

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

Thursday, August 13, 1998 — 8:30 to 11:30 a.m., only

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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 According to the speaker, Mr. Strunsky's inner qualities were revealed in his</p> <table border="0" style="width: 100%;"><tr><td>1 eyes</td><td>3 clothing</td></tr><tr><td>2 speech</td><td>4 smile</td></tr></table> <p>2 What did Mr. Strunsky offer the speaker in addition to the room?</p> <table border="0" style="width: 100%;"><tr><td>1 friendship</td><td>3 advice</td></tr><tr><td>2 food</td><td>4 employment</td></tr></table> <p>3 The speaker implies that his new room lacked</p> <table border="0" style="width: 100%;"><tr><td>1 sunlight</td><td>3 plumbing</td></tr><tr><td>2 furniture</td><td>4 electricity</td></tr></table> <p>4 What does the beginning of this passage reveal about the speaker?</p> <ol style="list-style-type: none"><li>1 his appreciation for luxury</li><li>2 his need for approval</li><li>3 his drive for success</li><li>4 his eye for detail</li></ol> <p>5 From his perspective as a newspaper reporter, how does the speaker view the city?</p> <table border="0" style="width: 100%;"><tr><td>1 as a symbol</td><td>3 as a resource</td></tr><tr><td>2 as an oasis</td><td>4 as a threat</td></tr></table> | 1 eyes            | 3 clothing | 2 speech | 4 smile | 1 friendship | 3 advice | 2 food | 4 employment | 1 sunlight | 3 plumbing | 2 furniture | 4 electricity | 1 as a symbol | 3 as a resource | 2 as an oasis | 4 as a threat | <p>6 The speaker indicates that an important source of information for a reporter was</p> <table border="0" style="width: 100%;"><tr><td>1 paid informants</td><td>3 telephone tips</td></tr><tr><td>2 personal interviews</td><td>4 police contacts</td></tr></table> <p>7 What does the speaker imply would be the attitude of a new reporter toward being assigned to cover a banquet?</p> <table border="0" style="width: 100%;"><tr><td>1 pride</td><td>3 indifference</td></tr><tr><td>2 gratitude</td><td>4 surprise</td></tr></table> <p>8 The speaker suggests that a favorite activity of Mayor La Guardia was</p> <table border="0" style="width: 100%;"><tr><td>1 public speaking</td><td>3 fundraising</td></tr><tr><td>2 shaking hands</td><td>4 walking</td></tr></table> <p>9 What does the speaker say he would have done had he been smarter or more ambitious?</p> <ol style="list-style-type: none"><li>1 made more friends in the city</li><li>2 strengthened his writing skills</li><li>3 improved his knowledge of the city</li><li>4 completed his assignments on time</li></ol> <p>10 After becoming ill, the speaker realized that he</p> <ol style="list-style-type: none"><li>1 was not suited to newspaper work</li><li>2 would be fired if he missed work</li><li>3 could not afford to continue newspaper work</li><li>4 was not really needed at the newspaper</li></ol> | 1 paid informants | 3 telephone tips | 2 personal interviews | 4 police contacts | 1 pride | 3 indifference | 2 gratitude | 4 surprise | 1 public speaking | 3 fundraising | 2 shaking hands | 4 walking |
| 1 eyes   | 3 clothing        |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 2 speech   | 4 smile           |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 1 friendship   | 3 advice          |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 2 food   | 4 employment      |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 1 sunlight   | 3 plumbing        |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 2 furniture  | 4 electricity     |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 1 as a symbol  | 3 as a resource   |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 2 as an oasis  | 4 as a threat     |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 1 paid informants  | 3 telephone tips  |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 2 personal interviews  | 4 police contacts |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 1 pride  | 3 indifference    |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 2 gratitude  | 4 surprise        |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 1 public speaking  | 3 fundraising     |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
| 2 shaking hands  | 4 walking         |            |          |         |              |          |        |              |            |            |             |               |               |                 |               |               |  |                   |                  |                       |                   |         |                |             |            |                   |               |                 |           |
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**The University of the State of New York**  
**THE STATE EDUCATION DEPARTMENT**

# **COMPREHENSIVE EXAMINATION IN ENGLISH**

**Thursday, August 13, 1998 — 8:30 to 11:30 a.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 or words printed in heavy black type. [10]

11 **distraught**

- |                   |                    |
|-------------------|--------------------|
| 1 fatal           | 3 greedy           |
| 2 deeply agitated | 4 rudely sarcastic |

