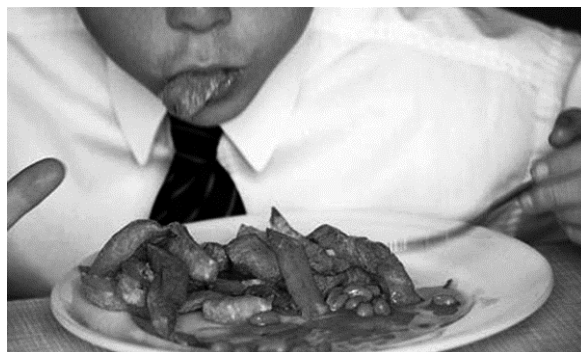


Support the School Food Revolution!

adapted from an article by Henry Dimbleby

- 1 I have tried hard to turn my children into healthy eaters. Our eldest, George, aged four, has his own tiny vegetable patch in our back garden, in which he and I have grown radishes, lettuces and wild strawberries. And yet, if left to his own devices, he would subsist entirely on Cadbury Fingers. His evolutionary instinct to gorge on sugary, fatty foods at every opportunity is simply too strong to be overridden by his tender will. So I have a lot of sympathy, both personal and professional, with those people whose job it is to produce healthy food on a tight budget for schoolchildren, and then persuade them to eat it.
- 2 Still, since 2005, when Jamie Oliver alerted the nation to just how bad much school food had become, the central argument has been more or less won. Most people now agree it's highly difficult to nourish the mind unless you have first nourished the body. The average standard of food in schools has already improved, thanks to the efforts of many individual staff and volunteers and there are isolated pockets of brilliance. Some places have gone far beyond the basics. I have visited inner-city schools where the children grow their own five-a-day in kitchen gardens; and where chickens scratch about in the playground, laying eggs for the kitchen.
- 3 There are, 26, also many places that have not yet made progress. Half of our secondary schools still offer pizzas and starchy food cooked in oil on most days. A third of young people are not choosing a healthy balanced meal. No school in the land wants its children to eat bad food, so the question is: what is holding them back?
- 4 Every school has a different way of doing things. Some employ their own chefs, for instance. Others use council caterers or private contractors. The logistics of producing nutritious school meals – fresh, consistent and to a budget – however, are always maddeningly difficult. But if the school food revolution is to succeed, we have to tackle this head-on.



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Tekst 10

- 1p 24 What becomes clear about the writer in paragraph 1?
- A He acknowledges that serving decent meals to children is a difficult job.
 - B He blames schools for offering cheap and unhealthy meals to their pupils.
 - C He demands respect for having taught his children to try and eat everything.
 - D He is frustrated about not having been able to stick to a healthy diet himself.
- 1p 25 'the central argument has been more or less won.' (paragraph 2)
What is 'the central argument'?
- A Children are born with a natural preference for unhealthy food.
 - B Children dislike having to eat their meals in large canteens.
 - C Children do better in school when they have eaten a wholesome meal.
 - D Children like eating vegetables if they have grown them themselves.
- 1p 26 Kies bij 26 in alinea 3 het juiste antwoord uit de gegeven mogelijkheden.
- A as a result
 - B besides
 - C for example
 - D however
- 1p 27 'what is holding them back?' (einde alinea 3)
→ Welke zin uit alinea 4 geeft het antwoord op deze vraag?
Citeer (= schrijf over uit de tekst) de eerste twee woorden van deze zin.

Bronvermelding

Een opsomming van de in dit examen gebruikte bronnen, zoals teksten en afbeeldingen, is te vinden in het bij dit examen behorende correctievoorschrift, dat na afloop van het examen wordt gepubliceerd.