

The University of the State of New York
REGENTS HIGH SCHOOL EXAMINATION
COMPREHENSIVE EXAMINATION

IN
ENGLISH

Tuesday, January 26, 1999 — 9:15 a.m. to 12:15 p.m., only

The last page of the booklet is the answer sheet. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet.

You are to answer Parts I, II, and III as directed.

The first section of Part I, questions 1 through 10, tests listening skills.

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.

**DO NOT OVERLOOK PART II, THE LITERATURE ESSAY, AND PART III, THE COMPOSITION,
ON PAGE 10.**

When you have completed the examination, you must sign the statement printed at the end of the answer paper, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer paper cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I
Listening [10]

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------|-----------|---------|-----------|-------------|-------------|--------------|-------------|--|--|--------------------------------------|--|--|--|-----------------------------------|--|-----------|-------------|----------------|------------|------------------------------|--|----------------------------------|--|--------------------------|--|-----------------------------|--|---|-------------------|-------------------------|-------------------------|------------------------|---|--|--|--|---|--|------------------------------|--|----------|-----------|--------|----------|-----------|--------------|-----------|-----------|--------------|-------------------|-------------------|----------------|
| <p>1 The speaker indicates that his captors began their mistreatment of him by attacking his</p> <table border="0" style="width: 100%;"><tr><td>1 authority</td><td>3 motives</td></tr><tr><td>2 pride</td><td>4 beliefs</td></tr></table> <p>2 In referring to the "why me feeling," the speaker implies that his initial response to his situation was one of</p> <table border="0" style="width: 100%;"><tr><td>1 self-pity</td><td>3 confusion</td></tr><tr><td>2 self-doubt</td><td>4 suspicion</td></tr></table> <p>3 The strategy the speaker used to defeat his negative emotions was recalling</p> <table border="0" style="width: 100%;"><tr><td>1 advice given by parents and teachers</td><td></td></tr><tr><td>2 people faced with similar problems</td><td></td></tr><tr><td>3 instructions issued by Navy officers</td><td></td></tr><tr><td>4 places visited in happier times</td><td></td></tr></table> <p>4 The speaker implies that most worrying can be described as</p> <table border="0" style="width: 100%;"><tr><td>1 selfish</td><td>3 pointless</td></tr><tr><td>2 invigorating</td><td>4 creative</td></tr></table> <p>5 How did the speaker try to take charge of his attitude?</p> <table border="0" style="width: 100%;"><tr><td>1 He challenged his captors.</td><td></td></tr><tr><td>2 He made propaganda statements.</td><td></td></tr><tr><td>3 He planned his escape.</td><td></td></tr><tr><td>4 He burned nervous energy.</td><td></td></tr></table> | 1 authority | 3 motives | 2 pride | 4 beliefs | 1 self-pity | 3 confusion | 2 self-doubt | 4 suspicion | 1 advice given by parents and teachers | | 2 people faced with similar problems | | 3 instructions issued by Navy officers | | 4 places visited in happier times | | 1 selfish | 3 pointless | 2 invigorating | 4 creative | 1 He challenged his captors. | | 2 He made propaganda statements. | | 3 He planned his escape. | | 4 He burned nervous energy. | | <p>6 According to the speaker, courage means</p> <table border="0" style="width: 100%;"><tr><td>1 not facing fear</td><td>3 not admitting to fear</td></tr><tr><td>2 not experiencing fear</td><td>4 not yielding to fear</td></tr></table> <p>7 One technique used by the captors was</p> <table border="0" style="width: 100%;"><tr><td>1 testing the speaker's knowledge of propaganda</td><td></td></tr><tr><td>2 alternating brutality and moderation</td><td></td></tr><tr><td>3 taking away the speaker's possessions</td><td></td></tr><tr><td>4 promising an early release</td><td></td></tr></table> <p>8 The speaker implies that a reliance on self-preservation can lead to</p> <table border="0" style="width: 100%;"><tr><td>1 defeat</td><td>3 freedom</td></tr><tr><td>2 fear</td><td>4 wisdom</td></tr></table> <p>9 According to the speaker, anger can be useful when it is</p> <table border="0" style="width: 100%;"><tr><td>1 avoided</td><td>3 encouraged</td></tr><tr><td>2 endured</td><td>4 focused</td></tr></table> <p>10 The speaker develops the passage by following each lesson with</p> <table border="0" style="width: 100%;"><tr><td>1 an inquiry</td><td>3 an illustration</td></tr><tr><td>2 a contradiction</td><td>4 a definition</td></tr></table> | 1 not facing fear | 3 not admitting to fear | 2 not experiencing fear | 4 not yielding to fear | 1 testing the speaker's knowledge of propaganda | | 2 alternating brutality and moderation | | 3 taking away the speaker's possessions | | 4 promising an early release | | 1 defeat | 3 freedom | 2 fear | 4 wisdom | 1 avoided | 3 encouraged | 2 endured | 4 focused | 1 an inquiry | 3 an illustration | 2 a contradiction | 4 a definition |
| 1 authority | 3 motives | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 pride | 4 beliefs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 self-pity | 3 confusion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 self-doubt | 4 suspicion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 advice given by parents and teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 people faced with similar problems | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 instructions issued by Navy officers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 places visited in happier times | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 selfish | 3 pointless | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 invigorating | 4 creative | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 He challenged his captors. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 He made propaganda statements. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 He planned his escape. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 He burned nervous energy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 not facing fear | 3 not admitting to fear | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 not experiencing fear | 4 not yielding to fear | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 testing the speaker's knowledge of propaganda | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 alternating brutality and moderation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 taking away the speaker's possessions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 promising an early release | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 defeat | 3 freedom | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 fear | 4 wisdom | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 avoided | 3 encouraged | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 endured | 4 focused | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 an inquiry | 3 an illustration | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 a contradiction | 4 a definition | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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The University of the State of New York
THE STATE EDUCATION DEPARTMENT