12 **furor**

- |           |               |
|-----------|---------------|
| 1 despair | 3 frustration |
| 2 sorrow  | 4 anger       |

13 **trivial**

- |              |               |
|--------------|---------------|
| 1 boring     | 3 unimportant |
| 2 unoriginal | 4 laughable   |

14 **verbose**

- |            |               |
|------------|---------------|
| 1 stout    | 3 sympathetic |
| 2 delicate | 4 wordy       |

15 **vogue**

- |              |              |
|--------------|--------------|
| 1 fashion    | 3 elegance   |
| 2 impression | 4 decoration |

16 **assail**

- |           |              |
|-----------|--------------|
| 1 appoint | 3 substitute |
| 2 attack  | 4 pretend    |

17 **ruse**

- |         |           |
|---------|-----------|
| 1 trick | 3 pattern |
| 2 pause | 4 error   |

18 **prudence**

- |          |               |
|----------|---------------|
| 1 motive | 3 caution     |
| 2 hatred | 4 distinction |

19 **listless**

- |                |             |
|----------------|-------------|
| 1 discouraging | 3 attentive |
| 2 indifferent  | 4 careful   |

20 **superficial**

- |            |             |
|------------|-------------|
| 1 buried   | 3 external  |
| 2 overhead | 4 important |

21 The committee agrees that the plan is **feasible**.

- |             |               |
|-------------|---------------|
| 1 expensive | 3 imaginative |
| 2 foolish   | 4 possible    |

22 Lee was able to **squelch** the complainer with a look of contempt.

- |           |             |
|-----------|-------------|
| 1 offend  | 3 embarrass |
| 2 silence | 4 expel     |

23 The President's position on taxes is the **antithesis** of the Senator's position.

- |          |                 |
|----------|-----------------|
| 1 result | 3 opposite      |
| 2 source | 4 approximation |

24 Many people who were **destitute** in their youth are determined that their children will have better lives.

- |                    |              |
|--------------------|--------------|
| 1 poverty stricken | 3 uneducated |
| 2 mistreated       | 4 overworked |

25 Throughout its history, that country has been very **belligerent**.

- |            |              |
|------------|--------------|
| 1 unstable | 3 warlike    |
| 2 wealthy  | 4 productive |

26 The **recluse** lived in an old Victorian house 20 miles from town.

- |              |              |
|--------------|--------------|
| 1 naturalist | 3 retiree    |
| 2 hermit     | 4 ex-convict |

27 The employee felt **saddled** by the company's new project.

- |                |                 |
|----------------|-----------------|
| 1 committed to | 3 hopeful about |
| 2 burdened by  | 4 bored by      |

28 As soon as she entered, she was called to the **rostrum**.

- |                      |                    |
|----------------------|--------------------|
| 1 speaker's platform | 3 reserved section |
| 2 backstage area     | 4 main office      |

29 His **inane** suggestion fell on deaf ears.

- |            |           |
|------------|-----------|
| 1 selfish  | 3 unusual |
| 2 detailed | 4 silly   |

30 Carmen is too young to have such a **pessimistic** attitude toward life.

- |           |             |
|-----------|-------------|
| 1 fearful | 3 gloomy    |
| 2 strange | 4 disturbed |

*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 address  
responce  
provision  
desperate  
abundant

32 commission  
hospital  
nominate  
magnetic  
thoroughly

33 occurring  
carriage  
sponser  
probably  
calorie

34 sophisticated  
approximately  
crucial  
anniversary  
whining

35 subsidy  
temperature  
victim  
beneficial  
ferocious

36 attendance  
captor  
assetts  
positive  
preferable

37 biscuit  
guarentee  
friction  
oppression  
proclamation

38 insulin  
casual  
lazyness  
freight  
infallible

39 fortress  
fluoride  
perceive  
abdomen  
wisper

40 luckily  
particular  
schedule  
sanwich  
simplicity

*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

They had quarreled all morning, squalled all summer about the incidentals: how tight the girl's cut-off jeans were, her choice of music and how loud she played it, her practiced inattention, her sullen look. Her granny wrung out the last boiled cloth, pinched it to the line, giving the basin a sling and a slap, the  
5 water flying out in a scalding arc onto the Queen Anne's lace by the path, never mind if it bloomed, that didn't make it worth anything except to bugs, but the girl would cut it by the everlasting armload and cherish it in the old churn, going to that much trouble for a weed but not bending once—unbeggd—to pick the nearest bean, she was sulking now. Bored. Displaced.

