

DIRECTIONS FOR TEACHERS

LISTENING SECTION

COMPREHENSIVE EXAMINATION IN ENGLISH

Wednesday, January 26, 2000—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 successful management techniques, 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:

As part of a school-to-work seminar, your teacher has asked you to prepare a report on successful management techniques in the workplace. In preparation for writing your report, listen to a speech by former Pittsburgh Steelers' football coach Chuck Noll about successful management techniques. 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

As head coach, I didn't do very much differently from one year to the next. One thing I learned—and I learned it early—was not to single out a player for blame in public.

I once made the mistake of saying Mel Blount had missed an assignment on a key play. It was written up in the papers, and the fans booed Mel the rest of the season. I made sure I never did that again. When I felt the need to criticize a player, as often as possible I tried to do it in private. I didn't want it in the newspapers and didn't like doing it in front of the other players. I tried to keep that stuff, and anything else negative, behind closed doors.

One thing I stressed in speaking to the team was that nothing would bring us down quicker than complacency. I included myself in that warning. In the National Football League no one's job is secure. If you don't produce, you don't last. It doesn't matter what you accomplished in the past.

I did not believe in having a lot of rules, but we did have some—and the players were expected to obey them. And the rules were the same for everyone: that uniformity is the only way to have harmony. The rules weren't for punishment and weren't for the money we collected in fines. They were to keep everyone on the same page. I've heard about teams on which there are different sets of rules—one for the superstars and another, stricter, set of rules for the other players. That does more harm than good. It drives a wedge between players who have to work together on the field.

One time our star player, Joe Greene, went out for a pizza and missed our curfew by five minutes. I could have looked the other way and said, "Next time you do that, Joe, it will cost you." But it wouldn't have been fair to the players who abided by the curfew. Instead, I said, "That pizza will cost you fifty dollars, Joe."

He paid the fine without protest.

In any business, consistency is important. If one group of workers feels another group is getting special privileges, whether it is longer lunch breaks or better parking spaces, it's bound to cause friction that will interfere with production. As the person on top, you make the rules—so you'd better apply them fairly and wisely.

The bottom line is that if you do a good job picking your people, as we did in the 1970's, you don't need a bunch of rules, because the people are able to handle things. Also, it helps if you have quality leaders on your team to keep everyone in line. We had some excellent leaders, particularly Greene and Jack Lambert, our middle linebacker. Like Greene, Lambert was a leader almost from the first day he arrived at training camp in 1974.

We had a lot of focused individuals on our championship teams, but Lambert was the most demonstrative. He did not tolerate any fooling around, even in practice. If someone made a silly mistake or cracked a joke in the huddle, Lambert jumped right in his face. As a coach, I loved having a player like that.

There's a lot to be said for that kind of leadership within the ranks. That is the Japanese concept of management: not a dictatorship where one man at the top says, "This is how it's going to be," but a system in which all parties at all levels work together.

That was how we operated in Pittsburgh. As head coach, I relied a great deal on my assistant coaches; as a staff, we relied on the leaders within the ball club to keep things together. Everyone shared in the responsibility—so when we won, everyone shared in the team's success.

One of the worst things you can do, either as a coach or a corporate head, is take an idea and try to jam it down the throats of your staff or players. Ideas, even good ones, have to be sold to the team first, then objectively evaluated on the field.

In football—and this distinction applies in business as well—there is the “what to do” and the “how to do it.” The first part is the plan, what you have on paper or in your head. The second part is the application: how your idea actually works on the field. Some people would say the first part is the most important because without a plan, you have nothing. I think the second part is most important because that is where your team gets its confidence. A plan isn’t worth a thing if the team isn’t sold on its merits.

This is where, as a coach or a boss, you have to put your ego aside. In football there is no pride of authorship. Only one thing matters: getting the job done. So if you come up with an idea that you think is brilliant, but when you put it on the field, the players cannot grasp it or they don’t have the speed or whatever to make it work, the worst thing you can do is say, “I don’t care. This is my idea and we’re going to make it work.” Well, it won’t work, and it also will cost you respect in the eyes of your coaches and players.

Good management involves give-and-take. Your job as head coach is to give the team its best chance to win through preparation. That means coming up with a game plan the players can believe in, not one that creates doubt. We did well as a football team because as coaches, we eliminated—or at least minimized—doubt. As a result, our guys played with a lot of confidence and aggressiveness: they believed in the plan and believed in each other. They believed they were going to win, regardless of the opposition.

