an effective student. The video came out when I was a sophomore in college, and I wanted to watch it, but the problem was, it was an entire hour long. I could just never make the time.

So Tip number 1 is to break your studying into chunked sessions. The reason for this is that the average student can only really pay attention for about **25-30** minutes. This goes across the board, from lectures, to reading, to studying. After about 25-30 minutes, your efficiency starts to really taper off, and that's why the advice to simply study more is not effective at all. Also, once your study sessions are done for the entire day, you want to give yourself a real, tangible reward for doing it. As Dr. Lodbell says in the lecture, reinforcement of positive things builds **good study habits**, and as an added benefit, you're training yourself to study. As you keep doing this, you're going to be able to study for longer and longer on each session.

Tip number 2 is to create a dedicated study area. The reason for this is that our environment, the context that we're in, largely determines our **behavior**. Think about when you're in class. When the professor presents a question to the entire class, you instinctively raise your hand. But if he asks you specifically, you're going to give a verbal response. This is automatic. You're conditioned to do it. Well, your studying area is the exact same. If you do it in a place where you're conditioned to do other things, like sleep, or play video games, or hang out with friends, it's going to be really hard to get into your studying. What you want to do is find an area that's specifically used for studying, so the context... the situation makes it easy for you to get into your studies.

Dr. Lodbell's third tip is to study actively, and it's best summed up with this quote, straight from the lecture: The more active you are in your learning, the more **effective** you'll be. Now, the best way to do this, rather than going through rote memorization, or

reading and rereading chapters from your book, is to first ask yourself, before studying, what is it that I'm learning? What you're learning is going to fall into 1 of 2 categories, either facts or concepts.

A concept is something like, what does this particular bone in the human body do? You have to understand it. A fact is just something you need to remember. What the name of this bone is. Now, concepts are more important than facts, because once you learn a concept, once you truly understand its inner workings, it's with you forever. You're going to remember it. Facts, on the other hand, can sort of drift away over time, and the good thing about that is that we have Google. We can look up facts very easily. Unfortunately, in a testing situation in class, you have to remember both facts and concepts, and you don't have access to Google, usually, but still, concepts are going to be more important to learn first. The best way to learn these concepts and to be sure you know them is to put them in your own words. Test yourself and learn actively.

There's one thing he gives as an example, which I think is one of the most important parts from the entire lecture, and it's his example about highlighting. Most students know not to highlight entire sections of the book, because if you do that, you're basically highlighting nothing at all. But if you highlight really important terms, and then you go back after your first read and highlight session, and study them, and just simply recognize the thing you highlighted before, and say, "Oh, I know it," then you're getting into this dangerous territory where you don't know whether you're actually recalling something, or simply recognizing it. The human brain is very good at recognizing things. We can recognize people's faces, even if we haven't seen them in a long time. But the difference between recognition and recollection is that recognition requires an initial trigger, a cue. If you're in a test, there is no trigger or cue. You have to actually pull it forth from your memory. To test and make sure that you're actually recalling something, instead of just recognizing it, you need to quiz yourself. You need to do active studying and active learning.

The 4th tip is to take more effective notes, and he's really brief on this one. Basically, he says, after class, as soon as possible, and truly as soon as possible, flesh out your notes a bit. Add some more to them so you can actually solidify the concepts on your mind. If you're fuzzy on something, ask another classmate who also took good notes, or go to office hours, or wait until the next lecture and ask the professor before he starts if he can clarify something that you don't really have a good grasp on.

The 5th tip is to summarize or teach what you learned. He says the best way to actually learn something is to teach it. The reason for this is two-fold. Number 1, it's a great form of active studying, because you're forcing your brain to recall all the information so you can basically summarize it for somebody. Number 2, you're really making sure that you fully understand the subject. If you're explaining it to somebody who has absolutely no idea about the topic, and they're coming at it from a beginner's perspective, then you're really going to have an easy time of pinpointing gaps in your own understanding.

Tip number 6 is to use your textbooks correctly. In this part of the lecture, he goes over the SQ3R method, which stands for **survey, question, read, recite, and review.** As I talked about in my active reading video, I think overarching systems like this are actually kind of cumbersome and time consuming. But I do think it's important that you take individual portions of these systems and see if they're worth it for your studying methods.

And Dr. Lobdell's 7th and final tip is to use mnemonics when studying facts. Now, facts, as opposed to concepts, are a lot harder to tie actual meaning to, and as a result, a lot of students often turn to simple rote memorization to remember them, but a better way to go about it is to use mnemonics. A mnemonic is really any system that facilitates recall, but he goes over 3 specific types of mnemonics in the video. Those 3 are acronyms, things like Roy G. Biv for remembering the color spectrum, coined sayings, things like, in 1492 Columbus sailed the ocean blue, and the third one, which both I and Dr. Lobdell think is the best one, **image associations**. Another way to think about image associations are just interacting images, including the thing you're trying to study, that create a ridiculous picture or story in your head. The more emotionally evocative or weird it is, the more easily you're going to be able to recall that piece of information.

So, that is my summary of Dr. Lobdell's lecture. Do you want to see the entire hour-long video? I have it linked down in the description. Otherwise you get my notes and other things in the end card. Thanks for watching this video and I will see you in the next one.