COMPREHENSIVE EXAMINATION IN ENGLISH

Tuesday, January 26, 1999 — 9:15 a.m. to 12:15 p.m., only

**AFTER YOU HAVE ANSWERED THE LISTENING QUESTIONS (1–10),
YOU MAY GO RIGHT ON TO THE REST OF THE EXAMINATION.**

Directions (11–30): In the space provided on the separate answer sheet, write the *number* of the word or phrase that most nearly expresses the meaning of the word printed in heavy black type. [10]

11 **combatant**

- | | |
|---------------|------------------|
| 1 fighter | 3 organizer |
| 2 participant | 4 representative |

12 **meander**

- | | |
|-----------------------|-----------------------|
| 1 agree reluctantly | 3 wander aimlessly |
| 2 practice repeatedly | 4 remain indefinitely |

13 **vile**

- | | |
|-------------|----------|
| 1 repulsive | 3 insane |
| 2 tiresome | 4 unjust |

14 **liberate**

- | | |
|------------|-----------|
| 1 instruct | 3 obscure |
| 2 release | 4 prevent |

15 **quaver**

- | | |
|------------|------------|
| 1 exchange | 3 question |
| 2 scatter | 4 tremble |

16 **askew**

- | | |
|-----------|-----------|
| 1 brittle | 3 crooked |
| 2 faded | 4 rigid |

17 **tactful**

- | | |
|--------------|--------------|
| 1 diplomatic | 3 content |
| 2 outgoing | 4 astonished |

18 **permeate**

- | | |
|---------------|------------------|
| 1 flow under | 3 spread through |
| 2 float above | 4 wind around |

19 **discourse**

- | | |
|--------------|----------------|
| 1 employment | 3 conversation |
| 2 memory | 4 ceremony |

20 **ascendancy**

- | | |
|--------------|-------------|
| 1 domination | 3 exclusion |
| 2 revenge | 4 envy |

21 He was **abashed** by his obvious error.

- | | |
|---------------|-----------|
| 1 puzzled | 3 annoyed |
| 2 embarrassed | 4 amused |

