

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH**SESSION ONE****Tuesday, January 24, 2006 — 1:15 to 4:15 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.

The use of any communications device is strictly prohibited when taking this examination. If you use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.

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 medical doctors, 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 health class has been studying the roles of health-care workers. For a class project, you have decided to write a report in which you discuss the obligations of doctors toward their patients. In preparation for writing your report, listen to a speech by Dr. Margaret C. Heagarty to a new class of medical students. Then use relevant information from the speech to write your report.

Your Task: Write a report for your health class in which you use relevant information from the speech to discuss the obligations of doctors toward their patients.

Guidelines:

Be sure to

- Tell your audience what they need to know about the obligations of doctors toward their patients
- 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 a health class
- 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.

- 1 The speaker’s description of her father as not having “vitamins, steroids, hormones, or antibiotics in his doctor’s bag” is used to emphasize the
 - (1) changes that have occurred in medical practice since 1928
 - (2) need for country doctors in the 21st century
 - (3) lack of adequate training for country doctors both then and now
 - (4) importance of communication between her father and his patients
- 2 The speaker considers the practice of medicine to be a “vocation” because it
 - (1) assures steady employment
 - (2) serves the needs of others
 - (3) provides high income and prestige
 - (4) requires special skills
- 3 According to the speaker, “an awareness of one’s limitations” is required in order for a physician to know
 - (1) how to set reasonable fees
 - (2) where to establish an office
 - (3) when to seek assistance
 - (4) why to become a doctor
- 4 According to the speaker, in addition to skills in diagnosing diseases and prescribing therapies, a physician also needs skill in
 - (1) teaching techniques to colleagues
 - (2) researching causes of diseases
 - (3) reducing the number of injuries
 - (4) providing comfort to patients
- 5 When the speaker refers to occasions when “the managed-care plan places bureaucratic obstacles in your path,” she is suggesting that
 - (1) students may find it difficult to complete medical school
 - (2) insurance companies may be unwilling to pay for some treatments
 - (3) patients might not follow the advice of their doctors
 - (4) contagious diseases may put doctors at risk
- 6 What technique does the speaker use to develop her ideas about the obligations of doctors?
 - (1) She pictures herself as a patient of the listeners.
 - (2) She analyzes common misperceptions about doctors.
 - (3) She provides anecdotes about some of her patients.
 - (4) She reminds the listeners of their childhood illnesses.

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 environmental science class is studying efforts to save endangered species. The class is creating a guide to effective methods used to save endangered species. You have chosen to contribute a chapter on the Florida manatee explaining why the Florida manatee is endangered and discussing effective methods used to save the Florida manatee.

Your Task: Using relevant information from *both* documents, write a chapter for a guide for your environmental science class in which you explain why the Florida manatee is endangered and discuss effective methods used to save the Florida manatee.

Guidelines:

Be sure to

- Tell your audience what they need to know about why the Florida manatee is endangered
- Discuss effective methods used to save the Florida manatee
- Use specific, accurate, and relevant information from the text *and* the table to support your opinion
- Use a tone and level of language appropriate for a guide for your environmental science 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

Text

A dark lump broke the surface of the water, and air rushed out of it with a whoosh. Right away we knew what it was. We stopped paddling, and our canoe slid forward silently. Soon we could see a manatee, a big one, hovering serenely below. He was as wide as the canoe, and about half as long. “He looks a little like the Goodyear blimp,” I said. “Or maybe the Hindenburg,” my friend Robin answered. “Look at those scars.”

The manatee’s back bore a series of diagonal slashes, souvenirs from a chance encounter with a boat propeller. Algae had grown over the scar tissue; apparently these were old wounds, long healed. As our canoe drifted quietly, a powerful twin outboard plowed slowly up the waterway with a throaty roar, passing within 50 feet of us. The boater smiled and waved. Then he throttled up, confident the channel was clear. To our surprise, the manatee never budged. Was he deaf?

Probably not. According to studies conducted by the David A. Straz Manatee Hospital at the Lowry Park Zoo in Tampa, FL, although manatees have an extremely delicate sense of hearing, they can’t hear the frequency of outboard motors very well—which may explain why boats kill and maim so many every year. It’s estimated that 90 percent of Florida’s manatees bear scars from boat strikes; nearly 300 are killed each year. And while boat collisions remain the leading cause of death in manatee populations, manatees are also killed or injured when they become entangled in or ingest fishing and crab trap lines, are caught in flood gates and canal locks, or lose habitat to development and pollution. Cold weather also kills many manatees, who are susceptible to pneumonia. According to the Department of Environmental Protection, 175 manatees died between January and June 2001—about one every day.

