

# Reading Comprehension Reader

***I hear...I forget  
I see...and I remember  
I do...and I understand  
Ancient Chinese Proverb***

## Motivation:

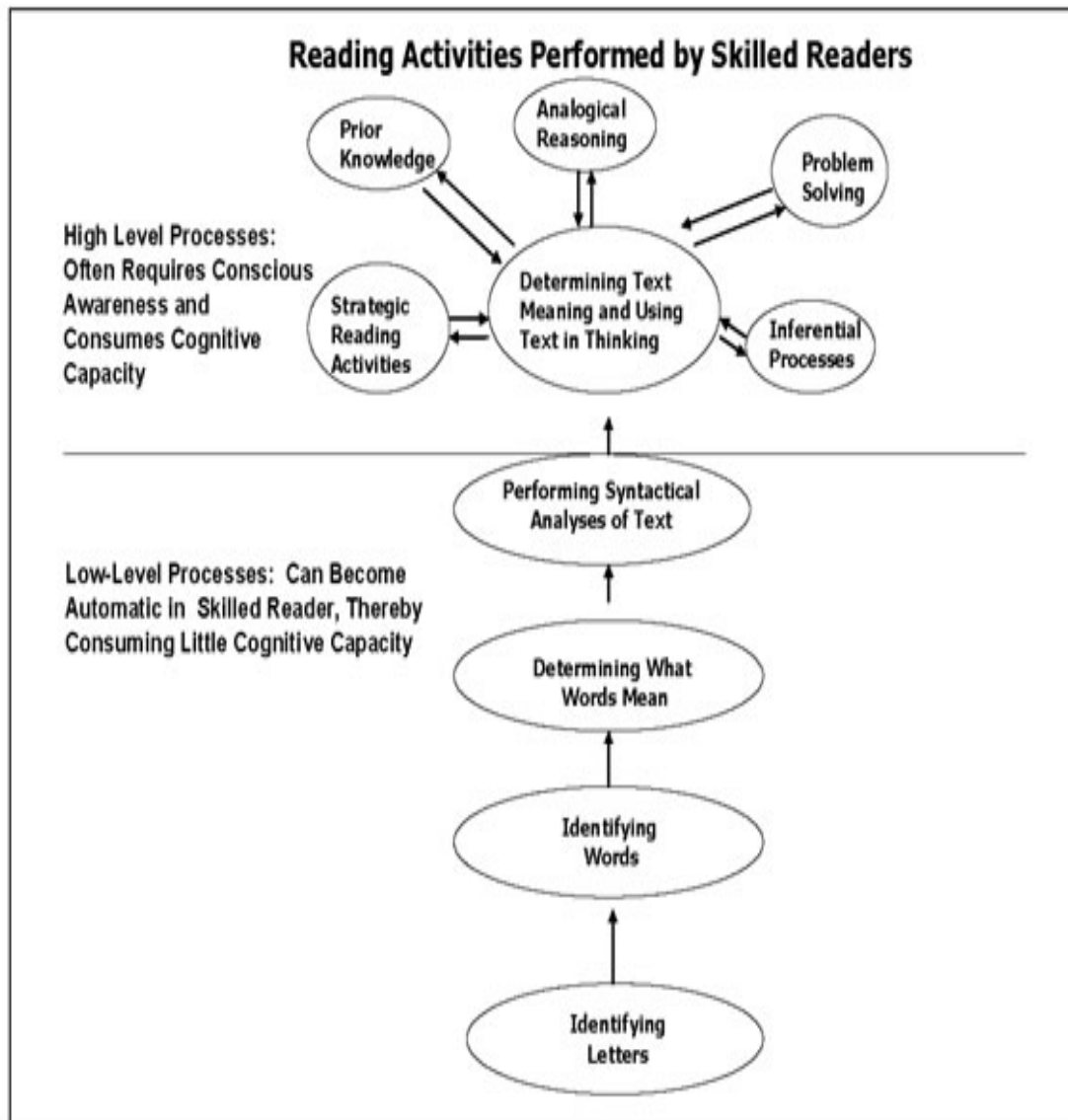
By the time our pupils reach their graduation year they are sick of hearing us talk – telling them what they should do. By this time (we hope) they have obtained enough general learning skills to know how they learn. In this workshop we will attempt to offer you some tools with which you, as a teacher, can tempt your pupils to apply these skills to reading strategies. We have chosen active work forms which can be applied in the class to make the weeks before the all important final examinations an efficient learning experience.

