

Tekst 1

Ruled by the politics of the playground

Anybody who was ever called unkind names at school must be gasping with astonishment this weekend at the news that the Crown Prosecution Service (CPS) has thought fit to bring criminal charges against a 10-year-old who is said to have called an 11-year-old schoolmate a “Paki” and “Bin Laden” in the
5 playground. According to the boy, the older child had called him “white trash”. But they remain good friends, say his parents.

Every word uttered by Jonathan Finestein, the District Court Judge who is hearing the case at Salford Youth Court, rang with common sense. The decision to prosecute, he said, was ‘crazy’. It was ‘political correctness gone mad’. “I was
10 repeatedly called fat at school,” said the judge. “Does this amount to a criminal offence? ... Nobody is more against racist abuse than me, but these are boys in a playground, this is nonsense ... There must be other ways of dealing with this apart from criminal prosecution. In the old days, the headmaster would have got them both and given them a good clouting.”

15 The judge had other home truths to tell, which ought to give the Greater Manchester Police and the CPS pause for thought. “This is how stupid the whole system is getting,” he said. “There are major crimes out there and the police don’t bother to prosecute. If you get your car stolen, it doesn’t matter, but you get two kids falling out ... this is nonsense.”

20 But even more breathtaking than the decision by the CPS to prosecute is the fact that so many people have sought to defend it. We understand why the police in Greater Manchester have refused to acknowledge how stupidly they have behaved. It is much less trouble for them, after all, to pursue schoolchildren for calling each other names in the playground than to catch proper criminals. But it
25 is harder to understand why the teachers’ unions are supporting the CPS and attacking the judge. They really ought to think harder about where the true interests of children lie.

Judge Finestein and the two schoolfriends whose playground quarrel provoked all this nonsense have a great deal to teach the police, the CPS and the unions
30 about growing up.

<http://www.telegraph.co.uk>

Tekst 2

Brain Teasers

- 1 A while ago, the science writer Steven Johnson was looking at an old IQ test known as the "Raven Progressive Matrices". Developed in the 1930s, it shows you a set of geometric shapes and challenges you to figure out the next one in the series. It's supposed to determine your ability to do abstract reasoning, but as Johnson looked at the little cubic Raven figures, he was struck by something: They looked like the video game *Tetris*.
- 2 A light bulb went off. If *Tetris* looked precisely like an IQ test, then maybe playing *Tetris* would help you do better at intelligence tests. Johnson spun this concept into his brilliant book of last year, *Everything Bad Is Good For You*, in which he argued that video games actually make gamers smarter. With their intricate key commands, obscure rule-sets and dynamic simulations of everything from water physics to social networks, Johnson argued, video games require so much cognitive activity that they turn us into Baby Einsteins - not dull robots.
- 3 I loved the book, but it made me wonder: If games can inadvertently train your brain, why doesn't someone make a game that does so intentionally? I should have patented the idea right then; Nintendo has since released *Brain Age*, a game that offers you nine different tests, some of which seem incredibly basic - like answering flash-card math questions - and others which are fiendishly tricky. After you've played a few rounds, the game calculates your "brain age": How mentally nimble you are, compared to the statistical averages of other people. Age 20 is the best you can do - the top of your mental powers, apparently - and by playing *Brain Age* every day, you can become mentally younger and younger.
- 4 Now, the science here is a little dubious. The idea of a separate or distinct brain age is about as suspect as the increasingly disputed concept of IQ itself. Not all neuro-scientists agree that this type of activity means you're thinking more intelligently. I'm quibbling, though. The truth is, scientists have long known that you can get smarter and stay smarter by engaging in daily, brain-teasing activity - and *Brain Age* certainly qualifies.
- 5 6, for something that doesn't even seem like a normal "game", it's weirdly addictive. The math questions made me so exhausted that I emotionally regressed to about age ten. *Brain Age* also includes a Stroop test, which flashes the names of colors on screen in mismatched ink — for example, the word "blue" printed in red — and challenges you to name the color of the ink. As any psychologist will tell you, you can keep a lid on things for the first dozen words, but then your brain turns to jelly. It was more taxing than the first time I faced 'The Flood' in *Halo*.
- 6 Plus, when a game actually judges your intellect? Man, that hits home. After my first round, *Brain Age* claimed I possessed the mind of a 68-year-old, and I nearly 8. So, I frantically plinked away at math tests for two hours until I got my score down to 33.

- 7 It would be pretty hilarious if games took seriously their role as cognitive food, and, like boxes of cereal, began proclaiming their nutritional value. But of course, the very fact that we still ruminate on whether games make you smarter or dumber is a symptom of how games are still coming of age in our media sphere. Nobody sits around debating whether the act of reading stimulates your mind, after all. But if you'll excuse me now, I've got to get back to some mental exercise. By this time tomorrow, I should be 24 years old.