Although manatees have been listed as endangered by the U.S. Fish and Wildlife Service since 1972, their numbers have continued to decline. Today there are fewer than 2,000 manatees remaining in the United States. Unfortunately, the blame lies largely with us; with the possible exception of sharks, manatees have no predators. In fact, humans are responsible for about 30 percent of all manatee deaths.

Florida manatees, also known as West Indian manatees, are slow-moving, near-surface swimmers. They live primarily in shallow coastal waters, feeding on the abundance of sea grasses and floating seaweed. The water above the sea grass beds tends to be uniformly dark, which camouflages the manatees and makes them practically invisible to approaching boaters.

When sick or injured manatees are found in Southwest Florida waters, they’re taken to the David A. Straz Manatee Hospital. Open since 1991, it’s one of only three critical care facilities in the state. (The other federally permitted rehabilitation centers are located in aquarium/theme parks—Miami’s Seaquarium and Orlando’s Sea World.) Since its inception, the Straz hospital has cared for more than 75 manatees and released more than 30 back into the wild. But rehabilitating these animals is an expensive proposition—the hospital spends almost \$30,000 per year per manatee on food alone.

Cupid came to the hospital horribly emaciated on Valentine’s Day 2001. Although almost fully grown, she weighed only 435 pounds, about one third the weight of a healthy adult female. Too weak to move, she was quarantined inside a narrow concrete trough filled with fresh water, supported by a canvas sling that prevented her from drowning. According to Jennifer Hackshaw, the hospital’s general curator, Cupid’s condition was beyond critical. Her eyes were sunken, and her skin was necrotic, covered with lesions and abrasions....

Beth Wright, an associate research scientist for the Florida Marine Research Institutes' Endangered and Threatened Species Department, tracks about 25 of these manatees by satellite from her office in St. Petersburg (each manatee has been fitted with a tag containing a satellite transmitter, a radio transmitter and a sonic beacon). The telemetric data Wright compiles will help federal agencies determine where manatees are likely to be found at different times of the year. This information will be particularly vital to the 13 coastal counties currently designated as "Manatee Protection Areas." These counties have been required to file a three-part plan with the state, identifying boating speed zones, outlining educational programs and mapping out areas where new docks may be built. The locations of docks are a critical issue; it's important that they not be permitted in areas that the slow-moving mammals are known to frequent. But keeping docks and manatees apart isn't always easy. As one marine biologist at the Florida Marine Research Institute says, "Sometimes ideal manatee habitat and ideal boat habitat are one and the same."

In the early 1990s, former Florida Governor Bob Martinez ordered 13 coastal counties to create manatee protection plans, which would detail where docks, marinas and boat ramps should go, and mandate slow-speed zones, boater education and more enforcement. But a decade later, only four counties—Collier, Dade, Duvall and Citrus—have plans in place, and there are only 400 marine patrol officers to enforce the entire state's manatee laws.

Because many scientists believe that dredging and dock construction projects approved by the Army Corps of Engineers and the U.S. Fish and Wildlife Service are depriving manatees of irreplaceable habitat, a lawsuit was brought against both agencies in January 2000 by a coalition of environmental groups, including the Save The Manatee Club, the Humane Society of the United States, the Sierra Club, Florida Defenders of the Environment and the International Wildlife Coalition. On April 19, a settlement was reached that calls for the review of eight areas, including Brevard County (the deadliest county for manatees), for the adoption of slow speed zones. Additionally, 14 areas are to be reviewed for the development of manatee refuges and sanctuaries. For more information, visit the Save The Manatee Club's website....

Not long ago, I had the opportunity to swim with and photograph Hurricane and Buffet, two young manatees at the Lowry Park Zoo. The two were recovering nicely from boat strike injuries and were soon to be released.

I squeezed into my wetsuit and joined one of the zookeepers at the main pool. She pointed toward a pair of shadows gliding across the bottom. "Let them come to you," she said. We entered the water. There was a ledge nearby, about five feet down. I swam to it. When I looked up, Hurricane, the larger of the two, was three feet away and closing fast.

The manatee nuzzled my dive mask. It was like looking into the business end of a big vacuum cleaner. Delighted, I gently pushed him back. He squinted at me. His eyes were like grey M&M's. Then he sidled in, presenting his belly for a rub. His skin was leathery and smooth. The zookeeper gave him a vitamin-laced biscuit and a brief pat. Then he rejoined his comrade, the two of them spiraling the length of the pool in a surprising graceful underwater *pas de deux*.¹

A few months later, fully recovered, Hurricane and Buffet were returned to the wild.

