

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Friday, June 18, 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 and one essay booklet to each student.

- 3 After each student has received an examination booklet and an essay booklet, say:

Tear off the answer sheet, which is the last page of the examination booklet, and fill in its heading. Now circle "Session One" and fill in the heading on each page of your essay booklet.

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

Look at page 2 of your examination booklet and follow along while I read the **Overview** and **The Situation**.

Overview:

For this part of the test, you will listen to a speech about the Suzuki method of teaching violin to children, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the speech twice. You may take notes on the next page any time you wish during the readings.

The Situation:

Your school board plans to add violin instruction to the music program in your district. Your music teacher has asked you to write a letter to the school board explaining the Suzuki method of violin instruction and recommending whether **or** not this method should be taught in your district. In preparation for writing your letter, listen to a speech by John Holt about the Suzuki method. Then use relevant information from the speech to write your letter.

Now I will read the passage aloud to you for the first time.

- 5 Now read the passage aloud with appropriate expression, but without added comment.

Listening Passage

One day it occurred to Suzuki that since all Japanese children had the intelligence and skill to accomplish the difficult task of learning to speak Japanese, they could, if they wanted to, learn to play the violin in the same way. Since he believed that children's lives would be much enriched by music, he set out to devise a way of learning the violin that would be as close as possible to the method children use to learn their own language. He realized that children had to hear a lot of other people's speech before they could make their own, and that they did a lot of speaking before they did any reading or writing. He also realized that children want very much to do what they see the adults around them doing. From these sound insights he developed his method. If Japanese parents wanted their child to study violin by this method, when the child was still a baby they would begin to play at home, every day if possible, and many times each day, recordings played by expert players of some of the simple violin tunes that the child would later learn to play.

When the child was about three, one of the parents, usually the mother, would begin taking violin lessons with a Suzuki teacher, *bringing her child with her*. The teacher would give the mother a violin, show her how to hold it, and then play one of the tunes that the child already knew. Then the teacher would show the mother how to play the tune. After the lesson the teacher would tell the mother to practice that little tune at home until the next lesson. Then, in perhaps the third or fourth lesson, if the child were still really interested—for Suzuki insisted that he would not force children to play—the teacher would mysteriously produce from somewhere a tiny child-sized violin, asking the child, "Would you like to try it?" Yes, indeed! So the mother and child would go home together with their violins, and would play together the little tune they both knew.

As time went on, the child would learn other tunes, and along with individual lessons would play in groups with other children, discovering with delight that they, too, knew the same tunes.

In the original method, only after children gained considerable fluency on the violin, and could play fairly complicated tunes, were they introduced to the written notes for the tunes that they already could play. Not for some time would they start learning new tunes from written notes instead of by ear. Children were encouraged to experiment with their instruments, to make sounds both fast and slow, high and low. They were asked to make sounds "like an elephant" or "like a little mouse." All over Japan, hundreds of four-, five-, and six-year-old children taught by these methods gathered to play music by Vivaldi, Handel, and Bach.

A few years later, when a group of these children came to the New England Conservatory on a tour of the United States, I was there to hear them. The children, perhaps twenty of them, came onstage, healthy, energetic, and happy. Dr. Suzuki and a young assistant checked the tuning of the children's violins. We waited in great suspense. What would they play?

Dr. Suzuki gave the downbeat, and then away they went—playing not some easy tune but the Bach Double Concerto, in perfect tune, tempo, and rhythm, and with great energy and musicality. It was breathtaking, hair-raising. I could not have been more astonished if the children had floated up to the ceiling. Rarely in my life have I seen and heard anything so far beyond the bounds of what I would have thought possible.

Suzuki instruction in the United States today is very far from the method that I have just described, and even farther from the method by which children learn to speak their

own language. The material to be learned is broken down into many very small pieces; each one is supposed to be done perfectly before the next one is attempted; mistakes are corrected instantly, from the outside, by the teacher or parent; there is considerable pressure put on the children to “practice”; and children are given little room or encouragement, if any at all, to improvise and experiment with the instrument.

Some of the reasons for this probably have to do with the differences between Japanese and American family life and culture. It is also important to note that not all Suzuki teachers are alike, any more than are any kind of teachers. On the whole, though, it is safe to say that Suzuki instruction in this country has become very rigid. And whether because of this or for other reasons, it certainly is not producing the kinds of results that we were told it once produced in Japan.

