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Prüfende Lehrpersonen	Lehrpersonen der Fachschaft Englisch KS Alpenquai			
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Anweisungen zur Lösung der Prüfung	keine			
Anzahl erreichbarer Punkte	Part	Time	Points	Page
	Reading	~ 15		2
	1 Comprehension	~ 30	40	3
	2 Vocabulary	~ 15	30	4
	3 Essay	~ 60	60	5
	4 Grammar	~ 30	50	6
	5 Translation	~ 15	20	8
	Reading over	~ 15		
	<b>Total</b>	<b>180 mins</b>	<b>200</b>	
Anzahl Seiten (inkl. Titelblatt)	10			

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## Religious right fights science for the heart of America

Creationists take their challenge to evolution theory into the classroom

Al Frisby has spent the better part of his life in rooms filled with rebellious teenagers, but the last years have been particularly trying for the high school biology teacher. He has met parents who want him to teach that  
5 God created Eve out of Adam's rib, and who insist that Noah invited dinosaurs aboard the ark. And it is getting more difficult to keep such talk out of the classroom.

"Somewhere along the line, the students have been told the theory of evolution is not valid," he said. "In the last  
10 few years, I've had students question my teaching about cell classification and genetics, and there have been a number of comments from students saying: 'Didn't God do that?'" In Kansas, the geographical centre of America, the heart of the American heartland, the state-approved  
15 answer might soon be Yes. In the coming weeks, state educators will decide on proposed curriculum changes for high school science put forward by subscribers to the notion of "intelligent design", a modern version of creationism. If the religious right has its way, and it is a  
20 powerful force in Kansas, high school science teachers could be teaching creationist material before long.

Similar classroom confrontations between God and science are under way in 17 states. In Georgia you can even find stickers on school textbooks warning: "This  
25 textbook contains material on evolution. Evolution is a theory, not a fact, regarding the origin of living things."

For the conservative forces engaged in the struggle for America's soul, the true battleground is public education, the laboratory of the next generation, and an opportunity  
30 for the religious right to effect lasting change on popular culture. In recent years opponents of evolution have regrouped, challenging science education with the doctrine of "intelligent design" which has been carefully stripped of all references to God and religion. Unlike  
35 traditional creationism, which posits that God created the earth in six days, proponents of intelligent design assert that the workings of this planet are too complex to be ascribed to evolution. There must have been a designer working to a plan - that is, a creator.

Supporters of intelligent design have appealed to a sense of fair play, arguing that it would be in their children's  
40 interest to be exposed to all schools of thought on the earth's origins. "We are looking for science standards that would be more informative, that would open the discussion about origins, rather than close it," said John  
45 Calvert, founder of the Intelligent Design network, the

prime mover in the campaign to discredit the teaching of evolution in Kansas.

Other supporters of intelligent design go further, saying  
50 evolution is as much an article of faith as creationism. "Certainly there are clear religious implications," said William Harris, a research biochemist and co-founder of the design network in Kansas. "There are creation myths on both sides. Which one do you teach?"

55 Jack Krebs, a high school maths teacher, argues that the campaign against evolution amounts to a hidden assault on the entire body of scientific thought. "There are two planes where they are attacking. One is evolution, and one is science itself," he said. "They believe that the  
60 naturalistic bias of science is in fact atheistic, and that if we don't change science, we can't believe in God. And so this is really an attack on all of science."

It would certainly seem so in Kansas. At the first of a series of public hearings on the new course material, the  
65 audience was equally split between the defenders of established science, and the anti-evolution rebels. The breakdown has educators worried. With the religious right now in control of the Kansas state school board, the circumstances favour the creationists.

70 In a crowded high school auditorium, biology teachers, mathematicians, a veterinarian, and a high school student made passionate speeches on the need for cold, scientific detachment, and the damage that would be done to the state's reputation if Kansas became known as a haven for  
75 creationists. They were countered by John James, who warned that the teaching of evolution led to nihilism, and to the gates of Auschwitz. "Are we producing little Kansas Nazis?" he asked. But the largest applause of the evening was reserved for a silver-haired gentleman in a navy blue  
80 blazer. "I have a question: if man comes from monkeys, why are there still monkeys? Why do you waste time teaching something in science class that is not scientific?" he thundered.

