

Skill: Dictionary use

Unit 5

Task

- A) Form groups of 4 or 5.
- B) Elect a representative.
- C) Choose a business from the list below (or any other) where you think an employee of your age could be needed.
- D) Write the whole letter and sign it.

BUSINESSES

Carl's Jr. - Wall Mart- Sanborn's-Sirloin Stockade- Sam's club, etc.

NEWSPAPERS WITH AD SECTIONS

El Norte- El Porvenir- Tribuna- EL DIARIO- ABC- EL SOL, etc.

AVAILABILITY

Part-time Full time

EXPERIENCE AS A...

Cook, waiter, cashier, janitor, porter, salesman, dish washer, loader, etc.

BETWEEN FRIENDS

By Sandra Bell Lund

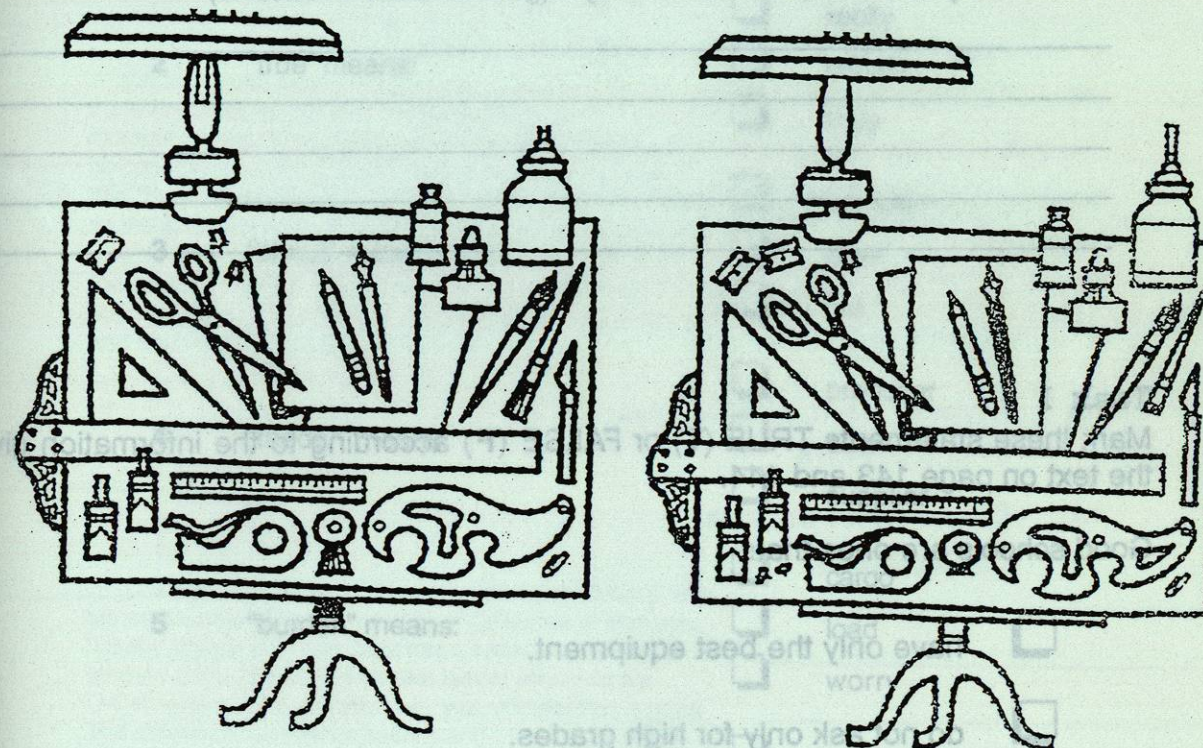


6 Achievements

Time to read! (1)

The Best High School?

1 Can you find 10 differences?



2 Choose 4 items. Say how you could use them to learn English.

3 a) List 10 characteristics of a good student.

b) Do you match these characteristics? if not, what do you need to do to improve your study habits?

A) Form groups of 4 or 5.

B) Elect a representative.

4 How many high schools are there in your town/city? Which do you think is the best? Why? (give at least 5 reasons)

Task 1

Mark these statements TRUE (T) or FALSE (F) according to the information given in the text on page 143 and 144.

Good schools are ones that:

- have only the best equipment.
- do not ask only for high grades.
- do not allow parents to play an important role.
- offer a range of services and supports, such as functional buildings, up-to-date equipment, qualified teachers, extracurricular activities, etc.
- enrol students from varied backgrounds.

Task 2

According to the text on page 143 and 144, tick the right completion.

1 "worth" means:

- value
- price
- cost

2 "true" means:

- really
- certain
- truly

3 "shout" means:

- complain
- claim
- call

4 "feeder" means:

- producer
- eater
- supplier

5 "burden" means:

- cargo
- load
- worry

6 "agree" means:

- accord
- resolve
- remind

7 "owns" means:

- possesses
- properties
- pertains

8 "lucky" means:

- fortunate
- happy
- desirable

The article says all the following factors are important in making a good high school. How does your "prepa" match up? Individually, rate it on a scale of 1-5 (1 is excellent) for each factor.

