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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| C:\Users\Eigenaar\Documents\PROVIL\Afbeeldingen - logo's\LOGO PROVIL ION 2.jpg | | | **Course: English**  **TEST: UNIT 4: reading comprehension** | | | | | | | | |
| **Teacher:** | | J. Boonen | | **Class** | | 3 WET/ECO | | **Date:** | | | 29/05/2017 |
| **Pupil:** | | Gijs hoeben | | **Score:** | |  | | |  |  | |
|  | | | | | | | | | | | |
| **Selfevaluation** | | | | | | | | | | | |
| Before the test:  **While I studied, I…** | | | | | After the test has been corrected  **My results aren’t that well because…** | | | | | | |
| ☐ | Read the exercises; | | | | ☐ | | I did not read the questions well; | | | | |
| ☐ | did it orally; | | | | ☐ | | I did not understand the question; | | | | |
| ☐ | Wrote things down; | | | | ☐ | | I did not understand the curriculum that well; | | | | |
| ☐ | Prepared exercises while writing them down; | | | | ☐ | | I was sloppy; | | | | |
| ☐ | Made a test; | | | | ☐ | | I did not study well; | | | | |
| ☐ | Did not study that well; | | | | ☐ | | … | | | | |
| ☐ | Studied thoroughly; | | | |  | |  | | | | |
| ☐ | Prepared exercises we did not do in class; | | | |  | |  | | | | |
| ☐ |
| ☐ | … | | | |  | |  | | | | |
| I have studied for \_\_\_\_\_\_\_\_ min.  That is too much – a lot – enough – not that much – too little. | | | | | | | | | | | |
| I think I will score: \_\_\_\_\_\_ / \_\_\_\_\_\_ . | | | | | | | | | | | |
| **Tips:** | | | | | | | | | | | |
| ☐ |  | | | | | | | | | | |
| ☐ |  | | | | | | | | | | |
| ☐ |  | | | | | | | | | | |
| **Remedial exercises:** To understand the curriculum a bit better, you could:  Duedate: | | | | | | | | | | | |
| **Goals:** | | | | | | | | | | | |
| ☐ |  | | | | | | | | | | |
| ☐ |  | | | | | | | | | | |
| ☐ |  | | | | | | | | | | |

The case against high-school sports

Read the excerpt from the article ‘The Case Against High-School Sports’ and then answer the questions.

# Describe what sports are like at Shawnee High School. /2

Soccer on a dirt field if they want to tennis you need to take your own racket

# Compare how sports are valued at Jenny’s former school in South Korea and her current high school in the United States. /2

In the united stats sport is more important there are much fields, in south Korea its more about math and if jou want to do a sport at break you need to take the material from home

# American high schools’ focus on sports seems to come at a cost. What kind of cost exactly? /2

# What are some of the advantages of having sports at school? /2

Fun, lesson in sportsmanship

# What does the author mean when she says: ‘I’ve started to wonder about the trade-offs we make’? /2

Because they have much more sports then other schools

**The Case Against High-School Sports**

*The United States routinely spends more tax dollars per high-school athlete than per high-school math student — unlike most countries worldwide. And we wonder why we lag in international education rankings?*

By Amanda Ripley

Every year, thousands of teenagers move to the United States from all over the world, for all kinds of reasons. They observe everything in their new country with fresh eyes, including basic features of American life that most of us never stop to consider.

One element of our education system consistently surprises them: ‘Sports are a big deal here,’ says Jenny, who moved to America from South Korea with her family in 2011. Shawnee High, her public school in southern New Jersey, fields teams in 18 sports over the course of the school year, including golf and bowling. Its campus has lush grass fields, six tennis courts, and an athletic Hall of Fame. ‘They have days when teams dress up in Hawaiian clothes or pyjamas just because—“We’re the soccer team!”,’ Jenny says.

By contrast, in South Korea, whose 15-year-olds rank fourth in the world (behind Shanghai, Singapore, and Hong Kong) on a test of critical thinking in math, Jenny’s classmates played pickup soccer on a dirt field at lunchtime. They brought badminton rackets from home and pretended there was a net. If they made it into the newspaper, it was usually for their academic accomplishments.

Sports are embedded in American schools in a way they are not almost anywhere else. Yet this difference hardly ever comes up in domestic debates about America’s international mediocrity in education. (The U.S. ranks 31st on the same international math test.) The challenges we do talk about are real ones, from undertrained teachers to poverty. But what to make of this other glaring reality, and the signal it sends to children, parents, and teachers about the very purpose of school?

When I surveyed about 200 former exchange students last year, in cooperation with an international exchange organization called AFS, 9 out of 10 foreign students who had lived in the U.S. said that kids here cared more about sports than their peers back home did. A majority of Americans who’d studied abroad agreed.

Even in eighth grade, American kids spend more than twice the time Korean kids spend playing sports, according to a 2010 study published in the *Journal of Advanced Academics*. In countries with more-holistic, less hard-driving education systems than Korea’s, like Finland and Germany, many kids play club sports in their local towns—outside of school. Most schools do not staff, manage, transport, insure, or glorify sports teams, because, well, why would they?

When I was growing up in New Jersey, not far from where Jenny now lives, I played soccer from age 7 to 17. I was relieved to find a place where girls were not expected to sit quietly or look pretty, and I still love the game. Like most other Americans, I can rattle off the many benefits of high-school sports: exercise, lessons in sportsmanship and perseverance, school spirit, and just plain fun. All of those things matter, and Jenny finds it refreshing to attend a school that is about so much more than academics. But as I’ve travelled around the world visiting places that do things differently—and get better results—I’ve started to wonder about the trade-offs we make

**Glossary**

domestic: at home  
embedded in: set in, implanted in  
glaring: obvious, clear  
holistic: ‘complete’  
perseverance: determination, the feeling you can go on and on without stopping.

# What do you think about the matter? Should sports be important at high schools? Or should high schools just focus on academics? Explain your opinion in a paragraph of about 50 words.

I will choose for more sport because the students get fitter and get more condition, in sports you can be wild and get rid of your energy. You can practice much sports and choose witch one you like the most so maybe you can practice it in your hometown.

|  |  |  |  |
| --- | --- | --- | --- |
| **Opinion paragraph checklist** | **Yes, I did.** | **I think so.** | **No, I didn’t.** |
| 1. **Content and structure**  * I wrote about 50 words. * I gave at least 2 arguments for my opinion. | □  □ | □  □ | □  □ |
| 1. **Language use**  * I used some expressions to give my opinion. * I used the appropriate (present) tense to give my opinion. * I checked my text for language and spelling mistakes. | □  □  □ | □  □  □ | □  □  □ |
| **Feedback** | | | |