

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

IN

ENGLISH

Thursday, June 18, 1998 — 1:15 to 4:15 p.m., only

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 12.**

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]

- 1 Why is the speaker unsure of what Christa would have said?
 - 1 Christa rarely confided in her mother.
 - 2 Christa was unique.
 - 3 Christa had a scientific approach to everything.
 - 4 Christa never had anyone speak for her.

 - 2 The speaker suggests that ordinary people who overcome a fear of failure truly exemplify
 - 1 greatness
 - 2 patience
 - 3 kindness
 - 4 vitality

 - 3 According to the speaker, which of Christa's actions made her a hero?
 - 1 representing the teaching profession
 - 2 seeking new knowledge
 - 3 venturing into space
 - 4 working to her potential

 - 4 According to the speaker, Christa's heroism can be duplicated by any person who
 - 1 is brave
 - 2 has dreams
 - 3 acts wisely
 - 4 lives fully

 - 5 The speaker suggests that the nation embraced Christa because she
 - 1 always spoke so patriotically
 - 2 reflected America's best qualities
 - 3 was considered an excellent teacher
 - 4 was praised by the media everywhere

 - 6 According to the speaker, real heroes handle everyday problems and maintain a good sense of
 - 1 humor
 - 2 foresight
 - 3 priorities
 - 4 practicality

 - 7 According to the speaker, Christa felt that her principal role as the "Teacher in Space" was to
 - 1 inspire future generations
 - 2 enhance the nation's prestige
 - 3 change the goals of education
 - 4 improve opportunities for women

 - 8 According to the speaker, Christa was delighted that the Teacher-in-Space program was working to renew
 - 1 space technology
 - 2 science education
 - 3 concern for youth
 - 4 the American spirit

 - 9 What had Christa acquired from her teachers?
 - 1 a belief in self-improvement
 - 2 the value of learning
 - 3 a sense of confidence
 - 4 the techniques of instruction

 - 10 The speaker suggests that the major influence on Christa's character was
 - 1 her college education
 - 2 the rules of her parents
 - 3 her professional experiences
 - 4 the example of others
-

The University of the State of New York
THE STATE EDUCATION DEPARTMENT

COMPREHENSIVE EXAMINATION IN ENGLISH

Thursday, June 18, 1998 — 1:15 to 4:15 p.m., only

**AFTER YOU HAVE ANSWERED THE LISTENING QUESTIONS (1–10),
YOU MAY GO RIGHT ON TO THE REST OF THE EXAMINATION.**

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 hopeless
disciplinery
potassium
constitution
gigantic

32 representative
chimneys
imortal
commemorate
amateur

33 underacheiver
simultaneous
disguise
qualified
disapproval

34 fierce
ninth
entrance
hystericaly
permeate

35 typical
synthetic
upheaval
timely
salery

36 harrass
currency
reliant
echoes
monotonous

37 habitual
arbetrary
cynical
mockery
retrieve

38 replying
vaccination
restaurant
secretarial
journeys

39 symmetrical
bruise
frivolous
earnestly
copyright

40 ceiling
foreground
memorable
intamacy
sapphire

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

He was wanted at the White House right away, he told the others. They must say nothing.

5 Truman went out the door alone. Then he began to run, taking a different route. He kept to the ground floor this time, racing down a hall between a double line of bronze and marble Civil War generals and forgotten state governors, his shoes pounding on the marble floor. He ran through the echoing old Crypt, past the Senate barbershop, then up a flight of stairs with brass banisters to his office — to get his hat.

10 He told Harry Vaughan he was on his way to the White House and to keep that to himself. In minutes he was in the big Mercury with Tom Harty driving, but still no Secret Service guard, moving with all possible speed through the evening traffic. By now it was approximately 5:15 p.m.

What thoughts were rushing through his mind, he never fully revealed. “I thought I was going down there to meet the President,” he later said.

15 “I didn’t allow myself to think anything else.” To his mother he would write it occurred to him that perhaps Roosevelt had returned from Warm Springs because the retired Episcopal bishop of Arizona, an old friend of the President’s, had been buried that day. “I thought that maybe he wanted me to do some special piece of liaison work with the Congress and had sent for me to see him after the funeral.”

20 But if this was so, why had he run back to his office? “I ran all the way,” he told her. What did he imagine he was running toward? Or leaving behind?

At the White House, the long black car turned off Pennsylvania, through the northwest gate, and swept up the drive, stopping under the North Portico. The time was 5:25.

25 Two ushers were waiting at the door. They took his hat and escorted him to a small, oak-paneled elevator, more like an ornate cage, that had been installed in the Theodore Roosevelt era and that ascended now very slowly to the second floor.

