

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**COMPREHENSIVE EXAMINATION**

IN

**ENGLISH****SESSION ONE****Thursday, June 16, 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.

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 an excerpt from a documentary about Nellie Bly, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the excerpt from the documentary twice. You may take notes on the next page anytime you wish during the readings.

**The Situation:** For women's history month, your local public library is sponsoring a forum on women who possess the qualities of an American hero. You have chosen to make a presentation on Nellie Bly. In preparation for your presentation, listen to an excerpt from a documentary broadcast on PBS about Nellie Bly. Then use relevant information from the excerpt of the documentary to write your presentation.

**Your Task:** Write a presentation for your local library forum in which you explain the qualities that make Nellie Bly an American hero.

### Guidelines:

#### Be sure to

- Tell your audience what they need to know about the qualities that make Nellie Bly an American hero
- Use specific, accurate, and relevant information from the excerpt from the documentary to support your presentation
- Use a tone and level of language appropriate for a presentation for a library forum
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the excerpt from the documentary 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 Who was Phileas Fogg, the inspiration for Bly’s 80-day trip around the world?</p> <ul style="list-style-type: none"><li>(1) a character from literature</li><li>(2) the owner of a newspaper</li><li>(3) a well-known author</li><li>(4) an editor of a magazine</li></ul> <p>2 What was Nellie Bly’s job at <i>The New York World</i>?</p> <ul style="list-style-type: none"><li>(1) literary critic</li><li>(2) travel editor</li><li>(3) salesperson</li><li>(4) reporter</li></ul> <p>3 According to the speaker, the idea for Bly’s trip around the world grew out of her desire for</p> <ul style="list-style-type: none"><li>(1) wealth</li><li>(2) adventure</li><li>(3) companionship</li><li>(4) relaxation</li></ul> <p>4 According to the speaker, Bly’s response to rumors that a man would be sent on the journey in her place shows her</p> <ul style="list-style-type: none"><li>(1) diplomacy</li><li>(2) generosity</li><li>(3) competitiveness</li><li>(4) forgiveness</li></ul> | <p>5 In using the sentence “Cockerill acquiesced,” the speaker suggests that Cockerill</p> <ul style="list-style-type: none"><li>(1) accepted reluctantly</li><li>(2) decided quickly</li><li>(3) profited immensely</li><li>(4) complained frequently</li></ul> <p>6 Nellie Bly dismissed the reporter’s comment that her trip was “something quite remarkable” because she believed</p> <ul style="list-style-type: none"><li>(1) her editor deserved the credit</li><li>(2) other men had previously completed the journey</li><li>(3) her idea was not original</li><li>(4) women of her time were similarly capable</li></ul> |
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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:** The students in your social studies class are going to design a model community. To prepare the class for this design project, your teacher has asked each student to write a report identifying a problem facing communities and suggesting ways a community might solve that problem. You have decided to write your report on the problem of pedestrian safety.

**Your Task:** Using relevant information from *both* documents, write a report for your social studies class in which you explain the problem of pedestrian safety and suggest ways a community might solve that problem.

### Guidelines:

#### Be sure to

- Tell your audience what they need to know about the problem of pedestrian safety
- Suggest ways a community might solve that problem
- Use specific, accurate, and relevant information from the text *and* the chart to support your explanation
- Use a tone and level of language appropriate for a report 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

## Text

...About thirteen percent of all the people who died in traffic accidents during 1997-1998 were pedestrians. But this only begins to describe the scope of the problem. Pedestrians also pay a heavy toll in injuries. Data from the National Highway Traffic Safety Administration (NHTSA) reveal that in 1997 and 1998, for every pedestrian killed by a car, approximately fourteen more were injured. Government estimates show that in 1998 alone, 69,000 pedestrians were hit by cars and injured. However, this number may be low because of under-reporting....