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NCE 2009

# The Theory

It will come as no surprise to anyone here that the diagram below describes the processes undergone by all readers and that a reading test, at whatever level, actually sets out to check to what extent these processes have been developed.



I once heard a theory that one did not have to endlessly practice the tests as offered in the examinations, because if a pupil had reached the appropriate level of skill, that the tests themselves were self-exemplary. I do not agree with this totally as our pupils like to be made familiar with other aspects of an examination, for example, the lay-out, the types of questions asked. This practice will

ensure the test will be less of a nerve-wracking experience. For that reason, I would not discourage my pupils from opening their 'examenbundel'.

On the other hand, looking at the above diagram, one can ascertain that a number of brain processes and activities must be trained and implemented if we want our pupils to perform optimally in their examinations. These activities and processes must also be automated as early as possible in development and are skills which are not limited to foreign or second language learning, or even to language teaching, but are used by our pupils in most of their school subjects, most of the time. Our aims, therefore, should be to awaken this knowledge, stimulate these innate processes and ensure that latent skills become transferable from one school subject to another.

Our second interest here is to stimulate our pupils to take an active part in lessons. This can be done by using activating didactics and cooperative learning.

The following reader includes the lesson material which we have developed for H5 and V6 and which we implement in the penultimate period of the school year which coincides with their final examinations. It will take the learner through the various stages depicted in the diagram and tested in the reading examination. We hope you enjoy the workshop and that our material will be useful to you in your various classrooms.

First of all: what is our aim?

## Eindtermen leesvaardigheid eindexamen havo/vwo

### **Domein A: Leesvaardigheid**

#### Subdomein A1: Analyseren en interpreteren

##### 1. De kandidaat kan:

- vaststellen tot welke tekstsoort een tekst of tekstgedeelte behoort;
- de hoofdgedachte van een tekst(gedeelte) aangeven;
- relaties tussen delen van een tekst aangeven;
- conclusies trekken met betrekking tot intenties, opvattingen en gevoelens van de auteur;
- standpunten en soorten argumenten herkennen en onderscheiden;
- argumentatieschema's herkennen.

### Assignment 1A:

*Read the text and guess the underlined words. In the grid below you first fill in your guess. After that look up the word in a dictionary to see if you were right!*

<b>Word from text</b>	<b>Your guess</b>	<b>Dictionary</b>
1 blurring		
2 depicting		
3 intractable		
4 commendably		
5 heretic		
6 mending		
7 reluctance		
8 premise		
9 evinced		
10 subordinate		
11 warrant		
12 innate		
13 immutable		
14 superseded		
15 mores		

## Faith, Science And Nature

### The Pope is right to note sexual difference, but wrong to condemn homosexuality

In his end-of-year address to the Curia, Pope Benedict decried modern society's blurring of gender roles. He also urged the defence of heterosexuality - a cause that he likened in importance to preserving the rain forests from destruction.

The Pope was justified in his criticism of “gender theory”, though the target is obscure and represents more an error than a threat. But in depicting homosexual relations as a threat to the natural order of creation, he is wrong. His remarks inflame rather than inform theological reflection on the intractable issues of human sexuality. And the nature and timing of his intervention detract from the reflective character of his Christian witness.

On other issues, the Pope has shown himself commendably willing to reflect critically on the Church's role in history and society. He has marked the forthcoming 400th anniversary of Galileo's confirmation of Copernican astronomy - conclusions that later earned Galileo condemnation by the Roman Inquisition. The Pope has also argued that Martin Luther was a Church reformer rather than a heretic. And the Pope has advanced dialogue with Muslim scholars, mending the damage from his apparent criticism in 2006 of Islam as hostile to reason.

Yet on matters of gender and sexuality, the Pope shows reluctance to move beyond superstition and to embrace tolerance. Granted, his premise that there are biological differences between men and women is plainly true. Such differences are evinced, at the most basic level, in the capacity for bearing children and in relative physical strength. Gender theory goes beyond this unremarkable observation. It claims that biological differences are subordinate to social and educational acculturation in explaining the roles of men and women.

In its generalisations and its dismissal of sex differences, this is a dubious thesis. But it is far from the only dogmatic position in the debate. There is, for example, no empirical warrant for the notion - suggested by a recent President of Harvard, no less - that the low representation of women in scientific disciplines reflects innate differences in scientific aptitude. The Pope has rightly noted that there are innate sex differences without committing himself to this type of fashionable but empty reasoning.