The fundamental insight of Suzuki, the living heart of his method, is that just as children learn to speak by trying—at first very clumsily—to make some of the speech they hear others making around them, so children can best learn to make music by trying to play on their instruments tunes they have heard many times and know.

Some Suzuki teachers may be in danger of losing the point of this fundamental insight. Children learning to speak do not learn to say one short word or phrase perfectly, then another phrase, and so on. They say a great many things, as many as they can, and with much use and practice learn to say them better and better. However, it looks as if some Suzuki students are being taught to spend a long time learning to play one or two simple tunes “correctly” before moving on to something else. When I hear children doggedly sawing away at “Twinkle, Twinkle, Little Star,” all in the first position and using only the lower half of their bows, I don’t feel much of the spirit of excitement and adventure that I hear when children are learning to speak.

All in all, the Suzuki materials and organization can be a very useful resource—one of many—for children learning music. The trick is to make use of those materials, but not restrict oneself to them. Branch out: encourage the children to improvise freely, to make up tunes, to write down tunes, to write compositions for each other to play, to begin as soon as possible to play real chamber music.

In short, put back into learning music the exploration, the discovery, the adventure, and above all the joy and excitement that are properly a part of it, and that too formal and rigid instruction can only kill.

6 After reading the passage aloud once, say:

You may take a few minutes to look over **The Situation** and your notes.
(Pause) Now I will read the passage aloud a second time.

7 Read the passage a second time.

8 After the second reading, say:

Now turn to page 4 of your examination booklet, read the directions, and answer the multiple-choice questions. Be sure to follow all the directions given in your examination booklet and your essay booklet. You may now begin.

SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Friday, June 18, 1999 — 9:15 a.m. to 12:15 p.m., only

The last page of this booklet is the answer sheet for the multiple-choice questions. 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. Now circle "Session One" and fill in the heading of each page of your essay booklet.

This session of the examination has two parts. Part A tests listening skills; you are to answer all six multiple-choice questions and write a response, as directed. For Part B, you are to answer all ten multiple-choice questions and write a response, as directed.

When you have completed this session of the examination, you must sign the statement printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the session and that you have neither given nor received assistance in answering any of the questions during the session. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part A

Overview: For this part of the test, you will listen to a speech about the Suzuki method of teaching violin to children, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the speech twice. You may take notes on the next page anytime you wish during the readings.

The Situation: Your school board plans to add violin instruction to the music program in your district. Your music teacher has asked you to write a letter to the school board explaining the Suzuki method of violin instruction and recommending whether *or* not this method should be taught in your district. In preparation for writing your letter, listen to a speech by John Holt about the Suzuki method. Then use relevant information from the speech to write your letter.

Your Task: Write a letter to your school board explaining the Suzuki method of violin instruction and recommending whether or not this method should be taught in your district. *Write only the body of the letter.*

Guidelines:

Be sure to

- Tell your audience what they need to know to help them understand the Suzuki method and to persuade them to agree with your recommendation
- Use specific, accurate, and relevant information from the speech to support your argument
- Use a tone and level of language appropriate for a letter to the school board
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the speech by using quotation marks or referring to the speaker
- Follow the conventions of standard written English

Multiple-Choice Questions

Directions (1–6): Use your notes to answer the following questions about the passage read to you. Write your answers to these questions on the answer sheet. The questions may help you think about ideas and information you might use in your writing. You may return to these questions anytime you wish.

- 1 According to Suzuki, children using his method would play the violin in order to
 - 1 obey their teachers
 - 2 impress other children
 - 3 please their parents
 - 4 imitate adults
- 2 According to Suzuki's method, which step comes first?
 - 1 playing by ear
 - 2 reading written notes
 - 3 listening to music
 - 4 writing original tunes
- 3 The speaker implies that an important part of Suzuki's original method was the
 - 1 consistent participation of parents
 - 2 innate talent of the child
 - 3 financial support of the community
 - 4 rigorous discipline of the teachers
- 4 According to the speaker, one way Suzuki instruction in the United States differs from the original Suzuki method is that American teachers do not encourage students to
 - 1 follow parents' instruction
 - 2 practice at home
 - 3 learn the musical notes
 - 4 experiment with sound
- 5 According to the speaker, what is one apparent effect of current Suzuki instruction in the United States in contrast to the original method?
 - 1 Children are less proficient.
 - 2 Violin study is less popular.
 - 3 Lessons are shorter.
 - 4 Classes are larger.
- 6 According to the speaker, American Suzuki teachers violate an important part of the original Suzuki method when they
 - 1 allow simple tunes
 - 2 permit original compositions
 - 3 require perfection
 - 4 encourage improvisation