	1	2	3	4	5
a) Quality of students					
b) Quality of teachers					
c) Good building and equipment					
d) Involvement of students and teachers					
e) Diversity of cultural background					

Work in groups of 4 or 5. Talk over your ratings. Give reasons for your decisions.

Now—and still working in groups—make a list of 5 suggestions to improve the quality of **your** "prepa". Be specific... and realistic!

Skill: Distinguishing Main Ideas

Task 1

Read the following paragraphs and write the main idea of each one.

WHAT MAKES A GREAT SCHOOL?

Main Idea:

A school's worth begins with its students. But there are other factors—from physical plant to extracurriculars, from principals to principles—to be considered when judging excellence. While it's true that "best schools" lists vary, it is interesting that there's so much accord among experts as to what sets the frequently mentioned schools—Stuyvesant, Boston Latin, Central High in Philadelphia, New Trier Township High outside Chicago, The North Carolina School of Science and Mathematics—apart.

Main Idea:

"Diversity!" shouts Bob Laird, director of undergraduate admissions for the University of California at Berkeley. "Lowell High in San Francisco has a remarkably diverse student body, and it's the largest feeder school to the U-Cal system. And, emphatically yes, competition is good. The difference between a healthy and unhealthy burden must be watched, but all good schools are rigorous and push kids to their maximum potential."

Main Idea:

Dr. Ted Sizer, chairman of the Coalition of Essential Schools in Providence, emphasizes the importance of getting teachers involved in hiring and other decisions, as well as that old saw about how learning begins at home. "Parental involvement in the school is important," he says. "Let me pick the parents for kids in my school, and I'll have a good school."

Main Idea:

Most experts agree that while technology does play an increasing role in secondary education, what any given institution owns, physically, is less important than what a school offers intellectually—even if the institution is blessed with a multimillion-dollar campus. As Sizer puts it, "Buildings, computers and such—they're all just dumb boxes. It's what humans do with them that matters." Bill Fitzsimmons, dean of admission at Harvard, says, "The quality of the facilities is only the third key, and it's much less important than the first two—quality of faculty, quality of the student body. Those at Stuy are lucky in both regards. What students can bring to each other—teaching each other that the world is a place of many cultures and interests—is, in many ways, as important as what's in the books. And at a multicultural place like Stuyvesant, there's an educational synergy that will be, by its very nature, much more than the sum of its parts. When a student from an immigrant family, for example, or a superb violinist, comes into contact with someone who has entirely different interests, that's education."

—Harriet Barovick

Check your answers with other groups.

Work in groups of 4 or 5. Talk over your answers. Give reasons for your decisions.

Now—and still working in your groups—decide on the quality of your answers.

1 _____

2 _____

3 _____

4 _____

5 _____

Clearing it up

Task 1a

Read this paragraph. Underline the verbs and verb groups.

The students from Stuyvesant entered a local competition to decide the best high school in the district. They answered questions on math, physics and chemistry; they wrote a report on an investigation; they made a working model of their own invention (a water clock); and they competed in sport events. And they won the first prize, a gold medal!. The school is the best in the district, because the students had worked hard all the previous year.

Task 1b

Complete this list of verbs of past events from the text.

entered

made

won

had worked

Think carefully and underline the best answer to the question:

What did the students do first? **entered/answered/wrote/made/competed/won/ worked.**

So...

→ (worked)

entered a competition

answered questions

wrote a report

made a working model

competed in sport events

won the first prize

had worked hard

This verb group is the **PAST PERFECT**. It is formed with **HAD + PAST PARTICIPLE** tells us an action happened before other actions in a normal chronological sequence.

Look at another example.

Peter *left* home and *drove* to the supermarket. He *left* his car in the parking lot and *went* into the store. It *took* him about half an hour to find all the groceries he *wanted*, and then he *paid* the bill at the checkout. He *loaded* the bags of groceries into the trolley and *pushed* it to the parking lot where he **had left** his car. What a surprise! The car was not there...someone **had stolen** it.

Task 2

Look back in your book to units you have completed. Skim the texts to find as many examples of the Past Perfect as you can.

Words at work

Work with a partner and try to find as many words about high school days as you can in 10 minutes.

G	N	O	I	T	A	C	U	D	E	R	S	J
Y	N	P	F	I	L	P	J	R	N	B	R	N
S	R	N	M	R	W	J	F	I	M	O	O	R
S	D	N	E	I	R	F	S	V	F	S	T	A
A	S	I	S	P	R	M	F	E	G	S	B	E
L	J	P	K	S	R	W	T	T	D	L	T	L
C	T	B	T	E	B	O	L	S	Y	A	T	R
P	R	H	T	R	P	B	M	P	D	B	R	E
K	O	S	T	R	O	P	S	F	U	L	S	G
T	P	V	B	O	F	G	B	P	T	F	B	A
L	E	J	K	K	R	A	P	W	S	U	S	T
J	R	S	J	L	N	M	Y	F	L	J	N	S
B	N	S	T	D	R	E	H	C	A	E	T	C