

## Tekst 1

---

**Independent Home | News | Sport | Argument | Education | Motoring | Money | Jobs | Travel | Enjoyment**

**Home > Argument > Podium**

**From a speech by Christian Aid's senior policy officer, Andrew Pendleton, given at a Just Share meeting in London**

Imagine if Britain's roads had no rules. If the cameras, traffic police and speed limits were all removed. There may not be complete anarchy, but the expectation that we should not drive overly quickly in cities or take to the wheel after a night at the pub would certainly be open to greater abuse. We could do these things with impunity.

This is the situation in which multinational corporations often find themselves in poor countries. Because of either a lack of rules or poor enforcement, multinationals can, and do, offend with impunity.

Corporate social responsibility — or CSR — evolved as a compromise solution to the problem of low social and environmental standards. CSR suggests that business can self-regulate and raise standards.

But the glossy reports and expensive consultants that have developed around the CSR movement can mask the gap that exists between corporate rhetoric and the reality faced by poor people affected by the actions of multinationals. Recent examples expose some of CSR's frailties. In Kerala, India, for instance, Coca-Cola stands accused of depriving local communities of essential water supplies by taking too much ground water for its drinks plant.

Over time, we've learnt we need rules to govern how people use Britain's roads. They don't stop offenders altogether, but they mean fewer of us are inclined to take the risk and — most importantly — that the victims can seek justice. We now need to learn from the cases of corporate abuse that still abound, and make binding international social and environmental rules.

*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 From a speech**

---

- 1p 1 Which of the following could be an alternative ending to the last sentence?
- A and make binding international rules to further road safety.
  - B and make binding international rules to restrain the multinationals.
  - C and make binding international rules to safeguard corporate interests.
  - D and make binding international rules to stimulate the global economy.

## Tekst 2

---

### European ruling

- 1 Sir, The European Court of Justice ruling on the "right to be forgotten" appears fraught with difficulties and will be very difficult to implement.
- 2 Web technology continues to innovate and change. While some companies such as Google do host data, the majority of search engine results point users to other servers – many of which will not reside in the EU, which means it will be extremely difficult to track down who owns the data-hosting service.
- 3 Furthermore, some services rely on cumulative data in areas such as education and healthcare, or will these records be exempted from the right to be forgotten?
- 4 While the Institution of Engineering and Technology recognises the rights of owners' data to be forgotten where legally permissible, in practice such a process could prove costly, complex and bound up with risks that may end in lengthy legal disputes.
- 5 Furthermore, it signals the end of a "worldwide" web when different approaches are being taken to privacy in North America and Europe.  
**Mike Short,**  
**Institution of Engineering and Technology,**  
**London WC2, UK**

*Financial Times, 2014*

## Tekst 2 European ruling

---

- 1p 2 “European ruling” (titel)
- Geef van elke van de volgende punten aan of Mike Short dit noemt als probleem bij de invoering.  
Noteer “wel” of “niet” achter elk nummer op het antwoordblad.
- 1 Implementation is hindered by the current infrastructure of the web.
  - 2 The interpretation of the “right to be forgotten” depends on one’s cultural background.

### Tekst 3

#### Let's honour the legacy of the Second World War

As well as honouring the sacrifices, I think we also have to acknowledge the legacy of the Second World War, for better and worse.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

Indeed, sometimes our national consciousness seems cornered by its great history. These old wars cast awfully long shadows. We are not yet in the sun.

**Robert McCrum**

*The Guardian Weekly, 2013*

### Tekst 3 Let's honour the legacy of the Second World War

De volgende vijf zinnen kwamen oorspronkelijk na de eerste zin, maar zijn uit de tekst weggehaald. (zie stippelijntjes in de tekst)

- a But there's also a cost.
- b Psychologically, many of Britain's older generations are still stumbling away from the Blitz.
- c The aftermath of a century's conflict has given Britain and its people a unique role in an extraordinary range of international theatres, sporting, cultural and intellectual.
- d Memories are one thing; obsessions (with "little ships", Dambusters, and Desert Rats) are something else.
- e On the bright side, there's the impact on culture and society.

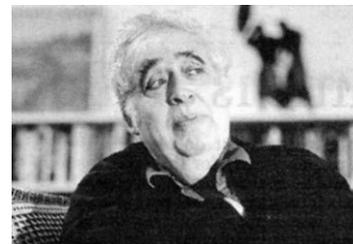
1p 3 In welke volgorde stonden de zinnen a tot en met e in de tekst?

- A b - c - d - a - e
- B b - e - c - a - d
- C c - a - d - b - e
- D c - e - a - d - b
- E e - a - c - d - b
- F e - c - a - b - d

## Tekst 4

**If you want to feel part of humanity, read**

1 **W**HY do people read? To cite only the baldest dichotomy, some, addicted to Tom Clancy or Stephen King, look for fear and adventure. Others want to understand relationships and identify with characters.



2 This book sets out to do a very valuable thing: to define what the best motives might be for reading. Bloom is — famously — anything but a cultural egalitarian. In *The Western Canon* (1994) he stated that there were categorically better and worse books and gave us a long list of those he felt we should read.