### Who Is at Risk?

Children deserve particular attention when considering pedestrian safety, because they rely more heavily than adults on walking to get where they need to go. In 1997 - 1998, sixteen percent of pedestrian deaths were people under 18 years old. Challenging street crossings that involve high speeds and many lanes of traffic can be particularly hard for young children....

In addition, elderly people face a higher risk of death as pedestrians. Twenty-two percent of all pedestrians killed were over 65, even though only 13 percent of the population is elderly. Many pedestrian facilities, particularly walk signals, are timed for use by young adults in good health, and don't give elderly people enough time to cross in safety.

Some ethnic groups may also be at higher risk. While national statistics are not available, several local studies point to a problem. An STPP study of California pedestrian safety found that a high proportion of pedestrian deaths and injuries in those under 20 years old were young Latinos or African Americans. In 1996, Latino children represented 38.5 percent of the total population of children in California, but they were involved in 47.9 percent of all child pedestrian incidents (fatalities and injuries). In 1996, African American children comprised 7.8 percent of the total population of children in California, but were involved in 14.2 percent of all child-related pedestrian incidents. The Latino Issues Forum attributed the discrepancy to the higher level of walking among Latinos, even though they often live and go to school in areas where walking is difficult and dangerous. The Centers for Disease Control reported recently that in Atlanta, Latinos had pedestrian fatality rates six times that of whites. Latino groups in Atlanta are pushing for better pedestrian facilities along a major seven-lane road where many pedestrians have died. A survey in suburban Washington, DC also found that Latinos were disproportionately represented in pedestrian deaths....

### The Decline in Walking

Americans are walking much less than they used to. The number of trips people take on foot has dropped by 42 percent in the last 20 years. The Nationwide Personal Transportation Survey, conducted by the U.S. Department of Transportation, documents the decline in the amount Americans walk. Walking dropped from 9.3 percent of all trips in 1977 to just 5.4 percent in 1995. Yet more than one-quarter of all trips are still one mile or less, and by one calculation at least 123 million car trips made each day in the United States were short enough to have been made on foot.

Much of the decline in walking can be attributed to the increase in neighborhoods designed so that it is not safe or convenient to travel by foot.

Residential areas with no sidewalks and wide streets have been built with high-speed car travel in mind. The nearest store, school, or workplace is often far beyond the quarter- to half-mile radius that is most convenient for foot travel. Workplaces are often located in office parks accessible only by car, and isolated from any other services.

There is ample evidence from dozens of studies that compact communities that mix housing, workplaces, and shopping are places where people take more trips on foot. But such “traditional” neighborhoods are often in the older part of town, and newer developments tend to be more automobile oriented. One recent study of Seattle neighborhoods found that the newer the development, the less likely it is that residents will walk, bicycle, or take transit....

The influence of community design on the decision of whether or not to walk is made clear by looking at the trend in the number of children who walk to school. Schools are increasingly isolated from the communities they serve. New schools may be placed on the edge of communities, and wide, busy thoroughfares prevent children from biking or walking to school. Even schools that back up on subdivisions are often inaccessible by foot because there is no path to them: the only link is a circuitous street network. Many communities experience traffic jams around schools as parents deliver children to the door. Increasingly, mothers (and some fathers) are becoming the bus drivers of the new millennium. Women with school-aged children now make more car trips each day than any other population group, and on average spend more than an hour a day in the car....

### **Walking Less: A Threat to Health**

...The American Medical Association (AMA) recently declared obesity an epidemic and a major public health concern. The AMA blames the epidemic on people eating more, and on the fact that “opportunities in daily life to burn energy have diminished.” In an editorial in its journal, the AMA noted that car trips have replaced trips that used to be made on foot or by bicycle, and says helping people get back to walking or bicycling should be a first target in combating the obesity epidemic. But it also noted, “Reliance on physical activity as an alternative to car use is less likely to occur in many cities and towns unless they are designed or retro-fitted to permit walking or bicycling.”