<http://www.wired.com>

Tekst 3

LAST NIGHT ON TELEVISION

James Walton

- 1 Now, like any warm-hearted champion of the underdog, I usually try to be kind to Five. Sometimes, though, the channel really doesn't make it easy. Take last night's **The Dog Suicide Bridge: Stranger than Fiction**, which may well have been the worst documentary of recent times.
- 2 The programme began with the narrator lugubriously introducing us to Overtoun Bridge near Dumbarton – from which around 50 dogs have leapt to their deaths since the Fifties. Not only that, but in Celtic mythology Overtoun is known as “a Thin Place... where heaven and earth are close together”. So, could it be that the dogs had sensed the spooky atmosphere there and decided to end it all?

3 The answer proved to be no. A Scottish psychic was consulted on the matter and reported that the bridge is free of evil spirits. A canine psychologist confirmed that dogs don't commit suicide anyway. Faced with this disappointing news, the programme instantly dropped its psychic approach. Unfortunately, it then became an inadvertent parody of one of those deadeningly slow science documentaries in which every preposterous theory is explored at inordinate length – and eventually found to be preposterous.

4 In the end, last night's main “expert” decided that the dogs had leapt in search of mink¹⁾, who live in the undergrowth below and who smell a lot. Long before that, however, the programme's tortuous progress had made the idea of jumping off a bridge seem quite attractive in itself.

The Daily Telegraph

noot 1 mink = nertsen / kleine wilde dieren

Tekst 4

No Teacher Left Behind

Why do American children often lag behind their counterparts in Europe and elsewhere on learning tests? Perhaps part of the answer can be gleaned from shocking statistics about U.S. teacher training in a report this week from the Education Schools Project. According to the report, “Educating School Teachers”, three-quarters of America’s 1,206 university-level schools of education don’t have the capacity to produce excellent teachers. 14, half of teachers are educated in programs with the lowest admission standards (often 100% acceptance rates) and “the least accomplished professors.” When the school principals were asked to rate the skills of new teachers, only 40% on average thought education schools were doing even a moderately good job.

Schools of education in the U.S. have been 15 before. Yet the latest report card is significant for two reasons. First, it is based on broad and methodical research, including surveys of principals, deans, staff and graduates of education schools, plus case studies of 28 institutions. So the results of these inquiries, i.e. the basic findings about glaring flaws and gaps in the teacher-training system, can’t easily be 16.

The report from the Education Schools Project comes at a unique time in American education. Project director Authur Levine, a former president of Columbia’s Teacher’s College, notes that America faces a national shortage of some 200,000 teachers – at the same time when, “to compete in a global marketplace, the United States requires the most 17 population in history.”

Yet the report’s most stunning admission is that nobody knows what

makes a good teacher today. Mr Levine compares the training universe to the Wild West, with an “unruly” mix of 18 because there is no consensus on issues as basic as what and how long future teachers should study; whether they should concentrate on methodology or mastering subject matter; or whether their focus should be on academics or classroom experience. Compare that chaos to professions such as law or medicine, where, Mr Levine reminds us, nobody is unleashed on the public without meeting universally acknowledged standards of knowledge and skills.

Mr Levine also outlines many 19. Some seem obvious: more in-classroom training, for instance. Some are not very realistic: The report notes that one way to attract the best and the brightest to teaching would be to pay them the same salaries as other professionals – although it helpfully mentions less expensive incentives. The report also suggests closing some of the many failing teacher programs that operate as “cash cows” for universities, admitting almost anybody for the sake of tuition dollars.

20, there’s one idea that seems more important and urgent than the others. That is the proposal that all U.S. states begin collecting information about how much their school children have learned so that it can be correlated with information about how their teachers were trained. Until this root question is explored – what kind of training produces teachers who get the 21 their students – Americans will be holding classes in the dark.

