

3. Sitzung

Aufgabe 1 (Herbst 2011, Thema Nr. 2)

1 Private schools plan to set up university

A new college would put the emphasis on teaching, not research,

5 A GROUP of leading independent schools are studying plans to set up an elite private university for families frustrated by the quality of education at mainstream institutions.

The university would be modelled on American liberal arts colleges, which concentrate on providing high-quality teaching for undergraduates rather than research. Fees would be at least £10,000 a year.

The plan is being considered by the Headmasters' and Headmistresses' Conference (HMC) of independent schools and has been drawn up by Terence Kealey, vice-chancellor of Buckingham, the only private

10 university in the country.

The backers believe complaints about impersonal teaching and oversized classes at many traditional universities mean there will be strong demand for higher education at the standard provided by independent secondary schools.

15 It may also attract pupils worried about government pressure on top universities to discriminate in favour of state school-educated pupils.

Bernard Trafford, headmaster of the Royal grammar school, Newcastle, and former chairman of the HMC, said: "I don't think you'll find many parents who are happy that at age 18 their children go to university and get four hours' teaching a week.

20 "When they paid school fees they got a lot more. I can see an awful lot of independent school pupils would see this as an attractive alternative. It would be all about dependable quality and high accountability to the people paying the fees."

David Willetts, the shadow universities secretary, said he would welcome the setting up of the institution if the Tories came to power.

25 "A more diverse university sector, with a range of organisations delivering higher education, is no bad thing," said Willetts. "As long as they reach the required standard, it would be the most blinkered ideology to stand in the way just because they were privately run."

from: The Sunday Times, February 7, 2010

- a) Fertigen Sie eine syntaktische Analyse des Satzes *The backers believe .. (Z. 11) bis ... independent secondary schools (Z. 13)* von der Ebene des Gesamtsatzes bis zur Ebene der Wortklassen an. Diskutieren sie etwaige Probleme.
- b) Fertigen Sie eine funktionale und formale syntaktische Analyse der drei unterstrichenen Passagen an!
- c) Erläutern Sie, wie die vier Infinitive *to set up (Z. 1) to set up (Z. 4) to discriminate (Z. 14) und to stand (Z. 25)* in die jeweiligen Satzstrukturen eingebettet sind!

Aufgabe 2 (Herbst 2009, Thema Nr. 2)

The dance of evolution, or the purpose of making art

What is the evolutionary value of art and why do we humans spend so much time at it? At a symposium at the University of Michigan in October, Ellen Dissanayake, an independent scholar affiliated with the University

5 of Washington, Seattle, offered her sweeping thesis, nimbly blending familiar themes with the radically new. By her reckoning, the artistic impulse is a human birthright, a trait so ancient, universal and persistent that it is almost surely innate.

Erstellen Sie eine syntaktische Analyse des zweiten Satzes (*At a ... radically new*)!

Aufgabe 3 (Frühjahr 2008, Thema Nr. 2)

2 If you turn to the right on leaving the main gates of Blandings Castle and follow the road for a matter of two
 4 miles, you will find yourself approaching the little town of Market Blandings. There it stands, dreaming the
 6 centuries away, a jewel in a green heart of Shropshire. In all England there is no sweeter spot. Artists who
 8 come to paint its old grey houses and fishermen who angle for bream in its lazy river are united on this
 point. The idea that the place could possibly be rendered more pleasing to the eye is one at which they
 would scoff – and have scoffed many night over the pipes and tankards at the Emsworth Arms.
 And yet, on the afternoon following the events just recorded, this miracle occurred. The quiet charm of this
 ancient High Street was suddenly intensified by the appearance of a godlike man in a bowler hat, who came
 out of an old-world tobacco shop.

from: P. G. Wodehouse, *Heavy Weather*

- a) Analysieren Sie unter den [in Klammern] genannten Gesichtspunkten und kommentieren Sie kurz eventuelle Besonderheiten von:
- i) den beiden Vorkommen von *there* (Z. 2 und Z. 3) [Funktion, Wortklasse]
 - ii) *dreaming the centuries away* (Z. 2-3) [interne Struktur, Funktion im Satz]
 - iii) Postmodifikationen in NPs in den Zeilen von *Artists ...* (Z. 3) bis ... *Emsworth Arms* (Z. 6) [Form, Funktion, Unterschiede]
- b) Erläutern Sie anhand von *right* (Z. 1) und *all* (Z. 3) die Problematik von Wortklassen im Englischen.

Aufgabe 4 (Frühjahr 2006, Thema Nr. 2)

2 It was clearly important to decide whether the mathematical model of general relativity predicted that the
 4 universe, and time itself, should have a beginning or end. The general prejudice among theoretical physicists,
 6 including Einstein, held that time should be infinite in both directions. Otherwise, there were awkward
 questions about the creation of the universe, which seemed to be outside the realm of science. Solutions of
 the Einstein equations were known in which time had a beginning or end, but these were all very special,
 with a large amount of symmetry. It was thought that in a real body, collapsing under its own gravity,
 pressure or sideways velocities would prevent all the matter falling together to the same point, where the
 density would be infinite.

Geben Sie eine syntaktische Analyse des Satzes von *It was thought ...* (Z. 5) bis ... *infinite* (Z. 7)!