

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Thursday, June 18, 1998—1:15 to 4:15 p.m., only

BE SURE THAT THE LISTENING SECTION IS ADMINISTERED TO EVERY STUDENT.

1 Before the start of the examination period, say:

Do not open the examination booklet until you are instructed to do so.

2 Distribute one examination booklet to each student.

3 After each student has received an examination booklet, say:

Tear off the answer sheet, which is the last page of the examination booklet, and fill in its heading.

4 After the students have filled in the heading of their answer sheets, say:

Now look at the cover of your examination booklet. Listen carefully as I read the DIRECTIONS FOR THE LISTENING SECTION.

5 Read aloud the DIRECTIONS FOR THE LISTENING SECTION below, which are also printed on the cover of the student's examination booklet.

DIRECTIONS FOR THE LISTENING SECTION

- (1) The teacher will read a passage aloud. Listen carefully. **DO NOT WRITE ANYTHING.**
- (2) Then the teacher will tell you to open your test booklet to page 2 and to read questions 1 through 10. At that time you may mark your tentative answers to questions 1 through 10 if you wish.
- (3) Next, the teacher will read the passage aloud a second time. As you listen to the second reading, WRITE THE NUMBER of the answer to each question in the appropriate space on the answer sheet.
- (4) After you have listened to the passage the second time, you will have up to 5 minutes to look over your answers.
- (5) The teacher is not permitted to answer questions about the passage.
- (6) After you have answered the listening questions on page 2, go right on to the rest of the examination.

6 After reading the DIRECTIONS FOR THE LISTENING SECTION, pause and then say:

I will now read the passage for the first time. Listen only. Do not turn the page of your examination booklet.

7 Then read both the introduction and the passage aloud once. It should be read with appropriate expression, but without added comments. [Suggested reading time is approximately 5 minutes.]

Listening Passage

[The following speech was given by Grace George Corrigan, mother of Christa McAuliffe, the “Teacher in Space” who was killed in the *Challenger* spacecraft explosion. Ms. Corrigan delivered her speech at Framingham State College commencement exercises in May 1986.]

I wish that I could speak to you in Christa’s voice, but I cannot. And although she was my daughter, I cannot even tell you that I know what she would have said, because Christa, like all of us, was special and was herself. I know that I can share with you the perspective of those closest to her: those who loved her and who were loved by her.

I hope to leave with you at least a suspicion that great people are really ordinary people who tried their best, who tried even though they might have been afraid to fail, and who, above all else, know the vital necessity for each of us to be true to ourselves.

Christa knew these things, and she acted on that knowledge. Our daughter is a hero, a real hero, but perhaps not for the reasons that you might think. She is not a hero because she died while seeking to expand her knowledge and to explore space. She is not a hero because she took a calculated risk as the first private citizen to venture into space. She is not a hero because she brought such needed credit to a great but beleaguered profession.

Rather, she is a hero because long before the Teacher-in-Space program was ever thought of, she overcame many of life’s ordinary obstacles and became a worthy person, a person of value to herself and of value to those who shared this life with her. In short, she is a real hero because she actually did with her life what each of us is capable of doing with our own lives. Christa *lived*. She never sat back and just existed.

Christa always accomplished everything that she was capable of accomplishing. She extended her own limitations. She cared about her fellow human beings. She did the ordinary, but she did it well and unfailingly. And, as the media brought Christa before the nation, we all recognized in her what we like best in ourselves as a people — modesty, unselfishness, effort, exuberance, generosity, a sense of fun, and the ability to overcome fear.

Christa, like the rest of us, was human, with human worries and human frailties. She was normal — the girl next door. But unlike many of us, Christa worked, and worked unceasingly, to become the best person she could be. She suppressed her fears and conquered life’s challenges — the real, everyday challenges that we have all faced and that we will continue to face. She placed others before herself.

The real heroes are people like Christa, people like parents and teachers who help children in ways they may never even realize. Real heroes are people who take everyday problems in stride and persevere without ever losing sight of who they are and of what is important.

Christa saw the year of her space experience as a grand and welcome opportunity for education — an opportunity to draw our attention in a positive way to schools, to our chil-

dren, and to community involvement [She] felt that this shared experience would enhance the role of teachers, improve education, and inspire her students — those young people who are our future

The space frontier, like the future, belongs to all of us. Christa wanted students and teachers to know that, to become involved, and to become excited. If she could do that, she felt, she would have done her job — both as a teacher and as the Teacher in Space.

During one of the first *Challenger* crew press conferences, among visitors allowed in the press room was a group of students on a field trip. As the reporters finished with their questions, the students spontaneously began to come up to the stage to ask Christa questions. Christa saw these students listening carefully to her every word and asking excitedly about what space was like and what it would be like for them. She said that during that whole time she thought, “It’s working — it’s really working — this program is already working!” She took delight in participating in what she believed was a renewal of our national spirit.

Did Christa capture the heart of the nation? I hope so. Did she inspire us to live better lives? I hope that’s true, too. Because Christa herself was inspired by teachers who taught her the importance of knowledge and values, by family and friends who taught her about love and helping and sharing and fun, by forebears who taught her the precious value of freedom and adventure and nobility, and by poets and dreamers who taught her to dream and to strive to bring her dreams about. In turn, I hope that Christa’s spirit will inspire you in some small way, too.

8 After reading the passage aloud once, say:

Now open the examination booklet to page 2. You will have a few minutes to look over the questions before I read the passage aloud the second time. At this time you may mark your tentative answers to the questions if you wish.

9 After the students have had a few minutes to read the questions, say:

As you listen to the second reading, WRITE THE NUMBER of each answer in the appropriate space on the answer sheet.

10 Read both the introduction and the passage as before. The students write the answers *during* the reading.

11 After the second reading of the passage, say:

You will now have up to 5 minutes to look over your answers. After you have answered the listening questions, go right on to the rest of the examination.

12 The students should be allowed 5 *minutes* to finish writing their answers on the answer sheet. No portion of the passage is to be reread. Allow students who have finished to go on to the rest of the examination.

13 After 5 *minutes*, say:

At this time you should have completed the listening questions and you should be working on the rest of the examination.