The Wall Street Journal

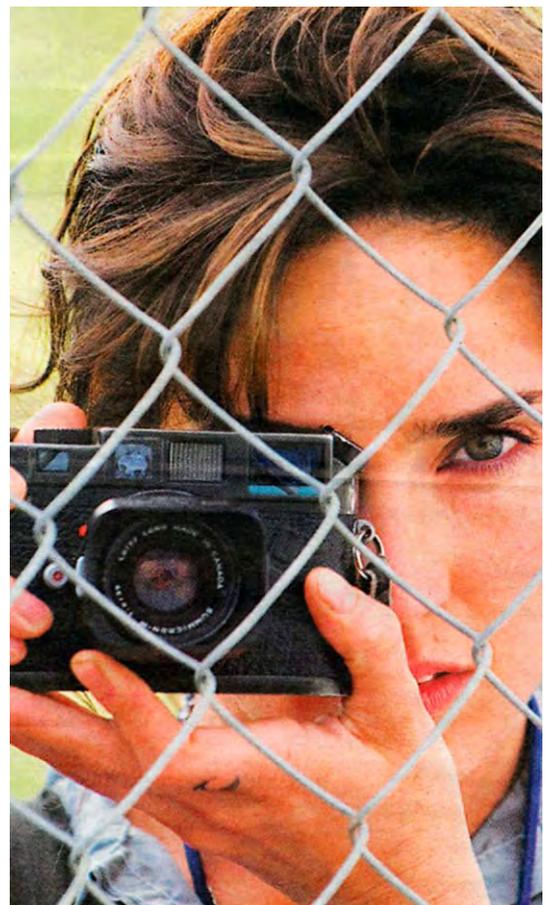
Tekst 5

And for my acting Oscar ...

Ben Hoyle, Arts Reporter

- 1 From a welling tear to a wounded stare, the ability to project convincing emotions in close-up is the test of a cinema actor. But now it appears that there is more to some star turns than meets the audience's eye. Directors have started to manipulate actors' performances in postproduction. Modern visual effects technology allows them to go beyond traditional cosmetic changes, such as removing wrinkles and unsightly hairs, and adjust actors' facial expressions and subtly alter the mood of a scene.
- 2 At the Visual Effects Society's recent conference, Jeff Okun, the organisation's chairman, showed before and after versions of one of the climactic shots in the Oscar-nominated film *Blood Diamond*. In the "before" shot Jennifer Connolly, the leading lady, was shown talking on her mobile phone. The digitally manipulated "after" shot showed her talking on her mobile phone with a tear rolling down her cheek. Such alterations are becoming increasingly common, but practitioners are discouraged from discussing this work. "Acting is all about honesty, but something like this makes what you see on screen a dishonest moment," said a leading technician privately. "Everyone feels a bit dirty about it."
- 3 Visual effects experts admit to changing actors' expressions: opening or closing eyes; making a limp more convincing; removing breathing signs; or splicing together different takes of an unsuccessful love scene to produce

one in which both parties look like they are enjoying themselves. Mr Okun told *The Times*: "What used to cost £40,000 is now only going to cost you £6,000. No re-shoot necessary. We are put in a difficult moral position when directors ask us to change an actor's performance. The performance is sacrosanct and to alter it is creepy. But we don't get hired by actors. We get hired by directors."



- 4 24 are understandably concerned. According to *Variety*, the leading industry publication, a proposal to give performers approval of digital alterations was first put forward in negotiations with the

Alliance of Motion Picture and Television Producers in 1998. Tom Le Grua, of the Screen Actors Guild, told the magazine: "The proposal said no part of a performance may be altered digitally or otherwise without the actor's consent." It was rejected and has languished since in committee discussions. Some actors such as Tom Cruise have begun to write clauses into their contracts granting them full control of their own digital assets, Mr Okun said. "They are saying: If you make me look better, then it's fine. But if you are dealing with the subtleties of

a dramatic performance it's not fine."

- 5 However, Matt Johnson, a visual effects supervisor at Cinesite in Soho, London, said: "Actors have always known that directors would manipulate their performances by clever editing in postproduction. Now they are realising that visual effects can give directors even more choice. But I think it would be quite challenging to take a performance that wasn't working at all and completely revolutionise it digitally. Audiences would be able to spot that."

The Times

Tekst 6

Darwin's Revenge

Why are we getting fat?



By Fred Guterl with Anne Underwood

- 1 Of nature's many weather conditions, winter at the Arctic Circle would have to be one of the harshest. It's hard to imagine that humans would have survived generations of frigid climate without some adaptation giving them a way to cope. Scientists have in fact put forward a theory about a "thrifty genotype" that some humans acquired 30,000 or so years ago during their migration from Asia, across a land bridge at what's now the Bering Strait, to North America. These genes may have given cold warriors an ability to store fat and metabolize it sparingly, a handy trait for the dark, cold months when food is scarce.
- 2 Now that the land bridge is long gone, the descendants of these first North Americans are stuck with genes optimized for life in the Ice Age. The same traits that allowed their ancestors to thrive in the Arctic wilderness may be making them uniquely vulnerable to the high-fat, high-cholesterol, sedentary American lifestyle. The problem with evolution is that it can't keep pace with the modern world.