30 In the private quarters, across the center hall, in her sitting room, Mrs. Roosevelt was waiting. With her were Steve Early and her daughter and son-in-law, Anna and John Boettiger. Mrs. Roosevelt stepped forward and gently put her arm on Truman’s shoulder.

“Harry, the President is dead.”

Truman was unable to speak.

“Is there anything I can do for you?” he said at last.

35 “Is there anything *we* can do for *you*,” she said. “For you are the one in trouble now.”

— David McCullough

41 In lines 15 through 19, Truman’s letter to his mother reveals his

- 1 initial reaction to the White House summons
- 2 affection for Roosevelt
- 3 deep regard for the bishop
- 4 resentment of his work with Congress

42 The narrator’s questions in lines 20 and 21 invite the reader to focus on Truman’s

- 1 sense of duty
- 2 state of mind
- 3 character
- 4 competence

43 In lines 12 and 24, one effect of the references to specific times is to

- 1 shift perspective
- 2 provide an explanation
- 3 heighten tension
- 4 emphasize conflict

44 In lines 22 through 27, the description of events at the White House establishes an atmosphere of

- 1 solemnity
- 2 sadness
- 3 neglect
- 4 weariness

45 Mrs. Roosevelt's attitude toward the office of the Presidency is best revealed by her

- 1 choice of meeting place
- 2 tone of voice
- 3 embrace of Truman
- 4 offer of help

46 Mrs. Roosevelt's response in lines 35 and 36 can best be described as

- 1 accusatory
- 2 threatening
- 3 ironic
- 4 pragmatic

47 The author develops the passage through the use of

- 1 chronological order
- 2 stream of consciousness
- 3 eyewitness accounts
- 4 journal entries

GO RIGHT ON TO THE NEXT PAGE. ➡

Passage B

Words

We had more than
we could use.
They embarrassed us,
our talk fuller than our
5 rooms. They named
nothing we could see—
dining room, study,
mantel piece, lobster
thermidor. They named
10 things you only
saw in movies—
the thin flicker Friday
nights that made us
feel empty in the cold
15 as we walked home
through our only great
abundance, snow.
This is why we said “ain’t”
and “he don’t.”
20 We wanted words to fit
our cold linoleum,
our oil lamps, our
outhouse. We knew
better, but it was wrong
25 to use a language
that named ghosts,
nothing you could touch.
We left such words at school
locked in books
30 where they belonged.
It was the vocabulary
of our lives that was
so thin. We knew this
and grew to hate
35 all the words that named
the vacancy of our rooms—
looking here we said
studio couch and saw cot;
looking there we said
40 *venetian blinds* and saw only the yard;
brick meant tarpaper,
fireplace meant wood stove.
And this is why we came to love
the double negative.

— Vern Rutsala

- 48 Lines 1 and 2 introduce the narrator's sense of
1 celebration 3 gratification
2 frustration 4 disorganization
- 49 To the narrator, the italicized words in lines 7 through 9 most likely represent
1 an alien world 3 a spiritual life
2 familiar experiences 4 a childhood dream
- 50 The narrator's tone in the phrase "our only great abundance" (lines 16 and 17) can best be described as
1 proud 3 humorous
2 respectful 4 mocking
- 51 The word "ghosts" in line 26 probably refers to
1 imaginary possessions
2 vague language
3 unwanted items
4 outdated schoolbooks

- 52 The expression "the vocabulary of our lives" (lines 31 and 32) refers to the
1 abundance of snow
2 words learned in school
3 world of movies
4 environment of the narrator
- 53 The words "studio couch" and "cot" (line 38) reinforce the contrast between the world of the movies and the narrator's world of
1 longing 3 emptiness
2 restlessness 4 escape

GO RIGHT ON TO THE NEXT PAGE. ➡

Passage C

Every part of earth or air or sea has an atmosphere peculiarly its own, a quality or characteristic that sets it apart from all others. When I think of the floor of the deep sea, the single, overwhelming fact that possesses my imagination is the accumulation of sediments. I see always the steady, unremitting, downward drift of materials from above, flake upon flake, layer upon layer — a drift that has continued for hundreds of millions of years that will go on as long as there are seas and continents.

For the sediments are the materials of the most stupendous “snowfall” the Earth has ever seen. It began when the first rains fell on the barren rocks and set in motion the forces of erosion. It was accelerated when living creatures developed in the surface waters and the discarded little shells of lime or silica that had encased them in life began to drift downward to the bottom. Silently, endlessly, with the deliberation of Earth processes that can afford to be slow because they have so much time for completion, the accumulation of the sediments has proceeded. So little in a year, or in a human lifetime, but so enormous an amount in the life of Earth and sea.

