tekst 1

**Texting shorthand annoys purists, but**

**it has its charm**

By Seth Mydans

If u cn rEd ths, ur doin gr8.

1 It is the newest variant of English, a compressed jumble of letters and numbers that has

emerged in recent years as the language of the telephone text message. Quick, inventive

and utilitarian, it is a minimalist form of the language that some linguists call irrelevant

and many schoolteachers say is an insult to its mother tongue. But with more than a

trillion text messages sent every year, showering the world with a confetti of tiny

missives, it is impossible to ignore.

2 Texting is pure communication, pragmatic and terse, a facsimile of the sounds of

English cut loose from the roots and history of the language. It has produced its own

vocabulary of acronyms, homonyms and abbreviations, things like LOL (laughing out

loud) and CUL8R (see you later) that have, in their own context, become new English

words. It is a language driven by the young, a generation with the most agile thumbs in

human history, whipping across the keyboard as they text.

3 The vocabulary of text messaging realizes an old lexicographical dream ― the

realignment of spelling with sound. No more rough, trough, thought, through ― just ruf,

trof, thot, thru. New conventions in spelling have emerged, like the use of a capital letter

to denote a long vowel: ths is EzE to rEd.

4 The question is whether this new lingo is anything but a curiosity. David Crystal, author

of “English as a Global Language”, called telephone text messaging “a very tiny, tiny

thing, a variety of English that has evolved purely as a response to a technological

restraint.” That restraint is the little screen on a mobile telephone, and Crystal said that

is where texting would remain, thankfully leaving little imprint on the language at large.

5 But there is evidence that some spellings are leaking out into broader use. Last

November, the Scottish Qualifications Authority, which sets standards for the testing of

students, said phrases like 2B R NT 2B and I LUV U would be acceptable in exam

papers. Also late last year education officials in New Zealand said they might accept

some abbreviations like WOT or WANNA or CUZ on examinations.

6 There was, of course, a backlash. Newspapers called the Scottish proposal ridiculous. In

New Zealand, Judy Turner, a member of Parliament, put her objection in writing:

“Skoolz r ther 2 educ8 + raze litracy 2 certn standrds.”

7 But there is no pristine version of English that must be protected from alien incursions,

said Denis Pyatt, principal of Papanui High School in Christchurch, New Zealand, who is a linguist. “Text messaging is one of the more exciting developments of language that

has occurred for a long time,” Pyatt said in a telephone interview. “I think it’s another

wonderful example of how language grows, and it’s another example of how language

change cannot be stopped.”

8 Even the British Council, one of the arbiters of the international use of English, seems to

be giving ground. Its Web site offers a lesson plan for Valentine’s Day that lets students

“create their own romantic text message in English.” This bastion of the Queen’s English

offered a couple of suggestions:

WUBMV, it said ― Will you be my Valentine? and: xoxoxoxoxo ― hugs and kisses.

http://www.iht.com

“it is a minimalist form of the language that some linguists call irrelevant” (alinea 1)

**1** Welke van de in het artikel genoemde personen vindt dit ook?

Noteer de naam van deze persoon.

“…, but it has its charm” (titel)

**2** Welk kenmerk van het woordgebruik in sms-taal is volgens de schrijver van dit

artikel een verbetering ten opzichte van conventioneel taalgebruik?

Citeer uit de alinea’s 2 tot en met 4 het deel van de zin dat dit kenmerk

kernachtig samenvat.

In het artikel worden enkele personen en/of instellingen genoemd, die positief

staan tegenover het gebruik van sms-taal in een educatieve context.

**3**  Noteer de namen van drie personen of instellingen voor wie dit geldt.

**4** Welke zin uit de tekst is ironisch bedoeld met betrekking tot het gebruik van

sms-taal?

Citeer het eerste woord van deze zin.

Tekst 2

**Marathon hypocrisy**

by Charles Armstrong

The treatment of disabled spectators at the London Marathon was

hypocritical at best, and in violation of equal access laws at worst.

The attitude of the organisers to spectators in wheelchairs can be seen

from the first page of the spectators’ guide: “If you find yourself at one of

the busier areas it can be frustrating … especially if you have to deal with

pushchairs or wheelchairs.”

Disabled spectators were kept away from the busier areas, which also

happened to be the places where, like everyone else, they would most like

to be, for example near the finish. The disabled spectators’ guide

suggested a spot between Miles 21 and 22. How would non-handicapped

people feel if they were recommended to watch four miles from the finish?