22 Since her youth, she had been **bedazzled** by fantasy.

- | | |
|---------------|-------------|
| 1 preoccupied | 3 inspired |
| 2 frightened | 4 enchanted |

23 The **knolls** were visible from the apartment window.

- | | |
|-----------------|-------------------|
| 1 highways | 3 flat grasslands |
| 2 rounded hills | 4 sheer cliffs |

24 The soldiers moved **gingerly** through the woods.

- | | |
|--------------|--------------|
| 1 silently | 3 cautiously |
| 2 obediently | 4 noisily |

25 The speaker's **venomous** comments annoyed the audience.

- | | |
|------------|---------------|
| 1 whining | 3 egotistical |
| 2 spiteful | 4 pointless |

26 The town leaders feared that a new factory would be **detrimental** to the community.

- | | |
|---------------|----------------|
| 1 unimportant | 3 inaccessible |
| 2 unnecessary | 4 injurious |

27 The students **speculated** about the content of the exam.

- | | |
|--------------|-----------|
| 1 complained | 3 worried |
| 2 argued | 4 guessed |

28 Generals in ancient Rome sometimes showed **vindictiveness** toward those they conquered.

- | | |
|----------------|-----------------|
| 1 arrogance | 3 distrust |
| 2 vengefulness | 4 attentiveness |

29 The **beleaguered** government called on its allies for help.

- | | |
|---------------|-------------|
| 1 harassed | 3 temporary |
| 2 dictatorial | 4 stubborn |

30 The father was annoyed with his **fretful** child.

- | | |
|---------|-------------|
| 1 rude | 3 irritable |
| 2 noisy | 4 selfish |

Directions (31–40): In each of the following groups of words, only one of the words is misspelled. In *each* group, select the misspelled word and spell it correctly in the space provided on the separate answer sheet. [5]

31 tangant
freight
psychic
masculine
remorse

32 falter
evaparate
versatile
pregnant
appreciate

33 admissible
gorilla
fierce
pertain
balenced

34 serpent
buoyant
scheme
motocycle
knave

35 skiing
discouragement
bullitin
incurable
tragedy

36 peculiar
congenital
prejudice
hereditary
hundredth

37 tolerance
dilemma
betrayal
surrender
prohabition

38 boisterous
abdoman
banana
trickery
counsel

39 ambitious
desperate
thiefs
heaviness
frantically

40 boycott
murmuring
famous
include
eligable

Directions (41–60): Below each of the following passages, there are several incomplete statements or questions about the passage. For *each*, select the word or expression that best completes the statement or answers the question *in accordance with the meaning of the passage*, and write its *number* in the space provided on the separate answer sheet. [20]

Passage A

So then it was girls, girls, girls — a jostling parade of girls, all of them fair and slender and pretty, with soft, unformed faces and a tidy style of dressing. They called him on the phone and sent letters reeking of perfume and sometimes simply arrived on the doorstep, treating Maggie with a deference that made her feel
5 ancient. They paid her vivacious compliments — “Oh, Mrs. Moran, I love that blouse!” — meanwhile searching behind her for Jesse. Maggie had to fight down the urge to bristle, to bar their entrance. Who would know better than she how deviously girls could behave? Why, a boy didn’t stand a chance! But then Jesse would saunter out, not even rearranging his face at the sight of them, making no
10 effort whatsoever, his T-shirt giving off the yeasty smell of fresh sweat and his hair obscuring his eyes. The girls would grow positively swaybacked with perkiness, and Maggie knew it was they who didn’t stand a chance. She felt rueful and proud, both. She was ashamed of herself for feeling proud, and to make up for it she acted especially kind to every girl who came. Sometimes she acted so kind that the
15 girls continued to visit her for months after Jesse had dropped them. They’d sit in the kitchen and confide in her, not just about Jesse but about other things as well, problems with their parents and such. Maggie enjoyed that. She had the feeling they were part of a warm community of females, a community she had missed out on when she was growing up with her brothers.