Science teachers believe that the questioning of the  
85 intelligent design movements masks a larger project to discredit an entire body of rational thought. If the Kansas state school board allows science teachers to question evolution, where will it stop? Will religious teachers bring their beliefs into the classroom?

90 "Anti-evolutionists are trying to create a climate where anything an individual teacher wants to include in science class can be considered science," said Harry McDonald, a retired biology teacher. "They want to redefine science."

# 1 Comprehension

**(40 points)**

## 1.1 True or false?

**(16 points)**

The following statements are either true or false with respect to the article you have just read. Mark those that are true with a T, and those that are false with an F.

- (1) Al Frisby has recently been trying to work together with his students' parents more. **F**
- (2) Cell classifications and genetics are part of the theory of evolution. **T**
- (3) Kansas teachers have been teaching creationism for a long time. **F**
- (4) Public education is where the religious right fights to change popular culture. **T**
- (5) Intelligent design refers to God as the creator of the earth in six days. **F**
- (6) Proponents of intelligent design claim to support science with fairness and open discussion. **T**
- (7) The religious right accuses scientists of atheism. **T**
- (8) For William Harris evolution includes myths. **T**
- (9) Jack Krebs worries that science is naturally biased. **F**
- (10) A Kansas maths teacher defends scientific detachment. **T**
- (11) The first schoolbook hearing in Kansas had no majority for evolution in the audience. **T**
- (12) A silver-haired gentleman was opposed to wasting time in science class on evolution. **T**
- (13) Many in the audience do not believe man and monkeys have common ancestors. **T**
- (14) Intelligent design movements target all science and reason, teachers worry. **T**
- (15) John James gives specific arguments to support his view that the teaching of evolution leads to nihilism. **F**
- (16) Harry McDonald teaches science every year. **F**

## 1.2 Open comprehension questions **Key see pp. 9-10**

**(24 points)**

Answer the following questions in your own words. Do not copy whole passages from the article. Each answer should be between 40 and 60 words. Write your answers in full sentences on a separate sheet.

- (1) Explain three ways in which the religious right has modified its notion of creation over the past twenty years. (6 points)
- (2) Why should "intelligent design" (ID) be taught at school? Sum up three arguments its advocates put forward. (6 points)

- (3) Analyse how the text reflects the writer's attitude to creationist ideas. Give evidence from the text.  
(6 points; for each commented quote 1 point)
- (4) Explain the various meanings of the expression "heart" of America as used in the headline and the text (cf. line 14) (6 points)

## 2 Vocabulary

**(30 points)**

### 2.1 Word formation

**(12 points)**

In the following text, use **one** word that fits the gap and belongs to the same **word family** as the word in CAPITALS.

Darwin's theory of evolution by natural selection has been profoundly

- (1) .....**influential** among (2) .....**scientists** and INFLUENCE; SCIENCE  
others on both sides of the Atlantic from the time of its
- (3) .....**introduction**. An American botanist, Asa Grey, was among the INTRODUCE  
select group of naturalists with whom Darwin corresponded about his work even  
prior to his (4) .....**decision** to publish his theory. There were DECIDE  
debates over the theory's meaning and (5) .....**implications** already IMPLY  
before 1859, the year of its (6) .....**publication** in Britain. Americans PUBLISH  
contributed some very (7) .....**significant** evidence in support of SIGN  
Darwin's work, but despite the generally enthusiastic
- (8) .....**reception** of Darwin's work by Americans, very few of them RECEIVE  
embraced his theory in all its details. The question was whether natural selection  
alone drove the evolution of species, or whether the
- (9) .....**inheritance** of acquired characteristics was possible. Darwin INHERIT  
himself (10) .....**increasingly** embraced the latter view; however, INCREASE  
till the end of his life he didn't manage to (11) .....**provide** a PROVISION  
(12) .....**convincing** account of how characteristics passed from one CONVICTION  
generation to another.

### 2.2 Antonyms

**(8 points)**

Find the word that is **opposite in meaning** to the word **in bold** print.

- (1) Darwin corresponded about his work **prior to** publishing his theory. **AFTER**.....
- (2) People were **quick** to engage in debates over the theory's meaning. **SLOW / RELUCTANT**.....
- (3) Many people **embraced** his theory. **REJECTED**.....