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

Wednesday, January 26, 2000 — 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 successful management techniques, 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: As part of a school-to-work seminar, your teacher has asked you to prepare a report on successful management techniques in the workplace. In preparation for writing your report, listen to a speech by former Pittsburgh Steelers' football coach Chuck Noll about successful management techniques. Then use relevant information from the speech to write your report.

Your Task: Write a report for your school-to-work seminar, in which you apply Coach Noll's advice about successful management techniques to the workplace.

Guidelines:

Be sure to

- Tell your audience what they need to know about successful management in the workplace
- Use specific, accurate, and relevant information from the speech to support your discussion
- Use a tone and level of language appropriate for a report for your school-to-work seminar
- 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

NOTES

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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.

- | | |
|--|--|
| <p>1 The speaker implies that allowing star players more privileges than other players is likely to</p> <ol style="list-style-type: none">1 inspire the other players2 discourage team unity3 ensure a successful season4 embarrass the star players <p>2 According to the speaker, coaches will need fewer rules if they</p> <ol style="list-style-type: none">1 hire the right players2 establish clear penalties3 set appropriate goals4 demonstrate the correct procedures <p>3 The speaker considered Jack Lambert a good leader because Lambert</p> <ol style="list-style-type: none">1 made important decisions2 designed strategies3 worked hard4 kept everyone focused | <p>4 The statement “In football there is no pride of authorship” means that in football no individual should</p> <ol style="list-style-type: none">1 claim credit for a success2 create a plan for the players3 feel proud after a game4 expect praise for a victory <p>5 The speaker implies that if the players cannot understand a plan, the coach should</p> <ol style="list-style-type: none">1 retrain the players2 eliminate the assistant3 replace the manager4 abandon the plan <p>6 What technique does the speaker use to develop the speech?</p> <ol style="list-style-type: none">1 definitions of sports terms2 a chronology of his career3 anecdotes about players4 a list of his achievements |
|--|--|

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 study the chart 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: For a social studies unit on contemporary issues, your class is preparing a debate on the topic “Recycling: Is It Worth the Effort?” In preparation for the debate, your teacher has asked you to submit a persuasive essay agreeing *or* disagreeing with the statement that recycling is worth the effort.

Your Task: Using relevant information from *both* documents, write a persuasive essay for your teacher agreeing or disagreeing with the statement that recycling is worth the effort.

Guidelines:

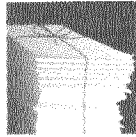
Be sure to

- Tell your audience what they need to know about the advantages *or* disadvantages of recycling in order to be persuaded by your argument
- Use specific, accurate, and relevant information from the article *and* the chart to support your argument
- Use a tone and level of language appropriate for a persuasive essay for your teacher
- 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 article
- Follow the conventions of standard written English

CHART

RECYCLING'S PROS AND CONS

Not everything can be recycled easily. Here's a rundown of the different materials that consumers recycle in typical curbside programs: How much each contributes to municipal solid waste (by weight), how much is now recycled (1992 figures), and the special advantages of, and obstacles to, recycling each. Except for paper, all the materials are packaging.



PAPER

38 percent of municipal solid waste
38 percent recycled

Advantages

Recycling paper saves more landfill space than recycling any other material.
Recycling reduces air and water pollution.
Many recycled-paper mills being developed.
Abundant supply of newspaper and cardboard.
New recycling plants can take magazines.
Cheapest of all materials to sort.

Obstacles

Weak markets for mixed paper.
Recycled paper of lower quality than virgin paper for some uses.
Cannot be recycled indefinitely.
Photocopy, laser-printed paper hard to de-ink.
De-inking plants costly to build.

Overview

Paper shows what can happen with a combination of market incentives and good technology.



PLASTIC PACKAGING

3.6 percent of municipal solid waste
6.5 percent recycled

Advantages

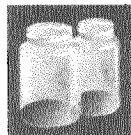
Recycling reduces air pollution.
Recycling helps conserve oil and gas.

Obstacles

Nonpackaging plastic is rarely recycled.
Only PET and HDPE recycled in quantity.
Cannot be recycled indefinitely.
Generally not recycled into food containers.
Light weight makes pickup expensive.
Difficult to sort different types.
Automatic sorting equipment expensive.
Some virgin plastics available cheaply.
Some resins difficult to clean adequately.