It is thus frustrating that the Pope does not likewise embrace the finding that homosexual attraction is part of the natural order. The Pope instead follows his predecessors, who have condemned homosexual acts as a violation of natural law, which is immutable. Homosexuals, according to the Catechism of the Catholic Church, are thus called to chastity.

There is no merit to urging a course on homosexual men and women that offends against science, reason and human kindness. To do so with extravagant rhetoric comparing homosexuality to genuine and urgent issues of social concern is unhelpful. Sexual relations are an important matter for ethical reflection. But the Pope might accept that Church teaching has been superseded by science as much as by social mores. For as John Stuart Mill observed, a mode of thinking or feeling that is according to nature is usually accepted as a strong argument for its goodness.

What have you learnt about contextual guessing from this exercise?
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## Assignment 1B:

*Write down in five sentences what the main issue of this article is. So, what is its subject matter? What is said about the Pope's view on homosexuality? What is the article's conclusion?*

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Why would this exercise be handy for your final reading examination?

## Assignment 2A: Team 1, Make a gap text for team 2!

*In pairs you are going to make a gap text for the other pair in your group. In class we will discuss what kind of words are suitable to leave out of a text. Read the following steps:*

- 1**      *Read the text*
- 2**      *Discuss which 7 words you are going to leave out*
- 3**      *Make a multiple choice test: find two suitable wrong answers*
- 4**      *Swop your work with another team and do the test.*
- 5**      *Comment on each other's work*

1	A	B	C
2	A	B	C
3	A	B	C

4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C

Who cares?

## **The Times's investigation into nursing homes suggests that Britain is miserably failing many of its most vulnerable, elderly people**

Our society pays a good deal of attention to the needs of newborn babies and disabled children, but woefully little to the most vulnerable people at the other end of life. A frail old age is deeply uncomfortable to contemplate. But The Times's three-part investigation into nursing homes, which starts today, suggests that we are failing the elderly on a massive scale. Building a more humane care system is an absolute moral imperative.

It is also a practical one. Around 2.5 million older people currently need some form of care and support. Their numbers are set to grow exponentially. This year, one in three people will reach 50 or over. By 2051 the over-85s will hit around four million in Britain. With dementia likely to affect one in three, many of us will be destined for a nursing home. So younger people need to start now to make the case for better care. The elderly do not live to tell their stories and argue for reform.

Policymakers face three main challenges. First, the quality of care in nursing homes is alarmingly variable. While staff in many homes are working flat out in tough conditions, elsewhere the notion of “care” seems to be devoid of compassion. You cannot legislate for love. But minimum care standards must surely be raised so that no person is left undernourished, dirty or infantilised. It seems that government is over regulating in some areas, such as size of rooms and water temperature, and making some homes uneconomic, while under regulating the actual standards of personal care, which should be paramount.

The second problem is the apartheid that currently excludes many families with savings from basic information and support. Around half of Britain's 440,000 care home residents are “self-funding”. This means that they have more than £22,250 in property and savings, so must finance all or most of their care themselves. Those people and their families are currently regarded as being outside the system: they receive no information or advice from the State in trying to find suitable placements for their loved ones, and get little support if they try to challenge poor standards of care. Yet it is precisely those people who should be helping to drive up standards.

The Government is set to introduce a new complaints system in April, which should help. But many families will still be baffled by the sheer complexity of the care system. They need help to navigate it. Ministers need to make good on their promise, in their forthcoming Green Paper, to bring those people into the information loop and to make the system more equitable.

The third, profound problem is how to finance the costs of care. Local authorities already restrict care to people whose needs are deemed “critical” or “substantial”, leaving around a quarter of a million very needy people with no help from councils at all. As people live longer, and dementia becomes a growing problem, it would be fantasy to expect government to fund all care needs. But there are clearly questions about whether care homes, some of which are making considerable profits, represent good value for money for local authorities. The Government must also address the disincentives to save built into the current system, and consider whether some form of social insurance will eventually be needed.

The luckiest in old age will be those who can rely on families and communities. But dementia can create unbearable pressures. Outside help will be needed; help which is not just about money but also about compassion. How to ensure compassion, in a individualistic world, will be one of the chief tasks of this Government and the next. A society that leaves many of its oldest citizens frightened and neglected should not call itself civilised.