3 High on his list were Shakespeare, Dante and Dickens. Bloom was savagely attacked by many academics for his audacity. But Bloom, who is in his 70s, does not care what academics think and his new book shows it.

4 So why does Bloom think we should read? Chiefly in order to understand ourselves, he argues. There are authors who can express our very own thoughts, but with a clarity and psychological accuracy we could not match. They know us better than we know ourselves.

5 What was shy and confused within us is unapologetically and cogently phrased in their writing, our pencil-marks in the margins indicating where we have found a piece of ourselves, a sentence or two built of the very substance of which our own minds are made — a congruence all the more striking if the work was written by someone in an age of top hats or togas. We should venerate these strangers for reminding us who we are.

6 We should also read, says Bloom, in order to feel less lonely. There are books which speak to us no less intensely — but more reliably — than our friends and lovers. They prevent the morose suspicion that we do not fully belong to the human species, that we lie beyond comprehension. The author locates words to depict a situation we thought ourselves alone in feeling and so makes us feel better.

7 If we are able to relate our experiences to those described in great books written long ago, it is, says Bloom, because there are fewer human types than there are people. Hamlet is one character in a play set at the Danish court, and yet there are, Bloom points out, Hamlets all round us.

8 The genius of Shakespeare was to thread together disparate characteristics and so define a permanent human possibility. There are many Ophelias in New York.

9 I should also warn any potential readers that much of this book is devoted to telling us not how and why but rather what we should read. And the advice is liable to leave many of us — even the most educated — feeling uncomfortable.

- 10 The modern book-lover is condemned to a nauseous feeling of being under-read, and a visit to a large bookshop may provoke as much despair as exhilaration.
- 11 Sadly, Bloom does not rescue us from this feeling: in his eyes, we have to read more or less every "classic" book, and if possible read it three times, then read it aloud, then memorise it. This may be fine if you are a professor of literature with time on your hands, but it is hardly going to help the common reader whom Bloom seeks to address.

*Elaine Bolton*

**Tekst 4 If you want to feel part of humanity, read**

---

- 1p 4 What is made clear about Harold Bloom in paragraphs 2 and 3?
- A He enjoys the commotion stirred up by his books.
  - B He is determined to change standard interpretations of great literary works.
  - C He is eminently qualified to distinguish between good and inferior literature.
  - D He is unashamedly outspoken when it comes to evaluating literature.
- 1p 5 What is it that certain authors can do, according to paragraphs 4 and 5?
- A They can articulate what we come to understand and recognise as part of our being.
  - B They can describe a character so vividly that the readers easily identify with him or her.
  - C They can instantly clarify any bewildering experience that we ourselves have been through.
  - D They can make the readers feel that they could have written certain passages themselves.
- 1p 6 What is said about reading in paragraph 6?
- A It aids us in feeling part of humanity.
  - B It increases our understanding of the rest of mankind.
  - C It presupposes a high level of communality among people.
  - D It shatters our illusion that we are better than other people.
- 1p 7 “There are many Ophelias in New York.” (paragraph 8)  
What does this sentence refer to?
- A to the assumption that humanity is made up of a limited number of types
  - B to the attraction that famous literary characters still exert on people today
  - C to the fact that contemporary American writers model their characters on famous examples
  - D to the fact that New York provides inexhaustible material for a writer to draw from
  - E to the success that Bloom’s book enjoys among those who identify with Ophelia
- 1p 8 What view does the writer express in conclusion?
- A Bloom’s defence of the classics harms the reputation of great contemporary works.
  - B Bloom’s ideals about reading are very difficult to attain for the average reader.
  - C Bloom wrongly assumes that all of the reading public have read the classics.

## Tekst 5

### The sword is mightier with the pen

- 1 "EXTREMELY poor societies [...] provide optimal breeding grounds for disease, terrorism and conflict." So said Barack Obama, arguing in favour of more development aid to poor countries. Hillary Clinton, America's secretary of state, has called development "an integral part of America's national security policy". The idea that poverty could be associated with terrorism is not implausible. If acts of terror are committed by people with 9, then it is reasonable to expect them to be carried out disproportionately by poor, ill-educated people with dismal economic prospects.
- 
- 2 Some terrorists certainly fit this profile. Yet the ranks of high-profile terrorism suspects also boast plenty of middle-class, well-educated people. Umar Farouk Abdulmutallab, who stands accused of lighting a makeshift bomb on a transatlantic flight in the so-called "underwear plot", had a degree from University College, London, and is the son of a rich Nigerian banker. The suspected suicide-bomber in the Stockholm attacks had a degree from a British university. Are affluent terrorists representative or are they exceptions to the rule?
- 3 Social scientists have collected a large amount of data on the socioeconomic background of terrorists. According to a 2008 survey of such studies by Alan Krueger of Princeton University, they have found little evidence that the typical terrorist is unusually poor or badly schooled. Claude Berrebi of the RAND Corporation compared the characteristics of suicide-bombers recruited by Hamas and Islamic Jihad from the West Bank and Gaza with those of the general adult male Palestinian population. Nearly 60% of suicide-bombers had more than a high-school education, compared with less than 15% of the general population. They were less than half as likely to come from an impoverished family as an average adult man from the general population.
- 4 There is also no evidence that sympathy for terrorism is greater among deprived people. In a series of surveys carried out as part of the Pew Global Attitudes Project in 2004, adults in Jordan, Morocco, Pakistan and Turkey were asked whether they believed that suicide-bombing aimed at American or other Western targets in Iraq was justified. Their answers could be broken down by the respondents' level of education. Although the proportions varied greatly between countries, more schooling usually correlated with more agreement.
- 5 Some argue that poverty could be at the root of terror even if terrorists are not themselves poor. Anger about poverty in the countries they are