- |  |                                  |
|--|----------------------------------|
| (4) His theory seemed to describe <b>fully</b> the development of life on earth. | <b>PARTLY</b> .....              |
| (5) The religious right is a <b>powerful</b> force in Kansas (l. 20).            | <b>WEAK/POWERLESS</b> .....      |
| (6) For the <b>conservative</b> forces, the battleground is                      | <b>LIBERAL/PROGRESSIVE</b> ..... |
| (7) <b>public</b> education (l. 28).   | <b>PRIVATE</b> .....             |
| (8) In recent years <b>opponents</b> of evolution have regrouped (l. 31).        | <b>SUPPORTERS/PROPONENTS</b> .   |

### 2.3 Synonyms

**(10 points)**

Find a word that means **the same** as the word **in bold** print.

- |   |  |
|---|--|
| (1) Darwin's theory of evolution has had a <b>profound</b> influence.   | <b>DEEP</b> .....                      |
| (2) To some, Darwin's proposed mechanism seemed to be <b>inadequate</b> .   | <b>UNSATISFACTORY/INSUFFICIENT</b> ... |
| (3) Many wanted to <b>maintain</b> a place for divine influence in human development.   | <b>KEEP</b> .....                      |
| (4) State educators will decide on <b>proposed</b> curriculum changes. (l. 16)  | <b>SUGGESTED</b> .....                 |
| (5) Evolution is a theory <b>regarding</b> the origin of living things. (l. 25-26)  | <b>CONCERNING</b> .....                |
| (6) Conservative forces are engaged in a <b>struggle</b> for America's soul. (l. 27)  | <b>FIGHT/BATTLE/WAR</b> .....          |
| (7) (...) an <b>opportunity</b> for the religious right to effect lasting change. (l. 29-30)                                  | a(n) <b>CHANCE</b> .....               |
| (8) The audience was <b>split</b> between evolutionists and creationists. (l. 64-65)  | <b>DIVIDED</b> .....                   |
| (9) <b>Damage</b> would be done to the state's reputation. (l. 73-74)   | <b>HARM</b> .....                      |
| (10) Science teachers believe that the questioning of the intelligent design movements <b>masks</b> a larger project. (l. 85) | <b>HIDES/CONCEALS</b> .....            |

### 3 Essay

**(60 points)**

Choose one of the following topics for an essay (300-400 words).

- (1) There should be no ethical limits to science. Discuss.
- (2) You are a graduating student attending a public hearing on the teaching of creationism at your high school. Write your speech.
- (3) "Mankind needs religion." Discuss this thesis using literary works you are familiar with.

## 4 Grammar

**(50 points)**

### 4.1 Re-phrasing sentences

**(20 points)**

Complete the second sentence so that it has **a similar meaning** to the first sentence, using the word given. Do **not** change the word given. You must use **between three and eight words**, including the word given. There is an example (0) at the beginning.

- (0) When does the next exam begin? (**tell**)  
Could .....*you tell me when*..... the next exam begins?
- (1) Supporters of "intelligent design" (ID) argue that it would be in their children's interest to be exposed to all school of thoughts on the earth's origins. (**want**)  
Supporters of ID .....**want their children | to be exposed to** all school of thoughts on the earth's origins.
- (2) We will probably solve some of the open questions around the theory of evolution in the future. (**likely**)  
Some of the open questions around the theory of evolution .....**are likely | to be solved** in the future.
- (3) John James asked: "Are Kansas schools producing little Nazis?" (**know**)  
John James .....**wanted to know if/whether Kansas schools | are/were producing** little Nazis.
- (4) Darwin's ground-breaking book "The Origin of Species" is more difficult than I thought. (**as**)  
Darwin's ground-breaking book "The Origin of Species" .....**not as | easy as** I thought.
- (5) When Darwin lived near London, taking a walk was part of his daily routine. (**used**)  
When Darwin lived near London .....**he used to take | a walk every** day.
- (6) Darwin was not a very good speaker so he didn't defend his theory himself. (**if**)  
.....**If Darwin had been a** better speaker  
he .....**would have defended** his theory himself.
- (7) Al Frisby said: "Teaching ID is new to me". (**never**)  
Al Frisby said he .....**had never | taught ID** before.
- (8) The expert didn't know all the answers, though he pretended to. (**acted**)  
The expert .....**acted as if | he knew** all the answers.
- (9) "I'll resign if I can't teach biology the way I believe is right", one teacher said. (**threatened**)  
One teacher .....**threatened to resign | unless he could teach (if ... not)** biology the way he believed was right.
- (10) This controversy cannot be solved instantly. (**no**)  
There is .....**no instant | solution to** this controversy.