Obesity is just one of the health problems associated with a sedentary lifestyle. The Centers for Disease Control estimates that 300,000 Americans die each year from diseases associated with physical inactivity. Even modest physical activity, such as walking, can decrease the risk of coronary heart disease, high blood pressure, colon cancer, diabetes, and even depression....

### **Retrofitting Streets: More than Crosswalks**

Since so many of our streets have been designed exclusively with automobiles in mind, it takes more than a crosswalk and a walk signal to make them safe and inviting for pedestrians. Many communities across the country are making streets safer with traffic calming techniques. Traffic calming redesigns streets to reduce vehicle speeds and give more space and priority to cyclists and pedestrians. Traffic calming includes a variety of changes that slow or divert vehicle traffic, separate pedestrian pathways from vehicle traffic, and make the road corridor more pleasant. Common traffic calming measures include landscaped traffic circles, medians or extended sidewalks that narrow the roadway, and partial closures to divert through traffic. Many communities are slowing traffic with speed humps, but the most successful projects integrate a variety of techniques

that make the street more attractive and inviting for people on foot and bicycle. The Institute of Traffic Engineers has published a manual on traffic calming; to see it visit <http://www.ite.org/traffic/index.html>...

### **Designing for Pedestrians**

Traffic calming is but one part of a broader attempt to fundamentally refocus the design of both streets and communities so that walking is safe and convenient.

Encouraging pedestrian travel means designing communities so that people have somewhere to walk to. That means developing neighborhoods where residents are within a reasonable walking distance of shops, offices, schools, libraries, and transit stops. According to the American Planning Association's *Best Development Practices*, the best neighborhoods for walking are developed in small clusters, with well-defined centers and edges, and compact commercial centers. The street network in these neighborhoods should include multiple connections and direct routes that allow pedestrians to choose the shortest distance to a destination. Schools should also be placed so children can walk and bicycle without having to cross high-speed streets...

### **Investing In Pedestrian Safety**

Making pedestrian safety a priority means investing transportation funds in pedestrian facilities and safer streets. Each state should attempt to align pedestrian safety funding to pedestrian safety needs, as indicated by rates of fatalities and injuries: if 25 percent of a state's traffic deaths are pedestrians, it should consider allocating a similar share of safety funding to making walking safer. State Departments of Transportation should target such funding by using a systematic approach for identifying problem areas for pedestrians, similar to the systems now used to identify high accident areas for vehicles. When it comes to funding, dangerous pedestrian areas should be considered on an equal footing with dangerous locations for motor vehicles...

— Barbara McCann and Bianca DeLille  
excerpted from "Mean Streets 2000"  
[www.transact.org](http://www.transact.org)