from could cause richer citizens of poor countries to join terrorist organisations. This idea can be tested by looking across countries to see if there is a link between a country's GDP<sup>1)</sup> per head and its propensity to produce terrorists. Mr Krueger did precisely this by looking at data on 956 terrorist events between 1997 and 2003. He found that the poorest countries, those with low literacy, or those whose economies were relatively stagnant did not produce more terrorists. When the analysis was restricted to suicide-attacks, there was a statistically significant pattern – but in the opposite direction. Citizens of the poorest countries were the least likely to commit a suicide-attack.

6 What might explain why so many relatively well-off people from relatively well-off countries end up as terrorists? It may be that a certain level of education makes it more likely that people will become politicised. But the kind of people that terrorist organisations demand also matters. Unlike ordinary street crime, which does tend to attract the down-and-out, terrorism is a complex activity. Using a database of Palestinian suicide-bombers between the years 2000 and 2005, Mr Berrebi and Harvard University's Efraim Benmelech find that more educated suicide-bombers are assigned to attack more important targets, kill more people and are less likely to fail or be caught during their attacks.

7 The finding that more educated terrorists are deadlier may mean, however, that economic conditions can influence terrorism's effectiveness. Using data on all Palestinian suicide-attackers between 2000 and 2006, Esteban Klor of the Hebrew University in Jerusalem and Messrs Benmelech and Berrebi show in a new paper that the skill level of the average terrorist rises when economic conditions are poor. They conclude that high unemployment enables terror organisations in Palestine to recruit more educated, mature terrorists. So better economic conditions could blunt the effectiveness of terror attacks by reducing the average quality of the talent that terrorist organisations are able to recruit.

8 There are many reasons to promote economic development in poor countries but the elimination of terror is not a good one. The research on terrorists' national origins suggested that countries which give their citizens fewer civil and political rights tend to produce more terrorists. Politics, not economics, will remain a more fruitful weapon in the fight against terror.

adapted from an article from *The Economist*, 2010

noot 1 GDP: Gross Domestic Product. It is the value of a country's overall output of goods and services (typically during one fiscal year) at market prices, excluding net income from abroad.

**Tekst 5 The sword is mightier with the pen**

---

- 1p 9 Which of the following fits the gap in paragraph 1?
- A few social contacts
  - B little to lose
  - C mental health issues
  - D radical friends
  - E strong political interests
- 1p 10 What is the main function of paragraph 2?
- A to elaborate on the underlying motives for terrorist activity
  - B to examine a wide range of terrorists' social backgrounds
  - C to illustrate the type of terrorist characterised in paragraph 1
  - D to make clear that stereotyping terrorists is flawed
  - E to show that academic training is a good cover for terrorists
- 1p 11 Which of the following is true judging from paragraph 3?
- 1 Research shows that people in post-secondary education are less likely to commit terrorist attacks.
  - 2 Statistics have failed to demonstrate a significant link between deprivation and suicide-bombers.
- A only 1 is true
  - B only 2 is true
  - C both 1 and 2 are true
  - D neither 1 nor 2 is true

"The research on terrorists' national origins suggested that countries which give their citizens fewer civil and political rights tend to produce more terrorists." (alinea 8)

- 1p 12 Komt de relatie tussen burgerrechten en terrorisme eerder in dit artikel aan de orde?  
Zo nee, antwoord "Nee". Zo ja, noteer het nummer van de alinea waarin dit gebeurt.

"The sword is mightier with the pen" (titel)

- 1p 13 In welke zin wordt deze bewering voor het eerst concreet onderbouwd?  
Citeer de eerste twee woorden van deze zin.

---

**Tekst 6**

---

EDITORIAL

# The Meyerhoff Model

By BRENT STAPLES

1 The University of Maryland, Baltimore County, opened for business in a former cow pasture not far from downtown just 40 years ago. Still in its infancy as universities go, UMBC is less well known than Maryland's venerable flagship campus at College Park or the blue-blooded giant Johns Hopkins. But the upstart campus in the pasture is rocking the house when it comes to the increasingly critical mission of turning American college students into scientists.

2 A study of the university's science program published in the March 31 issue of the journal *Science* sets forth an eye-opening recipe for remaking science education in America generally — and in particular, for increasing minority participation, which lags even after decades of federally supported initiatives.

3 But following UMBC's blueprint won't be easy. Among other things, it will require the scientific establishment to rethink its approach to teaching from the ground up.

