

SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Thursday, June 14, 2001 — 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 value of book ownership, 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: The Board of Education for your school district is considering a proposal to provide personal copies of assigned novels for students to keep. You have been asked to prepare a presentation, to be delivered at the next board meeting, in favor of this proposal. In preparation for writing your presentation, listen to a speech given in 1940 by noted philosopher and educator, Dr. Mortimer Adler. Then use relevant information from the speech to write your presentation.

Your Task: Write a presentation persuading your local Board of Education to provide personal copies of assigned novels for students to keep.

Guidelines:

Be sure to

- Tell your audience what they need to know to persuade them of the value of book ownership
- Use specific, accurate, and relevant information from the speech to support your argument
- Use a tone and level of language appropriate for a presentation to the Board of Education
- 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 Which action does the speaker consider to be the <i>first</i> step toward full possession of a book?</p> <p>(1) talking about it (3) reading it
(2) marking in it (4) buying it</p> <p>2 The condition of the books that belong to the true book owner is best described as</p> <p>(1) intact (3) clean
(2) worn (4) drab</p> <p>3 According to the speaker, what is required for reading to result in learning?</p> <p>(1) active engagement (3) a relaxed attitude
(2) strong motivation (4) a slow pace</p> <p>4 In describing the empty space in a book as “not sacred,” the speaker most likely means that the space is</p> <p>(1) abundant (3) usable
(2) necessary (4) permanent</p> | <p>5 The speaker’s devices for marking a book serve as both a stimulus and a</p> <p>(1) record (3) distraction
(2) comfort (4) decoration</p> <p>6 The use of the word “you” throughout the speech has the effect of</p> <p>(1) stressing the speaker’s importance
(2) appealing directly to the audience
(3) creating a humorous tone
(4) establishing a parallel structure</p> |
|--|--|

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 text and study the graph 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: The planning team in your school is interested in developing a school-to-work program in connection with businesses in your community. As a member of the career guidance class, you have been asked to write a letter to the school planning team in which you describe the benefits of school-to-work programs and the conditions needed to make such programs successful.

Your Task: Using relevant information from *both* documents, write a letter to the school planning team in which you describe the benefits of school-to-work programs and the conditions needed to make such programs successful. **Write only the body of the letter.**

Guidelines:

Be sure to

- Tell your audience what they need to know about the benefits of school-to-work programs and the conditions needed to make such programs successful
- Use specific, accurate, and relevant information from the text **and** graph to support your discussion
- Use a tone and level of language appropriate for a letter to the school planning team
- 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

School-to-Work Programs

Several years ago, faculty at Roosevelt High in Portland, Oregon, recognized that many of their students went directly from high school to low-paying, dead-end jobs. No wonder the school's dropout rate was 13 percent. Kids didn't see a reason to stay in school.

5 Determined to make school more relevant to the workplace, the faculty developed "Roosevelt Renaissance 2000." In their freshman year, students explore six career pathways: natural resources, manufacturing and engineering, human services, health occupations, business and management, and arts and communications. The following year, each student chooses one of the pathways and examines it in depth. The ninth and tenth graders also participate in job shadow experiences, spending three hours a semester watching someone on the job.

10 During their junior and senior years, Roosevelt students participate in internships that put them in the workplace for longer periods of time. Internships are available at a newspaper, a hospital, an automotive shop, and many other work sites. "One student did an internship with the local electrical union," says business partnership coordinator Amy Henry, "and some kids interested in law have been sent to the public defender or the district attorney's offices."

Win-Win Partnerships

For many schools, the school-to-work initiative is built around a series of partnerships. For example, Eastman Kodak, a major employer in Colorado, introduces elementary students to business by helping them construct a model city using small cardboard structures. "The children use the models to decide on the best place to locate lemonade stands," says Lucille Mantelli, community relations director for Eastman Kodak's Colorado Division. Kodak representatives introduce math concepts by teaching fifth graders to balance a checkbook. They also provide one-on-one job shadowing experiences and offer internships for high school juniors and seniors. "Students come to the plant site two or three hours a day," explains Eastman Kodak's Mantelli. "They do accounting, clerical, or secretarial work for us. We pay them, and they get school credit. We also give them feedback on their performance and developmental opportunities."

20 In these partnerships, everybody wins. The participating students tend to stay in school and to take more difficult courses than students in schools that don't offer such programs. Business benefits by having a better prepared workforce. "It's a way for us to work with the school systems to develop the type of workforce we'll need in future years," continues Mantelli. "We need employees who understand the basics of reading and writing. We need them to be proficient in math and to be comfortable working on a team."

