DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Thursday, June 16, 2016 — 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 "Coral Under Siege" by Bryan Walsh, published in *Time* in August 2008. In this article, Walsh discusses coral reefs and the threats to their survival.

Coral reefs are the rain forests of the sea: they're beautiful, they're host to a wealth of biodiversity—and they're dying. A comprehensive assessment by the National Oceanic and Atmospheric Administration, released July 7 [2008], found that half the coral reefs in U.S. territory are in fair or poor condition, a significant drop since the last survey, in 2005. Another study, published recently in *Science*, found that almost one-third of coral species—the tiny polyps that build the underwater reefs—are threatened with extinction, up from less than 2% a decade ago. That's bad news for the vast variety of sea life that depends on reefs for a home. "Coral reefs hold more than 25% of the world's marine species," says Kent Carpenter, head of the Global Marine Species Assessment, which carried out the *Science* study. "The potential loss of biodiversity is permanent."…

That harm comes in a lot of forms but from just one source: us. As humans expand their presence in the warm coastal waters where reefs thrive—through fishing, tourism, even snorkeling—the corals suffer. Commercial-fishing boats sailing over corals can damage or destroy reefs that have taken centuries to build, while overfishing disrupts the delicate ecological balance that allows corals to thrive. Even smaller recreational boats can obliterate reefs in shallow seas, especially if the ships run aground—as happens at least 600 times a year in Miami's Biscayne National Park. Worse may be the practice of hunting for tropical fish that are sold to hobbyists back home. The fish may look healthy in the pet store, but many of them have had to survive deliberate poisoning first, as they are dosed with cyanide to stun them and make them easy to catch. Long after the fish have been netted, the corals are left to deal with the poison. Set-asides like the one off Hawaii are the only sure way to protect corals from these threats. "We need to scale up regional protected areas," says Roger McManus, vice president for Conservation International's marine programs.

But preserves alone aren't the answer. Human activity far from the oceans can damage corals too. Fertilizer runoff—like the mighty stream of nitrates and phosphates flowing into the Gulf of Mexico—can create vast algae blooms that suck all the oxygen out of surrounding waters. Fast-moving fish can escape the dead zones, but corals can't, and they effectively choke to death. Other toxins ride the runoff and poison corals that are far from the coast; a recent study in Australia found that heavy rains can transport pollutants as far as 80 miles (130 km) away from the shoreline.

The greatest threat to the coral, however, is one that's just as threatening to human beings: climate change. Healthy corals have a symbiotic relationship with algae, which live inside them and provide energy through photosynthesis—not to mention the brilliant colors that are the hallmark of reefs. But warmer ocean temperatures due to man-made climate change can stress the corals, causing them to eject their algae tenants. It's not clear why this happens—though scientists theorize that one cause may be infectious bacteria that thrive in warmer waters—but the result is sickly looking white, or "bleached," corals that are vulnerable to disease and mass die-offs like the one that occurred in 1998, one of the hottest years on record. Increased concentrations of carbon dioxide in the atmosphere don't help either; they lead to more acidic seas, which impair the ability of corals to spin their skeletal reefs. "The corals will be the canary in the coal mine in terms of the effect climate change will have on our ocean," says Carpenter. …

—excerpted and adapted from "Coral Under Siege"
Time, August 4, 2008

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.