## Assignment 2B: Team 2, Make a gap text for team 1!

*In pairs you are going to make a gap text for the other pair in your group. In class we will discuss what kind of words are suitable to leave out of a text. Read the following steps:*

- 1**      *Read the text*
- 2**      *Discuss which 7 words you are going to leave out*
- 3**      *Make a multiple choice test: find two suitable wrong answers*
- 4**      *Swop your work with another team and do the test.*
- 5**      *Comment on each other's work*

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C



6	A	B	C
7	A	B	C

## The heat is on

### Iceland's government is on the point of collapse as angry protesters stake out the parliament in Reykjavik

Protesters gather in Reykjavik as members of parliament gathered for their first session of the new year.  
Photograph: Halldor Kolbeins/AFP

While Barack Obama was being sworn in to office on Capitol Hill yesterday, the people of Iceland were starting the first revolution in the history of the republic. The word "revolution" might sound a bit of an overstatement, but given the calm temperament that usually prevails in Icelandic politics, the unfolding events represent, at the very least, a revolution in political activism.

Four months after the collapse of Iceland's entire financial system, no one has accepted any responsibility. Our currency has lost more than half its value, rampant inflation has already eaten up most people's savings, property values have dropped by more than a third and unemployment is reaching levels never seen before in the life of our young republic. The fault is clearly shared between the business elite and the government, which failed to regulate the newly privatised financial sector, allowing a few incompetent and egotistical business tycoons to gamble with the nation's fortune. And yet neither the government nor the bankers – who, by the way, seem to have disappeared into the cold thin air – see anything wrong with their own behaviour.

The governor of the central bank blames the risk-seeking bankers, the bankers blame the government and the prime minister attributes the whole crisis to the international credit crunch. This lack of any sense of responsibility has angered the Icelandic public to the extent that they have turned to the streets in greater numbers than ever before.

It started in October with peaceful demonstrations. Then the frustration grew, first with the lack of any sense of responsibility, then with the lack of any effective action to ease the economic pain most people feel – and finally with the sense that all the political elite were incompetent.

Initially the government tried to dismiss the protesters as frustrated wannabe politicians and disillusioned youngsters who did not understand the complexity of the situation. But when our grandmothers put down their knitting gear, strapped their boots on and took to the streets shouting for new elections we all saw that the disgust was almost universal.

Yesterday parliament resumed for the first time after Christmas. Without much organisation or central planning the public surrounded the parliament building and put forward a clear demand for early election. Ignoring them, the ministers and parliamentarians tried to sit out the protest, hiding inside the

old building in downtown Reykjavik. This time it didn't work. The protests grew and ordinary people kept warm by burning torches in front of the building. They were going nowhere. Well into this dark night in Iceland's history, parliament remained under siege, and the vigil resumed this morning.

It is the first time in Icelandic history that a young anarchist can well expect to meet his grandmother in the crowd demonstrating against the government and drumming with her kitchen knife on pots and pans. The government is surely hanging by a thin thread and might fall at any moment.

The Icelandic public fear that their country has virtually been stolen by the globetrotting business elite that spent more time rubbing shoulders with international high society than giving back to the society that enabled them to enjoy this privileged lifestyle. Now ordinary Icelanders are determined to take their country back.

What have you learnt about the nature of gap texts from this exercise?

**Assignment 3: Fill in the gaps! No multiple choice!**

***Fill in gaps in two different texts. Once you've finished compare your answers in your group. Make sure you try to convince each other of the right answer. After that the possible answers will be discussed in class. It is not important that you get the right word. It is important that you have been able to come up with a word that fits.***

<b>1</b>		<b>6</b>	
<b>2</b>		<b>7</b>	
<b>3</b>		<b>8</b>	
<b>4</b>		<b>9</b>	
<b>5</b>		<b>10</b>	

## Sex And The Crunch

### Money talks, but does it talk with only a male voice?

Women are good at cakes, but bad with cash. Little girls are made of sugar and spice and all things nice. Little boys do money, leverage, quantitative easing, and all the topics that Plato called banausic: suitable only for (male) artisans.

At least, that is a 1. Times2 today publishes Sheconomics, a study of women and the dismal science. And it is true that tradition makes poor females clueless with money. It was Eve who 2. Adam to take a hedge-fund punt on apples. The poor girl kisses a frog that turns into a prince - not the other way round. King Cophetua marries the beggar maid, and Cinderella escapes drudgery when she meets Prince Charming at the ball. "Women are irrational, that's all there is to that! Their heads are full of cotton, hay and rags!" But My Fair Lady was composed by two males. Scrooge and other misers are men; contrast Lady Bountiful.