- 3 Asians are thought to possess many of the "thrifty-genome traits", which may explain why the number of obese Chinese doubled between 1992 and 2002 to 60 million, according to China's Health Ministry. Some Mediterraneans and Africans may not have acquired the thrifty genes of Arctic peoples, but their hunting-and-gathering ancestors didn't leave them a whole lot better equipped. Half of Brazil is now overweight, and one in eight is obese. In France and Italy, about one in three is overweight, and the proportion is rising. All told, about 1.2 billion people in the world are fat, and another 350 million are obese. Obesity-related illnesses, such as heart disease and diabetes, are rising.
- 4 Scientists are beginning to appreciate the variations in how different people respond to diet. For most people, particularly Asians, eating food rich in saturated fats will generally increase the level of "bad" cholesterol and decrease the "good" cholesterol. "When Asians move from their traditional environment to the West" - or when they start eating at their local McDonald's in Tokyo or Beijing - "they immediately get into trouble with obesity and heart disease - more than Caucasians," says Jose Ordovas, director of the Nutrition and Genomics Laboratory at Tufts University. By the same token, Northern Europeans and Celts, and some Mediterranean populations, tend to have the same cholesterol levels no matter what they eat - the work of a gene inherited from Viking ancestors.
- 5 A person's vulnerability to the diseases associated with obesity depends not just on diet but on his level

of activity as well. And there's some evidence that activity is a product of biology as well as culture. A paper published by Dr. James Levine, a nutritionist and endocrinologist at the Mayo Clinic in Rochester, Minnesota, reports that a genetic predisposition to obesity may turn on how much a person fidgets. People who fidget turned out to expend 350 calories a day more on average than those who don't - the equivalent of a weight gain of 30 or 40 pounds in a year - merely by getting up and moving around more. Studies suggest a neurochemical basis for the natural tendency to fidget. 29, rats injected with the neuropeptide orexin began to "run around their cages like crazy," says Levine. But scientists are

only beginning to get a handle on the problem. There's a possibility that fat in the body slows down the metabolism over the long term. What's certain is that thrifty genes work in more complex ways than scientists appreciate at present. "There's a profound interplay going on between the amount of energy people take in and their level of activity," he says.

- 6 The question scientists would ultimately like to answer is how to compensate for the obsolete genes we've inherited from our primitive ancestors. Identifying the hundreds of genes involved - let alone figuring out how to 32 their ill effects - won't be easy. Undoing thousands of years of evolution never is.

Newsweek

Tekst 7

Ah, ha, ha, ha, Stayin' Alive

Japan's passion for karaoke is sticking unhealthily in the nation's throat

- 1 Karaoke — once just another of those home-grown curiosities that never made it beyond Japan's shores, along with courteous white-gloved taxi drivers, punctual trains and a taste for fish that hadn't been cooked — is now as common in Newcastle as it is in Nagoya (as, too, is sushi; though, not yet, trains that run on time).
- 2 While, in Britain, karaoke most commonly evokes images of woozy hen parties belting out throaty renditions of 'I Will Survive', in Japan it tended to be the preserve of tired and emotional office workers: in cosy Tokyo bars, often no bigger than a bathroom, middle-aged salarymen would sink into their cups after a vexing day at
- their desks and warble sugary ballads extolling Japan's rural beauty or a woman's charms.
- 3 But even in Japan, karaoke has become busier, brasher and more boisterous. Last year, 47 million Japanese visited a karaoke outlet. You can find karaoke programs on your mobile phone. There are online karaoke clubs. Cars come custom-equipped with karaoke machines.
- 4 But a zeal for singing along to high-pitched tunes has put such a strain on the nation's voice boxes that it has spawned an epidemic of "karaoke polyp" in ambitious pursuit of a top C. The good news? No more *Bee Gees* imitators! By order of Japanese doctors.

The Times

Tekst 8

Turn off TV, girls - or risk early puberty

Patrick Foster

- 1 Watching too much television as a child may trigger serious health problems such as autism and obesity, and in girls the early onset of puberty, a scientist has claimed.
- 2 Writing in the journal *Biologist*, Dr Aric Sigman says that the average six-year-old child in Britain will have already spent a year watching television, and claims that the simple act of staring at a bright television screen, regardless of a programme's content, can damage a child's health.
- 3 Dr Sigman identified 15 negative effects that, he says, television can have on youngsters, ranging from short-sightedness and diabetes to premature puberty and autism. "Given the evidence, it would be sensible to cordon off the early years of child development as a time when screen media is excluded and then introduced judiciously as the child matures. To allow children to continue to watch this much screen media is an abdication of parental responsibility. Truly hands-off parenting," he writes.
- 4 Dr Sigman's report, which is based on his analysis of 35 scientific studies, claims that television viewing affects levels of melatonin, a hormone linked to when puberty occurs in girls. Melatonin levels increase in the evening, at the onset of darkness, but staring into a bright screen during this period hinders its production.



Research has shown that melatonin affects puberty in females more than males. "Animal studies have shown that low melatonin levels have an important role in promoting an early onset of puberty," Dr Sigman says. Girls have been reaching puberty earlier since the 1950s, which previous research had blamed on an average increase in female weight, but he claims that lower melatonin levels may be another cause.

