# SESSION ONE

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# COMPREHENSIVE EXAMINATION

IN

# ENGLISH

# SESSION ONE

**Tuesday,** January 25, 2005 — 9:15 a.m. to 12:15 p.m., only

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**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 vaudeville, a type of theatrical entertainment popular in the late 1890s and early 1900s, 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 English class is studying the history of theatre in the United States. For your project, you have decided to write a report about the factors that influenced the development of vaudeville in New York City. In preparation for writing your report, listen to an account by Robert W. Snyder. Then use relevant information from the account to write your report.

**Your Task:** Write a report for your English class about the factors that influenced the development of vaudeville in New York City.

**Guidelines:**

**Be sure to**

- Tell your audience what they need to know about vaudeville
- Discuss the factors that influenced the development of vaudeville in New York City
- Use specific, accurate, and relevant information from the account to support your discussion
- Use a tone and level of language appropriate for a report for your English 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, the primary goal of the people who produced vaudeville shows was to

(1) nurture talent
(2) create controversy
(3) establish traditions
(4) make money

2 The speaker implies that some vaudeville comedians "challenged old codes of propriety" by

(1) arguing with critics who had given unfavorable reviews
(2) hiring writers rather than writing their own jokes
(3) entertaining in ways that were once considered impolite
(4) demanding higher salaries than past performers had earned

3 According to the speaker, what transition was occurring at the time of vaudeville's popularity?

(1) Entertainers were changing from being amateurs to being professionals.
(2) Audiences were changing from being participants to being consumers.
(3) Critics were changing from being reviewers to being analysts.
(4) Entrepreneurs were changing from being investors to being observers.

4 In stating that "vaudeville theatre's polyphony was partly caused by the contrast between old and new popular culture," the speaker uses the word "polyphony" to mean the

(1) opportunity for talented new performers
(2) potential for rapid growth
(3) atmosphere of formal elegance
(4) sound of many differing voices

5 The speaker implies that the fact that, in the 1890s, "New Yorkers seemed to have as many differences as similarities" was partly the result of the

(1) large population of immigrants
(2) recent invention of television
(3) sudden popularity of vaudeville
(4) good quality of schools

6 The speaker's references to Eva Tanguay, Eddie Cantor, Maggie Cline, and Sophie Tucker reinforce the idea that performers

(1) were often cheated by dishonest entrepreneurs
(2) had to overcome personal difficulties
(3) appealed to individuals from diverse backgrounds
(4) competed with each other during shows

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 table 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 social studies class is creating a publication entitled "Global Food Production in the Twenty-first Century." You have decided to write an article for this publication in which you describe ways of using irrigation to increase food production.

**Your Task:** Using relevant information from ***both*** documents, write an article to be included in your social studies class publication in which you describe ways of using irrigation to increase food production.

**Guidelines:**

**Be sure to**

- Tell your audience what they need to know about ways of using irrigation to increase food production
- Use specific, accurate, and relevant information from the text ***and*** the table to develop your article
- Use a tone and level of language appropriate for an article for your social studies class
- 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

## Growing more Food with less Water

Six thousand years ago farmers in Mesopotamia dug a ditch to divert water from the Euphrates River. With that successful effort to satisfy their thirsty crops, they went on to form the world's first irrigation-based civilization. This story of the ancient Sumerians is well known. What is not so well known is that Sumeria was one of the earliest civilizations to crumble in part because of the consequences of irrigation....

Far more people depend on irrigation in the modern world than did in ancient Sumeria. About 40 percent of the world's food now grows in irrigated soils, which make up 18 percent of global cropland…. Farmers who irrigate can typically reap two or three harvests every year and get higher crop yields. As a result, the spread of irrigation has been a key factor behind the near tripling of global grain production since 1950. Done correctly, irrigation will continue to play a leading role in feeding the world, but as history shows, dependence on irrigated agriculture also entails significant risks....

Severe water scarcity presents the single biggest threat to future food production. Even now many freshwater sources--underground aquifers[1] and rivers--are stressed beyond their limits. As much as 8 percent of food crops grows on farms that use groundwater faster than the aquifers are replenished, and many large rivers are so heavily diverted that they don't reach the sea for much of the year. As the number of urban dwellers climbs to five billion by 2025, farmers will have to compete even more aggressively with cities and industry for shrinking resources.

