The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION ONE

Wednesday, January 24, 2001 — 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 a speech about writing effective dialogue, 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 a member of a class on fiction writing, you have been asked by your teacher to prepare an instructional manual for your classmates on the reasons and techniques for using dialogue to improve their writing. In preparation for writing the manual, listen to a speech by published writer Anne LaMott. Then use relevant information from the speech to write your instructional manual.

Your Task: Write an instructional manual for your classmates in which you give some reasons and techniques for using dialogue to improve their writing.

Guidelines:

Be sure to

- Tell your audience what they need to know about the reasons for using dialogue to improve their writing
- Discuss some techniques for writing effective dialogue
- Use specific, accurate, and relevant information from the speech to support your discussion
- Use a tone and level of language appropriate for a manual for high school students
- 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 According to the speaker, good dialogue is a pleasure to read because it

  1 identifies the theme   3 quickens the pace
  2 explains the setting   4 simplifies the plot

2 According to the speaker, the act of reading dialogue allows the reader to

  1 eavesdrop   3 interrupt
  2 criticize   4 fantasize

3 According to the speaker, her students first realize they have written bad dialogue when they

  1 see it   3 analyze it
  2 translate it   4 hear it

4 The speaker suggests that fiction writers should view dialogue as being

  1 a reproduction of actual speech
  2 an extension of the characters
  3 the outline of the plot
  4 the insights of the author

5 According to the speaker, a writer should prepare for writing dialogue by

  1 listening to ordinary conversations
  2 analyzing famous speeches
  3 reading classical literature
  4 talking to published authors

6 In comparing "what is not said" to rats that "dart around the characters' feet," the speaker suggests that dialogue has the ability to

  1 reveal motive
  2 predict outcome
  3 create tension
  4 establish organization

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 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:** A local agency has received a grant to expand public access to computer networking and has invited community members to suggest where the computer centers should be located. As a frequent Internet user, you believe the grant money should be used to provide access to computer networking in sites outside of school. You have decided to write a letter to the director of the agency discussing the merits and possible uses of free public access to computer networking outside of school and persuading the agency to use the grant money for this purpose.

Your Task: Using relevant information from *both* documents, write a letter to the director of the local agency. In your letter, discuss the merits and possible uses of free public access to computer networking outside of school and try to persuade the agency to use the grant money for this purpose. *Write only the body of the letter.*

Guidelines:

Be sure to

- Tell your audience what they need to know about the merits and possible uses of free public access to computer networking
- Discuss the advantages of providing access in sites outside of school
- Use specific, accurate, and relevant information from the text *and* the chart to support your argument
- Use a tone and level of language appropriate for a letter to the director of a local agency
- 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 authors
- Follow the conventions of standard written English

Computer Networking

Timika Mitchell was living in the Salvation Army shelter in Austin, Texas, when she developed her first home page on the World Wide Web. A homeless person with an Internet home page may seem to represent a scrambling of priorities. But for Mitchell—an unmarried mother of two—her home page is a source of pride
5   and, she hopes, an entry point into the high-tech economy. Thanks in part to her abilities to create on the Web, this tall, talkative, self-directed young woman landed a job with Time Warner, moved into her own apartment—and created a second Web page, where she plans to publish her poetry.

Austin boasts one of the highest per capita rates of Internet use in the world
10   and has recently been cited as the nation's fastest growing job market. But Mitchell lives in East Austin—a poverty zone segregated from the rest of Austin by an interstate highway. In her neighborhood, the median annual income is $6,000 per year. The area suffers from high unemployment, poor schools, drugs, gangs, and violence. Computers are still clearly beyond the means of most such
15   low-income citizens, and will be for many years, even if prices decline significantly.

But communities and leaders throughout the United States are beginning to come to grips with the growing gap between the poor and the affluent in their access to information technology. Since most well-paying jobs now demand com-
20   puter skills and a rising number require familiarity with the Internet, consensus is growing that access to the Internet is as important a part of civic life as parks, public transit, libraries, and cultural centers.