— Anne Tyler

41 The effect of the repetition in line 1 is to suggest a

- 1 stream of participants
- 2 crowd of unruly guests
- 3 public setting
- 4 theatrical moment

42 In line 2, the term “unformed” indicates a lack of

- 1 intelligence
- 2 maturity
- 3 skin tone
- 4 expression

43 In lines 5 and 6, the narrator suggests that the girls are

- 1 confident
- 2 stupid
- 3 creative
- 4 insincere

44 In line 7, the phrase “the urge to bristle” most likely indicates Maggie’s

- 1 embarrassment
- 2 independence
- 3 resentment
- 4 dejection

45 The author’s description of Jesse shows his

- 1 disinterest
- 2 attractiveness
- 3 flirtatiousness
- 4 mysteriousness

46 Which lines indicate that Maggie has a spot of sympathy for the girls?

- (1) 2 through 5
- (2) 6 and 7
- (3) 7 and 8
- (4) 11 and 12

Passage B

American History

He came to say goodbye, almost at dusk,
As the pale sun was dropping from the sky.
They walked across a field toward apple trees
Ranged in full bloom, massive with promised yield,
5 The overburdening of russet fruit
After the fall of blossoms late in spring,
Once more he'd come, with hopes deferred and scarred,
And knew, as always, she would leave this home,
Impatient with the pastoral and chill.
10 Indifferent to its truth or to its myth,
She longed for richer sunlight on warm shores,
For men with swifter speech, for alien song,
And she was like a child, anxious to go.
He was a quiet man whose heart was wild,
15 Knowing his future empty of her voice,
Her cherishing. The sky a deeper blue
Minute by minute as the sun went down,
The kitchen lamplight touched him, weak and thin,
There at the mouth of hell. Nothing was done
20 And no one said a word, while petals fell
In pink and white, a rain of tenderness
Against black branches and the blacker night.

— Charles Gullans

- | | |
|---|---|
| 47 In line 7, the phrase “with hopes deferred and scarred” tells of the man’s | 51 The imagery in lines 18 and 19 most likely describes the man’s |
| 1 indifference
2 discontent | 1 emotional state
2 character |
| 3 disappointment
4 resentment | 3 physical health
4 stature |
| 48 Lines 11 and 12 refer to the woman’s longing for a different | 52 Lines 19 through 22 have the effect of emphasizing the sense of |
| 1 status
2 tradition | 1 mystery
2 reverence |
| 3 culture
4 partner | 3 uncertainty
4 loss |
| 49 The poem suggests that the man and the woman value | 53 The poem’s images of blossoming trees and deepening night seem to parallel which contrasting themes? |
| 1 each other
2 different things | 1 trust and innocence
2 hope and disillusion
3 honesty and deceit
4 knowledge and ignorance |
| 30 What makes the man’s heart “wild” (line 14)? | |
| 1 He is a free spirit.
2 He is angry with the woman.
3 He anticipates a terrible loss.
4 He cannot control his behavior. | |

Passage C

Cave dwellers would come to need what all languages provide — ways to distinguish between cause and effect, present and past, real and unreal, state and process. They'd need a way to show specificity, so that "Let's have lamb for supper" could not be confused with "Let's eat Fluffy." We can figure what cave dwellers would eventually need to say; anthropologists and physiologists who study ancient skulls can even guess when they came to say it. But there are no fossil clues to how language began.

Perhaps something could be deduced from animal communication. Chimpanzees, for example, have been taught to converse in sign language, and some theorists suggest that human language began as a system of gestures or with calls of alarm. Others object, as no one can conclusively trace a line from animal-like communications to the subtle, complex language humans use.

The majority of linguists — though by no means a consensus — believe humans' ability to learn language is at least in part innate, that it is somehow woven into our genetic makeup.

But evidence for a genetic program is hard to come by. Children learn language in an intensely verbal environment, and linguists cannot maroon babies in a desert laboratory. Oddly, a few circumstances do resemble marooning. Some children born deaf will invent a system of signs their parents do not use. And more provocatively, children will use creoles, a class of languages that arise when speakers of mutually unintelligible languages are thrown into persistent contact.