Despite these challenges, agricultural specialists are counting on irrigated land to produce most of the additional food that will be needed worldwide. Better management of soil and water, along with creative cropping patterns, can boost production from cropland that is watered only by rainfall, but the heaviest burden will fall on irrigated land. To fulfill its potential, irrigated agriculture requires a thorough redesign organized around two primary goals: cut water demands of mainstream agriculture and bring low-cost irrigation to poor farmers.

Fortunately, a great deal of room exists for improving the productivity of water used in agriculture. A first line of attack is to increase irrigation efficiency. At present, most farmers irrigate their crops by flooding their fields or channeling the water down parallel furrows, relying on gravity to move the water across the land. The plants absorb only a small fraction of the water; the rest drains into rivers or aquifers, or evaporates. In many locations this practice not only wastes and pollutes water but also degrades the land through erosion, waterlogging and salinization. More efficient and environmentally sound technologies exist that could reduce water demand on farms by up to 50 percent....

Efforts aside from irrigation technologies can also help reduce agricultural demand for water. Much potential lies in scheduling the timing of irrigation to more precisely match plants' water needs. Measurements of climate factors such as temperature and precipitation can be fed into a computer that calculates how much water a typical plant is consuming. Farmers can use this figure to determine, quite accurately, when and how much to irrigate their particular crops throughout the growing season. A 1995 survey conducted by the University of California at Berkeley found that, on average, farmers in California who used this tool reduced water use by 13 percent and achieved an 8 percent increase in yield--a big gain in water productivity.

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[1]aquifers — water-bearing layers of rock, sand, or gravel

An obvious way to get more benefit out of water is to use it more than once. Some communities use recycled wastewater.… Treated wastewater accounts for 30 percent of Israel's agricultural water supply, for instance, and this share is expected to climb to 80 percent by 2025. Developing new crop varieties offers potential as well. In the quest for higher yields, scientists have already exploited many of the most fruitful agronomic options for growing more food with the same amount of water. The hybrid wheat and rice varieties that spawned the green revolution, for example, were bred to allocate more of the plants' energy--and thus their water uptake--into edible grain. The widespread adoption of high-yielding and early-maturing rice varieties has led to a roughly threefold increase in the amount of rice harvested per unit of water consumed--a tremendous achievement. No strategy in sight--neither conventional breeding techniques nor genetic engineering--could repeat those gains on such a grand scale, but modest improvements are likely.

Yet another way to do more with less water is to reconfigure our diets. The typical North American diet, with its large share of animal products, requires twice as much water to produce as the less meat-intensive diets common in many Asian and some European countries. Eating lower on the food chain could allow the same volume of water to feed two Americans instead of one, with no loss in overall nutrition.

Reducing the water demands of mainstream agriculture is critical, but irrigation will never reach its potential to alleviate rural hunger and poverty without additional efforts. Among the world's approximately 800 million undernourished people are millions of poor farm families who could benefit dramatically from access to irrigation water or to technologies that enable them to use local water more productively.

Most of these people live in Asia and Africa, where long dry seasons make crop production difficult or impossible without irrigation. For them, conventional irrigation technologies are too expensive for their small plots, which typically encompass fewer than five acres. Even the least expensive motorized pumps that are made for tapping groundwater cost about $350, far out of reach for farmers earning barely that much in a year. Where affordable irrigation technologies have been made available, however, they have proved remarkably successful.

I traveled to Bangladesh in 1998 to see one of these successes firsthand. Torrential rains drench Bangladesh during the monsoon months, but the country receives very little precipitation the rest of the year. Many fields lie fallow during the dry season, even though groundwater lies less than 20 feet below the surface. Over the past 17 years a foot-operated device called a treadle pump has transformed much of this land into productive, year-round farms.

To an affluent Westerner, this pump resembles a StairMaster exercise machine and is operated in much the same way. The user pedals up and down on two long bamboo poles, or treadles, which in turn activate two steel cylinders. Suction pulls groundwater into the cylinders and then dispenses it into a channel in the field. Families I spoke with said they often treadled four to six hours a day to irrigate their rice paddies and vegetable plots. But the hard work paid off: not only were they no longer hungry during the dry season, but they had surplus vegetables to take to market. Costing less than $35, the treadle pump has increased the average net income for these farmers--which is often as little as a dollar a day--by $100 a year. To date, Bangladeshi farmers have purchased some 1.2 million treadle pumps, raising the productivity of more than 600,000 acres of farmland. Manufactured and marketed locally, the pumps are injecting at least an additional $350 million a year into the Bangladeshi economy....

