SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Thursday, June 17, 2004 — 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 an account about the role of "griots" in West African society, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the account twice. You may take notes on the next page anytime you wish during the readings.

> **The Situation:** Your speech class is studying oral traditions and plans to publish a series of articles in booklet form explaining these traditions. You have chosen to write an article in which you describe the griot tradition of West Africa and explain how that tradition is passed on. In preparation for writing your article, listen to an account by Ken Hawkinson. Then use relevant information from the account to write your article.

Your Task: Write an article for a booklet for your speech class in which you describe the griot tradition of West Africa and explain how that tradition is passed on.

Guidelines:

Be sure to

- Tell your audience what they need to know about the griot tradition of West Africa
- Explain how that tradition is passed on
- Use specific, accurate, and relevant information from the account to support your discussion
- Use a tone and level of language appropriate for an article for a high school speech class
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the account 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.

1 According to the speaker, decisions in West African villages are made through discussions led by

(1) wise historians
(2) elected representatives
(3) heroic nobles
(4) appointed chiefs

2 The speaker uses the anecdote about an eclipse of the moon to illustrate the importance the people of Mali attach to

(1) science
(2) history
(3) genealogy
(4) mythology

3 The term "old speech" refers to

(1) the earliest known examples of writing
(2) the quality of an elder's voice
(3) a collection of tales and songs
(4) an ancient African language

4 In stating that "to be a griot one must be born into the griot caste" the speaker indicates that griot apprenticeship is available only to those people who

(1) receive a university education
(2) belong to a certain social class
(3) have a particular physical appearance
(4) give away all their possessions

5 Nobles help support griots because the griots

(1) preserve the nobles' past
(2) care for the nobles' children
(3) write the nobles' messages
(4) protect the nobles' property

6 According to the speaker, the purpose of an apprentice's extensive training is to

(1) change poor habits
(2) develop social networks
(3) enhance formal schooling
(4) release natural abilities

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 map 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 Earth Science class has been studying changing weather patterns. In order to increase public awareness, you have decided to write a letter to the local newspaper discussing global warming and explaining how global warming may affect humans.

Your Task: Using relevant information from ***both*** documents, write a letter to your local newspaper in which you discuss global warming and explain how global warming may affect humans. ***Write only the body of the letter.***

Guidelines:

Be sure to

- Tell your audience what they need to know about global warming
- Explain how global warming may affect humans
- Use specific, accurate, and relevant information from the text ***and*** the map to develop your letter
- Use a tone and level of language appropriate for a letter to your local newspaper
- 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

Life in the Greenhouse

... A decade ago, the idea that the planet was warming up as a result of human activity was largely theoretical. We knew that since the Industrial Revolution began in the 18th century, factories and power plants and automobiles and farms have been loading the atmosphere with heat-trapping gases, including carbon dioxide and methane. But evidence that the climate was actually getting hotter was still murky.

Not anymore. As an authoritative report issued a few weeks ago [in 2001] by the U.N.-sponsored Intergovernmental Panel on Climate Change makes plain, the trend toward a warmer world has unquestionably begun. Worldwide temperatures have climbed more than 1°F over the past century, and the 1990s were the hottest decade on record. After analyzing data going back at least two decades on everything from air and ocean temperatures to the spread and retreat of wildlife, the IPCC asserts that this slow but steady warming has had an impact on no fewer than 420 physical processes and animal and plant species on all continents.

Glaciers, including the legendary snows of Kilimanjaro, are disappearing from mountaintops around the globe. Coral reefs are dying off as the seas get too warm for comfort. Drought is the norm in parts of Asia and Africa. El Niño events, which trigger devastating weather in the eastern Pacific, are more frequent. The Arctic permafrost is starting to melt. Lakes and rivers in colder climates are freezing later and thawing earlier each year. Plants and animals are shifting their ranges poleward and to higher altitudes, and migration patterns for animals as diverse as polar bears, butterflies and beluga whales are being disrupted.

Faced with these hard facts, scientists no longer doubt that global warming is happening, and almost nobody questions the fact that humans are at least partly responsible. Nor are the changes over. Already, humans have increased the concentration of carbon dioxide, the most abundant heat-trapping gas in the atmosphere, to 30% above pre-industrial levels—and each year the rate of increase gets faster. The obvious conclusion: temperatures will keep going up.