And, of course, for most of history men made the money, had the money and 3. \_\_\_\_\_ the women. And wrote the history and the folklore. But there are plenty of examples, from Cleopatra to J.K. Rowling, of women with massive talents of both sorts. Helen was about the only person to come out of the Trojan War richer than she went into it, having played both sides against her bankers. English queens have been notably more successful with their

4. \_\_\_\_\_ than kings.

The monetary advice in Times2 is admirably prudent. But it should be read by both sexes. Let us not forget that most of those 5. \_\_\_\_\_ for our present financial desert were men, not women. There is another old proverb about she who holds the purse-strings. It has more truth than poetry. Both sexes should give money a go.

### **CAN THE JEWS HAVE A ROOM HERE?**

Hamas rejects any 1. \_\_\_\_\_ of Israel. By contrast, the Fatah-led Palestinian Authority, which controls the West Bank, has recognized Israel — and vice versa. If you believe, as I do, that the only stable solution is a two-state one, with the Palestinians getting all of the West Bank, Gaza and Arab sectors of East Jerusalem, then you have to hope for the weakening of Hamas.

Why? Because nothing has 2. \_\_\_\_\_ Palestinians more than the Hamas death-cult strategy of turning Palestinian youths into suicide bombers. Because nothing would set back a peace deal more than if Hamas's call to 3. \_\_\_\_\_ Israel with an Islamic state became the Palestinian negotiating position. And because Hamas's attacks on towns in southern Israel is destroying a two-state solution, even more than Israel's disastrous and reckless West Bank settlements.

Israel has proved that it can and will uproot settlements, as it did in Gaza. Hamas's rocket attacks pose an 4. \_\_\_\_\_ threat. They say to Israel: "From Gaza, we can hit southern Israel. If we get the West Bank, we can rocket, and thereby close, Israel's international airport — anytime, any day, from now to eternity." How many Israelis will 5. \_\_\_\_\_ relinquishing the West Bank, given this new threat?

What have you learnt about the nature of gap texts from this exercise?

### **Assignment 4: Main and supporting ideas**

- a) One of the most obvious parts of any reading comprehension test is being able to distinguish the main idea of a text. We do this by skimming and scanning. You have 2 minutes to identify and formulate the main idea of the text.***

*Main idea is:*

- b) Compare with your partner...and then with the other group members.***
- c) You and your group now have the task of identifying and formulating the supporting ideas. This again is a race. The first group to have correctly written main and supporting ideas on the board will win a prize well worth winning.***

## **Is the theory of evolution true?**

Evolution does a great job of explaining how life adapts and changes with time. Over the past century, the theory has been verified by countless experiments and observations. So, is the scientific evidence supporting evolution irrefutable?

To this end, it is first necessary to understand the two assumptions on which science is based. The first is that man can accurately observe his surroundings and formulate laws to describe it (the observable axiom). The second is that every event that has happened, is happening or will happen can be explained by math, chemistry, physics or biology (the naturalistic axiom). Science requires both axioms to function properly.

Furthermore, within scientific circles, the theory of evolution must be true because science has no way to disprove it. When science assumes that all events have a naturalistic explanation, it also assumes that the theory of evolution is true. Therefore, the naturalistic axiom does not allow scientists to consider the possibility that perhaps God used evolution as a tool to create life. Science simply assumes that this possibility is false; as a result, scientific experiments focus on how evolution happens not whether or not the theory is true.

This naturalistic axiom allows science to do some very interesting things. For example, science has yet to figure out how life originated. Using the naturalistic axiom for justification, this major flaw in evolutionary theory has been quietly swept under the rug. As a result, today very few scientists are involved in origins research and the origin of life will likely remain a mystery.

Moreover, science does not have a plausible explanation for how the first genes and proteins evolved. Here the scientific community has chosen to do something completely different. Instead of sweeping this problem under the rug, they label any scientist who conducts experiments or develops mathematical and computer models to look at this issue a Creationist. This label destroys the scientific credibility of both the scientist and his (or her) ideas and findings.

This behavior may at first seem odd. But there is a good explanation for it. Natural selection and chance (even given 100 trillion years to operate) do not seem to be able to explain the evolution of the first genes and proteins. This observation threatens the very nature of science because it calls attention to the fact that the naturalistic axiom might just be a faulty assumption. The truth is no longer important because the scientific establishment must preserve the axioms on which it is based. Thus, scientists who do not have faith in the naturalistic axiom are labeled Creationists and their theories about evolution are dismissed as cleverly disguised forms of religion.