- 5 Dr Sigman, an esteemed member of the Institute of Biology and associate fellow of the British Psychological Society, says that watching television also damages sleep patterns, causes over-eating and increases the risk of type 2 diabetes. "Television may induce us to eat more [by] causing our brain to monitor external non-food cues — the television screen — as opposed to internal food cues telling us that we have stuffed ourselves and can stop eating." Low attention spans and poor educational achievement could also be linked to television viewing habits.

The Times

Lees bij de volgend tekst eerst de vraag voordat je de tekst zelf raadpleegt.

Tekst 9

MARKETPLACE

Wanted: your PC's spare time

Data research runs on combined power of unused computers

By Lee Gomes

Not to put any pressure on you, but the choice is entirely yours: When your computer isn't busy, you can use it to run a screen saver showing toasters flying through the air. Or, you can help make the world a better place.

You would do the latter by taking part, with your computer, in research that uses "distributed computing." These are scientific projects that use the Web to tap the combined computing power of thousands, or even hundreds of thousands, of PCs in homes and offices all around the world.

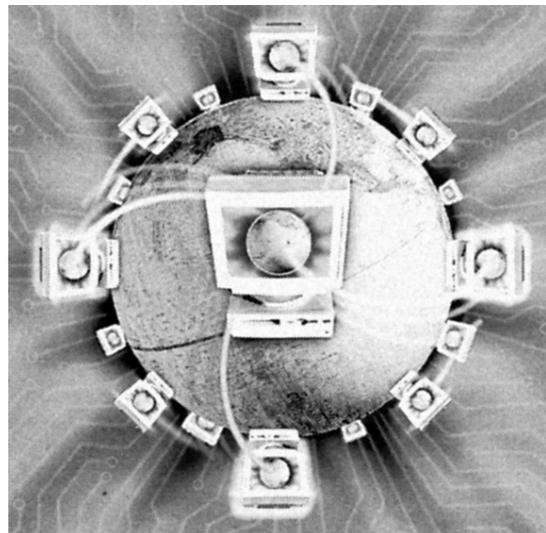
In distributed computing, a big computing problem is broken down into smaller pieces, which are then farmed out to participating machines. Those machines periodically report their results back to the project's central computer, and then download a new job when they are ready for it. This enables researchers to work their way through data much faster than they could otherwise.

The first, and most famous, example of distributed computing is SETI@home, which lets PCs take part in the search for extraterrestrial intelligence by helping to analyze signals picked up by radio telescopes.

There are now scores of distributed-computing projects in a number of disciplines. You can help look for a cure for Alzheimer's disease, predict climate change or find new numbers. New projects are coming online every day.

Software that lets you take part in this work is available free from a number of sites. Downloading and installing it is usually quick and simple. Once the program is running, you configure it to your liking: You can set it up so that the research project takes over when the computer has been idle for a set number of minutes, or you can have your PC work on research full-time while you go about your own computer tasks.

One important clearinghouse for people interested in distributed computing is the Boinc Web site, the brainchild of David P. Anderson, a researcher at the



Space Sciences Laboratory of the University of California, Berkeley. (Boinc is an acronym for the Berkeley Open Infrastructure for Network Computing. The Web address is Boinc.Berkeley.edu.)

Besides giving you a link to download the Boinc software, the Boinc site shows a list of some of the research with which you can help out.

Einstein@home, for instance, is run by Bruce Allen, a physicist at the University of Wisconsin-Milwaukee. It scans through data from several Earth-based observatories to look for the cosmic “gravitational waves” that were predicted by Einstein’s General Theory of Relativity.

Most, but not all, distributed-computing projects use Boinc soft-ware. One that doesn’t is Folding@home, run out of Stanford University.

(www.Folding.Stanford.edu.) The project, says Vijay Pande, a professor in Stanford’s chemistry department, looks at proteins that are implicated in Alzheimer’s and Huntington’s disease. “Folding” is a reference to the way proteins fold themselves into various shapes.

THE WALL STREET JOURNAL

Lees bij de volgend tekst eerst de vraag voordat je de tekst zelf raadpleegt.

Tekst 10

Help for the Chronically Late

Experts explain why the key to being on time is understanding why you're always late.

By Sherry Rauh

New York lingerie designer Carolyn Keating and several friends showed up 15 minutes late to a colleague's wedding. "The bride was already at the altar. She was basically saying 'I do' when we tumbled in, and it's hard for six or seven people to tiptoe in quietly. We were worried that we ruined the most important day of her life."

For some people, being on time seems nearly impossible – no matter how important the event. They're always running out the door in a frenzy, arriving everywhere at least 10 minutes late. If this sounds like you, have you ever wished you could break the pattern? According to Julie Morgenstern, author of *Time Management From the Inside Out*, the first step is to make promptness a conscious priority.

The Consequences

The consequences of being chronically late run deeper than many people realize, according to psychologist Linda Sapadin, PhD, author of *Master Your Fears*. "You are creating a reputation for yourself, and it's not the best reputation to be establishing. People feel they can't trust you or rely on you, so it impacts relationships. It also impacts self-esteem."