After you have finished these questions, turn to page 2. Review **The Situation** and read **Your Task** and the **Guidelines**. Use scrap paper to plan your response. Then write your response in Part A, beginning on page 1 of your essay booklet. After you finish your response for Part A, go to page 5 of your examination booklet and complete Part B.

Part B

Directions: Study the chart and read the text on the following pages, answer the multiple-choice questions, and write a response based on the situation described below. You may use the margins to take notes as you read and scrap paper to plan your response.

The Situation: Your social studies class has been studying the history of child labor. You have chosen to write a report summarizing some provisions of current New York State law regarding the employment of children and discussing the conditions that may have led to those provisions.

Your Task: Using relevant information from *both* documents, write a report summarizing some provisions of current New York State law regarding the employment of children and discussing the conditions that may have led to those provisions.

Guidelines:

Be sure to

- Tell your audience what they need to know about some provisions of current New York State law regarding the employment of children
- Discuss the conditions that may have led to those provisions
- Use specific, accurate, and relevant information from the chart *and* the text to support your discussion
- Use a tone and level of language appropriate for a report for your social studies class
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the text by using quotation marks or referring to the author
- Follow the conventions of standard written English

PERMITTED WORKING HOURS FOR MINORS UNDER 18 YEARS OF AGE

The following chart is a summary of the permitted working hours provisions of the New York State Labor Law (1993) relating to minors under 18 years of age.

AGE OF MINOR (girls and boys)	INDUSTRY OR OCCUPATION	MAXIMUM DAILY HOURS	MAXIMUM WEEKLY HOURS	MAXIMUM DAYS PER WEEK	PERMITTED HOURS
MINORS ATTENDING SCHOOL When School is in Session 14 and 15	All occupations except farm work, newspaper carrier, and street trades	3 hours on school days ¹ 8 hours on other days	18	6	7 a.m. to 7 p.m.
16 and 17	All occupations except farm work, newspaper carrier, and street trades	4 hours on days preceding school days (i.e., Mon, Tues, Wed, Thurs) ² 8 hours on Fri, Sat, Sun, and holidays	28	6	6 a.m. to 10 p.m. ³
When School is Not in Session (Vacation) 14 and 15	All occupations except farm work, newspaper carrier, and street trades	8 hours	40	6	7 a.m. to 9 p.m. June 21 to Labor Day
16 and 17	All occupations except farm work, newspaper carrier, and street trades	8 hours	48 ⁴	6 ⁴	6 a.m. to midnight ⁴
MINORS NOT ATTENDING SCHOOL 16 and 17	All occupations except farm work, newspaper carrier, and street trades	8 hours	48 ⁴	6 ⁴	6 a.m. to midnight ⁴
FARM WORK 12 and 13	Hand harvest of berries, fruits, and vegetables	4 hours			7 a.m. to 7 p.m. June 21 to Labor Day/ 9 a.m. to 4 p.m. day after Labor Day to June 20
14 and older	Any farm work				
NEWSPAPER CARRIERS 11 to 18	Delivers or sells and delivers newspapers, shopping papers, or periodicals to homes or business places	4 hours on school days 5 hours on other days			5 a.m. to 7 p.m. or 30 minutes prior to sunset, whichever is later
STREET TRADES 14 to 18	Self-employed work in public places selling newspapers or work as a shoeshiner	4 hours on school days 5 hours on other days			6 a.m. to 7 p.m.

¹ Students 14 and 15 enrolled in an approved work-study program may work 3 hours on a school day; 23 hours in any one week when school is in session.
² Students 16 and 17 enrolled in an approved Cooperative Education Program may work up to 6 hours on a day preceding a school day other than a Sunday or holiday when school is in session, as long as the hours are in conjunction with the program.
³ 6 a.m. to 10 p.m. or until midnight with written parental and educational authorities' consent on a day preceding a school day and until midnight on a day preceding a non-school day with written parental consent.
⁴ This provision does not apply to minors employed in resort hotels or restaurants in resort areas.