## 4.2 Gap-filling

**(30 points)**

Complete the following text by putting the verbs in brackets into the correct form. Where there is no verb given, think of **one** word which best fits the gap.

### Charles Darwin, naturalist (1809 – 1882)

Charles Darwin was born on the same day (0) .....*as*..... Abraham Lincoln and (00) .....*became*..... (**become**) famous for his theories of evolution and natural selection. He (1).....**was baptised** (**baptise**) in the Anglican Church, but as a child (2) .....**attended** a school run (3) .....**by** a Unitarian preacher. If his father (4) .....**had not been** (**not be**) a doctor, he (5) ....**might not have studied** (**may / not study**) medicine, but in 1825 he (6) .....**was sent** (**send**) to the University of Edinburgh Medical School. His father hoped he (7) .....**would work** (**work**) hard, but was very disappointed when Charles neglected his studies. Even after (8) .....**being** transferred to Christ's College, Cambridge, for a B.A. degree, he preferred (9) .....**riding and shooting** (**ride and shoot**) (10) .....**to/during** his studies. It was only when his exams drew near that he started applying himself, (11) .....**which** enabled him to graduate in 1831. When he (12) .....**was invited** (**invite**) by Capt. FitzRoy to accompany him on an expedition to South America, he agreed at once, although he (13) .....**had never been** (**never be**) at sea before. His father at first objected (14) .....**to** the two-year voyage, (15) .....**regarding** (**regard**) it as a waste of time, but in the end (16) .....**was persuaded** (**persuade**) by his family to support his son. When his book "The Origin of Species" (17) **was published** (**publish**) in 1859, he (18) **had worked / had been working** (**work**) on it (19) .....**for** over 20 years, i.e. since his return from the "Beagle"- expedition. His health had suffered (20) .....**from** the pressure of hard work, and if in 1839 he (21) .....**had not married** (**not marry**) his cousin Emma, who looked (22).....**after** him well, he (23) .....**would not have lived** (**not live**) to an old age. (24) .....**Although** she was devoted to Charles, she couldn't agree to his revolutionary theories and expressed concern that his unorthodox views (25) .....**might** (**may**) separate them in the afterlife. Darwin's work (26) .....**has had** (**have**) a tremendous impact on religious thought until the present day. His idea of evolution (27) .....**was opposed** (**oppose**) at the beginning, and it is still (28) .....**(being) debated** (**debate**) at present, particularly in American society. It is to (29) .....**to be expected** (**expect**) that the debate (30) .....**will continue** (**continue**) for years to come.

## 5 Translation

**(20 points)**

### William Jennings Bryan (1860 – 1925)

- (1) W.J. Bryan, der ein amerikanischer Politiker des späten 19. und frühen 20. Jahrhunderts war, war bekannt für seine ausgezeichneten Reden.

**W.J. Bryan, who was an American politician of the late 19th and early 20th century, was known for his excellent speeches.**

- (2) Dreimal versuchte er, als Kandidat der demokratischen Partei zum Präsidenten der USA gewählt zu werden, wurde aber jedes Mal von seinem republikanischen Gegner geschlagen.

**Three times he tried to be elected President of the USA as (the) candidate of the Democratic party, but was beaten (defeated) each time by his Republican opponent.**

- (3) Unter Präsident Wilson war er zwei Jahre lang Aussenminister, trat aber zurück, weil er mit Wilsons Aussenpolitik nicht einverstanden war.

**Under President Wilson he was Secretary of State (foreign minister / foreign secretary) for two years, but resigned because he didn't agree with Wilson's foreign policy.**

- (4) Seiner Meinung nach hätten die USA im Ersten Weltkrieg neutral bleiben sollen; er wollte nicht, dass sein Land in den Krieg gegen Deutschland eintrat.