The Middle Years

While some schools start as early as elementary school, and others wait until high school, it's in the middle grades where schools really need to catch students. Middle school is the time when many students lose interest in school, explains Jondel Hoye, director of the National School-to-Work Office. "Middle schools need to reinforce exploration activities within the community at the same time they're reinforcing math and reading skills in the classrooms."

45 In Texas, weeklong internships in the business community are currently offered to seventh graders in the Fort Worth Independent School District. The

Vital Link program involves nearly 300 companies which offer students experiences in banking, accounting, hotel management, engineering, medicine, government, the arts, communications, education, nonprofit agencies, retailing, legal services, and printing.

50 “We target middle school students because research shows that at age 12 kids start making choices that will affect them for the rest of their lives,” explains coordinator Nancy Ricker. Students are placed in internships that match their skills and interests. Business people come to the school to talk with the kids before the internships begin. “They tell them about the business and what the people who
55 work there do and what their salaries are,” Ricker explains. “They ask the students to fill out job applications and explain why that’s required.”

When the students get to the job site, they are given the same introduction any new hire receives. After a morning of “work,” they return to their classrooms to talk about their experiences. Their teachers reinforce the link between skills
60 they have used in the workplace and those learned in the classroom. Vital Link students take harder courses, perform better on state-mandated tests, and have better attendance and discipline records than students who are not part of the project.

In Milwaukee, Wisconsin, a school-to-work project introduced middle school
65 students to the intricacies of city planning. “Representatives from the city came into the classroom and showed our students how math, science, writing, and communication skills relate to building new structures,” reports Eve Maria Hall, who oversees the school-to-work initiative for the Milwaukee Public Schools.

Learning Reignited in High School

In Maryland, students can apply to the Baltimore National Academy of
70 Finance, a school-within-a-school located at Lake Clifton Eastern High School. In addition to courses in history, English, math, science, and computer skills, students study financial careers, economics, accounting, security operations, international finance, financial planning, and banking and credit. “Every Friday,”
75 explains Kathleen Floyd, who directs the academy, “we have a personal development day, when we teach interview skills, résumé writing, business etiquette, how to dress for success, and how to speak to adults.”

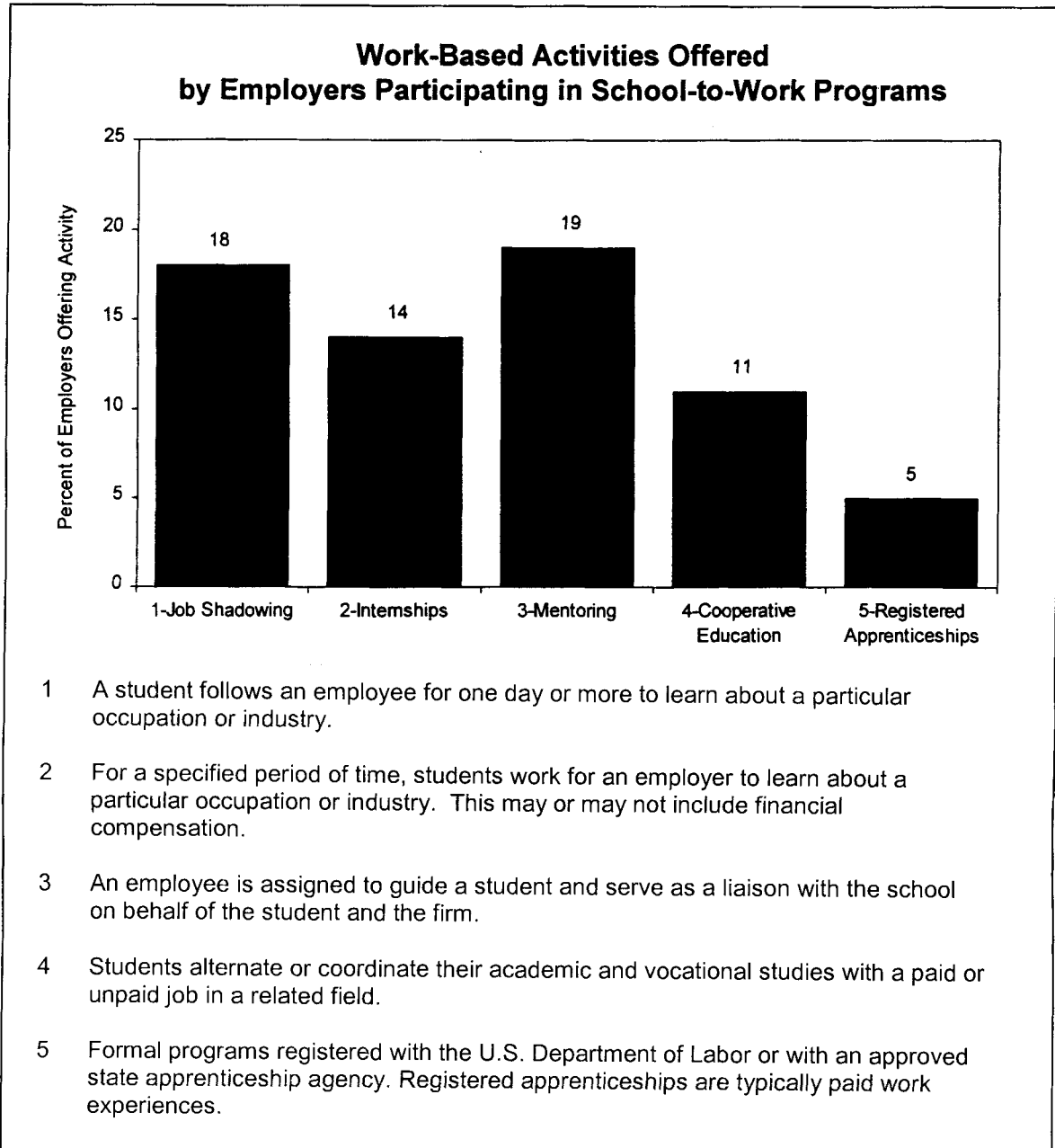
“Our philosophy is that they can learn as much outside the classroom as in,” says Floyd. “It helps them see how classes relate to what’s happening in the real world.”

