

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	
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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/

Código de Cuerpo: 592	Especialidad: inglés	Idioma: Castellano	Fecha de realización de la prueba: covid
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EJERCICIO DE COMPRENSIÓN AUDITIVA

55 minutes

TASK 1. Listen to part of an interview with David Attenborough, English broadcaster and natural historian, about environment and climate change. 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.

0. Do you see the future with green growing cities rather than constructing and building cities?

1. Although he doubts cities will undergo important changes Mr Attenborough thinks we will be more aware about the richness and splendour and _____ and importance of green spaces.

2. David Attenborough believes that people need to be cautious about their actions and not want to change the areas outside cities into an extra addition of an _____ playground

3. Mr Attenborough has mentioned how _____ he was because the population in general appeared to be ready to make transformations.

4. Although the amount of people who say so is getting smaller, it has been frequent to find those who have _____ climate change.

5. Currently most people consider it reasonable to say that in the past we didn't witness dreadful catastrophes and _____.

6. When travelling in New Mexico he couldn't find any wind _____ used to get energy.

7. David Attenborough finds it very unusual the _____ of the USA in tackling energy.

8. The lack of water will be an important issue and she mentions the case of Barcelona where water had to be collected by means of _____.

9. The presenter says Mr Attenborough has gone out on a _____ and

that he states it is essential for our future how we solve the issue of climate change.

10. The presenter would like to know if he has the belief, in a timely _____ that we can do things well.

TASK 2 . You are going to listen to a 10-min talk on *THE ROLE LUCK PLAYS IN YOUR LIFE* by Barry Schwartz. You need to answer the questions on your worksheet BELOW. You can take notes while you listen but 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. What does the speaker mention about the “veil of ignorance”? (60 words max.)
2. Summarize the text using your own words. (200 words max.)

EJERCICIO DE COMPRENSIÓN Y EXPRESIÓN ESCRITA

1h25'

TASK 1. You are going to read an article about *eugenics* 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.

Charles Darwin, Expression, and the Harmful Legacy of Eugenics

BY JESSICA HELFAND / THE MIT PRESS READER AUGUST 4, 2020 11:17 AM EDT

In 1872, with the publication of “The Expression of the Emotions in Man and Animals,” Charles Darwin went rogue. Only a decade after the anatomist Duchenne de Boulogne produced the first neurology text illustrated by photographs, (1)_____.

Combining speculation about raised eyebrows and flushed skin with vile commentary about mental illness, he famously logged diagrams of facial musculature, (2)_____, to create a study that spanned species, temperament, age, and gender. But what really interested him was not so much the specificity of the individual as the universality of the tribe: If expressions could, as de Boulogne had suggested, be physically localized, could they also be culturally generalized?

As a man of science, he set out to analyze the visual difference between types, which is to say races. While Darwin’s scientific contributions remain ever significant, it’s worth remembering he was also a man of his era — privileged, white, affluent, commanding — who generalized as much as, if not more than, he analyzed, (3)_____. In spite of his influence on evolutionary biology and his role in the scientific study of emotion, Darwin’s prognostications read today as remarkably prejudicial. (“No determined man,” he writes in “The Expression of the Emotions in Man and Animals,” “probably ever had an habitually gaping mouth.”) This urge to label “types” — a loaded and unfortunate term — would essentially go viral in the early years of the coming century, with such assumptions reasserting themselves as dogmatic, even axiomatic, fact.

Hardly the first to postulate on the graphic evidence of the grimace, (4)_____. He shared with many of his generation a predisposition toward history: simply put, the idea that certain facial traits might have a basis in evolution. Empirically, the idea itself is not unreasonable. (5)_____, occasionally by virtue of our geographic vicinity. At the same time, certain specimens, when classified by visual genre, become the easy targets of discrimination. In so doing, comparisons can — and do — glide effortlessly from hypothesis to hyperbole, particularly when images are in play. [...]

The real seduction, in Darwin’s era and in our own, lies in the notion that pictures — and especially pictures of our faces — are remarkably powerful tools of persuasion and do, in so many instances, speak louder than words.

