

Task Three: Multiple-Choice Reading (15 minutes) – Questions 14-20

You will read a text about computer games.

- Read the following text.
- Answer the multiple-choice questions about it and choose the correct answer: A, B, C or D.
- Place a ☐ in the appropriate box on your Answer Sheet.

Computer Games and Children

by V. S. Patel

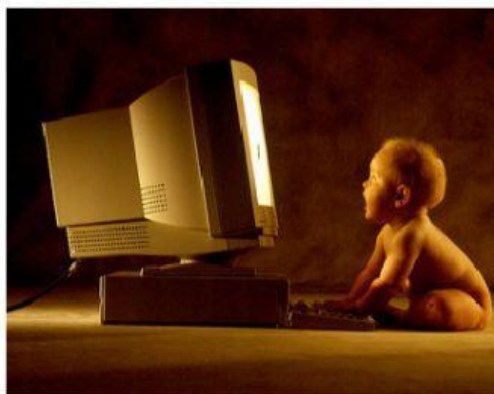
Scientists have looked at the relationship between violent films and children's behaviour for years. They are now studying the effect of computer games on children. Lyn Hender, senior lecturer in educational psychology, focuses on how these games influence the way teenagers think. She looked at thirteen and fourteen-year-old students playing fantasy games on computers.

She found that both weak and strong students clearly used complex thinking skills. "I think we never really see the advantages of such games in education. Parents and teachers do not think of these as being educationally useful," Dr Hender said.

"I think we only see the aggression and violence in them. Of course, some games are like that. But the majority are non-violent games that are good for developing the mind." The students played a game called "Get The Money," in which a group have to make money in various ways. For this game you need to think in almost the same way that you would in a sports game. "This is not an easy game, ... actually, you have to use logic as well as changing how you think." Dr Hender stated.

Teachers were surprised to see that teenagers whom they thought were weak students were as successful as their stronger classmates. Sometimes they were even better. "One weaker student completed a complex card game in which you had about nine different things to remember," Dr Hender said. "I discovered she did it very easily, but some of the students I thought were strong had problems. I found that none of the students had any problems concentrating for a long time. They were determined to understand the game and get it right.

Dr Hender concluded that the games used the same sort of strategies that were very valuable in classrooms. Teachers could try to make use of these games and design tasks based on them for students in class. 'Computers are not just a home leisure thing,' she said.



Questions for Task Three:

14. Dr Lyn Hender is mainly interested in how...

- A** films cause children to be violent.
- B** computer games affect the minds of the young.
- C** little research exists on computer games.
- D** to compare computer games and films

15. According to Dr Hender, parents believe computer games...

- A** are too difficult for many children.
- B** are often made in order to educate children.
- C** are not a proper part of education.
- D** don't involve thinking.

16. Dr Hender says most computer games...

- A** are violent and aggressive.
- B** are for children, not adults.
- C** improve the thinking skills of their users.
- D** are bad for children.

17. Dr Hender says "Get The Money"...

- A** is sold as a sports game.
- B** tells children that earning money is good.
- C** helps children understand the value of money.
- D** helps children think in different ways.

18. According to Dr Hender weaker students are...

- A** just as good at the game.
- B** able to concentrate better.
- C** good at card games.
- D** able to keep in mind nine things at once.

19. Dr Hender says that teachers should...

- A** make their own computer programs.
- B** plan activities based on computer games.
- C** give homework which needs a computer.
- D** make sure every student has a computer in class

20. Overall, this article is about...

- A** the educational value of computer games.
- B** the effect children have on the computer industry..
- C** what parents and teachers think of violent computer games.
- D** how computer games help stronger students.