4 Science education in this country faces two serious problems. The first is that too few Americans perform at the highest level in science, compared with our competitors abroad. The second problem is that large numbers of aspiring science majors, perhaps as many as half, are turned off by unimaginative teaching and migrate to other disciplines before graduating.

5 The science establishment explains these defections as part of a natural "weeding out" — a view 17 by UMBC and a few other campuses where administrators are getting top performance from students who would ordinarily have become demoralized and jumped ship.

6 Initiated in 1989, UMBC's Meyerhoff Scholars Program is so well known that the university no longer needs to recruit for it. High school counselors and teachers nominate about 1,900 students annually, mostly from Maryland, for merit-based scholarships. About 100 scholarships are offered, and of these about 50 are accepted. The new students are welcomed into a well-established community of scientists and scientists-to-be through a summer program that sets the stage for the next four years.

7 The students are encouraged to study in groups and taught to solve complex problems collectively, as teams of scientists do. Most important, they are quickly exposed to cutting-edge science in laboratory settings, which demystifies the profession and gives them early access to work that often leads to early publication in scientific journals. At the same time, however, the students are pushed to perform at the highest level. Those who earn C's, for example, are encouraged to repeat those courses so they can master basic concepts before moving on.

8 The laboratory approach keeps the students excited and prevents them from drifting off into less challenging disciplines. Indeed, according to *Science*, 86

percent of the Meyerhoff participants have graduated with science or engineering degrees. Nearly 9 in 10 of those graduates went on to graduate or professional programs, with a significant number earning M.D.'s or Ph.D.'s, or both.

- 9 Critics have sometimes accused the Meyerhoff program of cherry-picking bright students who would perform spectacularly well wherever they went to school. But the numbers suggest that the school's instructional strategy makes a real difference. Meyerhoff students are twice as likely to earn undergraduate degrees in science or engineering as similar students who declined the scholarships and went to school elsewhere. Most significantly, students who completed the Meyerhoff program are 5.3 times as likely to enroll in graduate study as the students who said no and went elsewhere.
- 10 The higher-education establishment is generally startled to learn that more than half of the high-flying Meyerhoff students are black. This surprise stems from the unstated but nonetheless well-established belief that high-performing science students don't actually exist in the black community.
- 11 UMBC's president, Freeman Hrabowski III, knows better. He has spent years expanding his school's access to high-performing minority students and has taken great pains to reassure black families that their children will be well looked after on his campus.
- 12 It has long been known that teachers' low expectations, particularly those related to race and racism, can depress student performance. At UMBC, sustained success by minority students seems to have 20 this poisonous problem. Faculty members who once looked askance when asked to take on minority students in their laboratories now clamor for them.
- 13 Off campus, meanwhile, the students are much sought after as research assistants and as candidates for summer internships. Those who finish their education and take their places in the ranks of researchers and professors often become powerful proselytizers for science.
- 14 The Meyerhoff model shows that a vibrant, well-structured science program can produce large numbers of students who excel and remain in the field. It has also debunked the myth that academic excellence and minority access are mutually exclusive goals.
- 15 The university community needs to absorb these lessons quickly, so the country can begin to train scientists in the numbers that it clearly needs. Without them, America is unlikely to preserve its privileged position in an increasingly competitive and science-based global economy.

*The New York Times, 2006*

**Tekst 6 The Meyerhoff Model**

---

- 1p 14 What is the writer's presupposition in paragraph 1?
- A American students choose a university mainly on the basis of its reputation.
  - B Established universities are unlikely to give science priority over other subjects.
  - C In the present day and age, it is paramount for students in America to take up science.
  - D Relatively young universities should distinguish themselves in the field of science.
- 1p 15 Welke universiteit wordt bedoeld met "the upstart campus"? (alinea 1)
- "increasing minority participation" (alinea 2)
- 1p 16 Pakt de schrijver dit onderwerp later in de tekst weer op? Zo nee, antwoord "nee". Zo ja, noteer het nummer van de betreffende alinea op het antwoordblad.
- 1p 17 Which of the following fits the gap in paragraph 5?
- A flatly rejected
  - B mostly ignored
  - C reluctantly shared
  - D warmly welcomed
- 1p 18 Which of the following about The Meyerhoff program is true according to paragraphs 6-8?
- A It allows students to conduct original scientific research at their own pace.
  - B It is successful in persuading students to stick with their choice of study.
  - C It primarily aims to teach science to students who have been rejected elsewhere.
- "But the numbers suggest that the school's instructional strategy makes a real difference." (alinea 9)
- 1p 19 Met hoeveel argumenten ondersteunt de schrijver deze bewering in alinea 9?
- 1p 20 Which of the following words fits the gap in paragraph 12?
- A alleviated
  - B complicated
  - C highlighted

