

الاسم : مسابقة في اللغة الانكليزية
الرقم : المدة : ساعتان ونصف

Part One : Reading

(Score : 11/20)

Read the following article by Harold Varmus, in which he sheds light on *Godsend*, a horror movie that features the issue of human cloning. When you are through with the reading, answer the questions that follow.

Cloning, a Horrific Reality

- 1** We might expect that a film about cloning people, especially a film advertised as a horror movie, would directly make its subject look immoral. But in the new movie *Godsend*, the horror does not arise from the biological dangers that have led responsible scientists and knowledgeable citizens to oppose human cloning; it flows instead from the evil act of a wicked doctor — an act that, unlike cloning itself, lacks any significant scientific basis.
- 2** The story depicts cloning not as the problem, but only a medium through which evil is done. This is the “slippery slope” scenario, the sort of argument used by opponents of stem-cell research, in its most extreme form: horrible things will happen if we allow new technologies to be used, however beneficial they may be made to seem.
- 3** The movie talks about a foxy director of the Godsend Institute for reproductive medicine, Dr. Richard Wells, who persuades a grieving couple, Paul and Jessie Duncan, that cloning can bring back their dead son, Adam. But the second Adam is not simply a replica of their first child, who died violently just after his eighth birthday party, because during the cloning process a cell nucleus from the dead body of Adam No. 1 was transferred into an egg provided by Jessie. Dr. Wells slipped into the recipe a lump of DNA from his own dead son, Zachary, a child of criminal nature. The cloning steps, incidentally, are vividly portrayed and quite accurate, except for the use of donor cells from someone who has been dead for a couple of days.
- 4** The immediate consequences of both the decision to clone Adam and the act of cloning him seemed to be joyful. Paul and Jessie are introduced to us as an admirable young couple, living with their son in a crowded Manhattan apartment. Their despair after Adam’s death is fully convincing. Although Paul appears to understand that cloning cannot bring Adam No. 1 back to life — the process can only generate a twin brother nine years younger than the dead boy — the prospect of having a clone of Adam seems enough to reverse the Duncans’ deep grief.
- 5** Their joy was not dispelled when Dr. Wells insisted that they abandon relatives, friends and jobs to move to the rural retreat that surrounds the institute. In fact, they seemed excessively excited about the spacious house Wells has provided for them, near a peaceful lake. And then Adam No. 2 appears, and seems to be just as physically attractive and emotionally appealing as Adam No. 1.
- 6** Up to this point, the movie, directed by Nick Hamm, tries to persuade us to accept the concept of cloning; at least, we are asked to be sympathetic with the decisions made by this attractive couple. To convince us, the story line presumes that current scientific obstacles to efficient cloning can be overcome.
- 7** The story also plays on the argument that the banning of such reproductive strategies just encourages outlaws to use them. To extend this point beyond the movie-going experience, the producers have created a strangely credible website, www.godsendinstitute.org, that will remind those who have seen the film how horrors hide behind a seemingly smooth picture of scientific utility and family values.
- 8** Ultimately, the film is not really about the physical or ethical dangers of cloning; it rather asks us to experience the sensations of horror towards stated human values: human corruption and the true mission of science. The evil that produces the horror-film atmospherics is traced to a traditional villain: the mad, bad scientist, Dr. Wells.
- 9** The movie barely emphasizes the biological scientific process related to cloning; it sheds light on the fact that memory is presumed to be stored in the DNA of brain cells and to be transferred from one individual to another by injecting DNA fragments into an early (and, in this case, cloned) embryo.
- 10** Full enjoyment of an entertainment like *Godsend* demands a belief that what goes on is fanciful. But what the arts portray can significantly shape public perceptions of scientific intentions and capabilities. Since *Godsend* is based on a genuine change in science (our newly developed capacity to clone animals) and then moves beyond it to the incredible, it will leave most of the audience uncertain about the boundary between the plausible and the implausible.

Questions

A. Respond to the following questions, answering each in 2-4 complete sentences of your own. Write the answers in your answer booklet.