The idea that photography allowed for the demonstration and distribution of objective visual evidence was a striking development for clinicians. Unlike the interpretive transference of a drawing,

or the abstract data of a diagram, the camera was clear and direct, a vehicle for proof. (6)_____ — pictures compared to one another, minutiae contrasted, hypotheses often mistakenly corroborated — which, while arguably rooted in scientific inquiry, led to a stunning degree of generalization in the name of fact.[...]

Darwin's cousin, the noted statistician Francis Galton, saw such generalizations as precisely the point. Long before computer software would make such computational practice commonplace, he introduced not a lateral but a synthetic system for facial comparison: (7)_____.

Galton's objective was to identify deviation and, in so doing, to reverse-engineer an ideal "type," which he did by repeat printing — upon a single photographic plate and within the same vicinity to one another — thereby creating a force-amalgamated portrait of multiple faces. At once besotted with mechanical certainty and mesmerized by the scope of visual wonder before him, Galton thrilled to the notion of mathematical precision — the lockup on the photographic plate, the reckoning of the binomial curve — but appeared uninterested in actual details unless they could help reaffirm his suppositions about averages, about types, even about the photomechanical process itself.

That Galton drew upon the language of statistical fact — and benefited from the presumed sovereignty of his own exalted social position — to become an evangelist for the camera is questionable in itself, (8)_____ shifts the legacy of his scholarship into far more pernicious territory.

At once driven by claims of biological determinism and supported by the authoritarian heft of British empiricism, Francis Galton pioneered an insidious form of human scrutiny that would come to be known as eugenics. The word itself comes from the Greek word *eugenes* (noble, well-born, and "good in stock"), though Galton's own definition is a bit more sinister: For him, it was a science addressing "all influences that improve the inborn qualities of a race, also with those that develop them to the utmost advantage." The idea of social betterment through better breeding (indeed, the notion of better anything through breeding) led to a horrifying era of social supremacism in which "deviation" would come to be classified across a broad spectrum of race, religion, health, wealth, and every imaginable kind of human infirmity. Grossly and idiosyncratically defined — even a "propensity" for carpentry or dress-making was considered a genetically inherited trait — Galton's remarkably flawed (and deeply racist) ideology soon found favor with a public eager to assert, (9)_____.

The social climate into which eugenic doctrine inserted itself appealed to precisely this fantasy, beginning with "Better Baby" and "Fitter Family" contests, an unfortunate staple of recreational entertainment that emerged across the regional United States during the early years of the 20th century. Widely promoted as a wholesome public health initiative, the idea of parading good-looking children for prizes (a practice that essentially likened kids to livestock) was one of a number of practices predicated on the notion that better breeding outcomes were in everyone's best interest. The resulting photos conferred bragging rights on the winning (read "white") contestants, but the

broader message — framing beauty, but especially facial beauty, as a scientifically sanctioned community aspiration — implicitly suggests that the inverse was also true: that to be found “unfit” was to be doomed to social exile **(10)**_____.

In 29 states — beginning in 1907 and until the laws were repealed in the 1940s — those deemed socially inferior (an inexcusable euphemism for what was then defined as physically “inadequate”) were, in fact, subject to compulsory sterilization. [...]