At all the busy spots (including within miles of the finish) the coverage

of the railings with advertisement banners was continuous. People in

wheelchairs could not see through these banners. I watched in horror near

the finish where security refused to move just one of these thousands of

banners for 10 minutes so a little boy in a wheelchair could see his friends

go by in the mini marathon, an hour before the main race. Equal access

rights imply the right to a decent view in a decent spot, just like everyone

else. Surely one railing in every 20 in busy areas could be left banner-free

with a disabled priority sticker!

*The Independent, 2009*

**5**  Geef van elk van de volgende beweringen aan of deze voor Charles

Armstrong een reden was om deze tekst te schrijven.

People in wheelchairs were

1 actively discouraged by the organisers from being present at the race.

2 advised to stay away from the most interesting places along the

course.

3 not able to watch the runners near the end of the marathon track.

4 sent away from the circuit by officials in charge of safety.

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

**6**  Citeer de eerste twee woorden van de zin waarin Charles Armstrong een

suggestie doet om de situatie voor mensen in rolstoelen te verbeteren.

Tekst 3

Diana’s unwelcome legacy

THREE YEARS after the

death of Diana, everything has

changed – changed utterly.

The saintly character, the

icon (that great cliché of

modern journalism) is no more.

She was, we are now told, a

mixed-up, undistinguished sort

of person, remarkable only for

her physical beauty.

What has not changed is

the press. It was the press – and

the TV for that matter – who

three years ago helped to

create the great Diana myth

and at the same time foster an

unhealthy atmosphere of

hysteria. For the only time in

life I got a whiff of what it was

like to live under a fascist

system.That was because one

was made to feel like an

outsider for not joining in with

the artificially-created grief.

Many people were literally

afraid to speak their mind

then.

To prove that little has

changed, the same sort of thing

has been happening, albeit on a

lesser scale, in the wake of the

murder of Sarah Payne, whose

funeral last week inspired yet

more pages of solemn

nonsense, not only in the

tabloid press. As with Diana,

the message was that the whole

nation was sharing in the grief

of Sarah’s family – an obvious

and easily provable falsehood.

It is not only the *News of*

*the World* that is responsible

for the dire events that have

ensued since the Payne

murder, notably the witch-hunt

against suspected paedophiles

that is continuing and which no

senior politician has had the

courage to deplore.

And as with Diana, when

sentimental nonsense becomes

a substitute for reporting, the

real story goes untold.Three

years ago it was the

responsibility of the Fayeds

and their employees like

chauffeur Henri Paul for the

fatal crash.Today it is the fact

that Sarah Payne’s killer is still

at large and so may strike

again.

*‘The Observer*

Diana’s unwelcome legacy

**7** Citeer de eerste twee en de laatste twee woorden van de zin waarin de schrijver de kern van zijn verwijt aan de pers verwoordt.

tekst 4

S C I E N C E A N D R E L I G I O N

A new

moral order

Brave New Worlds

*Genetics and the Human*

*Experience*

by Bryan Appleyard

Karen Armstrong

1 Perhaps because we live in an

increasingly pluralistic world, we have repeatedly witnessed a clash of orthodoxies during our troubled century. Today, in all leading faiths, religious fundamentalists believe that only their interpretation of tradition is correct. They are derided and even reviled by the more liberal establishment, which has, however,



generated a form of secular fundamentalism (“Religion is absurd and demonstrably untrue: let’s get rid of it!”), which is similarly reductive and intolerant. Finally, there is a widespread scientific orthodoxy that also demands our total and exclusive allegiance.

2 Bryan Appleyard begs the reader to resist

this scientific claim to be the sole arbiter of truth. This is a brave book. It will doubtless be vilified and Appleyard will certainly be accused, in some quarters, of wishing to return to the bigotry and irrationality of the Dark Ages. But this is part of the problem, and one of the reasons why this book needed to be written. Appleyard helps the non-specialist to confront and to appreciate the disturbing significance of some of the achievements of science.

3 Dolly the sheep made many of us feel

queasy. One of the geneticists interviewed by Appleyard confessed that the possibility of parents being able to select the sex of their child horrified him, “although”, he added, “I cannot say why”. It is certainly frightening to imagine what might happen to a society in which, as a result of genetic research, it might be possible to abort a foetus who might one day be homosexual, violent, or simply too short. Appleyard denies that this is scaremongering. We all want our children to be happy and successful. It would be difficult for some parents to resist the opportunity of bearing only those children who fit the current

social ideal.

4 This type of genetic engineering,

Appleyard argues, is another form of eugenics, the science that was discredited because of its abuse by the Nazis.

5 There is no discovery that cannot be used

for an evil end, but is that a reason for halting experimentation? Obviously, if a cancer gene could be isolated, it would be a triumph to eliminate the suffering that the disease brings. In this sense, genetics is part of a noble endeavour.