Derek Bickerton, linguist at the University of Hawaii in Honolulu, believes that creoles provide evidence for an innate language program.

In Bickerton's scenario, a cave dweller's language would have structurally resembled a creole. Succeeding generations of cave dwellers, like the developing child, would have suited language to environment. Different cultures make different demands on language. "Biological language," says Bickerton, "remained right where it was, while cultural language rode off in all directions." But when culture is uprooted — the slave trade, for example — our biological rules for ordering language are still at home.

— Ann Finkbeiner

54 In lines 1 through 3, the author implies that language made it possible for humans to

- 1 meet others of their species
- 2 survive for longer periods
- 3 deal with their environment
- 4 recognize the advantages of cooperation

55 In lines 3 and 4, the author emphasizes her point by use of example and

- 1 definition
- 2 humor
- 3 restatement
- 4 alliteration

56 According to the author, scientists have been able to estimate when humans first

- 1 named family members
- 2 adapted to the environment
- 3 domesticated animals
- 4 used oral language

57 Why have scientists been unable to discover how oral language began?

- 1 Fossil evidence has not been found.
- 2 Written records were lost or are incomplete.
- 3 Oral traditions are not reliable.
- 4 Technology is not sufficiently advanced.

58 According to the author, some linguists suggest that humans inherit their

- 1 native language
- 2 readiness for language
- 3 ability to interact with others
- 4 knowledge of the environment

59 The author suggests that the genetic theory cannot be tested because linguists lack

- 1 control over environmental factors
- 2 appropriate equipment
- 3 financial support
- 4 a common system of research methodology

60 The author implies that people modify language when they are faced with

- 1 an emotional crisis
- 2 a possibility of criticism
- 3 an identified need
- 4 a change in rules

GO RIGHT ON TO THE NEXT PAGE. →

Part II

Directions: Write a well-organized essay of about 250 words on either A or B. [25]

- A In some works of literature, internal or external pressures cause tension within a family. From the literature you have read, choose *two* works in which internal or external pressures cause tension within a family. For *each* work, describe the pressures that caused tension within the family. Using specific references from *each* work, discuss the effects of the tension on the family. Give titles and authors.
- B In many works of literature, an individual's encounter with death or destruction ultimately leads to the individual's affirmation of the dignity and worth of human life. From the literature you have read, choose *two* works in which an individual's encounter with death or destruction leads to the individual's affirmation of the dignity and worth of human life. For *each* work, identify the individual and the encounter with death or destruction. Using specific references from *each* work, show how the individual's encounter with death or destruction ultimately leads to the individual's affirmation of the dignity and worth of human life. Give titles and authors.
-

Part III

Directions: Answer A or B or C. [30]

- A A local citizens group is petitioning the Governor to allow a gambling casino into the region in which you live. Write a letter of about 250 words to the Governor, in which you argue either for *or* against the idea of bringing a gambling casino into the region. Support your opinion with specific reasons, examples, or details. *Write only the body of the letter.*
- B Some schools in your area are considering the possibility of extending class periods in some subjects, but meeting fewer times a week. As editor of your school newspaper, you have been asked for your opinion on this proposal. Write an editorial of about 250 words for your school newspaper, in which you either agree *or* disagree with the proposal to extend class periods in some subjects, but meet fewer times a week. Support your opinion with specific reasons, examples, or details.
- C Write a well-organized composition of about 250 words on *one* of the following topics:
- | | |
|-------------------------|-------------------------|
| Following the rules | Homelessness in America |
| Space exploration | Light and shadow |
| Goodbye to the nineties | A job well done |
-

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Tuesday, January 26, 1999 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Part I
Part II
Part III
Total
Rater's
Initials:

Tear Here

Student Sex: Male Female

School Teacher

Write your answers for Part I on this answer sheet.