Child Labor

Child labor is work performed by children that either endangers their health or safety, interferes with or prevents their education, or keeps them from play and other activity important to their development. Child labor of this character has long been considered a social evil to be abolished.

Early History of Child Labor

5 Industrial child labor first appeared with the development of the domestic system. In this type of production an entrepreneur bought raw material to be "put out" to the homes of workmen to be spun, woven, sewn, or handled in some other manner. This permitted a division of labor and a degree of specialization among various families. Pay was by the piece, and children were used extensively at
10 whatever tasks they could perform. This system was important in England, on the Continent, and in North America from the 16th to the 18th century and lingers until the present in some industries and in some countries.

The domestic system was largely replaced by the factory system associated with the Industrial Revolution, which gained impetus in the 18th century.
15 Machinery, driven by waterpower and later by steam, took over many functions formerly performed by hand labor and was centralized in factories situated at the source of the power. Children could and did tend the machines in ever increasing numbers from as early an age as five. Child labor also proliferated in coal mining. Half-naked children as young as six labored incredibly long hours in the
20 damp and dark. Many of them carried coal in packs on their backs up long ladders to the surface.

Mistreatment of Children. In the 1830's, the English Parliament set up a commission to look into the problems of working children. The testimony the commission took is revealing. One worker in a textile mill testified that he first
25 went to work at the age of 8 and that he customarily had worked from 6 a.m. to 8 p.m., with an hour off at noon. When business was brisk, however, he worked a 16-hour span, from 5 a.m. to 9 p.m. When asked how he could be punctual and how he awoke, the boy said:

30 "I seldom did awake spontaneously; I was most generally awake or lifted out of bed, sometimes asleep, by my parents."

A boy whose services had been sold by his parents to a mill owner (for 15 shillings for 6 years) testified that the child laborers in that mill were locked up night and day. He said that twice he ran away, was pursued and caught by his overseer, and was thrashed with a whip.

35 A girl who worked in the mines testified:

"I never went to day school; I go to Sunday school, but I cannot read or write; I go to the mine at 5 o'clock in the morning and come out at 5 in the evening; I get my breakfast of porridge and milk first; I take my dinner with me, a cake, and eat it as I go; I do not stop or rest any time
40 for that purpose; I get nothing else until I get home, and then have potatoes and meat, not every day meat. I work in the clothes I have now got on, trousers and ragged jacket; the bald place upon my head is made by carrying the coal buckets. I carry the buckets a mile and more under ground and back; I carry 11 a day; I wear a belt and chain at the

45 workings to get the buckets out; the miners that I work for sometimes
beat me with their hands if I am not quick enough. They strike me
upon my back. I would rather work in a mill than in a coalpit.”

Pauper Children. During the great social dislocations of the early Industrial
50 Revolution, there were many children who had no parents or whose parents
could not support them. Under the English Poor Law then in effect, local gov-
ernment officials were supposed to arrange for these children to become appren-
tices so that they would learn a trade and be cared for. In thousands of cases these
so-called “pauper children” were simply turned over in large numbers to a distant
55 mill owner by the local officials. After having been thus “apprenticed,” they had
virtually no one to care or intercede for them and were little better than slaves.

Other working children were indentured—their parents sold their labor to the
mill owner for a period of years. Others lived with their families and worked for
wages as adults did, for long hours and under hard conditions.

Effects of Economic Doctrines. The situation was made possible by the
60 economic doctrines widely believed at the time. Employers felt that the govern-
ment should not meddle in business. They believed that economic affairs should
be allowed to run according to their own “natural laws,” much as the physical
world was regulated by such laws as the law of gravity. One of the “natural laws”
of economics that businessmen thought they perceived was the “iron law of
65 wages”—it held that wages could not possibly rise above a subsistence level. So
low wages and long hours seemed inevitable.

Furthermore, idle hands were looked upon as the devil’s tools, while work was
thought to be morally uplifting. Employers felt that they were helping the poor
to become more virtuous by providing them with useful work. Such ideas were
70 widely accepted.