## Assignment 5: Linking ideas

*In the preceding article the paragraphs and sentences have been linked together using words or ideas. Read the text and ask yourself how it is done. These could be 'linking devices' (like 'but', 'and' or 'therefore'). They could also be a reference to an idea in the introductory paragraph or another preceding paragraph. These devices also give you an idea what is to come. Find these devices and indicate their function in the text. The first 2 have been done for you.*

What and where	Function
So...	Links the statement to the question
To this end	Links the question in paragraph 1 to the answer in paragraph 2

What have you learnt about the linking of ideas and the types of functions used from this exercise?

## Assignment 6: Tone and register

***In the following essay certain techniques have been employed which cause the reader to believe that the writer is less than totally serious. The writer has used, for example: sarcasm, tonal irony.***

***Read the text and ask yourself how it is done. Underline 5 different examples. Team up with your partner. Discuss your techniques and create a list of your top 5. Describe each technique.***

## Axis of Evil Wannabees

by John Cleese

Bitter after being snubbed for membership in the "Axis of Evil," Libya, China and Syria today announced that they had formed the "Axis of Just as Evil," which they said would be more evil than that stupid Iran-Iraq-North Korea axis President Bush warned of in his State of the Union address. Axis of Evil members, however, immediately dismissed the new Axis as having, for starters, a really dumb name. "Right. They are just as evil . . . in their dreams!" declared North Korean leader Kim Jong-il. "Everybody knows we're the best evils . . . best at being evil . . . we're the best." Diplomats from Syria denied they were jealous over being excluded, although they conceded they did ask if they could join the Axis of Evil. "They told us it was full," said Syrian President Bashar al-Assad. "An axis can't have more than three countries," explained Iraqi President Saddam Hussein. "This is not my rule, it's tradition. In World War II you had Germany, Italy, and Japan in the evil Axis. So, you can only have three, and a secret handshake. Ours is wickedly cool." International reaction to Bush's Axis of Evil declaration was swift, as within minutes, France surrendered.

Elsewhere, peer-conscious nations rushed to gain triumvirate status in what has become a game of geopolitical chairs. Cuba, Sudan and Serbia announced that they had formed the "Axis of Somewhat Evil," forcing Somalia to join with Uganda and Myanmar in the "Axis of Occasionally Evil," while Bulgaria, Indonesia and Russia established the "Axis of Not So Much Evil Really as Just Generally Disagreeable." With the criteria suddenly expanded and all the desirable clubs filling up, Sierra Leone, El Salvador, and Rwanda applied to be called the "Axis of Countries That Aren't the Worst But Certainly Won't Be Asked to

Host the Olympics". Canada, Mexico and Australia formed the "Axis of Nations That Are Actually Quite Nice But Secretly Have Some Nasty Thoughts About America," while Scotland, New Zealand and Spain established the "Axis of Countries That Want Sheep to Wear Lipstick." "That's not a threat, really, just something we like to do," said Scottish Executive First Minister Jack McConnell.

While wondering if the other nations of the world weren't perhaps

making fun of him, a cautious Bush granted approval for most axis, although he rejected the establishment of the "Axis of Countries Whose Names End in 'Guay,'" accusing one of its members of filing a false application. Officials from Paraguay, Uruguay, and Chadguay denied the charges. Israel,

meanwhile, insisted it didn't want to join any Axis, but privately world leaders said that's only because no one asked them.

	Technique
1	
2	
3	
4	
5	

## Assignment 7: The real thing

*Here is an examination text. Find the tone of the text and describe it. And then do the question.*

### Fish oil? Sounds like a snake-oil remedy

Stephen Hawking once provocatively declared that we human beings will soon have to link our brains directly to computers — in fact, become hybrid man-machines — if we want to acquire the mental capacity to delve much farther into the mysteries of science. Well, that idea is a bit too creepy even for Mr Blair's nanny-state to prescribe. Instead, it has hit on a cheaper option. The Department for Education and Skills is apparently considering boosting the brainpower of schoolchildren by feeding them capsules of fish oil. Er, *fish oil*? Yes, it seems that Alan Johnson, the Education Secretary, is convinced that the answer to illiterate and innumerate kids is a daily dose of the omega-3 fatty acids found in our scaly friends.

That's all very well. But if fish are so full of brain-boosting oils, how come so many of them end up battered, beheaded and lightly sprinkled with salt and vinegar?