Unfortunately, they may be rising faster and heading higher than anyone expected. By 2100, says the IPCC, average temperatures will increase between 2.5°F and 10.4°F—more than 50% higher than predictions of just a half-decade ago. That may not seem like much, but consider that it took only a 9°F shift to end the last ice age. Even at the low end, the changes could be problematic enough, with storms getting more frequent and intense, droughts more pronounced, coastal areas ever more severely eroded by rising seas, rainfall scarcer on agricultural land and ecosystems thrown out of balance.

But if the rise is significantly larger, the result could be disastrous. With seas rising as much as 3 ft., enormous areas of densely populated land—coastal Florida, much of Louisiana, the Nile Delta, the Maldives, Bangladesh—would become uninhabitable. Entire climatic zones might shift dramatically, making central Canada look more like central Illinois, Georgia more like Guatemala. Agriculture would be thrown into turmoil. Hundreds of millions of people would have to migrate out of unlivable regions.

Public health could suffer. Rising seas would contaminate water supplies with salt. Higher levels of urban ozone, the result of stronger sunlight and warmer temperatures, could worsen respiratory illnesses. More frequent hot spells could lead to a rise in heat-related deaths. Warmer temperatures could widen the range of disease-carrying rodents and bugs, such as mosquitoes and ticks, increasing the incidence of dengue fever, malaria, encephalitis, Lyme disease and other

afflictions. Worst of all, this increase in temperatures is happening at a pace that outstrips anything the earth has seen in the past 100 million years. Humans will have a hard enough time adjusting, especially in poorer countries, but for wildlife, the changes could be devastating.

Like any other area of science, the case for human-induced global warming has uncertainties–and like many pro-business lobbyists, President Bush has proclaimed those uncertainties a reason to study the problem further rather than act. But while the evidence is circumstantial, it is powerful, thanks to the IPCC's painstaking research. The U.N.-sponsored group was organized in the late 1980s. Its mission: to sift through climate-related studies from a dozen different fields and integrate them into a coherent picture. "It isn't just the work of a few green people," says Sir John Houghton, one of the early leaders who at the time ran the British Meteorological Office. "The IPCC scientists come from a wide range of backgrounds and countries."

Measuring the warming that has already taken place is relatively simple; the trick is unraveling the causes and projecting what will happen over the next century. To do that, IPCC scientists fed a wide range of scenarios involving varying estimates of population and economic growth, changes in technology and other factors into computers. That process gave them about 35 estimates, ranging from 6 billion to 35 billion tons, of how much excess carbon dioxide will enter the atmosphere.

Then they loaded those estimates into the even larger, more powerful computer programs that attempt to model the planet's climate. Because no one climate model is considered definitive, they used seven different versions, which yielded 235 independent predictions of global temperature increase. That's where the range of 2.5°F to 10.4°F (1.4°C to 5.8°C) comes from....

The models still aren't perfect. One major flaw, agree critics and champions alike, is that they don't adequately account for clouds. In a warmer world, more water will evaporate from the oceans and presumably form more clouds. If they are billowy cumulus clouds, they will tend to shade the planet and slow down warming; if they are high, feathery cirrus clouds, they will trap even more heat....

It won't take the greatest extremes of warming to make life uncomfortable for large numbers of people. Even slightly higher temperatures in regions that are already drought- or flood-prone would exacerbate those conditions. In temperate zones, warmth and increased CO_2 would make some crops flourish—at first. But beyond 3° of warming, says Bill Easterling, a professor of geography and agronomy at Penn State and a lead author of the IPCC report, "there would be a dramatic turning point. U.S. crop yields would start to decline rapidly." In the tropics, where crops are already at the limit of their temperature range, the decrease would start right away.

Even if temperatures rise only moderately, some scientists fear, the climate would reach a "tipping point"—a point at which even a tiny additional increase would throw the system into violent change. If peat bogs and Arctic permafrost warm enough to start releasing the methane stored within them, for example, that potent greenhouse gas would suddenly accelerate the heat-trapping process.