<https://time.com/5875149/charles-darwin-eugenics/>

A	ALONG WITH DRAWINGS OF SULKY CHIMPANZEES AND PHOTOGRAPHS OF WEEPING INFANTS
B	AND THUS RESTRICTED, AMONG OTHER THINGS, BY FIERCE REPRODUCTIVE PROTOCOLS
C	BUT THE FACT THAT HE VIEWED HIS COMPOSITE PHOTOGRAPHS AS PLAUSIBLE EVIDENCE FOR AN UNFORGIVING SOCIOCULTURAL RATIONALE
D	DARWIN CLAIMED TO BE THE FIRST TO USE PHOTOGRAPHS TO ACTUALLY DOCUMENT THE EXPRESSIVE SPECTRUM OF THE FACE
E	DARWIN HOPED TO INTRODUCE A SYSTEM BY WHICH FACIAL EXPRESSIONS MIGHT BE PROPERLY EVALUATED
F	DIFFERENCE HAD TO BE MEASURED IN ORDER TO TO ERADICATE IT, EXTERMINATE IT, EXCISE IT FROM EVOLUTIONARY FACT
G	ESPECIALLY WHEN IT CAME TO OBJECTIFYING PEOPLE’S LOOKS
H	IF NOTHING ELSE, ITS OWN VILE CLAIMS TO VANITY
I	IT BECOMES PLAUSIBLE WHEN THE SCIENCE OF SCRUTINY IS ECLIPSED BY THE LURE OF A MORE GLOBAL EXTRAPOLATION
J	IT LED HIM TO THE CONCLUSION THAT THERE WERE SEVEN PRINCIPAL FACIAL EXPRESSIONS DEEMED UNIVERSAL ACROSS ALL CULTURES
K	THE PROCESS ITSELF ALLOWED FOR A KIND OF MASSIVE STOCKPILING
L	WE ARE, AFTER ALL, GENETICALLY PREDISPOSED TO SHARE TRAITS WITH THOSE IN OUR FAMILIAL LINE

M	WHAT HE TERMED "COMPOSITE PORTRAITURE" WAS, IN FACT, A NEOLOGISM FOR PICTORIAL AVERAGING
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Write your answers here:

GAPS	Answers
1	
2	
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TASK 2. Use the information in the text about eugenics 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 MINUTOS**

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. I don't think I'll ever be able to buy my own house
despair
I _____
my own house.

2. It is rather unreasonable to punish Daniel for losing his key as he is only a child.
Hardly
You _____
as he is only a child.

3. You have to be more co-operative! Your colleagues won't respect you.
esteem
You will not be held

become more co-operative.

4. The overfishing of cod is a matter which is worrying environmentalists.
voiced
Environmentalists _____ the
overfishing of cod.

5. I shouldn't have trusted a stranger with my savings
better
I _____
trust a stranger with my savings.

6. The subject of productivity bonuses has been mentioned at every management and workers meeting.

cropped

The subject of productivity bonuses
management and workers.

7. They took the decision to stop playing after it got dark

fell

Not

decide to stop playing.

8. You can only fish in the park if you have a permit.

restricted

Fishing

you have a permit.

9. If the doctor had not called the ambulance so swiftly the man would have died.

in

But

the ambulance the man would have died.

10. Though he was exhausted, he managed to reach the finishing line.

though

Exhausted

the finishing line.

11. My supervisor had just said I couldn't have the day off when her boss said I could.

denied

No

have a day off than her boss said I could have one.

12. Severely punishing people like that hardly ever has any effect.

book

Hardly

people like that have any effect.

13. The council have been thinking for some time of redeveloping the city centre.

under

The redevelopment of the city centre

for some time.

14. They have been having discussions on the issue for over two weeks.

in

Discussions on the issue

15. This weekend the local Art Society will be displaying their latest works at the library.

on

The local Art Society's latest works

this weekend.

2. Write ONE word in each gap.

1. I have got a short concentration

_____.

2. Lina _____ her fists tightly in anger but managed to control herself.

3. This memorandum will have to be duplicated. Could you possibly run _____ a hundred copies for me, Ms Jones?

4. Johnny doesn't read comics any more, he has _____ them.

5. Mr Jones is such a long-_____ speaker, I always lose the thread of what he is saying.

6. More _____, less speed.

7. You cannot tell her anything, it's like water off a _____'s back.

8. Many companies put a new employee next to an older one, who really knows the _____

9. I was secretary for the National Party, but I only paid _____ service to their policies.

10. It's no use taking John to parties, he's a real wet _____ and always wants to go home at ten o'clock.

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. I flunked out in my first year, I don't know why, I thought I was doing alright.

2. Some years ago I used to travel on the London underground to get to work.

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

1. /wʊdʒɔ: 'brʌðə kʌm/

2. /ju: wəndaɪ /

3. /ʃi:z ə gʊg 'gɜ:l/