**Tone:**

**How can the tone of this article as a whole be characterised?**

- A. Angry**
- B. Ironic**
- C. Matter-of fact**
- D. Surprised**

## Assignment 8: Argumentation and finding the correct answer



In this exercise we are going to have a look at the relationship between understanding the opinions given in an article and finding the correct answer to a multiple choice question. Have a look first at the questions in Dutch:

1. Geef in je eigen woorden de mening van de schrijver weer met betrekking tot 'global warming'.

2. Waarom vindt de schrijver de vertegenwoordigers van de 'global warming industry' en organisaties die beweren de armen te vertegenwoordigen hypocriet?

3. Wat is volgens de schrijver het echte probleem?

Now read the text , answer the questions and discuss them with your partner

# TIMES ONLINE

F r o m   T h e   T i m e s

August 8, 2003

## Claims about global warming are worse than hot air, they poison the atmosphere

P h i l i p   S t o t t

The attempts by the global warming industry to use the hot weather in Europe to hype up the dangers of extreme climate change are a moral disgrace. In quite breathtaking examples of climatic colonialism, global warming protagonists have been baldly asserting this week that the people of India and China cannot be allowed to develop as the world's wealthy have done because of the imagined effects on the world's climate.

It is cant. The poor are even chastised for being poor, for having the audacity to disrupt European climates through an Asian brown haze derived from their dung and wood fires. The facts that the Asian brown cloud has been around for thousands of years and that cools as much as it warms are conveniently forgotten.

Such insulting sentiments often emanate from organisations that claim to support the poor. We must always remember that more than 1.6 billion people have no access to any form of modern energy. Solving their problems is the real issue in achieving a global “sustainable” energy policy. Unfortunately, our hot air over global warming is diverting much-needed focus and finance from key development aims such as the provision of safe, clean drinking water for all.

It should not go unnoticed that the so-called UK temperature record was being claimed two to three days before it might, or might not, occur. Facts are not always the strong point of true believers, and global warming has morphed into an ancient-style religion, demanding sacrifice to the Earth, especially, it would seem, by the poor of the developing world.

Readers may thus be surprised to learn that, on August 4, 1881, for example, temperatures in Spain attained a truly siesta-sapping 50C. Moreover, the extremes for the different continents are spread out over the past 120 years like a line of English backs at Twickenham — that is, all over the park: 1889 for Australia (53.3C); 1905 for Latin America (48.9C); 1912 for Oceania (42.2C); 1913 for North America (56.7C); 1922 for Africa (57.8C); 1942 for Asia (53.9C); and 1972 for chilly Antarctica (15C).

There is no pattern whatsoever to these highs, although they might, I suppose, reflect a staggered rise of the world out of the Little Ice Age, which ended sometime between 1850 and 1880. But who knows? One of the world’s longest temperature curves comes from De Bilt in the Netherlands. It makes a Blackpool rollercoaster look like a gentle ride for Teletubbies. It does show, however, that after the rise out of the Little Ice Age there was a relatively cold period from the late 1940s to the 1970s — difficult to explain if climate is all down to us.

In truth, the global warming industry is just like Monty Python’s *Life of Brian*. We all remember that glorious scene when the excited crowd persuades the luckless Brian that, whatever he says, he just has to be the Messiah. Brian: “I’m NOT the Messiah!” Girl: “Only the true Messiah denies His divinity.” Arthur: “I say you are Lord, and I should know. I’ve followed a few.”

Thus, if it is an especially hot summer, it is dire global warming, and you are unquestionably to blame, you selfish, greedy, rich Northerners, particularly if you are unfortunate enough to be American. Likewise, if it floods, it is global warming; if the land is parched and fires rage, it is global warming; if the monsoon is too wet or too weak, it is global warming; and, if winter freezes poor old robin redbreast, it is still global warming. Come rain or shine, hot or cold, it is always global warming. So there’s an end of it, Brian.

Predicating long-term climate trends on single weather events, however extreme they may seem, is plain bunkum. During the Little Ice Age there were very hot summers in Britain. In his Selborne journal of 1778, Gilbert White records 88F in the shade, “. . . a degree of heat not very common even at Gibraltar”. In 1779, by contrast, temperatures in August plummeted into the 60s.

What is more, a little warming in the UK can only be a good thing, reinvigorating our wine industry and increasing the number of resident bird species. Twitchers should note that we may even get to host such splendours as the penduline tit, the kaleidoscopic bee-eater, and the cattle egret. And, in stark contrast, who would want to return to the Little Ice Age and to 1816,

the “year without a summer”? Please can we grow up over the weather? It was Ludwig Wittgenstein who reminded us in his masterpiece, the *Tractatus Logico-Philosophicus*, that “whatever a man knows, whatever is not mere rumbling and roaring that he has heard, can be said in three words”. And those three words are: “Climate always changes.”