Overview

Plastics recycling is turning out to be the most difficult to achieve.



CONTAINER GLASS

6.1 percent of municipal solid waste
33 percent recycled

Advantages

Recyclable containers make up 90 percent of discarded glass.

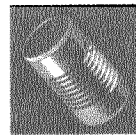
Can be recycled indefinitely.
Can be recycled into food containers.
Labels, food residues burn off in furnaces.
Steady markets for clear and brown glass.

Obstacles

Bottles break during sorting.
Broken glass hard to reuse.
Must be hand-sorted by color.
Poor markets for green glass.
Often contaminated with unusable glass.

Overview

New uses and markets are needed for mixed-color and broken glass.



STEEL CANS

1.5 percent of municipal solid waste
41 percent recycled

Advantages

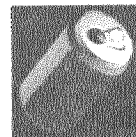
Recycling reduces pollution, conserves ore.
Can be recycled indefinitely.
Can be recycled into food containers.
Dirt and contaminants burn off in furnaces.
Easy to separate with magnets.
Steel mills already set up to use scrap steel.
Strong market for recycled cans.

Obstacles

None.

Overview

If everything were as easy to recycle as steel, there would be no "solid-waste crisis."



ALUMINUM CANS/FOIL

1 percent of municipal solid waste
68 percent recycled

Advantages

Recycling uses 94 percent less energy than virgin production.
Recycling reduces pollution, conserves ore.
Can be recycled indefinitely.
Can be recycled into food containers.
Dirt and contaminants burn off in furnaces.
Well-developed structure for collection and processing.
Strong market for recycled cans.

Obstacles

Light weight makes collection expensive.

Overview

The economics of energy savings made aluminum the first large-scale recyclable and the most valuable recyclable material.

recycled materials is that it saves energy. And energy use is responsible for the major environmental impacts of production: the depletion of nonrenewable resources, the air pollution, the generation of greenhouse gases that may contribute to global warming, and so on. Using recycled materials can make a huge difference in energy use in some cases. Recycling also reduces the environmental impact of obtaining raw materials in the first place.

If using recycled materials makes so much sense, why haven't manufacturers been doing it all along? In some cases, they have. The aluminum industry discovered the economies of recycling more than two decades ago, and tissue, cardboard, and boxboard manufacturers have used scrap paper for years. Recycling is built into the steel industry. One of the two major types of steelmaking furnaces must have 25 to 30 percent scrap metal to function properly; the other type runs on 100 percent scrap.

Nevertheless, most manufacturing industries are still geared to run on virgin rather than recycled materials, driven by the relative abundance and low cost of virgin resources in the United States. For some materials, such as paper, there are also Government subsidies for virgin materials.

Virgin material often has another clear advantage over recycled: consistent quality. Recycled materials come largely from distracted householders who may or may not follow the dictates of their local recycling program. Contamination isn't a factor in steel or aluminum, but it can compromise the quality—and marketability—of glass, plastic, and paper. Glass-making factories that accept recycled bottles, for instance, must go to great lengths to exclude contaminants that, because of their different melting points, can ruin entire runs of glass. These include clear Pyrex baking dishes, window-panes, and light bulbs, all of which are indistinguishable from container glass after they have been broken and mixed together. By contrast, sand and limestone, the raw materials of glass, are pure.

Even with its limitations, recycling helps to keep garbage out of landfills and incinerators, both of which pose environmental problems. Some 5400 cities and towns had curbside recycling programs in 1992, five times as many as in 1988; 41 states have official recycling goals. In some densely populated states, such as New York and New Jersey, finding places suitable to dump trash is becoming more and more difficult. Recycling has thus become more cost-effective than trucking trash farther and farther away to be buried.

On a national level, too, recycling is becoming more cost-effective as garbage disposal becomes more expensive. New regulations from the U.S. Environmental Protection Agency set strict guidelines on how and where landfills can be built. These regulations will raise the price of sending trash to landfills—not only because the new landfills are costly to build, but also because many old ones will be shut down.

Recycling's greatest advantage may be not at the dump, but at the factory. Making new products out of recycled materials almost invariably produces much less air and water pollution and uses up much less energy than making the products out of virgin raw material.

