

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Thursday, June 19, 2014 — 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 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 “Midnight Monsters and Imaginary Companions” by clinical psychologist Lawrence Kutner, Ph.D., published on www.drkutner.com on February 17, 2009. In this excerpt, Dr. Kutner discusses the importance of children’s imaginary friends.

Imaginary companions are an integral part of many children’s lives. They provide comfort in times of stress, companionship when they’re lonely, someone to boss around when they feel powerless, and someone to blame for the broken lamp in the living room. Most important, an imaginary companion is a tool young children use to help them make sense of the adult world.

You can learn a lot about your child—especially the stresses he’s feeling and the developmental skills he’s trying to master—by paying attention to how and when his imaginary companions appear. They usually first appear (at least according to children’s own reports) at around age two and a half to three, which is about the same time children are starting complex fantasy play. The occurrence of imaginary companions and fantasy play tell you that your child is beginning to think abstractly, which is a remarkable event.

Children this age have learned to replace physical objects with mental images of those objects. That may sound a bit strange at first. All it means is that a three-year-old can get a feeling of security by thinking about a favorite teddy bear as well as by holding the bear itself. The abstract image or concept stands in for the physical object.

We can see this development of abstract thinking in another important area as well: children’s fears. Infants and toddlers tend to be afraid of such things as a growling dog or a thunderstorm—things that are actually there at that moment. These are known as concrete fears. Preschoolers, however, begin to show different fears. They talk about ghosts in the closet, monsters under the bed, or burglars breaking into their room. These are abstract fears—the things they are frightened of don’t have to be there at the time. From a developmental perspective, a child’s fear of monsters under the bed is a reason for celebration. It tells you that the child is struggling to master the intricacies of abstract thinking. ...

Preschoolers and older children may turn to imaginary companions for more practical and short-term problems in their lives. A three-year-old who started attending a new child-care center handled the stress of that transition by inventing a troupe of invisible animals that became his playmates. As soon as he felt comfortable with the other children in the center, and after he’d been regularly included in their play, his imaginary animals quietly disappeared. They were no longer necessary.

Studies of preschoolers conducted at Yale University have shown that imaginary companions, like highly creative fantasy play in general, are most common among firstborn and only children. Dr. Jerome L. Singer, who has conducted much of the research on early creativity, found that children who had imaginary companions were more imaginative, got along better with classmates, appeared happier, and had a richer vocabulary than children who did not. ...

Some preschoolers become so absorbed in their fantasies that they’ll insist that you set an extra plate at dinner or not sit in an empty chair because it’s already occupied by their imaginary friend. You shouldn’t make a big deal over this. In fact, going along with it can be fun. Remember that in almost all cases, having an imaginary companion isn’t a sign that anything’s wrong. It’s a way for your child to feel more secure and to handle everyday stresses.

That doesn’t mean that you should have to go along with all your child’s requests. If you want to set an extra plate at the table, that’s fine. Remember that you can also tell your child that his imaginary friend will have to share a plate with him or must eat from an invisible plate.

Sometimes children will use their imaginary companions to test their limits of allowable behavior. (Having an invisible friend gives the child what politicians call “maximum deniability.” If the child does or says something bad, he can blame it on his imaginary companion.) Let your child know that his friend has to abide by the same rules as he does.

Finally, don’t insist that your child admit that his imaginary companion doesn’t really exist. Rest assured that he knows that. In fact, if you push your child too hard in the other direction, treating his invisible friend as if you truly believed he did exist, your child will probably become upset, and perhaps a bit frightened.

—excerpted from “Midnight Monsters and Imaginary Companions”
www.drkutner.com, February 17, 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.

