

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Thursday, August 12, 1999—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 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 giving one writer's reactions to communications technology, 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 newspaper publishes a regular feature called "Viewpoints," which presents views on a current topic. Next month's topic is "Communications Technology." The editor of the newspaper has asked you to write an article on the impact of communications technology on contemporary life. In preparation for writing your article, listen to a speech given by writer Dale Featherling. Then use relevant information from the speech to write your article.

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

My favorite piece of communications technology is disgustingly low-tech. I don't have call-waiting. I passed on Caller ID. I wouldn't own a cellular phone, a mobile phone, or even a cordless phone. I don't have or want a pager, and a car fax is definitely not in my future.

Instead, my delight is the little switch that turns the phone's ringer on or off. Preferably "off."

I'm a writer, and, yes, the telephone is crucial to my livelihood, not to mention my general existence. But, increasingly, I'm finding that I can live without it for blissful hours at a stretch. I'm reminded of someone who said that having one phone is a necessity, having two is a luxury, having three is an indulgence, and having none is paradise.

Each day I turn off the intruder for periods of time that are collectively known by the technical term "sanity." (I keep the answering machine on in a distant room, so I'll still get the message if Ed McMahon phones to tell me I've won the \$10 million!)

This may seem subversive to say in this tapped-in, online, Open-All-Night, beeper-toting, halogen-lighted, pulsating, speeding, great global village of frenetic over-achievers, but I like the sound of silence. And that sound is increasingly important to me.

There are actually times when I don't want to be reached. There are times when I covet solitude and like to listen without interruption to, say, the burbling of the fountain in my backyard or perhaps the purr of my cat. Or maybe I just want to finish my macaroni and cheese in peace.

For an alleged communicator, that may seem odd, and it certainly is out of step with the times. (Not a first for me.) But what columnist William Safire called the "rage for reachability" hasn't reached me yet. I am quite content to write—or occasionally, even think in solitude. Or, for that matter, grab an afternoon nap.

I once stayed in a hotel in Panama City where a sign over the doorway to the bar read "No guns allowed inside." (I found that reassuring, though not necessarily strictly honored.) But if I were to go to Jerusalem, I think I'd be more comforted by a sign, said to be hanging in the dining room of the King David Hotel, asking patrons to turn off their pagers and phones while inside.

In fact, I'm a little irked by this recent, ever-so-urgent need so many people have to be fully accessible. A writer friend of mine and his wife not long ago were in Yosemite and made the long trip up to Glacier Point to watch the sunset on a beautiful summer evening. I've done that, too, and it's not merely spectacular, it's awesome—facing this infinite vista of forest and granite as waterfalls spill to the valley some 3,000 feet below.

So there were my friends, soaking up the grandeur, when, next to them, a guy pulls out his cell phone and begins a long, loud conversation involving closure on some business deal. That's like playing your Game Boy in the Sistine Chapel—but noisier and perhaps more rude.

As a society we're starting to suffer severely from what one writer called "access addiction." But, I'm sorry, no one's so important that he needs to be instantly accessible 24 hours a day unless he's a candidate for a liver transplant or is an irreplaceable cog in civilization's wheel like, say, Dennis Rodman.

In fact, I think a lot of these electronic gadgets are more attention-getting than functional. It almost makes one nostalgic for the big boom boxes. They were probably the '80s symbol of this "look-at-me" mentality. Except boom-box listeners hardly ever ran off the road or rear-ended somebody while engaging in their obsession of the day.

Don't get me wrong. I'm a modern, with-it consumer and conveyer of information ... well, I did last year finally get rid of my 10-year-old, agonizingly slow computer with the five-inch floppies.

Now I'm Mr. Multi Media. I'm online, on the 'Net, and on the ball, sort of. I enjoy an occasional e-mail as much as the next guy. In fact, I'm so forward-thinking, I own a CD drive, though, in truth, I probably give it more of a workout with products by Mozart than by Microsoft.

But while I admit that I couldn't long exist without my fax, I still do use my old-fashioned phone on a wire just as I always have. So if you call me while I'm talking, you'll get—imagine this!—a busy signal. But at least you'll know I'm there and (da-DA) busy ... and the person I'm already talking to won't be shunted to oblivion by call-waiting.

So, call me retrograde. Call me antediluvian. Call me a troglodyte, if you will. Call me, uncool, even. But don't call me when I'm taking a nap or eating my lunch or enjoying a rare moment of repose. The phone will be turned off, and you'll have to just talk to the tape.

But, lest you think I'm immune to progress, I want you to know I did recently retire my rotary phone. I put it in the closet next to my leisure suit and hula hoop. You never know when they're coming back in fashion.

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

Thursday, August 12, 1999 — 8:30 to 11:30 a.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 giving one writer's reactions to communications technology, 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 newspaper publishes a regular feature called "Viewpoints," which presents views on a current topic. Next month's topic is "Communications Technology." The editor of the newspaper has asked you to write an article on the impact of communications technology on contemporary life. In preparation for writing your article, listen to a speech given by writer Dale Featherling. Then use relevant information from the speech to write your article.