Once you feel motivated to make a change, Morgenstern says the next step is to figure out why you're always late. The reason can usually be classified as either technical or psychological.

Technical Difficulties

Estimating duration

"If you're always late by a different amount of time – five minutes sometimes, 15 or even 40 minutes other times – it is likely that the cause is technical," Morgenstern tells WebMD. "That means you are not good at estimating how long things take," whether it's drive times or routine activities like taking a shower.

The solution, Morgenstern says, is to "become a better time estimator." She suggests keeping track of everything you do for a week or two. "Write down how long you think each thing will take and then how long it actually took." This will help you find a pattern, so you can adjust your time estimates.

Learning to Say 'No'

Another technical difficulty for some people is the inability to say "no" to additional commitments when they're short on time. You might be a good time estimator, Morgenstern explains, but "your best-laid plans get waylaid when someone asks you for something and you can't say 'no.'"

The solution to this problem is to "practice catchphrases," Morgenstern tells WebMD. Learn to defer or decline requests by saying, "I would love to help, but I'm on a deadline" or "I'm meeting people in half an hour. I can help you tomorrow."

Psychological problems

Choosing to Be Late

"If you are literally always 10 minutes late, it's psychological," Morgenstern says. "You're arriving exactly when you want. The question is 'why?'"

Sapadin says the answer depends on your personality type. "For some people, it's a resistance thing," she tells WebMD. "It's a carryover of rebelliousness from childhood. They don't want to do what other people expect them to."

Another category is the "crisis-maker," someone who thrives on the minicrisis of running late. "These are people who cannot get themselves together until they get an adrenaline rush," Sapadin explains. "They need to be under the gun to get themselves moving."

Planning for Wait Time

For most people, running late has more to do with anxiety about where they're going. "There's a fear factor in which people are anxious about going at all or about getting there too early and having nothing to do," Sapadin says.

Morgenstern agrees. "There is a tremendous fear of downtime, an anxiety associated with doing nothing and waiting." You know you're in this category if you'd rather be late to a massage than spend one minute sitting in the waiting room.

To overcome wait time anxiety, Morgenstern suggests planning "something highly absorbing to do while you wait." Try to arrive at every appointment 10 or 15 minutes early and use the time for a specific activity, such as writing notes to people, reading a novel, or catching up with friends on the phone. This strategy can help convert dreaded wait time into time that is productive and pleasurable, giving you an incentive to be on time.

<http://www.medicinenet.com>

Let op: beantwoord een open vraag altijd in het Nederlands, behalve als het anders is aangegeven. Als je in het Engels antwoordt, levert dat 0 punten op.

Tekst 1 Ruled by the politics of the playground

- 1p 1 “Anybody who ... with astonishment” (lines 1-2)
Which of the following quotations explains the thought behind this remark?
A “the older child had called him ‘white trash’” (line 5)
B “But they remain good friends” (line 6)
C “I was repeatedly called fat at school” (lines 9-10)
D “There must ... criminal prosecution.” (lines 12-13)
- 1p 2 “have a great deal to teach the police” (line 29)
Which of the following lessons is meant here?
A Anybody who feels insulted by another party should bring the matter to court.
B Pupils should not be allowed to use abusive language at school.
C Schoolboy quarrels should be settled without the assistance of a court of law.
D The police should also pay attention to what they consider trivial cases.
- 2p 3 Geef voor elk van de volgende citaten aan of deze wel of niet weergeeft dat de schrijver het eens is met rechter Finestein.
1 “Every word ... common sense.” (lines 7-8)
2 “The judge ... for thought.” (lines 15-16)
3 “We understand ... have behaved.” (lines 21-23)
4 “They really ... children lie.” (lines 26-27)
Noteer het nummer van elk citaat, gevolgd door “wel” of “niet”.

Tekst 2 Brain teasers

- 1p 4 How does the author of the article introduce the topic in the first two paragraphs?
A By claiming that an old video game cannot be successfully updated.
B By explaining why video games may also dumb down people’s ability to calculate.
C By illustrating how people looked upon gamers before Johnson published a book on video games.
D By presenting Johnson’s theory on the practical value of video games.