By contrast, if melting ice caps dilute the salt content of the sea, major ocean currents like the Gulf Stream could slow or even stop, and so would their warming effects on northern regions. More snowfall reflecting more sunlight back into space could actually cause a net cooling. Global warming could, paradoxically, throw the planet into another ice age.

Even if such a tipping point doesn't materialize, the more drastic effects of global warming might be only postponed rather than avoided. The IPCC'S

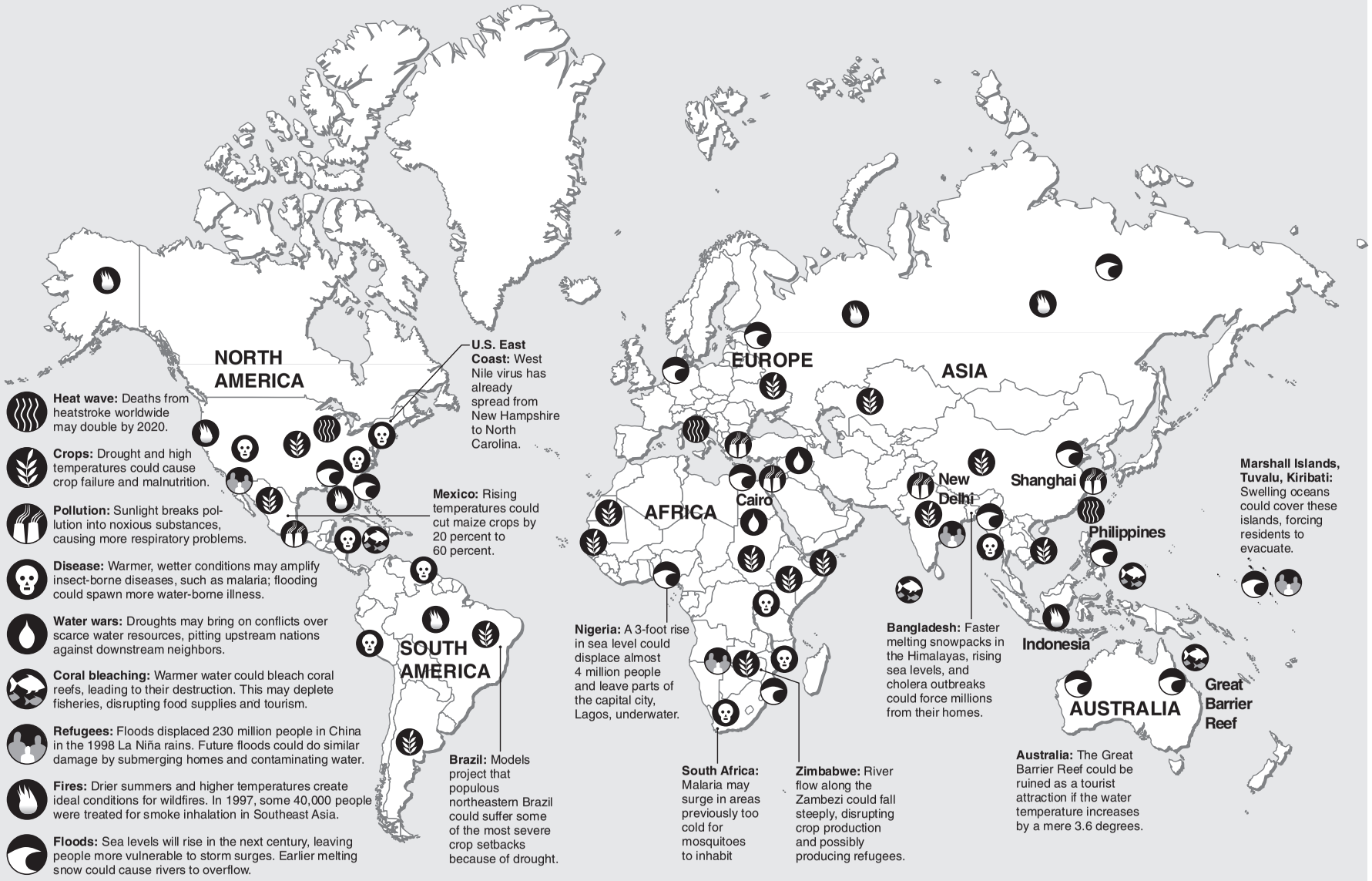
calculations end with the year 2100, but the warming won't. World Bank chief scientist, Robert Watson, currently serving as IPCC chair, points out that the CO_2 entering the atmosphere today will be there for a century. Says Watson: "If we stabilize [CO_2 emissions] now, the concentration will continue to go up for hundreds of years. Temperatures will rise over that time."

