

TAREA 1
GO SET A WATCHMAN

ANSWER BOX

SENTENCE	0	1	2	3	4	5	6	7	8
ANSWER	B	C	B	C	C	A	A	B	A

TEXTO (*Go set a watchman*)

American writer Harper Lee's first and until now only book, "To Kill a Mockingbird", is one of America's best loved novels. **(SENTENCE 0) The 1960 publication** explores racism and injustice in the American south. It was an instant best-seller. Two years later, it was awarded a Pulitzer prize. Readers around the world have bought 40 million copies of the book since its release. "To Kill a Mockingbird" also inspired an Oscar-winning movie of the same name.

(SENTENCE 1) On Tuesday Harper Lee's second book, "Go Set a Watchman", was released for sale, 55 years after the first. Lee had announced in February that she would publish a sequel to "To Kill a Mockingbird". The new novel became the most pre-ordered book on Amazon.com since the final book in J K Rowlin's Harry Potter series.

Lee wrote "Watchman" in 1967 before she wrote "Mockingbird". **(SENTENCE 2) Her editor at the time encouraged her to re-write "Watchman" from the point of view of a child.** She agreed. That effort became "To Kill a Mockingbird".

(SENTENCE 3) But so far, Miss Lee's second novel has received mixed reviews. It has also led to debate. Some observers are questioning how "Go Set a Watchman" will affect Miss Lee's legacy, as well as the legacy of "To Kill a Mockingbird". The Wall Street Journal published a preview of the book's first chapter last Friday. The newspaper described the novel as "a distressing book". The Los Angeles Times called it "an apprentice effort" and a US public radio critic said it was a kind of a mess that will forever change the way we read a masterpiece.

"To Kill a Mockingbird" takes place in the 1930s in a small town in the southern state of Alabama. **(SENTENCE 4) 6-year-old Scout Finch narrates the story.**

Her father, lawyer Atticus Finch, **(SENTENCE 5) defends a black man, falsely accused of raping a white woman.** Lee wrote the character of Atticus as a strong believer in justice. **He bravely faces and fights deep prejudice** and hate among the people in this town.

The story of "Go Set a watchman" is set about 20 years after the ending of the first book and adult Scout returns from New York to visit her father in Alabama. Some readers are protesting **the character of Atticus**, as he is written in "Go Set a Watchman." **(SENTENCE 6) They say he is a racist** and they say that that is unacceptable.

In a letter to The New York Times one man wrote: "As a native of Alabama, **(SENTENCE 7) I have held up Atticus in my own mind as a redemptive figure, a symbol of hope, a hero who was brave enough to fight** for what is right despite the poisonous and dangerous pools of racism, long associated with whites in the deep south."

Others consider this latest version of Atticus good for today's America. So far any negative press has not slowed sales of Harper Lee's work. **(SENTENCE 8) The number one and two spots on Amazon's best –seller list** are filled by "Go Set a Watchman" and "To Kill a Mockingbird". I'm Jim Terry.

(Adapted from voanews.com (<http://goo.gl/8ShrcZ>) - March 2016 – 3.44 minutes)

TAREA 2
THE MATH MYTH

ANSWER BOX

GAP	ANSWER
0	political science
1	finish
2	15
3	(absolutely) absurd
4	fewer
5	vocational
6	rates
7	improve
8	colleagues

TEXTO (*The Math Myth*)

We've been told over and over again by politicians and economists that American students are doing terribly in maths and need to do better. Why? Because, they say, people need advanced math skills to be successful in the highly technical jobs of the 21st century. But Andrew Hacker argues that it's just not true. He is **(GAP 0) a political science professor** who has also taught college level math classes and he says the idea that everyone needs geometry, algebra, trigonometry and even some calculus is actually **(GAP 1) hurting the economy by preventing people from finishing college**. He talked to our senior education correspondent Emily Hindford about his new book "The Math Myth".

Professor: Ok. Let's begin with a number. There are approximately 4 million **(GAP 2) fifteen-year-olds**. 4 million. And, as matters are now turning out we are expecting all four million of them to master a full mathematics menu starting with geometry, algebra, trigonometry and the goal is calculus for everybody and **(GAP 3) I think that's absolutely absurd**.

Interviewer: So one of the things you're saying is in your book is that this is actually a pretty dramatic change. You look back... to earlier in the 20th century about how many students were actually taking... what percentage of **(GAP 4) students were actually taking algebra and geometry and it was significantly fewer**.

Professor: It absolutely was and in those days... whether they're good old or bad old days, a lot of students were steered into **(GAP 5) vocational programs**. New York City had a high school devoted to baking no less. It also had one in Brooklyn for Manual Arts. In those cases, students were steered into blue-collar occupations for the rest of their lives. Well, a lot of people felt that's really not fair so what we did was really flip the coin and now, essentially, want to prepare everybody for a high grade college.

Interviewer: well, let's talk about is happening... so we've upped what we want students to know in math in particular and in other areas too but what's happened in American high schools with this increasing math requirements, what does it look like out there?

Professor: To begin with, there is a huge dropout rate. Most of us don't know this but **(GAP 6) America has one of the worst high school completion rates** in the developed world. One out of five Americans walk down the streets, every fifth person, does not have a high school diploma.

Interviewer: and we'll add though than this is better than it was, **(GAP 7) we are improving with our high-school graduation rates?**

Professor: Well, we'd better improve if we want to get up there with Austria and Estonia but we are not going to improve if we insist on a rigorous, advanced mathematics education for everyone.

Interviewer: What else do we need to do?

Professor: What I would say at this point to **(GAP 8) my colleagues who are mathematicians**, whether in high school or college, look, I don't want to abolish your courses, of course not, that's asinine, mathematics is a great human accomplishment. What I would like you to do is to make your classes interesting.