Regulation of Child Labor

The movement to limit child labor sprang from several sources. The crowded
and unsanitary conditions existing when children lived in factory dormitories gave
rise to epidemics that spread to the nearby population. Concerned medical men
75 warned that the rigors of childhood employment resulted in a permanently weak-
ened and damaged labor force. Some people were concerned because child
laborers had no time for religious instruction. (Sunday schools, when they were
first started, taught reading and writing as well as religious subjects. They were
intended for working children who received no other schooling.) There was con-
cern about this lack of education and also about the immoral atmosphere of fac-
80 tory dormitories.

United States. Children worked in the American colonies, most of all on the
family farm but also in various kinds of household industries, as apprentices, at
sea, as indentured servants, and as slaves. In 1789 textile manufacturing on the
English pattern was transplanted to the northern and middle states. As in
85 England, children were the bulk of the labor force at first, but the United States
did not have a great supply of pauper children as did England at the time, so that
before long, women—many of them young—became the mainstay of the labor
force in textiles.

State Legislation. Some states passed protective legislation, if it can be called
90 that. In 1836 a Massachusetts law required that working children receive some

95 schooling. In 1842, Connecticut and Massachusetts limited the work of children in textile factories to 10 hours a day. Pennsylvania in 1848 outlawed the hiring of children under 12 in the mills. The struggle for free compulsory public education that characterized the years before the Civil War was indirectly a campaign against excessive child labor.

100 By 1900 about half of the states placed some sort of restrictions on child labor, but only about 10 made a serious effort to enforce such laws as there were. The South was finally industrializing as textile manufacturing moved from New England to be close to its raw materials (and to take advantage of cheap labor). In the process, the South appeared destined to repeat all the horrors of the early Industrial Revolution. The number of child laborers in the South tripled between 1890 and 1900.

105 Elsewhere in the country, the glass industry employed young boys for 12-hour shifts in front of fiery furnaces. The domestic system lingered on in the garment industry where whole families labored for subcontractors in tenement sweatshops. In the coalfields, boys manned the "breakers." Here they sat hunched over chutes as coal poured beneath them, picked out the stone and slate, and breathed coal dust for 10 hours at a stretch. The tobacco industry employed thousands of children under 10 to make cigars and cigarettes. In silk spinning, artificial flower making, oyster shucking, berry picking, canning, and shrimp packing, the story was the same.

110 **National Legislation.** The limited value of state laws soon became apparent. Labor and the progressives had little influence in a number of states, especially in the South, so that state laws there were out of the question. As a result businesses in such states had a competitive advantage, and this stiffened resistance to strengthening or even enforcing laws in more progressive states. A national law appeared to be the only answer, and a campaign for one began. Public support was mobilized by several of the "muckrakers," the journalists who exposed intolerable conditions. The cause was helped by an angry bit of verse penned by one of the reformers, Sarah N. Cleghorn:

The golf links lie so near the mill
That almost every day
The laboring children can look out
And see the men at play.

125 In 1912, Congress was persuaded to establish a Children's Bureau.

130 The battle appeared won in 1916 when, during the high tide of the progressive crusade, President Wilson wrestled through Congress the Keating-Owen Act, which barred from interstate commerce articles produced by child labor. The victory was brief, however, for a conservative Supreme Court in 1918 declared the law unconstitutional because it infringed on states' rights and denied children the "freedom" to contract to work.

135 The only road still open was the tortuous one of a constitutional amendment. Congress proposed one in 1924 and sent it to the states for ratification. But the national mood in the 1920's was far different from what it had been 10 years before. Among those who opposed ratification of the proposed amendment were the American Farm Bureau Federation, the National Association of Manufacturers, and the southern textile industry. They were joined by most of the Roman Catholic hierarchy of the country, who argued that the amendment threatened

140 parental discipline and invaded the privacy of the home. Faced with this weighty array of enemies, the amendment was defeated in most states.

145 During the New Deal years, the political pendulum had swung again, and new national efforts were made. In 1938 the far-reaching Fair Labor Standards Act once again struck at child labor. This act, also known as the Wages and Hours Act, with its amendments, is now the basic child labor act for the United States. It bans employers engaged in interstate commerce from employing workers under 16 or under 18 in hazardous occupations. Under certain circumstances, children 14 to 16 may be employed after school hours. The states may further control child labor so long as their legislation does not conflict with federal law.