That could be truly catastrophic. The ongoing disruption of ecosystems and weather patterns would be bad enough. But if temperatures reach the IPCC'S worst-case levels and stay there for as long as 1,000 years, says Michael Oppenheimer, chief scientist at Environmental Defense, vast ice sheets in Greenland and Antarctica could melt, raising sea level more than 30 ft. Florida would be history, and every city on the U.S. Eastern seaboard would be inundated.

In the short run, there's not much chance of halting global warming, not even if every nation in the world ratifies the Kyoto Protocol tomorrow. The treaty doesn't require reductions in carbon dioxide emissions until 2008. By that time, a great deal of damage will already have been done. But we can slow things down. If action today can keep the climate from eventually reaching an unstable tipping point or can finally begin to reverse the warming trend a century from now, the effort would hardly be futile. Humanity embarked unknowingly on the dangerous experiment of tinkering with the climate of our planet. Now that we know what we're doing, it would be utterly foolish to continue.

—Michael D. Lemonick
excerpted from "Life in the Greenhouse"
Time, April 9, 2001

MAP
Consequences of Global Warming



Sources: (adapted) National Center for Atmospheric Research, University of Virginia, Worldwatch Institute, National Climatic Data Center, World Meteorological Organization, and staff reports; and Rod Little, Rob Cady, and Stephen Rountree / *U.S. News and World Report,* February 5, 2001.

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 According to the article, the IPCC confirmed the effects of global warming by

(1) surveying scientists in several countries
(2) experimenting with specific plants
(3) studying data collected over time
(4) establishing standard units for measuring temperature

8 Lines 16 through 24 present a list of

(1) possible methods of preventing global warming
(2) controversial theories about global warming
(3) probable causes of global warming
(4) observable evidence of global warming

9 The article cites "coastal Florida, much of Louisiana, the Nile Delta, the Maldives, Bangladesh" (lines 40 and 41) as areas that could become uninhabitable due to

(1) flooding
(2) drought
(3) storms
(4) earthquakes

10 According to the article, what is one way people will be affected by rising sea levels?

(1) Sea plants will be harder to harvest.
(2) The number of water-related accidents will increase.
(3) Current ocean maps will become unreliable.
(4) Drinking water will be less plentiful.

11 According to the article, global warming may result in more cases of malaria because

(1) humans' immune systems will be weakened
(2) habitats favorable to some insects will increase
(3) most rodents cannot survive in hot climates
(4) people will tend to move to cooler regions

12 According to the article, how might agriculture in temperate zones be affected by slightly higher temperatures?

(1) Farmers would use less fuel.
(2) Green plants would be more nutritious.
(3) Crop yields would increase temporarily.
(4) Farm animals would require less food.

13 The article implies that a "greenhouse gas" (line 96) is a gas that

(1) produces both heat and light
(2) stimulates plants to give off heat
(3) absorbs heat from the earth's surface
(4) prevents heat from leaving the atmosphere

14 The map indicates an increased danger of death from heat stroke in

(1) North America
(2) South America
(3) Africa
(4) Australia

15 According to the map, one effect of global warming on countries in the southern half of Africa will be

(1) depleted water supplies for downstream nations
(2) depleted fishing from coral bleaching
(3) increased rates of insect-borne disease
(4) increased incidents of wildfires

16 According to the map, global warming would lead to increased respiratory problems in which country?

(1) United States
(2) Mexico
(3) Brazil
(4) Nigeria

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.

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION IN ENGLISH

SESSION ONE

Thursday, June 17, 2004 — 9:15 a.m. to 12:15 p.m., only

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	

ANSWER SHEET

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 _____
	13 _____
	14 _____
	15 _____
	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

COMPREHENSIVE ENGLISH SESSION ONE