- “The university community needs to absorb these lessons quickly”  
(paragraph 15)
- 1p 21 Which of the following are part of “these lessons” according to the article?
- A Bringing hands-on research into the science classroom improves motivation and results.
  - B In an equal opportunities environment, more female students opt for science.
  - C Lowering entry requirements for the sciences results in the necessary growth in the number of science students.
- 2p 22 Geef van elke van de volgende kwesties aan of de schrijver deze in de tekst aan de orde stelt.  
Noteer “wel” of “niet” achter elk nummer op het antwoordblad.
- 1 How institutional racism can be a barrier to those wishing to become scientists.
  - 2 How to resolve the problem of students dropping out of science courses.
  - 3 Why American college students consider a career in science unprofitable.
  - 4 Why the study of science is more challenging than the study of humanities.
- Met vier van de vijf onderstaande citaten doelt de auteur op hetzelfde.
- 1p 23 Welk citaat behoort **niet** tot deze vier?  
Noteer het nummer van het betreffende citaat op het antwoordblad.
- 1 “migrate” (einde alinea 4)
  - 2 “these defections” (begin alinea 5)
  - 3 “jumped ship” (einde alinea 5)
  - 4 “drifting off” (begin alinea 8)
  - 5 “went elsewhere” (einde alinea 9)

## Tekst 7

# Slaughter of a holy cow

The Politics of BSE

by Richard Packer

Reviewed by Francis Beckett

- 1 Sir Richard Packer, once a Whitehall highflyer and the youngest permanent secretary at the Ministry of Agriculture, is an angry man. He worked for politicians for years, and had few illusions about them. 24, as he makes clear in this extraordinarily honest book, he was not above using subterfuge to help his political master, whoever it was. I think he expected an eventual discreet retirement, during which his former masters could rest easy in the certainty that their secrets were safe with him.
- 2 But for that deal to hold, politicians had to keep their side of the bargain, and New Labour broke it. He gave them advice they did not like, and Downing Street<sup>1)</sup> briefed journalists, untruthfully, against him. So he has used his diaries and his scientific training to tell the inside story of the BSE crisis, including the advice he gave to ministers and their responses. Even written in his formal civil service style, it is an electrifying tale.
- 3 BSE — mad cow disease — emerged in cattle in 1986, but the government insisted for 10 years that it could not be transmitted to humans and that it was safe to eat beef. One agriculture minister, John Selwyn Gummer, invited the press to photograph him feeding beefburgers to his daughter. Then, on March 20, 1996, the then health secretary, Stephen Dorrell, told Parliament that 10 young people had contracted variant CJD, which is always fatal, probably from BSE. By September 2000 there were 80 victims of CJD. Most of them were young. No other country suffered to anything like the same extent.
- 4 It wrecked the British beef industry, not least because the European Union banned British beef. The ban, which in 1997 Tony Blair vowed to have removed within months, was only lifted in 2006. But Sir Richard's story is not that of the illness, nor even its effect on the industry, but, as his title implies, the politics.
- 5 When Dorrell made his sensational announcement, John Major's Conservative government panicked. Groups of ministers gathered in meetings whose decisions were reported, mostly accurately, in the same day's *Evening Standard*, and then changed by a slightly different group. Major decided on a policy of non-cooperation with the EU until it lifted its ban, a policy that Packer and others warned could not succeed, and it did not succeed.
- 6 But if things were bad under Major, they got far worse when Labour came to power in 1997. Tony Blair required a very quick reversal of what remained of the EU beef ban. Packer thought this was harder than Blair imagined, and was told that it could be done if he had the will and determination. And that is when Downing Street started briefing the press that the ban could be lifted but for the obstructive mandarin at the ministry.
- 7 The skids were under him. Newspapers were told, falsely, that he was to be singled out for criticism in the report on BSE. This book ends there, but he

battled on until 2000, when a newspaper carried a report that he was to be forced out. Packer had not heard any such thing, but the newspaper turned out to be better informed than he was.

- 8 Packer's civil service writing style makes for clarity but not always for easy reading. You find yourself constantly looking back to the key at the beginning to remind yourself what one of the bewildering sets of initials means. But if you can get used to this, the book tells us a great many uncomfortable facts about the way Britain is governed. Ten years ago no top civil servant would have written a book like this. For good or ill, this change must be counted as part of Blair's legacy to the country.

*The Guardian, 2006*

not 1 Downing Street: the London street that houses the official residence of the Prime Minister of the United Kingdom. It is also used as a synonym for the UK Government.

**Tekst 7 Slaughter of a holy cow**

---

- 1p 24 Which of the following fits the gap in paragraph 1?  
A For example  
B In fact  
C Nevertheless  
D Therefore
- “their side of the bargain” (alinea 2)
- 1p 25 In welke zin wordt duidelijk wat “their side of the bargain” inhield?  
Citeer de eerste twee woorden van deze zin.
- 1p 26 Which of the following is true of paragraph 2?  
A It criticises Downing Street for letting down a high-principled civil servant.  
B It demonstrates Sir Richard Packer’s courage in taking a stand against the government.  
C It makes clear how Sir Richard Packer came to write his book.  
D It provides a comprehensive summary of Sir Richard Packer’s book.
- 2p 27 Geef van elke van de volgende punten aan of dit in alinea 5 aan de orde gesteld wordt.  
Noteer “wel” of “niet” achter elk nummer op het antwoordblad.
- 1 The Major government’s inability to put up a unified front in the face of the BSE crisis.
  - 2 The Major government’s unwillingness to communicate the truth about BSE to the media.
  - 3 The Major government’s unwillingness to accept advice in the BSE crisis.
- 1p 28 Wie wordt bedoeld met “the obstructive mandarin at the ministry”?  
(alinea 6)
- 1p 29 Which of the following contributes to the reviewer’s positive appreciation of *The Politics of BSE*?  
A The clear way in which the author analyses the BSE crisis.  
B The detached style the author uses to describe the victims of BSE.  
C The honesty with which the author examines his own errors of judgement.