Current Developments

150 In the United States child labor remains a problem in only one sector of the economy, agriculture. Federal law requires only that children under 16 may not be employed in agriculture during school hours. Therefore, small children may be worked long hours in farming during other times, especially because state laws covering child labor in agriculture are generally lax or nonexistent. Hardest hit are the children of migrant farm laborers. There were 400,000 migrant farm laborers in the United States in the late 1960's.

— Hugh G. Cleland

Multiple-Choice Questions

Directions (7–16): Write your answers to these questions on the answer sheet. The questions may help you think about ideas and information you might want to use in your writing. You may return to these questions any-time you wish.

- 7 According to the chart, which occupation would have the fewest restrictions regarding working hours for 14-year-olds?
- | | |
|---------------------|--------------|
| 1 farm worker | 3 shoeshiner |
| 2 newspaper carrier | 4 dishwasher |
- 8 According to the chart, the conditions under which minors can work depend upon the type of job, the age of the minor, and the
- 1 rate of pay
 - 2 approval of parents
 - 3 time of year
 - 4 availability of insurance
- 9 Lisa is a 15-year-old with a job in a store. According to the chart, what is the latest she can legally work during vacation?
- | | |
|------------|--------------|
| (1) 7 p.m. | (3) 10 p.m. |
| (2) 9 p.m. | (4) midnight |
- 10 The first paragraph of the text defines “child labor” in terms of its effects on
- | | |
|-------------|-------------|
| 1 employers | 3 taxpayers |
| 2 officials | 4 workers |
- 11 According to the text, the Industrial Revolution increased the demand for child labor because children
- 1 were able to work on machines
 - 2 could work faster than adults
 - 3 were skilled in specialized hand work
 - 4 preferred factory work to farm work
- 12 The section subtitled “Mistreatment of Children” (lines 22 through 47) is developed mainly through the use of
- | | |
|---------------|-------------|
| 1 definitions | 3 anecdotes |
| 2 comparisons | 4 reasons |
- 13 One argument used by employers to justify child labor (lines 59 through 70) was the idea that work helped to improve a worker’s
- | | |
|-------------------|-------------------|
| 1 business sense | 3 physical health |
| 2 moral character | 4 social status |
- 14 The function of the paragraph beginning with the words “The movement to limit child labor” (line 71) is to
- 1 disprove some theories of economics
 - 2 explain the areas of concern
 - 3 promote religious instruction
 - 4 question the motives of reformers
- 15 The text implies that Sarah N. Cleghorn wrote her verse (lines 121 through 124) in order to
- 1 alert the public to a problem
 - 2 criticize the publisher of the newspaper
 - 3 inform the readers about a sport
 - 4 amuse the children in the mill
- 16 As a result of the 1938 Wages and Hours Act, children are *not* allowed to
- 1 earn minimum wage
 - 2 work after school
 - 3 hold dangerous jobs
 - 4 pay income taxes

After you have finished these questions, turn to page 5. Review **The Situation** and read **Your Task** and the **Guidelines**. Use scrap paper to plan your response. Then write your response to Part B, beginning on page 9 of your essay booklet.

COMPREHENSIVE EXAMINATION IN ENGLISH

SESSION ONE

Friday, June 18, 1999 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Session One - Essay A	_____
Essay B	_____
Session Two - Essay A	_____
Essay B	_____
Total Essay Score	<input type="text"/>
Session One - A-Multiple Choice	_____
B-Multiple Choice	_____
Session Two - A-Multiple Choice	_____
Total Multiple Choice	<input type="text"/>
Final Score	<input type="text"/>

Tear Here

Student Sex: Male Female

School Grade Teacher

Write your answers for the multiple-choice questions for Part A and Part B on this answer sheet.

Part A	Part B
1 _____	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	12 _____
<input type="text"/>	13 _____
	14 _____
	15 _____
	16 _____
	<input type="text"/>

HAND IN THIS ANSWER SHEET WITH YOUR ESSAY BOOKLET, SCRAP PAPER, AND EXAMINATION BOOKLET.

Your essay responses for Part A and Part B should be written in the essay booklet.

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