Your Task: Write an article for the "Viewpoints" column of your school newspaper, in which you use relevant information from the speech to discuss the impact of communications technology on contemporary life.

Guidelines:

Be sure to

- Tell your audience what they need to know to help them understand the impact of communications technology on contemporary life
- Use specific, accurate, and relevant information from the speech to support your discussion
- Use a tone and level of language appropriate for an article for the school newspaper
- 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. Select the best suggested answer and write its number in the space provided 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 In referring to “this tapped-in, online, Open-All-Night . . . pulsating, speeding, great global village of frenetic over-achievers,” the speaker portrays society as being
 - 1 suspicious and intolerant
 - 2 creative and compassionate
 - 3 hectic and noisy
 - 4 productive and efficient

- 2 The speaker contrasts society’s “rage for reachability” with his own need for
 - 1 acceptance
 - 2 privacy
 - 3 pleasure
 - 4 communication

- 3 The speaker’s reference to “playing your Game Boy in the Sistine Chapel” implies that users should consider technology’s
 - 1 appropriateness
 - 2 availability
 - 3 cost
 - 4 usefulness

- 4 The speaker’s statement that he uses the ‘Net, e-mail, and a CD drive illustrates his
 - 1 willingness to use technology
 - 2 need to be competitive
 - 3 resentment of social pressures
 - 4 dislike of print media

- 5 The speaker implies that the advantage of his CD drive is its capacity to
 - 1 speed communication
 - 2 provide entertainment
 - 3 store information
 - 4 simplify research

- 6 Which word is closest in meaning to “retrograde . . . antediluvian . . . a troglodyte”?
 - 1 downhearted
 - 2 uneducated
 - 3 old-fashioned
 - 4 mean-spirited

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: Read the article and tables 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 local board of education is concerned about the cost of heating the schools in your community. The board has invited students to write letters recommending specific ways to keep school heating costs down and still keep staff and students comfortable.

Your Task: Using relevant information from *all* three documents, write a letter to your local board of education recommending specific ways to keep school heating costs down and still keep staff and students comfortable. **Write only the body of the letter.**

Guidelines:

Be sure to

- Tell your audience what they need to know about ways to keep heating costs down and still be comfortable
- Recommend specific ways to apply those methods to the schools in your community
- Use specific, accurate, and relevant information from the article *and* the tables to support your recommendations
- Use tone and level of language appropriate for a letter to the board of education
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the article by using quotation marks or referring to the author
- Follow the conventions of standard written English

Heating Costs

Is it possible to keep warm without higher energy bills? Most people wrongly equate thermal comfort—the feeling that they are warm and comfortable—with the air temperature. In fact, air temperature is only one of many factors affecting comfort. The major factors can be viewed as personal (the insulation value of clothing, activity level) and environmental (air temperature, mean radiant temperature of surrounding surfaces, air speed).

Several measures can enhance thermal comfort without turning up the thermostat.

Clothing. The “clo-value” of clothing closely corresponds to the R-value of fiberglass and other building materials. Researchers have measured the clo-values of different clothing ensembles. By definition, a nude person has a clo-value of 0.0, while an Eskimo’s cold-weather parka has a clo-value of about 4.0.

Although people may see wearing warmer clothing as an unacceptable sacrifice, specific items of clothing, such as socks or a cap, may be acceptable. Even small increases in clo-values (.2) can permit significant reductions in the thermostat setting (-2°).

Activity. Another way to warm up is to increase heat output or, simply, to keep active. Even a little activity can improve thermal comfort. Table 2 shows that switching from quietly sitting to standing can increase heat output 20%, which is often sufficient to reestablish thermal comfort.

Activity levels often explain different thermostat preferences. For example, it is commonly believed that older people need higher temperatures to keep comfortable, but research has shown that age does not significantly affect thermal comfort preferences. However, older people are generally less active, and the lower activity level requires a higher temperature to maintain comfort.

Drafts. Air moving over the skin (or clothes) robs the body of heat. People are very sensitive to changes in air speed, and air movement can change the comfort temperature as much as 5°F under typical domestic conditions. As air speeds increase to more than 0.4 feet per second, the surface air film that covers the body collapses and ceases to provide insulation. Heat loss increases markedly, which is reflected in the rapid increase in the comfort temperature.

House-tightening measures can significantly reduce air movement in a house. The blower door is an effective tool in identifying leaks. Note that house-tightening (that is, weather-stripping, leak-plugging, and other infiltration-reducing measures) saves energy two ways. Since it reduces air infiltration, less air needs to be heated. Of secondary importance, the slower air movement permits a lower thermostat setting. After a major house-tightening, the retrofitter should recommend a 1° to 3° thermostat setback for maximum savings.