10 "And what do you think happens to a bug if nobody ever walks by his weed?" her granny asked, heading for the house with that sidelong unanswered glance, hoping for what? The surprise gift of a smile? Nothing. The woman shook her head and said it. "Nothing." The door slammed behind her. Let it.

15 "I hate it here!" the girl yelled then. She picked up a stick and broke it and threw the pieces—one from each hand—at the laundry drying in the noon. Missed. Missed.

20 Then she turned on her bare, haughty heel and set off high-shouldered into the heat, quick but not far, not far enough—no road was *that* long—only as far as she dared. At the gate, a rusty chain swinging between two lichened posts, she stopped, then backed up the raw drive to make a run at the barrier, lofting, clearing it clean, her long hair wild in the sun. Triumphant, she looked back at the house when she caught at the dark window her granny's face in its perpetual eclipse of disappointment, old at fifty. She stepped back, but the girl saw her.

"You don't know me!" the girl shouted, chin high, and ran till her ribs ached.

— Mary Hood

41 In line 1, the use of the word "squalled" helps to

- 1 illuminate a solution
- 2 characterize a relationship
- 3 predict an event
- 4 foreshadow the weather

42 The purpose of lines 2 and 3 is most likely to

- 1 introduce the setting
- 2 criticize the girl's habits
- 3 defend the grandmother's views
- 4 identify topics of disagreement

43 What does the reference to Queen Anne's lace emphasize about the two characters?

- 1 a similar appreciation for nature
- 2 a difference in age
- 3 a shared recognition of beauty
- 4 a difference in attitudes

44 In lines 10 through 13, the grandmother's glance suggests that she hopes for

- |                 |           |
|-----------------|-----------|
| 1 communication | 3 respect |
| 2 assistance    | 4 silence |

45 In line 13, what does the phrase “Let it” indicate about the grandmother?

- |                    |                      |
|--------------------|----------------------|
| 1 She is careless. | 3 She is permissive. |
| 2 She is startled. | 4 She is frustrated. |

46 What is suggested in lines 17 through 19 about the girl’s expression of independence?

- |                    |                      |
|--------------------|----------------------|
| 1 It is necessary. | 3 It is constrained. |
| 2 It is dangerous. | 4 It is burdensome.  |

47 The idea that running away is *not* a solution to the girl’s problems is implied by which phrase?

- 1 “I hate it here” (line 14)
- 2 “no road was *that* long” (line 18)
- 3 “perpetual eclipse of disappointment” (lines 22 and 23)
- 4 “you don’t know me” (line 24)

GO RIGHT ON TO THE NEXT PAGE. 

## Passage B

### The First Shoe

We put the shoe on him the first time this morning,  
minute, stitched-together, a little jewel of leather,  
a miracle of shoemaking, in the first choice of fashion,  
on the flowerlike foot never before in bondage,  
5 the first shoe ever on that small honey-sweet foot.

Little treasure, heart of the house, here you go tramping,  
strike the sole like this on the ground stoutly,  
hold the precious head pluckily, determined,  
a man-baby you are in your walk and your bearing,  
10 the height of my knee, and so soon to leave me!

You have a long road to travel before you,  
and tying your shoe is only the first tying.

— Máire Mhac an tSaoi

- 48 In the context of the poem, the title has the effect of suggesting
- 1 a journey to freedom
  - 2 an early stage in life
  - 3 an ancient artifact
  - 4 a search for treasure
- 49 Which line contains the best example of alliteration?
- |          |           |
|----------|-----------|
| 1 line 1 | 3 line 11 |
| 2 line 9 | 4 line 4  |
- 50 What idea is expressed in line 10?
- 1 the brevity of childhood
  - 2 the joys of parenting
  - 3 the size of the narrator
  - 4 the charms of the boy
- 51 What is emphasized by the repetition of the word “tying” (line 12)?
- 1 a life and a death
  - 2 ignorance and truth
  - 3 an ending and a beginning
  - 4 enjoyment and distaste
- 52 The overall tone of the poem is best described as
- |               |            |
|---------------|------------|
| 1 bittersweet | 3 humorous |
| 2 indifferent | 4 romantic |
- 53 The child’s importance to the narrator is most clearly expressed by the phrase
- 1 “heart of the house” (line 6)
  - 2 “man-baby” (line 9)
  - 3 “miracle of shoemaking” (line 3)
  - 4 “flowerlike foot” (line 4)



### Passage C

The ancients imagined the planets to be attached to invisible machinery—transparent crystal spheres, elegantly coupled and geared. We now know that the ancients were wrong. The planets orbit the Sun guided only by the invisible hand of Newtonian gravitation. Some worlds are rock, some gas, some ice, and nowhere, from Mercury to Pluto, is there anything like a crystal sphere. But imagine ourselves leaving the solar system at some impossible speed, until even the orbits of the outermost planets are too small for us to see, until even the Sun is only a point of light no brighter than the brightest stars seen from Earth. Then we do encounter something like a crystal sphere, but a shattered one—a cloud of a trillion shards and fragments of ice, little worlds each the size of a city, feebly illuminated in the great dark between the stars.

