

EJERCICIO DE COMPRENSIÓN AUDITIVA

55 minutes

TASK 1: Listen to an interview with Kim Tran, an anti-racist consultant and author, about the history of solidarity between Asian and Black Americans and how their movements interact. Read through the notes below, which are not literal, and complete them by filling the gaps 1-10 according to what you hear. You will only need to use ONE word in each gap. Item 0 is an example. You will hear the recording twice.

0. The recent surge of anti-Asian attacks in many parts of the country has made stronger the rallying cry to end violence against Asian Americans.
1. That _____ comes less than a year after the wave of protests following the death of George Floyd in Minneapolis.
2. The interviewer asks Kim Tran about how much of that moment feels _____ of other previous times.
3. In 1955 Asian and African authorities discussed the future _____ for the people of both continents.
4. Although they are interested in racial antagonism it is frequently seen how Black and Asian people work in _____ to fight racial abuse.
5. The formation of Asians for Black Lives in 2014, 2015, after the call for _____ from Black Lives Matter is the most recent iteration of what that looks like.
6. In spite of the fact that both communities want to _____ white power, Black Americans have suffered more damage.
7. One of the reasons for stress between the two communities is that some Asian Americans are against making _____ for police bigger.
8. Some members of the Asian American community want to sue hate crimes and that's an instance of the deeper seeded kind of _____ that there are.
9. If both movements had to combine, Asian Americans could exert _____ because they enjoy more privilege.
10. She says she doesn't feel nervous when walking down the street because she is a _____ Asian woman.

TASK 2 . You are going to listen to a 10-min talk on *psychology and politics* by professor Dannagal G Young. You need to answer the questions BELOW. You can take notes while you listen and remember you will only listen to the recording ONCE. You now have 30 seconds to read the questions. Remember to use *your own words* in your answers.

- 1. How are her two husbands relevant to the topic? 60 words max.**
- 2. Summarize the text using your own words. 100 words max.**

EJERCICIO DE COMPRENSIÓN Y EXPRESIÓN ESCRITA

1h 25'

TASK 1. You are going to read an article about *trigger warnings* from which some parts have been removed. Choose from the phrases A – M the one which fits each gap (1 – 10). There are three extra phrases which you do not need to use.

The Trouble with Trigger Warnings

Can educators warn students about troubling content without discouraging class participation? Here are some tips.

by Mariah Flynn | November 1, 2016

Earlier this fall, incoming students at the University of Chicago received a letter from school administrators. In it, the freshmen were welcomed to the University and congratulated on their acceptance into this school. They also felt it necessary to make a statement:

Our commitment to academic freedom means that we do not support so-called ‘trigger warnings,’... **1**_____.

What is a trigger warning? The term, often used interchangeably with “content warning,” is a heads up that readers may encounter distressing content—and in recent years, trigger or content warnings have become controversial. To some, like University of Chicago administrators, **2**_____. Others feel that such warnings are useful tools that keep learners from having a strong emotional response to certain kinds of content, usually depicting physical or emotional violence.

For all of the excitement around trigger warnings, they’re actually quite rare. In an effort to gather more information about their use on college campuses, the National Coalition Against Censorship conducted a survey of over 800 educators from the Modern Language Association and the College Art Association—and found that only one percent reported that their institutions had adopted a policy on trigger warnings. Moreover, only fifteen percent of respondents said that students had asked for warnings.

3_____. There is no evidence that they lead to the widespread suppression of troubling material or class discussion. At worst, warnings are merely gratuitous for a majority of students. At their best, however, content warnings can actually help students engage with course material and develop a caring relationship with their teachers. [...]

Although the terms “content warning” and “trigger warning” are often conflated, they aren’t the same thing. A “content warning,” much like a PG-13 or R movie rating—or a NSFW at the start of an email that, well, you really shouldn’t open

at work—warns the consumer of the material to prepare for potentially graphic content ahead. **4** _____, so that they're not surprised when that content appears.

A “trigger warning,” on the other hand, refers specifically to psychological triggers that might cause an extreme and unconscious reaction for people who have experienced trauma, like physical or sexual assault, combat, or natural disasters. About three-fourths of us will experience trauma over the course of our lifetime. About ten percent of those people will develop post-traumatic stress disorder (PTSD), experiencing symptoms like flashbacks, memory gaps, depression, or hyper-vigilance.