6 But Appleyard had a niece (“the most

extraordinary person I have ever known”), who has died since he wrote the book. She suffered all her life from muscular dystrophy, but despite her disability, she led a rich life and the lives of everybody who knew her would be immeasurably poorer if Fiona had not been born. There are no easy answers. Appleyard simply asks whether

such mingled pleasure and pain is not essential to the human experience.

7 One of the main difficulties is that some

scientists will not admit that there *is* a problem. They can be as dogmatic as any religious bigot in their claims for an exclusively scientific approach to life. Francis Crick, who pioneered research into the structure of DNA, has argued that all truths and values are simply molecular functions. Love, art, altruism, spirituality, mathematics, and human consciousness itself are, in this approach, mere evolutionary survival stratagems. To attempt to find “meaning” in life is pointless; there is simply scientific fact.

8 Such scientists believe that they have a

mission to liberate us from religious delusions. Their language can be aggressive. Daniel Dennett speaks of Darwinism and artificial intelligence striking “a fundamental blow” at the “last refuge” of those who cling to a more spiritual view.

9 Yet, in claiming to be the sole bearers of

truth, they give themselves Godlike attributes, even though, like every other human venture, science has often been wrong in the past. Why should today’s theories be any more immune to error?

10 Scientific beliefs and values should be

submitted to the same rigorous scepticism as the truths of religion and philosophy. When they go wrong, all such orthodoxies can have a devastating effect upon society. Genetic science, swallowed uncritically, could radically undermine the institutions of liberal democracy. It is patently not true that all human beings are genetically equal, and, if we believe that our lives are totally determined biologically, what becomes of our systems of justice, which hold individuals responsible for their actions?

11 Appleyard himself shows that religion has

been affected by modern science. Many now believe that their doctrines are facts (instead of poetic symbols of the ineffable), and their myths history. Instead, perhaps those who are convinced of the need for some form of spiritual quest and who wish to challenge some of the possibly dangerous trends of genetics, should emphasise the basic and universal religious perception that every human is sacred and inviolable – a belief that requires no simplistic or literalistic conception of the supernatural.

*‘The Sunday Times*

Alinea 1 bevat indirect Karen Armstrongs eigen oordeel over de verschillende soorten fundamentalisme in de wereld.

**8** 􀂆 Uit welke woorden kan haar oordeel opgemaakt worden? Citeer deze woorden.

**9** 􀂄 Which of the following explains ‘But this is part of the problem’ (paragraph 2)?

A Among scientists there is intolerance towards any doctrine not based on science.

B Appleyard has failed to do the scientific groundwork for his theory.

C It is easy for scientists to criticise Appleyard, for he is not a scientist.

D Scientists are willing to accept criticism from like-minded scientists only.

**10** 􀂄 What is paragraph 3 meant to illustrate?

A The growing resistance to the findings resulting from scientific research.

B The moral dilemmas posed by scientific progress.

C The undeniably beneficial influence of science on society.

D The widespread abuse of the achievements of scientific research.

**11** 􀂆 Citeer uit alinea 3 een zinsgedeelte dat duidelijk maakt wat Appleyard bedoelt met ”another form of eugenics” in alinea 4.

**12** 􀂄 Why does Appleyard discuss his niece in his book (paragraph 6)?

**A** To give an example of a case in which genetic engineering could not have prevented

disease.

**B** To make clear that she would have benefited from genetic engineering.

**C** To suggest that genetic engineering might reduce the quality of life.

‘To attempt … scientific fact.’ (last sentence paragraph 7)

**13** 􀂄 Whose opinion does this reflect?

*1* Bryan Appleyard’s

*2* Karen Armstrong’s

*3* Francis Crick’s

*4* Daniel Dennett’s

**A** Only 1 is correct.

**B** Only 2 is correct.

**C** Only 4 is correct.

**D** 1 and 2 are correct.

**E** 2 and 3 are correct.

**F** 3 and 4 are correct.

**14** 􀂄 Which of the following could be inserted between ‘should’ and ‘be submitted’ in the first

sentence of paragraph 10?

**A** , for instance,

**B** , moreover,

**C** , nevertheless,

**D** , therefore,

**15** 􀂄 Which of the following is in line with the writer’s point in paragraph 10?

**A** Explaining life in terms of genes denies the existence of the free will.

**B** Genetic engineering will lead to a loss of individual characteristics in people.

**C** Science unchecked by religion threatens the survival of mankind.

**16** 􀂆 Citeer uit alinea 11 het zinsgedeelte dat de kern vormt van Karen Armstrongs morele overtuiging met betrekking tot de genetische wetenschap.