We live at the heart of a trillion worlds, all of them invisible. And we are not talking of metaphorical worlds; rather, a trillion places, every one of them as distinct a world as ours is, every one with a surface and an interior and on occasion even an atmosphere.

If there is a ceiling above you, step outside. Cast your eye upward. Concentrate on the smallest piece of sky you can make out. Imagine it extending in a widening wedge far out into space, to the stars. In that little patch of sky are a hundred thousand worlds or more, worlds unseen, unnamed, but in some sense known. These distant cousins of the Earth are the cometary nuclei—cold, silent, inactive, slowly tumbling in the interstellar blackness. But when they are induced to fall into our part of the solar system, they creak and rumble, begin to evaporate and jet and eventually produce the tails so admired by the inhabitants of Earth. How we know of this invisible multitude of icy worlds is one more scientific detective story that begins with Halley.

— Carl Sagan and Ann Druyan

54 In line 9, the phrase “crystal sphere” has the effect of

- 1 summarizing the key ideas
- 2 recalling a previous explanation
- 3 introducing a new topic
- 4 providing an additional example

55 The phrase “shards and fragments” (line 10) reinforces an image of

- |                   |                  |
|-------------------|------------------|
| 1 broken glass    | 3 puzzle pieces  |
| 2 smashed pottery | 4 dust particles |

56 The image of “the great dark between the stars” (line 11) is repeated later in what phrase?

- 1 “the heart of a trillion worlds” (line 12)
- 2 “a ceiling above you” (line 16)
- 3 “that little patch of sky” (line 18)
- 4 “the interstellar blackness” (line 21)

57 What characteristic of the worlds is emphasized in lines 12 through 15?

- |        |            |
|--------|------------|
| 1 age  | 3 number   |
| 2 size | 4 distance |

58 In line 16, the word “ceiling” refers to a barrier which is primarily

- |            |             |
|------------|-------------|
| 1 physical | 3 emotional |
| 2 mental   | 4 social    |

59 What word in lines 21 through 23 is used to mean “propel”?

- |                        |                      |
|------------------------|----------------------|
| 1 “tumbling” (line 21) | 3 “rumble” (line 22) |
| 2 “creak” (line 22)    | 4 “jet” (line 23)    |

60 A recurring idea in this passage is that much of the known universe is

- |             |             |
|-------------|-------------|
| 1 silent    | 3 fragile   |
| 2 invisible | 4 expanding |

## Part II

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

- A Some authors focus concern on a problem in society by showing its effects on an individual or a group. Social problems might include poverty, prejudice, crime, and unsafe working conditions. From the literature you have read, choose *two* works in which the author focuses concern on a social problem by showing its effects on an individual or a group. For *each* work, identify the social problem and the individual or group affected by the problem. Using specific references from *each* work, describe the effects of the social problem on an individual or a group. Give titles and authors.
- B In some works of literature, one individual's perception of a person, relationship, or event differs from another individual's perception of the same person, relationship, or event. Sometimes this difference in perception has significant consequences. From the literature you have read, choose *two* works in which two individuals have different perceptions of the same person, relationship, or event. For *each* work, identify the two individuals. Using specific references from *each* work, contrast the different perceptions the two individuals have and discuss the consequences of their different perceptions. Give titles and authors.
- 

## Part III

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

- A In recent elections, some candidates for public office spent millions of dollars on their campaigns. As a result, some people think that a spending limit should be established for political campaigns. Write a letter of about 250 words to the editor of the local newspaper, stating your opinion about establishing a spending limit for political campaigns. Use specific reasons, examples, or details to support your opinion. *Write only the body of the letter.*
- B Your local Chamber of Commerce is publishing a guidebook for people who visit the area. The guidebook will welcome visitors and inform them about your community. In an article of about 250 words for this guidebook, describe your community and some of its significant features. Use specific examples or details.
- C Write a well-organized composition of about 250 words on *one* of the following topics:
- |                             |                        |
|-----------------------------|------------------------|
| Cooperation vs. competition | My grandparents' world |
| Terrorism in America        | Daring to be caring    |
| Patterns                    | New technologies       |
-

