

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Monday, January 27, 2003—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 struggle of women to obtain voting rights in England, 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:

For a social studies unit on the history of voting rights, your teacher has asked each student to prepare a report on an issue related to the struggle for voting rights in another country. You have decided to do your report on the social conditions that led women in England to seek the right to vote. In preparation for writing your report, listen to a speech delivered in 1908 by Emmeline Pankhurst. Then use relevant information from the speech to write your report.

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

...What, then, is this vote that we are hearing so much about just now [in 1908], so much more than people have heard in discussion at least, for a great many years? I think we may give the vote a threefold description. We may describe the vote as, first of all, a symbol, secondly, a safeguard, and thirdly, an instrument. It is a symbol of freedom, a symbol of citizenship, a symbol of liberty. It is a safeguard of all those liberties which it symbolises. And in these later days it has come to be regarded more than anything else as an instrument, something with which you can get a great many more things than our forefathers who fought for the vote ever realised as possible to get with it. It seems to me that such a thing is worth fighting for, and women to-day are fighting very strenuously in order to get it....

In the first place, it is important that women should have the vote in order that in the government of the country the women's point of view should be put forward....

First of all, let us take the marriage laws. They are made by men for women. Let us consider whether they are equal, whether they are just, whether they are wise. What security of maintenance has the married woman? Many a married woman having given up her economic independence in order to marry, how is she compensated for that loss? What security does she get in that marriage for which she gave up economic independence? Take the case of a woman who has been earning a good income. She is told that she ought to give up her employment when she becomes a wife and mother. What does she get in return? All that a married man is obliged by law to do for his wife is to provide for her shelter of some kind, food of some kind, and clothing of some kind. It is left to his good pleasure to decide what the shelter shall be, what the food shall be, what the clothing shall be. It is left to him to decide what money shall be spent on the home, and how it shall be spent; the wife has no voice legally in deciding any of these things. She has no legal claim upon any definite portion of his income. If he is a good man, a conscientious man, he does the right thing. If he is not, if he chooses almost to starve his wife, she has no remedy. What he thinks sufficient is what she has to be content with.

I quite agree, in all these illustrations, that the majority of men are considerably better than the law compels them to be, so the majority of women do not suffer as much as they might suffer if men were all as bad as they might be, but since there are some bad men, some unjust men, don't you agree with me that the law ought to be altered so that those men could be dealt with?

Take what happens to the woman if her husband dies and leaves her a widow, sometimes with little children. If a man is so insensible to his duties as a husband and father when he makes his will, as to leave all his property away from his wife and children, the law allows him to do it. That will is a valid one. So you see that the married woman's position is not a very secure one. It depends entirely on her getting a good ticket in the lottery. If she has a good husband, well and good: if she has a bad one, she has to suffer, and she has no remedy. That is her position as a wife, and it is far from satisfactory....

Let us consider her position as a mother. We have repeated this so often at our meetings that I think the echo of what we have said must have reached many. By English law no married woman exists as the mother of the child she brings into the world. In the eyes of

the law she is not the parent of her child. The child, according to our marriage laws, has only one parent, who can decide the future of the child, who can decide where it shall live, how it shall live, how much shall be spent upon it, how much it shall be educated, and what religion it shall profess. That parent is the father....

Now let me say something on another point. Among those here are some professional women. You know what a long and a weary struggle it has been for women to get into the professions, some of which are now open to women. But you all know that the position of women in those professions is not what it ought to be, and is certainly not what it will be when women get the franchise. How difficult it is for women to get posts after they have qualified for them. I know this from practical experience on a public body. Every time we had applications from women for posts open to them, we had applications also from men. Usually the standing of the women was very much higher than that of the men. And yet the women did not get those appointments. The men got them. That would all be altered if we got political equality. It is the political key that is needed to unlock the door....

Almost everywhere the well-paid posts are given to men. Take the College of Arts. Women art students do quite as well as the men students. And yet after their training is over, women never get any of the posts. All the professorships, all the well-paid posts in the colleges and Universities are given to men. I knew the Head of one of the training colleges in one of our great cities. She said to me: "It makes me feel quite sad to see bright young girls expecting to get their living, and finding after their training is over that they can get nothing to do." The Parliamentary vote will settle that. There is no department of life that you can think of in which the possession of the Parliamentary vote will not make things easier for women than they are to-day....

I hope that there may be a few men and women here who will go away determined at least to give this question more consideration than they have in the past. They will see that we women who are doing so much to get the vote, want it because we realise how much good we can do with it when we have got it. We do not want it in order to boast of how much we have got. We do not want it because we want to imitate men or to be like men. We want it because without it we cannot do that work which it is necessary and right and proper that every man and woman should be ready and willing to undertake in the interests of the community of which they form a part. It has always been the business of women to care for these things, to think of these home questions. I assure you that no woman who enters into this agitation need feel that she has got to give up a single one of her woman's duties in the home. She learns to feel that she is attaching a larger meaning to those duties which have been woman's duties since the race began, and will be till the race has ceased to be. After all, home is a very, very big thing indeed. It is not just your own little home, with its four walls, and your own little private and personal interests that are looked after there. The home is the home of everybody of the nation. No nation can have a proper home unless women as well as men give their best to its building up and to making it what a home ought to be, a place where every single child born into it shall have a fair chance of growing up to be a fit, and a happy, and a useful member of the community.

— excerpted from "The Importance of the Vote,"
An Historical Anthology of Select British Speeches

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.