- 1p 5 What is the author's opinion on the game *Brain Age*?
- A He fears it will not be attractive for people to buy.
 - B He seriously doubts if it does what it promises to do.
 - C He thinks producing it was a brilliant move by the game company.
 - D He wonders whether it has been specifically designed for older players.
- 1p 6 Which of the following fits the gap in paragraph 5?
- A Consequently
 - B Indeed
 - C Instead
 - D Similarly
- 1p 7 Which of the following effects did playing *Brain Age* have on the author according to paragraph 5?
- Playing the game made him feel
- A careless.
 - B stupid.
 - C triumphant.
 - D worn-out.
 - E young.
- 1p 8 Which of the following fits the gap in paragraph 6?
- A cheered
 - B cried
 - C quit
 - D yawned
- “It would be pretty hilarious if games took seriously their role as cognitive food” (paragraph 7)
- 1p 9 Welke zin uit alinea 7 sluit met een grapje aan bij deze opmerking? Citeer de eerste twee woorden van deze zin.
- 1p 10 What is the main purpose of this article?
- A To criticise theories behind recent developments in the gaming business.
 - B To explain the author's preference for a specific kind of video game.
 - C To inform readers about the mind-stimulating effects that playing certain video games can have.
 - D To warn people against the possibly damaging effects of playing video games.

Tekst 3 Last night on television

- “The Dog Suicide Bridge”
- 1p 11 Welke mogelijke verklaring voor de dood van 50 honden wordt uiteindelijk in het programma gegeven?

- 2p 12 “the programme instantly dropped its psychic approach” (halverwege alinea 3)
Welke twee redenen noemt de tekst hiervoor?
- 1p 13 “which may well have been the worst documentary of recent times” (eind alinea 1)
Welke zin in deze tekst geeft dezelfde mening weer?
Citeer de eerste twee woorden van deze zin.

Tekst 4 No teacher left behind

Kies bij iedere open plek in de tekst het juiste antwoord uit de gegeven mogelijkheden.

- 1p 14
- A In contrast
 - B In fact
 - C Nevertheless
- 1p 15
- A closed down
 - B criticized
 - C reformed
- 1p 16
- A detected
 - B explained
 - C ignored
 - D improved
- 1p 17
- A creative
 - B educated
 - C intelligent
 - D motivated
- 1p 18
- A approaches
 - B emotions
 - C facilities
 - D students
- 1p 19
- A examples of failure
 - B experiences of success
 - C recommendations for change
 - D suggestions for cutting the costs

1p 20

- A Consequently
- B However
- C In short
- D Otherwise

1p 21

- A best relationship with
- B best results from
- C most feedback from
- D most information about

Tekst 5 And for my acting Oscar ...

1p 22 What is the function of paragraphs 1 and 2 of the text?

- A To give examples of the public's ever-growing demand for breath-taking stunts achieved by visual effects technology.
- B To illustrate that the increased use of visual effects technology adds to an actor's popularity.
- C To introduce the subject of how visual effects technology can change the authenticity of an actor's performance.
- D To warn audiences that they are being fooled on a large scale by directors who use visual effects technology.

2p 23 Geef voor elk van de onderstaande beweringen aan of deze wel of niet overeenkomt met de inhoud van de alinea's 2 en 3.

- 1 Als je bij de film werkt in de afdeling visuele effecten wordt je aangeraden niet vrijuit met buitenstaanders over je werkzaamheden te spreken.
- 2 Mensen die voor de visuele effecten in een film zorgen, vinden een perfect resultaat van hun werk belangrijker dan acteerprestaties.
- 3 Om kosten te besparen worden in films steeds vaker en meer visuele effecten gebruikt.
- 4 Uiteindelijk bepalen de acteurs welke visuele effecten er voor hun filmrol ingezet worden.

Noteer het nummer van elke bewering, gevolgd door "wel" of "niet".

1p 24 Which of the following fits the gap in paragraph 4?

- A Actors
- B Audiences
- C Directors
- D Producers
- E Visual effects experts

- 1p 25 What does Matt Johnson (paragraph 5) think of the use of visual effects?
He considers it
- A a development that has to be stopped.
 - B a hype that should not cause too much concern.
 - C an insult towards the acting profession.
 - D a useful instrument that has its limitations.

Tekst 6 Darwin's revenge

- 1p 26 How is paragraph 2 related to the matter discussed in paragraph 1?
Paragraph 2
- A discredits scientific research into the "thrifty genotype".
 - B gives an explanation for the successful transformation of the "thrifty genotype".
 - C presents the negative consequences of people having the "thrifty genotype".
 - D questions the presence of the "thrifty genotype".
- 2p 27 Geef voor elk van de onderstaande beweringen aan of deze wel of niet in overeenstemming is met de inhoud van alinea 3.
- 1 China underestimates the consequences of its population getting too fat.
 - 2 There is a global increase in the number of people suffering from weight problems.
 - 3 Some people in Africa and the Mediterranean have healthier diets than elsewhere.
 - 4 The genetic make-up of Asians is the most ancient in the world.
- Noteer het nummer van elke bewering, gevolgd door "wel" of "niet".
- 1p 28 Which of the following characterises paragraph 4?
- A It excludes the role of genetic factors causing weight problems in Asians.
 - B It gives more information on the possible impact of genetic factors in causing weight problems.
 - C It outlines how genetic factors influence people's diets.
 - D It presents theories which do not focus on genetics to explain weight problems.
- 1p 29 Which of the following fits the gap in paragraph 5?
- A Apart from this
 - B Besides
 - C For instance
 - D Nevertheless