Tekst 5

**THE LOADED WORD**

Put That Book Down!

May 14, 2005

Children do some of their best learning through play. Still, it’s disconcerting at first to

find that boys of a certain age know more about Reynauld de Chatillon’s vicious

Crusade-era attacks against Mecca and Medina from the computer game “Age of

Empires II” than from their history classes. (In the movie “Kingdom of Heaven,”

Reynauld is the laughingly cruel nobleman with wild red hair.)

The public schools’ curricular skim through the Crusades leaves students with a

rudimentary understanding of what the point was (go fight for Jerusalem), and a vague

memory of guys called Richard the Lionheart and Saladin. The particulars quickly fade

from memory.

In the Microsoft computer game, players generally take the side of Muslim sultan

Saladin to construct defenses, deploy troops and embark on campaigns ― defending

against Reynauld or claiming victory at the Horns of Hattin, precursor to the Muslim

recapture of Jerusalem. Between fights (low on graphic violence), they’re shown maps,

historical information and vocabulary. (And how many of you know the word

“trebuchet”? It’s a sort of catapult.) Or they can join with Emperor Frederick

Barbarossa, whose hasty dive into a river killed him during the Third Crusade.

Other “Age of” games plunge into the Roman Empire, Mongol invasions, Greek myths

and so forth.

The games tap into two elements key to learning: they get kids personally involved, and

they drill players on facts. A child who relives Saladin’s campaigns over and over is

memorizing them.

“Age of Empires II” is in its present state just a battle game with touches of history and

strategy. Yet it could be a baby step toward a yet-undeveloped genre that marries shoot-

‘em-up video games and educational software. With deeper games tied to curriculum,

players might easily memorize complex geography, engage with fascinating

personalities, fathom politics or figure out how to get troops across the European land

routes that were fatal to so many Crusaders.

Tell our children to stop fooling around and go play their Xbox for a couple of hours? It

affronts our cherished notions of academic excellence.

Get over it.

*Los Angeles Times*

“it’s disconcerting … history classes” (eerste alinea)

**17** In welke zin benoemt de schrijver de reden voor deze verontrusting?

Citeer de eerste twee woorden van deze zin.

**Tekst 6**

*(Advertisement)*

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“your phone bill should make very interesting reading” (laatste alinea van de tekst)

**18** Waarom?

Citeer de eerste twee woorden van de alinea waarin de reden hiervoor gegeven

wordt.

**Tekst 1 Texting shorthand annoys purists, but it has its charm**

**1 maximumscore 1**

(David) Crystal

**2 maximumscore 1**

(the) realignment (of spelling) with sound

**3 maximumscore 2**

drie van de volgende antwoorden:

 the Scottish Qualifications Authority

 education officials in New Zealand

 Denis Pyatt

 the British Council

**indien drie goed 2**

**indien twee goed 1**

**indien één of nul goed 0**

**4 maximumscore 1**

In / Skoolz (alinea 6)

**Tekst 2 Marathon hypocrisy**

**5 maximumscore 2**

1 niet

2 wel

3 wel

4 niet

**indien vier goed 2**

**indien drie goed 1**

**indien twee of minder goed 0**

**6 maximumscore 1**

Surely one

**Opmerking**

**Niet fout rekenen wanneer de juiste zin (deels) verder is overgenomen of**

**de juiste zin op een andere manier is aangewezen.**

**Tekst 3 Diana’s unwelcome legacy**

**Maximumscore 1**

7􀂆 And as / when sentimental … goes untold. (laatste alinea)

**Tekst 2 A new moral order**

**Maximumscore 1**

**8** 􀂆één van de volgende:

• (similarly) reductive and intolerant

• (that also) demands our total and exclusive allegiance

**9** 􀂄**A**

**10** 􀂄**B**

**Maximumscore 1**

**11** 􀂆één van de volgende:

• the possibility of parents being able to select the sex of their child

• to abort a foetus who might one day be homosexual, violent, or simply too short

• (the opportunity of) bearing only those children who fit the current social ideal

**12** 􀂄**C**

**13** 􀂄**F**

**14** 􀂄**D**

**15** 􀂄**A**

**Maximumscore 1**

**16** 􀂆(the basic and universal religious perception that) every human is sacred and inviolable

**Indien ”– a belief … supernatural” aan het citaat is toegevoegd: 0 punten**

**17 maximumscore 1**

It affronts (2e zin laatste alinea)

**18 maximumscore 1**

And every (vierde alinea)