## CHART

### Some Traffic Calming Techniques

Technique	Description	Advantages	Disadvantages
<b>Speed bumps, humps, and tables</b>	Raise pavement three to four inches. Bumps are narrow and abrupt. Humps and speed tables are more gradual, often 22 feet long, usually with a flat top.	<ul style="list-style-type: none"> <li>• Make drivers think about the roadway</li> <li>• Effective in cutting down speed</li> <li>• Self-enforcing</li> <li>• Relatively inexpensive</li> </ul>	<ul style="list-style-type: none"> <li>• Noisy</li> <li>• Annoying to drivers</li> <li>• Slows down emergency vehicles</li> </ul>
<b>Chicanes, bends, and deviations</b>	Roadway designs that make motorists drive around fixed objects, usually curbs extending alternately from opposite sides to form a serpentine pathway.	<ul style="list-style-type: none"> <li>• Visually pleasing</li> <li>• Satisfactory for emergency vehicles</li> </ul>	<ul style="list-style-type: none"> <li>• Expensive</li> </ul>
<b>Neckdowns, chokers, and bulbs</b>	Various forms of narrowing the road at midroad or intersections, usually by protruding sidewalks into the street from one or more sides.	<ul style="list-style-type: none"> <li>• Can be visually pleasing</li> <li>• Helps pedestrians cross</li> </ul>	<ul style="list-style-type: none"> <li>• Can present problems for bicyclists, snow removal</li> </ul>
<b>Narrow roads</b>	Use sidewalks, landscaping, or striping to narrow lanes to about 10 feet.	<ul style="list-style-type: none"> <li>• Drivers slow instinctively</li> <li>• Pedestrian-friendly</li> <li>• Creates neighborly scene</li> </ul>	<ul style="list-style-type: none"> <li>• Can present problems for bicyclists</li> <li>• Eliminates on-street parking</li> </ul>
<b>Raised intersections and changes in road texture</b>	Use grooved asphalt, colored paving stones, brick, or cobblestones.	<ul style="list-style-type: none"> <li>• Gets drivers' attention</li> <li>• Good for pedestrians</li> </ul>	<ul style="list-style-type: none"> <li>• Noisy for neighbors</li> <li>• Can be bumpy for bicyclists</li> </ul>
<b>Direction changes</b>	Accomplished by "diverters" that diagonally bisect an intersection or barriers that force cars to turn one direction.	<ul style="list-style-type: none"> <li>• Effective in stopping short-cut and cut-through traffic</li> </ul>	<ul style="list-style-type: none"> <li>• Can be costly</li> <li>• Confusing to strangers</li> <li>• Adds to commutes and emergency response times</li> </ul>

Source: (adapted) "Slow down, you're going too fast!"  
Public Technology, Inc., 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 authors indicate that elderly pedestrians are at greater risk than younger adults because the elderly tend to
- (1) underestimate the speed of the traffic
  - (2) walk slowly when crossing streets
  - (3) ignore signals at crosswalks
  - (4) walk with friends or pets
- 8 According to the text, Americans walk less than they used to because
- (1) neighborhoods often lack sidewalks
  - (2) cars have become more affordable
  - (3) bicycle riding has replaced walking
  - (4) offices are located in residential areas
- 9 The authors indicate that older neighborhoods are better for walking because, in those neighborhoods,
- (1) speed limits are strictly enforced
  - (2) cars are parked in driveways
  - (3) homes and stores are close together
  - (4) children and elderly people are supervised
- 10 The authors imply that the decision of whether or not a child walks to school is based largely on the
- (1) age of the child
  - (2) starting time of the school day
  - (3) income level of the parents
  - (4) location of the school
- 11 According to the text, the main purpose of traffic calming is to
- (1) conserve energy
  - (2) save money
  - (3) slow automobiles
  - (4) reduce crime
- 12 The text implies that community designers can best encourage walking by providing pedestrians with
- (1) shelters
  - (2) destinations
  - (3) rules
  - (4) vehicles
- 13 According to the text, the amount of money a state spends on pedestrian safety needs should be based on the number of
- (1) pedestrian accidents
  - (2) traffic lights
  - (3) automobiles
  - (4) crosswalks
- 14 According to the chart, in the description of the pathway formed by chicanes, bends, or deviations, the word “serpentine” most nearly means
- (1) wide
  - (2) bumpy
  - (3) winding
  - (4) slippery
- 15 Which technique in the chart is cited as presenting a difficulty for maintaining the roadway in winter?
- (1) speed bumps, humps, and tables
  - (2) neckdowns, chokers, and bulbs
  - (3) narrow roads
  - (4) raised intersections and changes in road texture
- 16 From the information in the chart, what conclusion may be drawn regarding the use of traffic calming techniques in community design?
- (1) Most techniques are too expensive to be used often.
  - (2) Few techniques are appropriate for commercial areas.
  - (3) The least expensive techniques are also the least effective.
  - (4) No single technique is correct for all situations.

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

Thursday, June 16, 2005 — 9:15 a.m. to 12:15 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 \_\_\_\_\_

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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