- 1p 30 What is the main point made in paragraph 5?
- A Cultural differences explain why some people are physically more active than others.
 - B Only a healthy balance between dieting and working-out can prevent weight problems.
 - C People's tendency to get fat is probably determined by a combination of genetic factors.
 - D Scientists underestimate the hard work involved in finding a cure against obesity.
- “Undoing ... never is.” (last paragraph)
- 1p 31 Which of the following touches on the same point as the quotation does?
- A “It's hard ... to cope.” (paragraph 1)
 - B “Now that ... Ice Age.” (paragraph 2)
 - C “Scientists are ... to diet.” (paragraph 4)
 - D “Studies suggest ... to fidget.” (paragraph 5)
- 1p 32 Which of the following fits the gap in paragraph 6?
- A categorize
 - B duplicate
 - C neutralize
 - D recognize

Tekst 7 Ah, ha, ha, ha, Stayin' Alive

- “Japan's passion for karaoke is sticking unhealthily in the nation's throat”
(ondertitel)
- 1p 33 Waarom is karaoke volgens de tekst ongezond?
- 2p 34 Geef voor elk van de onderstaande beweringen aan of deze juist of onjuist is met betrekking tot de alinea's 1 en 2.
The purpose of paragraphs 1 and 2 is
- 1 to explain the popularity of karaoke bars in both Japan and Great Britain.
 - 2 to give examples of annoying customs imported into Great Britain from Japan.
 - 3 to illustrate that Great Britain has better-equipped karaoke facilities than Japan.
 - 4 to point out the cultural differences between Great Britain and Japan in the practising of karaoke.
- Noteer het nummer van elke bewering, gevolgd door “juist” of “onjuist”.

- 1p **35** What becomes clear from paragraph 3?
- A Karaoke has massively invaded Japanese society in a variety of ways.
 - B Technical developments have made karaoke an ever more competitive matter in Japan.
 - C The Japanese economy has profited enormously from the success of karaoke.
 - D The Japanese have become fed up with their traditional karaoke bars.
- 1p **36** How can the tone in the last three sentences of paragraph 4 be characterised?
- A As concerned.
 - B As hopeful.
 - C As joking.
 - D As matter-of-fact.
 - E As sarcastic.

Tekst 8 Turn off TV, girls - or risk early puberty

- 2p **37** Geef voor elk van de volgende uitspraken aan of deze wel of niet overeenkomt met het advies van Dr Sigman (alinea's 1 tot en met 3).
- 1 Children should not be allowed to watch certain types of programmes at all.
 - 2 The amount of time that older children spend on watching television should be restricted.
 - 3 Parents should regularly watch television together with their children.
 - 4 Watching television is harmful to very young children.
- Noteer het nummer van elke uitspraak, gevolgd door "wel" of "niet".
- 1p **38** What becomes clear from paragraph 4?
Dr Sigman's findings
- A are not in line with the results of experiments done on animals reaching puberty.
 - B provide a new explanation as to why girls reach puberty at an earlier age.
 - C throw a different light on earlier research into the effects of television on girls reaching puberty.
- 1p **39** Which of the following characterises paragraph 5?
- A It analyses the findings published in Dr Sigman's report.
 - B It confirms the findings published in Dr Sigman's report.
 - C It criticises the findings published in Dr Sigman's report.
 - D It expands on the findings published in Dr Sigman's report.
- 1p **40** Geeft de schrijver aan dat Dr Sigman een geloofwaardig wetenschapper is? Zo nee, antwoord "Nee". Zo ja, citeer het zinsgedeelte dat je antwoord ondersteunt.

Lees bij de volgende opgaven steeds eerst de vraag voordat je de bijbehorende tekst raadpleegt.

Tekst 9 Wanted: your PC's spare time

“Not to ... better place.” (eerste alinea)

Je wilt wel meewerken aan een project zoals beschreven in de eerste alinea, maar je weet nog niet precies aan welk.

- 1p **41** Staat in de tekst een website waar je het beste informatie kunt opzoeken? Zo nee, antwoord “Nee”. Zo ja, noteer de naam van deze website.

Tekst 10 Help for the Chronically Late

In deze tekst wordt uitgelegd waarom het belangrijk is niet steeds te laat te komen.

- 1p **42** Noteer de eerste twee woorden van de alinea waarin deze uitleg staat.

Jij vindt het juist vervelend om ergens te vroeg te komen omdat je dan niets te doen hebt.

- 1p **43** Wordt in de tekst geadviseerd hoe je daar het beste mee om kunt gaan? Zo nee, antwoord “Nee”. Zo ja, noteer de eerste twee woorden van de alinea waarin dit advies staat.