Avoiding triggering topics—a very common strategy for people with PTSD—isn't the best way to process traumatic events. Avoidance of triggers is a symptom of PTSD, not a cure. In fact, exposure therapy (a specific type of cognitive behavioral therapy where patients are exposed to physical or mental reminders of their trauma) is not only the most common method for treating PTSD; it's also one of the most effective.

This research might lead some to suggest that perhaps we don't need to be so concerned about students' exposure to triggering content, if exposure is the best way for them to process past traumatic events. However, exposure therapy works best under the care of a trained therapist. Even though exposure is an effective way to deal with PTSD, **5** _____.

Trigger warnings are also challenging to implement, because identifying potential triggers isn't easy. Individuals with past trauma are often triggered by seemingly neutral things that have nothing to do with the content an instructor might present in class—the scent of a certain type of cologne or hearing a song associated with the traumatic event they experienced. **6** _____ and can't possibly provide a warning for everything that might be a trigger. [...]

So, if trigger warnings aren't all that effective, and they're also hard to implement, is it worth using warnings at all?

Ideally, content warnings aren't meant to serve as a “get-out-of-this-assignment-free” card or an excuse to not engage with course material (as the University of Chicago letter implies); their purpose serves to give the reader the opportunity to mentally and emotionally prepare for consuming the content.

Students are entering higher education with varied backgrounds, including those from low-income or minority backgrounds, or having served in the military. **7** _____. Providing content warnings may show care and concern for the emotions of your students, enhancing the teacher-student relationship—and they may serve as an alert that they're about to encounter material that demands special attention, and possibly preparation. In this way, content warnings can help students to fully engage with the content.

So how can educators warn students about potentially troubling content without stifling discussion or discouraging participation? [...]

Namwali Serpell, an English professor at the University of California, Berkeley, offers one content warning on the class syllabus: “Please be advised that all readings and screenings in the course are required; **8** _____.”

If you cover specific topics that you anticipate could elicit a strong emotional response, you may want to provide a similar warning about the emotions students might experience, so they can be prepared. As part of setting expectations, you can let them know that they can come to you with any questions or concerns, opening the door for a caring relationship.

[...] Obviously, there are times when an alternate exercise won't do. When teaching about World War II, students will have to read and engage in conversations about war. **9**_____, it would make sense to do so—or at least provide a range of optional reading. [...]

Most professors are not trained therapists and shouldn't be expected to play that role. However, educators can still provide information on self-care and coping strategies. [...]

10_____. We provide support for students with physical and learning needs—why not emotional? We can't cover all of the content that might surprise—or trigger—our students, but we can cover some—at no cost to educators and a potential benefit to students.

https://greatergood.berkeley.edu/article/item/trouble_with_trigger_warnings

A	AND WE DO NOT CONDONE THE CREATION OF INTELLECTUAL 'SAFE SPACES' WHERE INDIVIDUALS CAN RETREAT FROM IDEAS AND PERSPECTIVES AT ODDS WITH THEIR OWN
B	AT LEAST SOME OF THE STUDENTS WILL HAVE EXPERIENCED TRAUMA
C	BUT IF YOUR POINT CAN BE MADE USING A DIFFERENT TEXT THAT DOESN'T CONTAIN THE SAME GRAPHIC CONTENT
D	EDUCATORS WON'T ALWAYS KNOW WHAT MIGHT TRIGGER A STUDENT WHO IS A VICTIM OF TRAUMA
E	IN MANY RESPECTS, FRAMING CONTENT WARNINGS AS A "CENSORSHIP" OR "FREE SPEECH" ISSUE IS NOT HELPFUL TO PROFESSORS OR STUDENTS
F	INSTRUCTORS AREN'T THERAPISTS AND THE CLASSROOM IS NOT AN APPROPRIATE PLACE FOR SUCH A THERAPY
G	IT'S AN ALERT TO STUDENTS THAT THEY MAY ENCOUNTER SOMETHING MATURE OR CHALLENGING
H	PROVIDING STUDENTS WITH REASONABLE ACCOMMODATIONS IS AN EXPECTED PART OF TEACHING
I	SOME TEACHERS CLAIM THAT SUCH WARNINGS ARE AT ODDS WITH TRAINING THE STUDENTS TO GRASP ANALYTICAL CONCEPTS IN ORDER TO COMPREHEND DIFFICULT SOCIAL PHENOMENA
J	SOME TEXTS INCLUDE GRAPHIC VIOLENCE AND SEXUALLY EXPLICIT SUBJECT MATTER
K	SUCH WARNINGS KEEP STUDENTS FROM BEING CHALLENGED OR ENGAGING WITH PROVOCATIVE COURSE MATERIALS
L	THERE IS WIDESPREAD AGREEMENT THAT THE DECISION OF WHETHER OR NOT TO USE WARNINGS SHOULD BE THE EXCLUSIVE PREROGATIVE OF INDIVIDUAL INSTRUCTORS
M	THIS GOAL CANNOT BE ACHIEVED BY SIMPLY FINDING OUT ABOUT A DIVERSE RANGE OF SUBJECTS FROM ACROSS THE IDEOLOGICAL SPECTRUM