One way to bridge the gulf between computer "haves" and "have-nots" is to provide Internet connections through publicly accessible terminals. In this spirit,
25   for the past three years we have been exploring how to bring the Internet and computer skills to the low-income, largely minority community of East Austin. An operation called Austin Free-Net installed and maintains public access to computers throughout the city.

The Austin Free-Net is part of a nationwide movement, known as "community
30   networks." More than 200 such networks are running in the United States. A community network can enhance the efforts of residents already grappling with the myriad problems in poor neighborhoods. Senior citizens in East Austin, for example, are starting to explore how to use Austin Free-Net to stay in touch with one another. Area churches are beginning to offer computer classes, and their
35   members are developing Web pages that provide a guide to church-related activities. Through the work of the Austin Learning Academy, mothers taking classes leading to high school diplomas are learning how to use computers, as are their children in after-school programs—strengthening both literacy skills and family bonds.

40   The benefits of the Free-Net in East Austin are particularly apparent among young people. Explains Jay de la Garza, a 14-year-old computer whiz: "My parents wouldn't let me out at night because it's dangerous where we live. There are drug dealers and criminals. But they let me go to Free-Net sites to do what I love to do most, which is help teach people the Internet." Jay has been accepted to a
45   school for gifted students, and works for Free-Net as a volunteer.

The organizers of the Austin Free-Net are seeking to lay a virtual environment over real geographic places, to supplement existing connections between people, institutions, and programs with electronic ones. Free-Net terminals are being introduced into community police centers, recreation centers, public housing projects, job training centers, and church facilities.

Residents of East Austin identified key community assets such as training centers, churches, schools, performing arts centers, recreation centers, and nonprofit organizations, and created an online database of people, programs, calendars, and events. This "Neighborhood Net" database re-creates—in electronic form, on a Web page—the networking that already exists in the community. The Web page includes a map that shows the physical layout of the community's resources and provides links to other pages with additional information. Eventually, this online database may become a unique encyclopedia of information about the neighborhood.

The Austin Police Department is exploring the use of the community network to enhance community policing tactics. Ricky Davis, an Austin Police officer, says he gets between 400 and 600 calls per month requesting information. For example, he says, "people who want to move into a particular apartment want to know the crime statistics for that building. I have to look up the address on a map, then look up the area in our quarterly crime statistics report, which is a big notebook." Davis recommends putting this information on a Web page accessible to everyone.

Davis would also like the network to allow residents to report abandoned vehicles, drug houses, broken lights and windows, and other problems, to enable the department to enhance its community policing efforts. "We're trying to move beyond responding to individual complaints to anticipating problems," Davis says. "But to do that we really need a thorough knowledge of the community, and we can't develop that by ourselves—people in the community have to be involved. The Free-Net could be a big help."

Links between the online and off-line worlds can help connect people and organizations who would otherwise not interact. Timika Mitchell, for example, uses the network to discover how to make a name for herself as a poet. Mitchell looked at a Web-page map of East Austin and came upon a picture and description of the Victory Grill, a historic African-American performing arts theater and cafe. She has since visited the Grill and arranged to read her work there. Mitchell is now part of a network of local artists.

Our approach to developing network infrastructure and skills emphasizes building and deepening the skills of the community as a whole, as well as the skills of individual users. In Austin, we focus on "training trainers"; we offer people instruction in Internet publishing, for instance, with the proviso that they must then dedicate time to helping teach others. This summer, teenagers who enrolled in a "build your own computer" class were required as part of the curriculum to introduce computers to a friend. This approach emphasizes informal, ongoing, social learning.