**In his opinion the USA should have stayed (remained) neutral in the First World War; he didn't want his country to enter the war against Germany.**

- (5) Bryan war einerseits ein liberaler Politiker, der für soziale Reformen kämpfte; andererseits unterstützte er die fundamentalistische Bewegung, die jede moderne Interpretation der Bibel ablehnte.

**Bryan was on the one hand a liberal politician, who fought for social reform; on the other hand he supported the fundamentalist movement(,) which rejected every modern interpretation of the Bible.**

- (6) Aus diesem Grunde nahm er (1925) aktiv am Prozess gegen John Scopes teil, der als Biologielehrer Evolutionstheorie gelehrt hatte, was gegen das Gesetz war.

**For this reason he took part actively (took an active part) in the trial against John Scopes, who as a biology teacher had taught evolution theory (the theory of evolution), which was against the law.**

- (7) Das öffentliche Interesse am Prozess wäre vielleicht nicht so gross gewesen, wenn Bryan eine weniger prominente Persönlichkeit gewesen wäre.

**Public interest in the trial might not have been so great if Bryan had been a less prominent personality.**

- (8) Weil seine religiösen Ueberzeugungen so stark waren, machte es Bryan nichts aus, von gebildeten Leuten als ignorant verlacht zu werden.

**Because his religious convictions were so strong, Bryan didn't mind being laughed at (ridiculed / mocked) as ignorant by educated people.**

- (9) Obschon Bryan den Prozess gewann, half dies der fundamentalistischen Bewegung nicht, weil es immer offensichtlicher wurde, dass die Evolutionisten die besseren Argumente hatten.

**Although Bryan won the trial, this didn't help the fundamentalist movement, because it became more and more obvious that the evolutionists had the better arguments.**

- (10) Seither ist dieser Prozess als „Affenprozess“ bekannt und gilt immer noch als einer der berühmtesten Prozesse in der amerikanischen Geschichte.

**Ever since (since then / since that time) this trial has been known as the „monkey trial“ and is still considered (as) one of the most famous trials in American history.**



## 1.2 Open comprehension questions **Key** **(24 points)**

- (1) Explain three ways in which the religious right has modified its notion of creation over the past twenty years. Which event, according to the text, prompted this development? (6 points)

- They have given up traditional creationism (the Bible is literally true, God created the world in six days (I. 35)).
- ID is a modern version of creationism (I. 18) that has been rid of all references to God and religion (I.34).
- The universe is too complex to be explained by evolution (I. 37), so it is highly probable that there is an intelligent designer behind it.

(up to 2 points each)

- (2) Why should "intelligent design" (ID) be taught at school? Sum up three arguments its advocates put forward. (6 points)

- schools are the laboratory of the next generation (I.29)
- evolution is unproven (I. 50), just another myth (I. 35)
- fairness means including both sides (II. 41 ff.)
- teaching evolution would lead to nihilism and finally to Auschwitz (I. 77)

(up to 2 points each)

- (3) Analyse how the text reflects the writer's attitude to creationist ideas. Give evidence from the text. (6 points)

### **military imagery:**

- (I. 22) confrontation between God and science
- (I. 27) struggle for America's soul
- (I. 24) school battleground
- (I. 32) have regrouped
- (I. 56) hidden aussault
- (I. 58) attacking on two planes
- (I. 62) attack

### **ludicrous quotes:**

- (I. 3) God created Eve out of Adam's rib
- (I. 4) Noah invited dinosaurs aboard the ark
- (II. 8/9) "didn't God do that?"
- (II. 63/64) "If man comes from monkeys, why are there still monkeys?"

### **judgmental descriptions:**

- (I. 3) particularly trying
- (I. 33) doctrine
- (I. 47) discredit evolution
- (I. 66) anti-evolution rebels
- (I. 83) ...he thundered

### **rhetorical questions:**

- (I. 88) where will it stop?
- (I. 89) will the bring their beliefs into the classroom?

(1 point each, up to 2 per category. Categories do not need to be named. 6 point maximum)

- (4) Explain the various meanings of the expression “heart” of America as used in the headline and the text (cf. line 14) (6 points)

**Heart stands for:**

- **America’s heartland, the “true” America, its geographical center**
- **people’s strong emotions, attitudes, souls and beliefs**
- **the most important part. If the battle of evolution is lost here, it will be lost everywhere in America.**

**(up to 2 points each)**