Write your answers here:

GAPS	ANSWERS
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

TASK 2. Use the information in the text about trigger warnings to write an article of opinion in which you express your personal view on that subject without paraphrasing the original text.

Write your article in 250-500 words.

EJERCICIO DE COMPETENCIA LÉXICA, FONÉTICA Y GRAMATICAL

40 minutes

TASK 1. 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 three and eight words, including the word given.

1. The novel didn't come up to my expectations.

short

The novel _____
expectations.

2. Although she was upset, there was never any question of revenge.

last

Upset _____ on
her mind.

3. The concert would have been held outdoors, but it rained.

place

If it _____
inside.

4. "Do not be deceived by the thieves' trickery", the master warned his students.

taken

The master warned his students _____
trickery.

5. Those people who waited outside for hours and who didn't get a ticket deserve some consideration.

spare

You should _____
waited for hours and didn't get a ticket.

6. His work didn't meet the standards that were considered acceptable.

conform

His work _____
considered acceptable standards.

7. The judge said that it was only because of the man's age that she had not sent him to prison.

his

The judge said that had it _____
sent the man to prison.

8. The damage was so severe that the pilot couldn't regain control.

was

So _____
regain control.

9. No obstacle was allowed to stand in the way of the director's new project.

swept

All obstacles in the way _____

10. They have been arguing about the proposed motorway extension for years.

bone

The proposed motorway extension _____

11. Cheques should only be accepted with proof of identity.

unless

Never _____
identity.

12. George seems to have been putting his website together for a long time.

under

George's website _____
a long time.

13. Do you know why they made Craig stay behind after the lessons?

to

Do you know why _____
behind after the lessons.

14. I'd love to travel the world if I didn't have to pay off my mortgage.

not

Were _____ to pay
off my mortgage, I'd love to travel the world.

15. I wasn't asked my opinion on the subject.

no

At _____
on the subject.

TASK 2. Write ONE word in each gap.

1. The truth has been wormed _____ of him by his lawyers.
2. Stop wasting time splitting _____ and look at a bigger picture.
3. Frankly, you're completely wrong and you haven't got a _____ to stand on.
4. The child who ran out into the road only missed being run over by a hair's _____

5. The diamonds were stolen from the jeweller's shop in a smash and _____ raid.
6. There are no changes in the plans now, everything is cut and _____
7. Do not write the answers in fractions: _____ them up to whole numbers.
8. The possibility cannot be _____ out that human beings may have to live on other planets one day.
9. I do wish you would stop cracking your fingers, it _____ my teeth on edge.
10. Trying to persuade my uncle to give money to charity is like getting blood out of a _____

TASK 3. Write the phonetic transcription of the following sentences.

- Accent: RP standard or GA.
- IPA symbols.
- Don't forget to indicate stress
- Elisions, weak forms and assimilations are necessary

1. She had been thinking about the ancient vase and his enthusiasm over it.

2. He and his wife are very keen collectors of pottery and paintings and rugs and things like that.

TASK 4. Provide the orthographic form for the following transcription and explain the connected speech phenomenon.

1. /dʒə 'lɪv hɪə/

2. /lɔːr ən ɔːdə/

3. /ðər ə tem 'men/