---

**Tekst 8**

---

*The following text is part of the first chapter of the novel Cheap in August, by Graham Greene.*

**Cheap in August****I**

It was cheap in August: the essential sun, the coral reefs, the bamboo bar and the calypsos — they were all of them at cut prices, like the slightly soiled slippers in a bargain sale. Groups arrived periodically from Philadelphia in the manner of school-treats and departed with less *bruit*, after an exact exhausting week, when the picnic was over. Perhaps for twenty-four hours the swimming pool and the bar were almost deserted, and then another school-treat would arrive, this time from St. Louis. Everyone knew everyone else; they had bussed together to an airport, they had flown together, together they had faced an alien customs; they would separate during the day and greet each other noisily and happily after dark, exchanging impressions of "shooting the rapids", the botanic gardens, the Spanish fort. "We are doing that tomorrow."

Mary Watson wrote to her husband in Europe, "I had to get away for a bit and it's so cheap in August." They had been married ten years and they had only been separated three times. He wrote to her every day and the letters arrived twice a week in little bundles. She arranged them like newspapers by the date and read them in the correct order. They were tender and precise; what with his research, with preparing lectures and writing letters he had little time to see Europe — he insisted on calling it "your Europe" as though to assure her that he had not forgotten the sacrifice which she must have made by marrying an American professor from New England, but sometimes little criticisms of "her Europe" escaped him — the food was too rich, cigarettes too expensive, wine too often served, and milk very difficult to obtain at lunchtime — which might indicate that, after all, she ought not to exaggerate her sacrifice. Perhaps it would have been a good thing if James Thomson, who was his special study at the moment, had written *The Seasons* in America — an American autumn, she had to admit, was more beautiful than an English one.

Mary Watson wrote to him every other day, but sometimes a postcard only, and she was apt to forget if she had repeated the postcard. She wrote in the shade of the bamboo bar, where she could see everyone who passed on the way to the swimming pool. She wrote truthfully, "It's so cheap in August; the hotel is not half full, and the heat and the humidity are very tiring. But, of course, it's a change." She had no wish to appear

extravagant; the salary, which to her European eyes had seemed astronomically large for a professor of literature, had long dwindled to its proper proportions, relative to the price of steaks and salads — she must justify with a little enthusiasm the money she was spending in his absence. So she wrote also about the flowers in the botanic gardens — she had ventured that far on one occasion — and with less truth of the beneficial changes wrought by the sun and the lazy life on her friend Margaret who from "her England" had written and demanded her company: a Margaret, she admitted frankly to herself, who was not visible to any eye but the eye of faith. But then Charlie had complete faith. Even good qualities become with the erosion of time a reproach. After ten years of being happily married, she thought, one undervalues security and tranquillity.

She read Charlie's letters with great attention. She longed to find in them one ambiguity, one evasion, one time-gap which he had ill-explained. Even an unusually strong expression of love would have pleased her, for its strength might have been there to counterweigh a sense of guilt. But she couldn't deceive herself that there was any sense of guilt in Charlie's facile flowing informative script. She calculated that if he had been one of the poets he was now so closely studying, he would have completed already a standard-sized epic during his first two months in "her Europe," and the letters, after all, were only a spare-time occupation. They filled up the vacant hours, and certainly they could have left no room for any other occupation. "It is ten o'clock at night, it is raining outside and the temperature is rather cool for August, not above fifty-six degrees. When I have said good night to you, dear one, I shall go happily to bed with the thought of you. I have a long day tomorrow at the museum and dinner in the evening with the Henry Wilkinsons who are passing through on their way from Athens — you remember the Henry Wilkinsons, don't you?" (Didn't she just?) She had wondered whether, when Charlie returned, she might perhaps detect some small unfamiliar note in his lovemaking which would indicate that a stranger had passed that way. Now she disbelieved in the possibility, and anyway the evidence would arrive too late — it was no good to her now that she might be justified later. She wanted her justification immediately, a justification not — alas! — for any act that she had committed but only for an intention, for the intention of betraying Charlie, of having, like so many of her friends, a holiday affair (the idea had come to her immediately the dean's wife had said, "It's so cheap in Jamaica in August").

The trouble was that, after three weeks of calypsos in the humid evening, the rum punches (for which she could no longer disguise from herself a repugnance), the warm martinis, the interminable red snappers, and tomatoes with everything, there had been no affair, not even the hint of one. She had discovered with disappointment the essential morality of a holiday resort in the cheap season; there were no opportunities for infidelity, only for writing postcards — with great brilliant blue skies and seas — to Charlie.