Over the next quarter of a century the number of people living in water-stressed countries will climb from 500 million to three billion. New technologies can help farmers around the world supply food for the growing population while simultaneously protecting rivers, lakes and aquifers. But broader societal changes--including slower population growth and reduced consumption--will also be necessary. Beginning with Sumeria, history warns against complacency when it comes to our agricultural foundation. With so many threats to the sustainability and productivity of our modern irrigation base now evident, it is a lesson worth heeding.

— Sandra Postel
excerpted from "Growing more Food with less Water"
*Scientific American*, February 2001

# TABLE

## Irrigation Systems

| System Type | Description | Disadvantages | Advantages |
|---|---|---|---|
| **Surface** | • Fields are flooded or water is channeled down parallel furrows<br>• Gravity moves water across the land<br>• Most common form of irrigation worldwide | • Plants absorb only a small fraction of the water; the rest drains into rivers or aquifers, or evaporates<br>• Often wastes and pollutes water<br>• Degrades land through erosion, waterlogging, and salinization (the toxic buildup of salts and other impurities left behind when water evaporates) | • Relatively low cost |
| **Drip** | • Water is delivered directly to plants' roots drop by drop<br>• Water travels at low pressure through network of perforated plastic tubing installed on or below soil surface, and it emerges through small holes at slow, steady pace<br>• Used in about 1 percent of world's irrigated fields | • Relatively high cost | • Almost no water is wasted<br>• Reduces water use by 30 to 70 percent<br>• Increases crop yield by 20 to 90 percent compared with flooding methods |
| **Sprinkler** | • Traditional high-pressure sprinklers spray water high into air to cover as large a land area as possible<br>• New low-energy sprinklers deliver water in small doses through nozzles positioned just above the ground<br>• Used in 10 to 15 percent of world's irrigated fields | • Relatively high cost<br>• With traditional high-pressure sprinklers, the more time the water spends in the air, the more of it evaporates and blows off course before reaching plants | • Almost no wasted water with low-energy sprinklers. Plants absorb 90 to 95 percent of water that leaves the nozzle |

Source: (adapted) "Growing more Food with less Water"
*Scientific American,* February 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 The author implies that the major advantage of irrigation in modern times is that it

(1) permits travelers to navigate the Euphrates River
(2) enables farmers to grow more food
(3) encourages scholars to research ancient civilizations
(4) allows consumers to buy fresher goods

8 In lines 15 through 22, the author implies that a major challenge to food production exists because

(1) the fertility of soil has been decreasing
(2) many rivers have become polluted
(3) the world's urban population has been growing
(4) many farmers have sold their farms

9 The 1995 survey by the University of California revealed the effects of using computers to

(1) determine the best times for irrigation
(2) help farmers repair damaged irrigation systems
(3) develop plants that do not need irrigation
(4) compare one irrigation system to another

10 "Water productivity" (line 48) is a measure of both water use and the

(1) number of farmers involved
(2) cost of technology used
(3) type of seed planted
(4) amount of crop raised

11 The author implies that feeding North Americans requires more water than feeding other populations because

(1) hybrid grains use more water than traditional varieties
(2) North Americans drink more beverages than other people
(3) meat production uses more water than grain production
(4) North Americans use water-intensive farming methods

12 According to the author, one difficulty of farming in Bangladesh is that

(1) laws discourage farmers from using irrigation
(2) heavy rains are followed by long dry spells
(3) much of the groundwater has become polluted
(4) fields are often destroyed by monsoons

13 Treadle pumps are powered by

(1) people
(2) wind
(3) water
(4) electricity

14 The discussion of the treadle pump is used to illustrate the idea that

(1) water supplies are rapidly vanishing
(2) computers have become widely available
(3) irrigation techniques are poorly understood
(4) inexpensive technologies can be highly effective

15 According to the table, the major difference in the three irrigation systems is the

(1) way the water is delivered to the plants
(2) number of people needed to operate the system
(3) kind of plants being irrigated
(4) purity of water used in the system

16 According to the table, low-energy sprinklers have an advantage over high-pressure sprinklers because, with low-energy sprinklers, the water

(1) reaches plant roots when it is fresher
(2) spends less time in the air
(3) spreads out over a larger area
(4) causes less damage to plant leaves

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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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

# COMPREHENSIVE EXAMINATION IN ENGLISH

## SESSION ONE

**Tuesday,** January 25, 2005 — 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.**

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**Signature**

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Tear Here



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