— James Phillips
excerpted from "Saving Florida's Sea Cows"
ASPCA Animal Watch, Winter 2001

¹ *pas de deux*— in ballet, a dance for two performers

TABLE
Total Manatee Mortality in Florida
By Year and Cause 1976-2001

	YEAR																									
	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01
TOTAL	1060	13	21	24	16	24	20	15	34	33	33	39	43	50	47	53	38	35	49	42	60	54	66	82	78	81
Watercraft Collisions	168	4	9	8	8	2	3	7	3	3	3	5	7	3	3	9	5	5	16	8	10	8	9	15	8	1
Flood gate/Canal lock	113	0	5	1	9	2	4	1	5	1	3	1	2	4	5	4	6	6	5	5	0	8	7	8	8	7
Other Human	905	14	9	10	9	13	14	18	25	23	27	30	30	38	44	53	48	39	46	56	61	61	52	53	58	61
Perinatal	739	2	1	3	4	5	9	41*	6	24	19	16	24	32**	67**	14	20	24	37	35	118*	46	21	42	51	65
Other Natural	1347	32	80	40	23	19	64	35	30	41	38	45	22	25	40	41	39	46	40	55	166	65	76	69	70	110
TOTAL	4332	62	114	84	77	63	116	114	81	128	119	122	114	133	168	206	174	163	145	193	201	242	231	269	273	325

Prepared using 1976-2001 manatee mortality data from the Florida Fish and Wildlife Conservation Commissions, Florida Marine Research Institute.

Definitions of Causes:

- Watercraft collisions
- Flood gate/canal lock (crushed and/or drowned)
- Other human-related (deaths caused from monofilament line, litter, poaching, vandalism, culverts or other human-made structures)
- Perinatal (dependent calves under 4.9 feet [150 cm])
- Other natural (mortalities caused by natural circumstances such as cold stress or disease)
- Undetermined (the manatee is too badly decomposed to determine cause of death, the necropsy finding is inconclusive, or manatee carcass was reported and verified, but not recovered)

* Red tide occurred in 1982 and 1996. Red tide is seawater discolored by the presence of large numbers of dinoflagellates. Toxins produced by these dinoflagellates are poisonous to many forms of marine life.

** A prolonged cold front occurred in December 1989. The temperature in Florida's coastal waters dipped to the 40-50°F range.

Source: (adapted) www.savethemanatee.org

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 Which statement best describes the relationship between the manatee and the boater mentioned in lines 11 and 12?
- (1) They were unaware of each other.
 - (2) They avoided each other.
 - (3) They feared each other.
 - (4) They trusted each other.
- 8 The article suggests that manatees are susceptible to injury by boats because manatees
- (1) are poor swimmers
 - (2) follow fishing boats
 - (3) cannot hear motors
 - (4) are too large to avoid
- 9 One factor that contributes to the accidental death and injury of manatees is that they
- (1) dart in front of swimmers
 - (2) blend in with their surroundings
 - (3) resemble animals that people hunt
 - (4) eat fish that have been rejected by fishermen
- 10 The author includes the information about Cupid for what purpose?
- (1) to suggest a method for reducing expenses
 - (2) to illustrate a technique for recruiting workers
 - (3) to propose a theory about manatee populations
 - (4) to provide an example of manatee rehabilitation
- 11 The article implies that the information gained by Beth Wright from tracking manatees will be used to help determine
- (1) how to design boats
 - (2) where to locate docks
 - (3) when to release manatees
 - (4) where to build rehabilitation centers
- 12 The author implies that manatee protection plans ordered by former Governor Bob Martinez have *not* been effective because those plans
- (1) exist in only a few counties
 - (2) do not mandate boater education
 - (3) have not been adequately funded
 - (4) are only for coastal counties
- 13 Which group is responsible for successfully using legal means to protect manatee habitats in Florida?
- (1) veterinarians' associations
 - (2) tourist bureaus
 - (3) construction companies
 - (4) environmental organizations
- 14 The effect of the anecdote about Hurricane and Buffet is to
- (1) leave the reader with a positive image
 - (2) conclude the article with a somber warning
 - (3) provide students with practical advice
 - (4) challenge authorities to improve conditions
- 15 According to the table, during what year were deaths due to watercraft collisions the highest?
- | | |
|----------|----------|
| (1) 1984 | (3) 1999 |
| (2) 1990 | (4) 2001 |
- 16 According to the table, the number of dependent calves that died in 1990 was
- | | |
|--------|--------|
| (1) 41 | (3) 47 |
| (2) 44 | (4) 67 |

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.

COMPREHENSIVE EXAMINATION IN ENGLISH

SESSION ONE

Tuesday, January 24, 2006 — 1:15 to 4:15 p.m., only

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 _____ | 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

Tear Here

Tear Here