## Tekst 8 Cheap in August

---

- 4p 30 Geef van elke van de volgende beweringen aan of deze overeenkomt met de inhoud van de tekst.  
Noteer “wel” of “niet” achter elk nummer op het antwoordblad.
- 1 Mary verblijft in een goedkoop hotel, waarin steeds nieuwe groepen schoolkinderen hun intrek nemen.
  - 2 Mary's echtgenoot voelt zich net zo min thuis in Europa als Mary zich in Amerika thuis voelt.
  - 3 Mary's echtgenoot is in Europa om daar onderzoek te doen.
  - 4 Mary heeft de uitnodiging van een Engelse vriendin om naar een vakantieoord te gaan, verzonnen.
  - 5 Mary neemt het zichzelf kwalijk dat ze haar huwelijk niet genoeg waardeert.
  - 6 Mary hoopt dat ze haar echtgenoot kan betrappen op een buitenechtelijk avontuurtje.
  - 7 Mary's echtgenoot schrijft haar zo vaak dat het lijkt of hij iets te verbergen heeft.
  - 8 Mary ontdekt dat zij niet op een avontuurtje moet rekenen.

## Tekst 9



## Rotten Woods

BY HIDEKO TAKAYAMA

- 1 JAPAN IS OUT OF WHACK. A 61-year-old man in Nagano goes to walk his dog, and a bear comes out of the woods and kills him. In Toyama, astronomers are forced to close an observatory to visitors until the local bears go into hibernation. A farmer near the city of Sendai walks out to his fields and finds his cabbage and radish plants gone — eaten by wild monkeys. Deer nibble away an entire forest on the outskirts of Tokyo. What are the animals trying to say?
- 2 Takeshi Maeda thinks he knows. "Our mountains are rotting," says the land-use expert and member of Japan's Upper House. In recent decades, Japan's timber companies and developers have wreaked havoc on Japan's forests, and they've done it without a saw or a bulldozer. The forests, once carefully cultivated for precious timber, have been neglected for decades because Japan imports most of the wood it needs. Now the forests are reverting back to a state of nature, and the results are a disaster. The trees are crowding out berry bushes that animals feed on.
- 3 As the rest of the world struggles with overdevelopment, how did Japan come to have the opposite problem? For centuries, the Japanese lived in harmony with their forests. Some mountain forests were left undisturbed to support old-growth broad-leaved and coniferous trees, while others were cultivated with a mix of oak, chestnut and other trees. The mature growth was carefully selected and felled, according to *ki no bunka*, or wood-based culture, in which some wood was used for charcoal and other timber for tasteful wooden houses built by master carpenters. During the military buildup of World War II, a sharp increase in demand for wood led to massive felling, which continued long after the war to

feed the housing-construction boom. Landowners, in a rush to replace the forests, planted almost exclusively fast-growing cedars as close together as they could. (Now 40 per cent of Japan's forests consist of cedars and cypresses planted in the 1950s.) Before the trees could mature, the construction industry, with the encouragement of the government, began importing timber from the United States and Canada.

- 4 Because Japan's small landowners couldn't compete with the big, efficient foreign-timber firms, most left the cedar and cypress forests alone. Japan's Forestry Agency estimates that 80 percent of such artificial woodlands need thinning and care. Forester Nobuyoshi Matsuki remembers being urged to plant hundreds of cedar saplings in a small lot. "Most of them were supposed to be thinned out after two decades," he says, "but they were left there, so weak and skinny."
- 5 What Japan's forests need, according to the experts, is a comeback in Japan's logging industry. "The trouble is that the man-made forests, says Mikito Sakata, spokesman for Japan's Forestry Agency, need human hands to become healthy again." Now an environmental movement is promoting Japanese wood, even though it usually costs more than imports. Prime Minister Junichiro Koizumi suggested in a recent parliamentary session that Japanese timber be substituted for concrete in highway guardrails. The Forestry Agency has recently begun promoting the use of homegrown timber from 34 forests for schools and other public facilities, instead of imported wood.
- 6 This new twist on conservation is going to require re-educating Japan's public. Experts are now telling people that using disposable chopsticks isn't harmful to the environment, as long as the wood comes from thinned-out timber. C.W. Nicol, the 64-year-old author, adventurer and naturalist from Wales who's now a household name in Japan, has been using proceeds from his books, TV appearances and lectures to buy up land and cultivate the woods. Japan will need plenty more enthusiasts like him if it's going to rescue its dark, gloomy forests.

adapted from *Newsweek*, 2005

**Tekst 9 Rotten woods**

---

- 1p 31 Which of the following is in line with the content of paragraphs 1 and 2?  
In Japan,
- A animal behaviour has taken a dangerous turn due to frequent encounters with humans.
  - B changes in their natural habitat have driven wild animals into populated areas.
  - C commercial deforestation has totally exhausted the rich stores of timber.
  - D the woods need the presence of animals for the sake of their ecological balance.

- 1p 32 What is the point made in paragraph 3?
- A After the war foreign companies took over Japan's wood industry.
  - B After the war Japan has had to turn to timber from abroad.
  - C After the war Japan's age-old wood-based culture was carefully preserved.
  - D After the war Japan was in such a bad state that reforestation could only be done with low-quality trees.