1. How does *Godsend* differ from a traditional horror movie as explained by the writer? (Score : 01)

2. The film features Dr. Wells as immoral and cautious. Produce a piece of evidence for each from the article that supports this statement. (Score : 1½)

3. Skim Paragraphs 5 to 8 to identify **two** contrasting conclusions about cloning the writer reaches with regard to the message that *Godsend* conveys. (Score : 02)

4. How is the title related to the main idea of the article? Explain. (Score : 01½)

B. Copy the following table in your answer booklet, and then skim Paragraphs 3, 4 and 5 to trace the changing state of the Duncans, who lost their son, Adam. (Use phrases, not sentences.) (Score : 01½)

Before Death	After Death	Effect of the Idea of Cloning

C. In the light of what is stated or implied in the above article, explain why the following statements are false. (Score : 01½)

1. The Duncans have greatly resisted Dr. Wells' attempt to isolate them from the rest of the world while cloning their son, Adam.
2. In *Godsend*, Dr. Wells probably added some of his living son's DNA to the cloning recipe.
3. *Godsend* leaves the film viewers satisfied regarding the cloning issue.

D. What does each pronoun **underlined** in the article refer to? (Score : 02)

- | | |
|------------------------------|------------------------------|
| 1. <u>we</u> (Paragraph 1) | 3. <u>they</u> (Paragraph 5) |
| 2. <u>this</u> (Paragraph 2) | 4. <u>it</u> (Paragraph 10) |

Part Two : Writing
09/20

Score :

Cloning, abortion, organ donation, etc. have been a subject of bitter criticism among various community groups. Pick one of these, or any other issue, identify it, present a specific case that fully illustrates it, and discuss the consequences it has led to. Develop your ideas in a 250-300-word essay of unified, coherent, and properly sequenced paragraphs. See that, in your introduction, you put your reader in the general atmosphere of your topic and clearly provide a thesis statement, and that each of your body paragraphs starts with a topic sentence which you back up with relevant supporting details. Draft, revise, and proofread your essay. Your writing will be assessed for **both ideas and form**. [score : 05 for ideas, 03 for language and style, and 01 for tidiness and legible handwriting].

SECONDARY CYCLE CERTIFICATE

Exam Session of August 2004

Life Sciences Section

English as a 1st Foreign language

ANSWER KEY

Competencies : Utilize reading strategies.

Develop literal and interpretive comprehension of printed discourse.

Produce transactional writing

A. 1. The writer of the article makes it very clear at the beginning that what makes *Godsend* different from a traditional / conventional horror movie is not the subject of cloning and its biological dangers, but the evil deed of a doctor that does not rely on any scientific basis.

2. Immoral :

This trait is revealed in the evil act of slipping a lump of DNA from his (Dr. Wells') dead son into the cloned Adam.

Cautious :

Afraid of being condemned by the law, Dr. Wells urges the couple Jessie and Paul to retreat to the country to avoid any contact with relatives and friends.

3. Conclusions :

First, the writer calls on the audience to be sympathetic to cloning.(paragraph 6).

Second, the writer expresses fear about the possibility of encouraging criminals to exploit "reproductive strategies."

4. The title reflex the general idea behind *Godsend*, that cloning might be misused by mischievous acts of some bad-intentioned physicians. The entire article elaborates on this issue.

B.

Before	After	Effect of idea of cloning
- Admirable and happy - Caring and protective	- Grieved and lost. - Totally desperate. - Ready to go into any way to bring their son back.	- Hopeful - Overjoyed - Excessively excited

C. 1. The Duncans have fully cooperated with Dr. Wells' recommendation to disappear for a while, while the cloning process was on.

2. Dr. Wells actually or definitely added some of his dead son's DNA to the cloning recipe.

3. The film viewers are left in doubt or uncertainty with respect to the cloning issue, since the writer was not decisive in his descriptions and illustrations of the cloning process.

D. Referents :

we (Paragraph 1) refers to readers/ audience and writer.

this (Paragraph 2) refers to medium

they (Paragraph 5) refers to Jessie and Paul

it (Paragraph 10) refers to (genuine) change.