

# DIRECTIONS FOR TEACHERS

## LISTENING SECTION

### COMPREHENSIVE EXAMINATION IN ENGLISH

Tuesday, January 24, 2012 — 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 an answer sheet to each student. Then distribute one examination booklet, one essay booklet, and scrap paper to each student.
- 3 After each student has received an examination booklet, an essay booklet, scrap paper, and his or her answer sheet, say:

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

- 4 After the students have filled in all headings on their essay booklets, say:

You will listen to a passage and answer some multiple-choice questions. You will hear the passage twice.

I will read the passage aloud to you once. Listen carefully. You may take notes on page 3 of your examination booklet. Then I will tell you to open your examination booklet to page 4. You will be given a chance to read the questions before the second reading. Then I will read the passage a second time. You may also take notes during the second reading or answer the questions.

Now I will read the passage aloud to you for the first time. Open your examination booklet to page 3.

- 5 Note the time you start reading the listening passage. The three-hour examination starts now. Read both the introduction and the passage aloud, including the attribution at the end. Read with appropriate expression, but without added comment.

## Listening Passage

**The following passage is from an article entitled “Behind the Nobel Prizes” by Jean Schaefer, published in *The Elks Magazine* in April 2009. In this excerpt, Schaefer discusses the life of Alfred Nobel.**

“Be it known that I, Alfred Nobel, have invented a new and useful Composition of Matter, to wit, an Explosive Powder.” These are the opening words of the 1868 US patent for dynamite, which was invented by the Swedish chemist Alfred Nobel. The use of this material in mining operations, construction and munitions factories around the world earned Nobel a huge fortune, most of which he bequeathed to establish the Nobel Prizes. Behind his success both as industrialist and philanthropist was a family history that exerted a great influence on him from his earliest years.

Alfred Nobel was born in Stockholm, Sweden, in 1833. A sickly child, he spent much of his early childhood in bed, cared for and tutored by his mother. He was eight years old before he was considered healthy enough to join his two older brothers in public school. When Alfred was nine, his father, Immanuel, moved the family to Saint Petersburg, Russia, where he had won a contract to develop new weapons for the Russian army. In Saint Petersburg, Alfred and his brothers were taught at home by private tutors, who gave them a broad education in science and the humanities. Alfred had an appetite for learning and became fluent in five different languages: Swedish, Russian, German, English, and French. ...

By the time he was forty, [Alfred] Nobel had set up factories around the world to manufacture dynamite and other explosives. Construction companies, mines, and the military ordered large quantities of Nobel’s relatively safe explosive. He constantly traveled the world to market his products, opening new plants and overseeing production. He had no permanent home, explaining: “My homeland is wherever I’m working, and I work everywhere.”

Always a perfectionist, Nobel kept working until the end of his life to improve his explosives and introduce further inventions. At different times he worked on substitutes for natural raw materials such as artificial rubber, leather, silk, and precious stones. His fertile mind was never without new ideas. “If I have a thousand ideas a year,” he said, “and only one turns out to be good, I’m satisfied.”...

On December 10, 1896, at the age of sixty-three, Alfred Nobel died of a cerebral hemorrhage. When his will was published, it was found to express something that few people would previously have guessed it would: his wish to give away almost all of the fortune he had amassed from his worldwide business empire.

After Nobel died, the quibbling and dissension stirred up by his will continued for the next three years. Before an amicable agreement was reached, a king, the governments of Norway and Sweden, the world press, the courts, the executors, and various covetous family members became involved. ...

Eventually, the bickering ended and the estate was settled according to Nobel’s wishes. The Nobel Foundation was established to administer the fund. The institutions specified in the will agreed to assume responsibility for awarding the prizes [in physics, chemistry, medicine, literature, and peace]. A prize could be awarded to one, two, or three people, except for the Peace Prize, which could be won either by an organization or an individual. ...

The Nobel Prizes are presented each year on December 10th, the anniversary of Nobel’s death. The Peace Prize is presented in Oslo, and the other four prizes are presented in Stockholm. The prizewinners are known as laureates and include such notables as Linus Pauling, Marie Curie, Albert Einstein, and Martin Luther King Jr. The very first recipient, in 1901, was Wilhelm Roentgen for his discovery of X-rays. ...

At the Nobel Prize award ceremony, each laureate receives three things: a diploma, hand-printed by artists and calligraphers; the Nobel Prize medal, with Alfred Nobel's image on the face, and the symbol of the institution awarding the prize on the reverse; and a financial award. Over the years the amount of award money has grown tremendously. In 1948, each Nobel Prize came with a financial award of about \$32,000, but by 2006 the financial award for each prize amounted to \$1.3 million.

When the Nobel Prizes were first awarded, contemporary observers immediately commented on the apparent contradiction between the intentions of the Peace Prize and the profits that Nobel made from armaments based on dynamite. But even if the creation of the Peace Prize is viewed as Alfred Nobel's atonement for the activities of some of his factories, it must be admitted that the Peace Prize is no less rooted in his life and thoughts than the other four prizes. He was the son of an engineer who grew up to be a scientist and inventor and who found practical applications for his scientific discoveries. He learned five languages and lived in many countries, which perhaps influenced the words in his will that call for "fraternity among nations." He had a lifelong love of literature, and even wrote his own poems and plays. It was this combination of scientist and idealist that led him to create the Nobel Prizes, in order to encourage the spirit of discovery in the service of mankind for future generations.

—excerpted and adapted from "Behind the Nobel Prizes"  
*The Elks Magazine*, April 2009

6 After reading the passage aloud once, say:

You may take five minutes to read the questions on page 4 of your test booklet before I read the passage aloud the second time.

7 After the students have had five minutes to read the questions, say:

As you listen to the second reading, you may take notes or answer the questions. You will be given an opportunity to complete the questions after the second reading. Now I will read the passage aloud a second time.

8 Read both the introduction and the passage a second time.

9 After the second reading, say:

Now turn to page 4 of your test booklet, read the directions and answer the multiple-choice questions. You may look over your notes to answer the questions.