"Because Japan's small landowners couldn't compete with the big, efficient foreign-timber firms, most left the cedar and cypress forests alone." (first sentence, paragraph 4)

- 1p 33 Which of the following quotations is in line with this statement?
- A "The forests, once carefully cultivated for precious timber, have been neglected for decades because Japan imports most of the wood it needs." (paragraph 2)
  - B "Some mountain forests were left undisturbed to support old-growth broad-leaved and coniferous trees, while others were cultivated with a mix of oak, chestnut and other trees." (paragraph 3)
  - C "What Japan's forests need, according to the experts, is a comeback in Japan's logging industry." (paragraph 5)
- 1p 34 Which of the following fits the gap in paragraph 5?
- A age-old
  - B environmentally sound
  - C neglected

"This new twist on conservation is going to require re-educating Japan's public." (paragraph 6)

- 1p 35 What would the public have to start thinking?
- A that Japan's forests can be instrumental in improving the environment
  - B that Japan's need for reforestation is urgent
  - C that Japan's wood products can compete with foreign products
  - D that Japan's woods will benefit from exploitation

---

**Tekst 10**

---

## Supersize Silliness

**T**he millions of horizontally challenged Americans who frequent McDonald's restaurants will soon have to change their orders. Instead of asking for one "Supersize" fries, they'll need to request four regular-sized orders.

That's about the weightiest change we see coming from the fast-food giant's decision to phase out its trademark Supersize fries and drinks. But while McDonald's retreat from big won't slim America, it does 36 the forces of regulation and litigation.

McDonald's says its move is a matter of menu simplification. But what the Supersize dump is really about is the mau-mauing that the hamburger chain has received from the nation's food nannies for selling what increasingly overweight Americans love to eat. This 37 has led to a crush of trial lawyers, who've already started a tobacco-like assault on the food industry. McDonald's has seemingly thrown in the wrapper and moved to damage control.

Problem is, there's 38 that fast food has caused America's girth. Americans increased their overall daily diet by an average of 200 calories from the 1970s to 1990s. But while the daily intake of fast food grew by about 140 calories for men and 65 calories for women, home mealtime consumption went down by more than that — offsetting fast-food calories. So where *do* the extra 200 calories come from? According to the U.S. Department of Agriculture survey that tracks food intake, the cause is more snacking (though not on fast-food products). A more sedentary America 39 those nibbles.

America has an obesity problem, and we should all be concerned with the resulting health woes. But if we want the country to resemble Jennifer Aniston rather than Boeing 747s, we first have to face up to 40.

adapted from *Wall Street Journal*, 2004

**Tekst 10 Supersize silliness**

---

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

1p **36**

- A hand a victory to
- B imply a warning for
- C obscure

1p **37**

- A cry for help
- B marketing policy
- C public shaming

1p **38**

- A a growing realization
- B a slight possibility
- C no evidence
- D statistical proof

1p **39**

- A does not relate to
- B doesn't work off
- C would say no to

1p **40**

- A how hard it will be to stop this trend
- B the appalling impact of fast food
- C the growing power of fast-food giants
- D what's really causing the bulge

## Tekst 11

**APPOINTMENTS****THE LEARNING GAME**

**CHILDREN'S TRAINERS - South and West Yorkshire, The Midlands, Newcastle area and UK wide**

Why don't you play your part in making a real difference to the quality of education experienced by the next generation?

The Learning Game (TLG) is looking for bright, talented and energetic individuals to join our committed team of Children's Trainers. Our Trainers are at the very hub of our relationships with schools. We make learning fun and we are committed to what we do!

**THE ROLE**

We are going through a period of unprecedented growth and we need people who are talented at:

- Creating instant rapport with young people of all ages and backgrounds
- Facilitating TLG's fun, educational and energetic training programs to a consistently high standard
- Working in area teams to create new products and opportunities
- Following up our marketing initiatives to promote TLG at all levels
- Being part of a high-growth company with UK and International aspirations

**THE PERSON**

Let's figure that out together! You will need to be a positive role model for young people. You will need to have experience working with young people. You will need to be an excellent communicator, extremely animated with bags of energy and enthusiasm and with a genuine desire to throw yourself into the role!

**SALARY**

We would hate you to just be in this for the money but we are realists! Starting from £19,000 for full-time positions, and between £140-£175 per day for associate positions.

**TLG**

Who are we? Take a look at the website, [www.tlgworks.com](http://www.tlgworks.com), but don't be surprised if it's about to change - we deal with teachers and young people, so our business changes every day.

**Please send CV's to [janet.trevanion@tlgworks.com](mailto:janet.trevanion@tlgworks.com) or post to, Janet Trevanion, National Training Director, The Learning Game Ltd, Milngavie Enterprise Centre, Ellangowan Court, Milngavie, Glasgow G62 8PH.**

## Tekst 11 The Learning Game

---

- 1p 41 Which of the following descriptions fits The Learning Game (text 11)?
- A It is a commercial publisher of innovative educational materials.
  - B It is a company that aims at helping pupils to raise their school performance.
  - C It is an educational institute for children with learning disabilities.