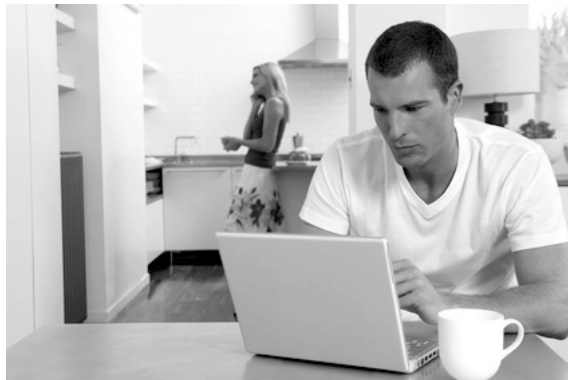


Read the text about possible consequences of using the internet. Some parts are missing. Choose the correct part from the list (A-L) for each gap (1-9). There are two extra parts that you should not use. Write your answers in the boxes provided on the answer sheet. The first one (0) has been done for you.



Is the internet making us stupid?

A growing body of scientific evidence suggests that the internet, with its constant distractions and interruptions, is turning us into scattered and superficial thinkers. I've been studying this research for the past three years, in the course of writing my new book *The Shallows: How the Internet Is Changing the Way We Think, Read and Remember*. But my interest in the subject is not just academic. It's personal. I was inspired to write the book after I realised that I was losing (0) _____. Even when I was away from my computer, my mind seemed hungry for constant stimulation, for quick hits of information. I felt perpetually distracted.

Could my loss of focus be a result of all the time I've spent online? In search of an answer to that question, I began to dig into the many psychological, behavioural, and neurological studies that examine (1) _____, our information technologies, shape our habits of mind.

The picture that emerges is troubling, at least to anyone who values the subtlety, rather than just the speed, of human thought. People who (2) _____, the studies show, comprehend less than those who read words printed on pages. People who watch busy multimedia presentations remember less than those who take in information in a more sedate and focused manner. People who are continually distracted by emails, updates and other messages understand less than those who (3) _____. And people who juggle many tasks are often less creative and less productive than those who do one thing at a time.

The common thread in (4) _____. The richness of our thoughts, our memories and even our personalities hinges on our ability to focus the mind and sustain concentration. Only when we pay close attention to a new piece of information are we able to associate it meaningfully and systematically with (5) _____, writes the Nobel Prize-winning neuroscientist Eric Kandel. Such associations are essential to mastering complex concepts and thinking critically.

When we (6) _____, as we tend to be when looking at the screens of our computers and mobile phones, our brains can't forge the strong and expansive neural connections that give distinctiveness and depth to our thinking. Our thoughts become disjointed, our memories weak. The Roman philosopher Seneca may have put it best 2,000 years ago: "To be everywhere is to be nowhere."

In an article in *Science* last year, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that (7) _____, increase the speed at which people can

shift their focus among other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in (8) ____.

In one experiment at a US university, half a class of students was allowed to use internet-connected laptops during a lecture, while the others had to keep their computers shut. Those who browsed the web performed much worse on (9) _____. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

A	how we communicate with each other digitally
B	knowledge already well established in memory
C	are constantly distracted and interrupted
D	my own capacity for concentration and contemplation
E	less rigorous and “more automatic” thinking
F	this study is the speed with which we multitask
G	are able to concentrate
H	icons and certain computer tasks, like playing video games
I	read texts studded with links
J	a subsequent test of how well they retained the lecture’s content
K	these disabilities is the division of attention
L	how the tools we use to think with

Is the internet making us stupid?

0 <input type="checkbox"/> D	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>		

Von der Lehrperson auszufüllen

richtig	falsch	richtig	falsch	richtig	falsch	richtig	falsch
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