An important lesson about how to foster effective public access to the network revolves around where to put public-access computers. Most community networks still tend to site their terminals in schools and libraries. But our experience

shows that it is better to locate public-access computers not in the quiet solitude
of libraries but in venues in which people in low-income communities tend to
95 gather informally during the course of their daily lives. We've had success locat-
ing terminals in churches, recreation centers, and local businesses, and hope to
put additional computers in cafes, laundromats, alternative schools, youth cen-
ters, shopping centers, and even bars and sports facilities. After all, the skills
required for using the Internet are acquired by sharing experiences with others,
100 and in a social atmosphere.

—Gary Chapman and Lodis Rhodes

CHART

10 COMMUNITY NETWORKS

NETWORK	AREA SERVED	WEB SITE	DISTINCTIVE CHARACTERISTICS
ACEnet	rural southeastern Ohio	www.seorf.ohiou.edu/~xx001	Participant in Public Webmarket—an attempt to help local entrepreneurs, artists, and craftspeople sell goods and services on the Internet
Charlotte's Web	Charlotte, North Carolina	www.charweb.org	Serves 10,000 users; provides training and computers to community organizations; developed low-cost touch-screen kiosks
Greater New Orleans Free-Net	New Orleans	www.gnofn.org	Targets low-income neighborhoods in partnership with U.S. Department of Housing and Urban Development; 16,000 users
Hill House Community Access Network	Pittsburgh	www.hillhouse.ckp.edu/hhcan	Offers 20 community access sites along with e-mail accounts
LibertyNet	Philadelphia	www.libertynet.org:80	Features eight public-access computer centers plus a truck with laptops and cellular modems
LincolnNet	South Metro Chicago	www.lincolnnet.net	Youth "Web cast" called Cyber-Sight, for low-income students
Mountain Area Information Network	Western North Carolina	www.main.nc.us	Computer recycling program for the disabled; provides no-cost training for low-income users
NeighborTech	inner city Chicago	www.iit.edu/~nnet	Grassroots group founded by low-income residents and organizations; sponsors twice-yearly technology fair
Ohio Community Computing Center Network	Akron, Columbus, Dayton, Marietta, Toledo, and Youngstown	www.ctcnet.org/occcn.html	Targets low-income neighborhoods; centers are collaborations among community organizations
Tri-Cities Free-Net	Columbia River Basin, Oregon, and Washington	www.tcfn.org	Community technology centers for low-income citizens and the disabled

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 question 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 opening anecdote about Timika Mitchell suggests that she has expanded her options as a result of

1 selling her poetry
2 taking a job
3 creating a home page
4 moving into an apartment

8 The authors' reference to "parks, public transit, libraries, and cultural centers" (lines 21 and 22) implies that Internet access should be

1 arranged by volunteers
2 reserved for the wealthy
3 prohibited in outdoor sites
4 supported by taxes

9 An important purpose of community networks such as Austin Free-Net is to

1 strengthen local connections
2 advance international competition
3 encourage academic research
4 promote computer ownership

10 The experiences of Ricky Davis and Timika Mitchell (lines 61 through 81) are most likely included to illustrate that computer networking can help to

1 identify convicted felons
2 provide needed instruction
3 connect people and resources
4 improve attitudes and feelings

11 An advantage of Austin's emphasis on "training trainers" (line 84) is that

1 little financial investment is required
2 training is limited to the summer months
3 the skills of the community are expanded
4 computer use in schools is fostered

12 As used in line 94, the word "venues" most nearly means

1 buildings   3 web sites
2 places   4 computer terminals

13 According to the authors, where should community network sites be located?

1 in schools and libraries
2 in bus stations and train stations
3 in quiet, rural areas
4 in the center of social activity

14 A main idea of the article is that providing free access to computer networking can benefit

1 the economy
2 poor people
3 computer manufacturers
4 the media

15 According to the chart, which community network is specifically intended for use by young people?

1 Greater New Orleans Free-Net
2 LibertyNet
3 LincolnNet
4 NeighborTech

16 Which column of the chart indicates where to find online information about a particular community network?

1 Network
2 Area Served
3 Web Site
4 Distinctive Characteristics

> 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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SESSION ONE

Wednesday, January 24, 2001 — 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