The sediments are a sort of epic poem of the Earth. When we are wise enough, perhaps we can read in them all of past history. For all is written here. In the nature of the materials that compose them and in the arrangement of their successive layers, the sediments reflect all that has happened in the waters above them and on the surrounding lands. The dramatic and the catastrophic in Earth history have left their trace in the sediments — the outpourings of volcanoes, the advance and retreat of the ice, the searing aridity of desert lands, the sweeping destruction of floods.

We may think of this abyssal snowstorm in terms of a bleak and blizzard-ridden arctic tundra. Long days of storm visit this place, when driving snow fills the air; then a lull comes in the blizzard, and the snowfall is light. In the snowfall of the sediments, also, there is an alternation of light and heavy falls. The heavy falls correspond to the periods of mountain building on the continents, when the lands are lifted high and the rain rushes down their slopes, carrying mud and rock fragments to the sea; the light falls mark the lulls between the mountain-building periods, when the continents are flat and erosion is slowed. And again, on our imaginary tundra, the winds blow the snow into deep drifts, filling in all the valleys between the ridges, piling the snow up and up until the contours of the land are obliterated, but scouring the ridges clear. In the drifting sediments on the floor of the ocean we see the work of the “winds,” which may be the deep ocean currents, distributing the sediments according to laws of their own.

— Rachel Carson

54 The quotation marks around the word “snowfall” (line 8) invite the reader to

- 1 interpret the word figuratively
- 2 stress the pronunciation of the word
- 3 recall a literary allusion
- 4 find a definition of the word in the passage

55 In lines 10 through 12, the author states that one effect of the development of sea life on the “snowfall” was to

- 1 call attention to the “snowfall”
- 2 change the direction of the “snowfall”
- 3 hasten the action of the “snowfall”
- 4 bring an end to the “snowfall”

- 56 The author implies that the sediments are like an epic poem (line 17) in that both reveal the
- 1 greatest achievements of humanity
 - 2 stories of previous events
 - 3 recurring themes in literature
 - 4 efforts of legendary heroes
- 57 In lines 17 through 21, the author indicates that clues to “past history” are found in the sediments’ arrangement of layers and in their
- 1 location
 - 2 elevation
 - 3 function
 - 4 composition
- 58 In lines 27 through 32, the author indicates that the growth rate and distribution of sediments are related to
- 1 ocean waves
 - 2 mountain erosion
 - 3 atmospheric pressure
 - 4 human activity
- 59 In describing the drifting sediments (lines 35 through 37), the author equates the actions of the ocean currents with the actions of
- 1 falling rain
 - 2 moving continents
 - 3 arctic winds
 - 4 mountain rocks
- 60 What is a key idea in this passage?
- 1 Sediments are directly related to the amount of snowfall on Earth.
 - 2 Erosion occurs according to predictable patterns.
 - 3 Snowstorms in the arctic tundra have an effect on ocean currents.
 - 4 Changes in the Earth’s surface are evident in the seafloor.
-

GO RIGHT ON TO THE NEXT PAGE. ➡

Part II

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

- A* In some literary works, one individual is excessively dependent on another individual. This dependence may affect both individuals. From the literature you have read, choose *two* works in which one individual is excessively dependent on another. For *each* work, identify the two individuals. Using specific references from *each* work, show how the one individual is dependent on the other and discuss the effect of the dependence on both individuals. Give titles and authors.
- B* In some works of fiction, a character's knowledge of a secret may affect the outcome of the work. From the fiction you have read, choose *two* works in which a character's knowledge of a secret affects the outcome of the work. For *each* work, identify the character and the secret. Using specific references from *each* work, show how the character's knowledge of the secret affects the outcome of the work. Give titles and authors.
-