80 “All students have the ability to change the world, not just to live in it,” comments Milwaukee’s Eve Maria Hall. “To do that, they have to know how to solve problems and use critical thinking skills, and they have to be able to work in teams. They also have to develop transferable skills because it’s predicted that they may have to change jobs six or seven times in their lifetime.”

85 From the time students enter school, “We need to encourage them to dream about careers that go beyond what they see today,” concludes National School-to-Work’s Hoye, noting that “a majority of our kindergarten students will have jobs that don’t even exist today.”

— Harriett Webster

GRAPH



Source: *National Employer Survey*,
U.S. Bureau of the Census, 1994

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 author implies that the main purpose of “Roosevelt Renaissance 2000” was to
- (1) strengthen connections between school and work
 - (2) attract new business to the community
 - (3) encourage students to take paying jobs in the community
 - (4) improve relations between students and teachers
- 8 Using the example of Eastman Kodak in Colorado, the author implies that a school-to-work program depends partly on the
- (1) diversity of the school population
 - (2) involvement of local businesses
 - (3) availability of current technology
 - (4) cooperation of government agencies
- 9 According to Nancy Ricker (lines 50 through 52), the middle school years are appropriate for career internships because middle school students begin to
- (1) experience physical growth
 - (2) form strong friendships
 - (3) develop academic skills
 - (4) make significant decisions
- 10 Lines 60 through 63 imply a correlation between internships and a student’s
- (1) behavior at school
 - (2) salary at work
 - (3) choice of college
 - (4) relationship with parents
- 11 In lines 64 through 68, Eve Maria Hall implies that Milwaukee students learned that city planning involves knowledge of
- (1) economic systems
 - (2) social structures
 - (3) academic subjects
 - (4) political strategies
- 12 The term “transferable skills” (line 83) refers to skills that are
- (1) easily learned by new workers
 - (2) likely to result in high wages
 - (3) highly technical in nature
 - (4) useful in different situations
- 13 Hoye’s comment about kindergarten students (lines 87 and 88) implies that
- (1) jobs will be scarce in the future
 - (2) young children learn quickly
 - (3) society’s needs change rapidly
 - (4) teachers’ skills are out of date
- 14 The author develops the text primarily by
- (1) providing illustrations of existing programs
 - (2) examining advantages and disadvantages
 - (3) comparing opinions of proponents and opponents
 - (4) explaining ways to develop programs
- 15 From the graph, a reader can determine which activities are most likely to be
- (1) successful
 - (2) available
 - (3) difficult
 - (4) expensive
- 16 According to the footnotes below the graph, which example illustrates an internship?
- (1) Tamika follows a physical therapist for a day.
 - (2) José writes a research paper about law-related careers.
 - (3) Sue alternates 3 hours in class with 3 hours at a restaurant job.
 - (4) Tim works at a newspaper office for 2 weeks.

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 7 of your essay booklet.

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ANSWER SHEET

Session One - Essay A _____
Essay B _____

Session Two - Essay A _____
Essay B _____

Total Essay Score

Session One -
A-Multiple Choice _____
B-Multiple Choice _____

Session Two -
A-Multiple Choice _____

Total Multiple Choice

Final Score

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 _____

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16 _____

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

Tear Here

Tear Here