

# 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.**