— *Consumer Reports*

Recycling

5 While American cities and towns have increasingly looked to recycling programs as an option, they have often found that the economics of recycling works against them. Recycling most materials is a costly and cumbersome undertaking, at least at the beginning, and it's been difficult for many communities to recover the costs quickly.

10 First, there's the initial investment in extra trucks and sorting equipment and the cost of paying people to run them. Most communities with curbside collection use separate trucks for picking up recyclables and garbage, increasing their costs in labor and equipment. Garbage trucks can squash, or compact, what they collect; most recycling trucks don't, because compacting makes it difficult to sort the materials later on.

15 Most municipalities collect their recyclable containers "commingled," that is, jumbled together in one bag or bin, often with paper set out separately. These eventually make their way to a kind of deconstruction factory called a Materials Recovery Facility, or MRF (pronounced "Murph"), where recyclable materials are sorted—by machine if possible, by hand if not—and sent on to brokers or directly to the factories that will reuse them. With their heavy machinery and their dependence on hand-sorting materials such as paper, plastic, and glass, MRF's are expensive to build and to run.

20 Together, the costs of pickup and processing easily outstrip the current value of recycled materials. A widely quoted study of Waste Management of North America, Inc., the nation's largest private garbage hauler and landfill operator, found that the company spends an average of \$175 a ton to pick up and sort the recyclables that most communities include in their curbside programs—glass, aluminum, steel cans, newspaper, and plastic—but receives only \$40 a ton for them. (The chief culprit appears to be plastic, whose collection and sorting are extraordinarily high compared with its value.)

30 The cost of recycling, of course, must be compared with the cost of disposing of trash by other means. In some areas, that comparison makes recycling look like a bargain. Newark, N.J., spends \$158 to pick up a ton of garbage and dispose of it at the local incinerator; recycling, by contrast, costs the city \$130 to \$140 a ton. In the future, the higher costs of landfills and incinerators built to new environmental standards may make recycling an equally economical choice for many more cities.

35 "The problem with throwing away a ton of cardboard is not that it's going to hurt somebody if you burn it or bury it," says John Schall, an environmental economist. "The problem is that you have to make the next ton of cardboard by cutting down trees, which has immensely greater environmental impact than disposing of it."

40 Many analysts have now compared the environmental impact of using virgin raw materials—both in harvesting or mining the materials and in preparing them for use in factories—versus the environmental costs of collecting, sorting, and remanufacturing recycled materials. In almost every case, using recycled materials has substantial environmental benefits.

45 An unusually thorough analysis done by the Tellus Institute, a Boston environmental consulting group and think tank, found that a major benefit of using

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 In the article, the term “recycle” means to
- 1 store materials for later use
 - 2 discard materials in a safe manner
 - 3 adapt materials for new use following treatment
 - 4 reuse materials in their original form
- 8 As used in line 12, “commingled” means
- 1 weighed out
 - 2 mixed together
 - 3 bagged
 - 4 compacted
- 9 In lines 35 through 39, the statement by John Schall is used to emphasize the impact of paper disposal on
- 1 society
 - 2 the individual
 - 3 the environment
 - 4 landfills
- 10 A major benefit of recycling is that it
- 1 saves energy
 - 2 is tax deductible
 - 3 eliminates government subsidies
 - 4 fosters new technology
- 11 When compared with recycled materials, virgin raw materials are
- 1 costlier
 - 2 heavier
 - 3 stronger
 - 4 purer
- 12 According to the article, recycling is becoming more economical because
- 1 garbage disposal is becoming more expensive
 - 2 guidelines for recycling are becoming more strict
 - 3 legislation is becoming more expensive to enact
 - 4 manufacturers are seeking higher grade materials
- 13 The primary organizational pattern used in the article is
- 1 comparison/contrast
 - 2 cause/effect
 - 3 chronological order
 - 4 simple listing
- 14 According to the chart, which material contributes the most to municipal solid waste?
- 1 aluminum cans
 - 2 glass
 - 3 plastic packaging
 - 4 paper
- 15 According to the chart, which material has the highest rate of recycling?
- 1 steel cans
 - 2 aluminum cans/foil
 - 3 container glass
 - 4 plastic packaging
- 16 According to the chart, the easiest substance to recycle is
- 1 steel cans
 - 2 glass
 - 3 plastic packaging
 - 4 paper

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

Wednesday, January 26, 2000 — 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 to 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