**The author is Professor Emeritus of Biogeography at the University of London**

Now do the examination question. Check your answers with a partner .

**1** Geef van elk van de onderstaande beweringen aan of deze wel of niet in overeenstemming is met het standpunt van de schrijver in de alinea’s 1-3.

1 All warnings that the environment in developing countries is under threat are wildly exaggerated.

2 Developing countries have problems that are far more urgent than the alleged problem of global warming.

3 Pointing the finger at the developing countries as a cause of environmental problems is outrageous.

4 The developing world should learn to maintain a balance between technological progress and a healthy environment.

5 It is inevitable that developing countries will come to face the environmental problems that the West is now having to deal with.

6 If those who warn of global warming have their way, the developing countries stand to lose out.

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

**2** Which of the following words from paragraph 2 is used ironically?

**A** cant

**B** chastised

**C** audacity

**D** cools

“global warming has morphed into an ancient-style religion” (paragraph 4)

**6** What aspect of ancient-style religion is referred to in this paragraph?

**A** The conviction that there is a divine explanation for each natural phenomenon.

**B** The division of people into believers and non-believers.

**C** The requirement that people give up their desire for material progress.

**D** The threat of being abandoned by the gods.

**3** What is the main point made in paragraphs 5 and 6?

**A** Compared to other continents, Europe is warming up only very little.

**B** Global warming is a misleading term, as temperature extremes are regional.

**C** The facts do not indicate a connection between human activity and climate change.

**D** The misinterpretation of freak weather situations is not a new phenomenon.

4 What point does Philip Stott make by comparing the global warming industry to Monthly Python's *Life of Brian* (paragraph 7)?

- A Any event or phenomenon can always be interpreted as a confirmation of one's belief.
- B Global warming could well have provided suitable material for a Monthly Python film.
- C People who show themselves devoted to any cause that comes their way are laughable.

5 Which of the following is true with regard to paragraph 8?

- 1 It points to America as the main victim of global warming.
- 2 It supports those who blame global warming for climate change.
- A Only 1 is true.
- B Only 2 is true.
- C Both 1 and 2 are true.
- D Neither 1 nor 2 is true.

6 Which of the following fits the gap at the beginning of paragraph 10?

- A For this reason
- B Nevertheless
- C To be fair
- D What is more

## Assignment 9: Specific information

The last skill is searching a text for specific information. Scan the text first and predict what sort of information could be distilled from this text. You have 2 minutes for this exercise. Check with your neighbour. You now have two minutes do find the correct answer to the question

TALKING BOOKS
<p>◆ <b>Brighton Rock</b> by <b>Graham Greene</b> dramatised by <b>Ken Whitmore</b> The sorry tale of Pinkie — teetotal, razor-toting teenage mobster hampered by a twisted Catholic conscience and a hint of homosexuality — and Rose, the girl who loves him with blind devotion, is played out against the full might of BBC special sound-effects. The archives are raided for suitable 1930s popular songs and church music and, whenever the action moves to the Brighton seafront, the characters find themselves competing with vendors bawling their wares ("Brighton rock!" "Razors!"). The multi-layered soundtrack (complete with swirly flashbacks and dream-like repetitions) often makes it difficult to work out what is going on, as Pinky and his gang try to cover up the murder of a journalist and keep control of Brighton's thriving extortion rackets. The strengths of Greene's novel (the raffish atmosphere, the characters tormented and eventually destroyed by their own evil, the twists and shocks of the plot) are indestructible, however, and the actors in this production make a fine fist of turning the dialogue into memorable characters (BBC Radio Collection, £8.99, 2 hrs 15mins). KR</p>

Geef van elk van de onderstaande punten aan of dit in de hoorspeluitvoering van 'Brighton Rock' als positief of negatief aangemerkt wordt:

1. Geluidseffecten
2. Kwaliteit van het verhaal
3. Acteerprestaties

Bijlages:

Principes van teamleren



## **Pigs**

**P**ositieve onderlinge afhankelijkheid

**I**ndividuele aanspreekbaarheid

**G**elijkwaardige bijdrage

**S**imultane interactie



## **Pies** (Spencer Kagan)

**P**ositive interdependence

**I**ndividual accountability

**E**qual participation

**S**imultaneity

Handige sites voor leerlingen:

<http://members.home.nl/egs.sanders/exercises.htm>

[www.havovwo.nl](http://www.havovwo.nl)