Sometimes drafts are inevitable. For example, houses without vestibules suffer from a blast of cold air (over six feet per second) each time an outside door is opened. Even warm air moving at a high speed feels uncomfortable. Heat pumps need high air flow through the ducts, and this often causes drafts near their registers. In these situations, repositioning furniture or, possibly, relocating the most frequent activities can lead to greater comfort. Deflectors on heating registers are simple and effective. Sites of sedentary activities, such as television watching or card playing, should be carefully assessed. Keep the favorite television chair away from drafts.

Radiant Heat. Another way to increase thermal comfort is to increase the mean radiant temperature of the room or house. To do this, you must eliminate cold surfaces. Windows make a disproportionately large contribution to a low mean radiant temperature. Somebody sitting near a window on a 0°F winter day will need an air temperature 9°F higher to maintain thermal comfort. The temperature of a single-glazed window's inside surface—the one that counts—will be less than halfway between the outside and inside temperature.

There are many ways to increase a window's radiant temperature. The cheapest retrofit is a heavy curtain or piece of rigid foam insulation (which is more effective). A heavy curtain shields the window and presents a new interior surface that is much closer to room temperature. Installing a double-glazed or storm window will raise the surface temperature so that it is about five-eighths of the outside-inside temperature difference. Triple-glazed windows present an even warmer inside surface. One should make the north-facing windows the first target of any retrofit.

It is difficult to calculate the savings, but window upgrade should permit a 2°F setback while maintaining constant thermal comfort.

—Alan Meier

Table 1

Clo-Values for Different Items of Clothing and Ensembles

Clothing	Clo-Values
Naked	0.0
Briefs	0.06
T-Shirt	0.09
Long Underwear	
upper	0.35
lower	0.35
Shirt	
light, short sleeve	0.14
heavy, long sleeve	0.29
Add 5% for tie or turtleneck	
Skirt	0.22–0.70
Trousers	0.26–0.32
Sweater	0.20–0.37
Socks	0.04–0.10
Shoes	0.02–0.08
Light Summer Outfit	0.3
Working Clothes	0.8
Typical Indoor Winter Clothing Combination	1.0
Heavy Business Suit	1.5

Note: The clo-value is a measure of insulation provided by articles of clothing. Clo-values are additive, so one can calculate the clo-value for a person wearing a T-shirt and light socks (0.09 + 0.04 = 0.13). (Adapted from ASHRAE Fundamentals and "Technical Review of Thermal Comfort," Bruel and Kjaer, No. 2, 1982.)

Table 2

Energy Use for Selected Activities

Activity	Mets
Sleep	0.7
Seated, quiet	1.0
Reading	1.2
Standing	1.2
Walking, level	
3 feet per second	2.0
6 feet per second	3.8
House Cleaning	2.0–3.4
Cooking	1.6–2.0
Typing	1.2–1.4
Driving	1.5
Writing	1.0–5.0
Dancing	2.4–4.4
Calisthenics	3.0–4.0
Carpentry, sawing	2.0
Basketball	5.0–7.6
Wrestling	7.0–8.7

Note: A met is a unit of measure used to express the quantity of heat released through a body surface area.

Multiple-Choice Questions

Directions (7–16): Select the best suggested answer to each question and write its number in the space provided 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 anytime you wish.

- 7 The article implies that, compared to other ways of increasing thermal comfort, turning up the thermostat is probably the most
- | | |
|-------------|-------------|
| 1 effective | 3 difficult |
| 2 expensive | 4 dangerous |
- 8 According to the article, drafts cause discomfort primarily because they
- 1 reduce the output of body heat
 - 2 disturb a layer of body insulation
 - 3 eliminate a source of air infiltration
 - 4 lower the temperature of the room
- 9 One purpose of weather-stripping is to
- 1 reduce air flow
 - 2 increase air temperature
 - 3 increase air pressure
 - 4 reduce air volume
- 10 The author implies that a sedentary activity is an activity that involves
- | | |
|--------------|---------------|
| 1 working | 3 socializing |
| 2 exercising | 4 sitting |
- 11 According to the article, a major source of radiant heat loss is
- | | |
|-------------------|-----------------|
| 1 thin clothing | 3 open doors |
| 2 little activity | 4 cold surfaces |
- 12 What word is used to mean “changes made to an existing house”?
- | | |
|----------------|---------------|
| 1 retrofit | 3 environment |
| 2 infiltration | 4 output |
- 13 The article is organized by
- 1 factors that affect comfort
 - 2 reasons to reduce costs
 - 3 sources of heating fuel
 - 4 methods of energy research
- 14 As used in Table 1, “clo-value” refers to the capacity of clothing to
- | | |
|--------------------|-------------------|
| 1 filter radiation | 3 reflect light |
| 2 retain heat | 4 absorb moisture |
- 15 According to Table 1, which item of clothing has the highest clo-value?
- 1 heavy business suit
 - 2 working clothes
 - 3 sweater
 - 4 heavy, long-sleeved shirt
- 16 According to Table 2, which activity improves thermal comfort the most?
- | | |
|------------|-------------|
| 1 sleeping | 3 carpentry |
| 2 standing | 4 dancing |

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

Thursday, August 12, 1999 — 8:30 to 11:30 a.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