COMPREHENSIVE EXAMINATION IN ENGLISH

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ANSWER SHEET

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

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.<br>10 Credits  | 22 ..... | Max.<br>5 Credits   | 52 .....  |
|   | 23 ..... |   | 53 .....  |
|   | 24 ..... |   | 54 .....  |
|   | 25 ..... |   | 55 .....  |
|   | 26 ..... |   | 56 .....  |
|   | 27 ..... |   | 57 .....  |
|   | 28 ..... | <b>BEFORE YOU HAND IN THIS ANSWER SHEET, BE SURE THAT YOU HAVE ANSWERED THE LISTENING QUESTIONS (1-10).</b> | 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.<br>10 Credits  |          |   | Max.<br>20 Credits  |

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

Tear Here

# DIRECTIONS FOR TEACHERS

## LISTENING SECTION

### COMPREHENSIVE EXAMINATION IN ENGLISH

Thursday, August 13, 1998—8:30 to 11:30 a.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.**
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- (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 4½ minutes.]

### Listening Passage

[This passage is taken from an essay by Robert Fitzgerald, in which he describes his first job as a New York City reporter more than fifty years earlier.]

Mr. Strunsky, who owned most of Washington Square South, brownstones with top-floor studio skylights, wore an old brown overcoat a little ragged at the buttonholes, buttoned to the top, and a worn brown felt hat, beneath which his eyes were ingenious and kind. He told me I should read Pushkin and showed me the furnished room I could afford: a semi-underground room down a few steps at the corner of Sullivan and Third Streets. It had a bathroom to the left as you entered and a fireplace in the wall to the right. A barred window high in the left wall—the Sullivan Street side—and another on Third Street, both heavily curtained; a double bed covered in what had been a wine-colored spread; a table, a threadbare easy chair, a straight chair, and a standing lamp. Eight dollars a week. I moved in early in November. Across the entryway was a similar apartment occupied by a young Japanese, to whom old Strunsky introduced me. I rarely saw him but owed to him the knowledge that tightly rolled newspapers would do, though briefly, as logs in the fireplace. Overhead in this place by day and night sounded the approaching racket of the Elevated, grating to round the Sixth Avenue corner some blocks away.

Now I had the city before me as a grid of bitter streets to be robbed of sights and words daily in the name of news. Assignments were given out around two o'clock at the city editor's desk and entered on his assignment sheet. Off you would go by subway downtown or uptown or to another borough to ask questions and register scenes. You got the names, addresses, ages, and quotes by soft pencil on a wad of copy paper. Back at your desk you tried to read what you had written and to beat out before dinner the few paragraphs desired of your first or first two stories. If you needed background you got a packet of clippings out of the morgue. You might then with luck be assigned to a banquet. Organizations hoping for publicity for their speakers or themselves provided at banquets a press table with places for the morning dailies. The city desk passed these assignments out with careful equity to new and thin-bellied reporters to assure them each week of at least one good dinner with a cigar. A figure met fairly often on daily or evening rounds was Mayor La Guardia. Small, round, genial, swarthy, with a black forelock and a piping voice, this perspiring bundle of force might turn up at any gathering anywhere in the city, ready to make a speech at the drop of a hat.

If I had been smarter or more ambitious I might have studied the city, as I had a perfect chance to do, to get a grasp of it by sectors and departments and put my daily missions into some larger frame. As it was, I saw each for itself in its peculiar light, and if the light seemed pictorial to my imagination I would have gone on describing it all night if I could. "Let's see you charm *me*," said the night editor one evening from his

great height over my desk, consenting to further paragraphs about something or other of no importance. I did not charm him, at any rate not enough to get that piece in the paper. The truth was that I had more taste in writing than skill at it. And it often took me too long, detaching one thing from another in my gummy mind and deciding what to put down in what order. They were patient with me, all the same, never sharp or caustic.

In February, extreme cold came to the city. As it happened, I owned no overcoat but got along with a voluminous black raincoat, worn with a soft black hat and a Left Bank air. This garment now failed me. Nauseated and fevered on waking one morning, I went shuddering across the Square to the Fifth Avenue Chemists at the Eighth Street corner and called my editor to say I had the flu and would not be in. All I could do then was to stay in bed, and I did so for three days, fully aware of not being missed on the newspaper or anywhere else.

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.**