Part I

1	11	31	41
2	12	32	42
3	13	33	43
4	14	34	44
5	15	35	45
6	16	36	46
7	17	37	47
8	18	38	48
9	19	39	49
10	20	40	50
<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>	21	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>	51
Max. 10 Credits	22	Max. 5 Credits	52
	23		53
	24		54
	25		55
	26		56
	27		57
	28		58
	29		59
	30		60
<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>			<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div>
Max. 10 Credits			Max. 20 Credits

BEFORE YOU HAND IN THIS ANSWER SHEET, BE SURE THAT YOU HAVE ANSWERED THE LISTENING QUESTIONS (1-10).

For Parts II and III, write your answers on the answer paper supplied by the school.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

Tear Here

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Tuesday, January 26, 1999—9:15 a.m. to 12:15 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 passage is from an article entitled “You Can Find the Courage” by Al Santoli, published in *Parade Magazine* in April 1990. In this excerpt, Admiral James Stockdale discusses the lessons he learned while a prisoner of war in Vietnam.]

Lesson 1:

Life is not fair. The challenge of education is how to prepare young people to respond with grace when they don't succeed. They need to know that a failure is not the end of everything — how to not give up in the face of adversity.

At the time I was shot down, I had the top job a Navy fighter pilot could hold. Suddenly, I was isolated and crippled, with my captors trying to tear apart my system of values. I was able to overcome the “why me?” feeling by recalling my studies of men who had successfully dealt with failure in our historical past. The biblical story of Job reminded me that life isn't always fair. Even honest and upright men can be tested by evil and must be prepared to deal with it.

Lesson 2:

Don't worry about things you can't control. We spend most of our lives dealing with situations we didn't cause. As a result, we burn a lot of nervous energy worrying about things ultimately not determined by us. There is, however, one important thing we have the choice to control — our attitude.

In my case, locked up and hungry, never knowing when I would be called next for torture, the tension was unbearable. I realized that I couldn't allow myself to waste precious energy worrying about what would happen anyway. To prevail, I had to find a way to take charge. For instance, when interrogators pressured me to make propaganda exhibits, I would stand up and challenge them: “No way. Come here and fight.” I knew they could slam me into the ropes and steel bars, making me scream like a baby. But they couldn't take me before cameras if I showed signs of torture.

Lesson 3:

Courage is endurance in the presence of fear. We all — whether in school or business, the military or the neighborhood — face pressure in our lives when people try to manipulate us through fear or guilt. Guilt can mean feeling inadequate — feeling that we never measure up to expectations or that “I'm not good enough.” Fear of failure can be a great motivator, but if those feelings get out of control, they can destroy you.

In the prisons of Hanoi, at one time or another, all of us were forced to submit under brute force. Our captors went to great lengths, alternating force with suggestions of “be reasonable” or “meet us halfway” to get a man to compromise his honor, if only a little. Like drug dealers, they knew that if a man begins to compromise, then gets depressed and full of guilt, he can be brought under their control.

Lesson 4:

You *are* your brother's keeper. It's always tempting to better your position by thinking only of yourself. Some people trying to move up the ladder of success tend to say "I'll survive at any cost" or "It's the result that counts." In the prison camps, we learned the hollowness of that conventional wisdom. If guys stayed alone, clinging to self-preservation, our captors could tear us apart by playing one against the other.

Through our secret wall "tap" code, we wrote our own laws and codified certain principles that formed the backbone of our attitude. Our highest value was to support the man next door.

Lesson 5:

Hatred is self-defeating. We can't prevent anger sometimes. It can be a healthy reaction to the twists and turns we face in life. But if you allow it to develop into bitterness or hatred, anger becomes a destabilizing emotion. Harnessing it gives you power.

I realized, after being tortured beyond the point of human endurance, that our captors had all the advantages and I had to find a way to outsmart them. So I learned to harness my anger as a tool rather than as a weapon they could use against me. That started with resisting self-pity and by becoming fully engaged with my comrades — helping others and being encouraged by them.

The most valuable lesson I learned from my experience is that, in times of adversity, people have the potential to behave better than the social critics predict.

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.