Part III

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

- A* Your school has developed a school-to-work program in which students spend 50 hours a semester working in a career that interests them. Write a letter of about 250 words to the director of a local business or agency in your chosen field explaining why you would like to fulfill your school-to-work assignment in that business or agency. Use specific reasons, examples, or details to support your explanation. *Write only the body of the letter.*
- B* Some parents in your community have decided to teach their children at home rather than send them to school. The editor of your local newspaper has expressed interest in hearing students' opinions on this topic. In a letter of about 250 words to the editor of the newspaper, discuss what you believe to be *both* the advantages *and* the disadvantages of home schooling. Use specific reasons, examples, or details to support your discussion. *Write only the body of the letter.*
- C* Write a well-organized composition of about 250 words on *one* of the following topics:
- | | |
|---------------------------------|----------------------------------|
| Things they should have told me | Keepsakes |
| It's not my parents' music | If I were the coach |
| Finding the cure | Looking backward to move forward |
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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: 5px 0;"></div> | 21 | <div style="border: 1px solid black; width: 80px; height: 40px; margin: 5px 0;"></div> | 51 |
| Max.
10 Credits | 22 | Max.
5 Credits | 52 |
| | 23 | | 53 |
| | 24 | | 54 |
| | 25 | | 55 |
| | 26 | | 56 |
| | 27 | | 57 |
| | 28 | | 58 |
| | 29 | | 59 |
| | 30 | | 60 |
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| | Max.
10 Credits | | Max.
20 Credits |

BEFORE YOU HAND IN THIS ANSWER SHEET, BE SURE THAT YOU HAVE ANSWERED THE LISTENING QUESTIONS (1-10).

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 _____

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

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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.**
- (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.**

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 5 minutes.]

Listening Passage

[The following speech was given by Grace George Corrigan, mother of Christa McAuliffe, the “Teacher in Space” who was killed in the *Challenger* spacecraft explosion. Ms. Corrigan delivered her speech at Framingham State College commencement exercises in May 1986.]

I wish that I could speak to you in Christa’s voice, but I cannot. And although she was my daughter, I cannot even tell you that I know what she would have said, because Christa, like all of us, was special and was herself. I know that I can share with you the perspective of those closest to her: those who loved her and who were loved by her.

I hope to leave with you at least a suspicion that great people are really ordinary people who tried their best, who tried even though they might have been afraid to fail, and who, above all else, know the vital necessity for each of us to be true to ourselves.

Christa knew these things, and she acted on that knowledge. Our daughter is a hero, a real hero, but perhaps not for the reasons that you might think. She is not a hero because she died while seeking to expand her knowledge and to explore space. She is not a hero because she took a calculated risk as the first private citizen to venture into space. She is not a hero because she brought such needed credit to a great but beleaguered profession.

Rather, she is a hero because long before the Teacher-in-Space program was ever thought of, she overcame many of life’s ordinary obstacles and became a worthy person, a person of value to herself and of value to those who shared this life with her. In short, she is a real hero because she actually did with her life what each of us is capable of doing with our own lives. Christa *lived*. She never sat back and just existed.

Christa always accomplished everything that she was capable of accomplishing. She extended her own limitations. She cared about her fellow human beings. She did the ordinary, but she did it well and unflinching. And, as the media brought Christa before the nation, we all recognized in her what we like best in ourselves as a people — modesty, unselfishness, effort, exuberance, generosity, a sense of fun, and the ability to overcome fear.

Christa, like the rest of us, was human, with human worries and human frailties. She was normal — the girl next door. But unlike many of us, Christa worked, and worked unceasingly, to become the best person she could be. She suppressed her fears and conquered life’s challenges — the real, everyday challenges that we have all faced and that we will continue to face. She placed others before herself.

The real heroes are people like Christa, people like parents and teachers who help children in ways they may never even realize. Real heroes are people who take everyday problems in stride and persevere without ever losing sight of who they are and of what is important.

Christa saw the year of her space experience as a grand and welcome opportunity for education — an opportunity to draw our attention in a positive way to schools, to our chil-

dren, and to community involvement [She] felt that this shared experience would enhance the role of teachers, improve education, and inspire her students — those young people who are our future

The space frontier, like the future, belongs to all of us. Christa wanted students and teachers to know that, to become involved, and to become excited. If she could do that, she felt, she would have done her job — both as a teacher and as the Teacher in Space.

During one of the first *Challenger* crew press conferences, among visitors allowed in the press room was a group of students on a field trip. As the reporters finished with their questions, the students spontaneously began to come up to the stage to ask Christa questions. Christa saw these students listening carefully to her every word and asking excitedly about what space was like and what it would be like for them. She said that during that whole time she thought, “It’s working — it’s really working — this program is already working!” She took delight in participating in what she believed was a renewal of our national spirit.

Did Christa capture the heart of the nation? I hope so. Did she inspire us to live better lives? I hope that’s true, too. Because Christa herself was inspired by teachers who taught her the importance of knowledge and values, by family and friends who taught her about love and helping and sharing and fun, by forebears who taught her the precious value of freedom and adventure and nobility, and by poets and dreamers who taught her to dream and to strive to bring her dreams about. In turn, I hope that Christa’s spirit will inspire you in some small way, too.

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.