

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH**SESSION ONE****Wednesday, August 18, 2010 — 8:30 to 11:30 a.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 Peace Corps volunteers, 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 local youth group is putting together a newsletter about volunteer work, to be handed out at a career fair. You have decided to contribute an article about Peace Corps volunteers and their influence in foreign countries. In preparation for writing your article, listen to a speech by Gaddi Vasquez about Peace Corps volunteers and their influence in foreign countries. Then use relevant information from the speech to write your article.

Your Task: Write an article for your youth group's newsletter about Peace Corps volunteers and discuss their influence in foreign countries.

Guidelines:

Be sure to

- Tell your audience what they need to know about Peace Corps volunteers and their influence in foreign countries
- Use specific, accurate, and relevant information from the speech to support your discussion
- Use a tone and level of language appropriate for an article for a youth group newsletter
- 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.

- | | |
|---|---|
| <p>1 According to the speaker, Peace Corps members sign up for a duration of</p> <p>(1) 1 year (3) 6 months
(2) 2 years (4) 4 years</p> <p>2 When the speaker says that Peace Corps volunteers “put a face on America,” he most probably means that volunteers</p> <p>(1) are goodwill ambassadors
(2) have professional connections
(3) seek personal advancement
(4) need career relocation</p> <p>3 According to the speaker, one reason the Peace Corps exists is to</p> <p>(1) promote exports from the United States
(2) increase immigration to the United States
(3) improve understanding of the United States
(4) exchange artistic skills with the United States</p> | <p>4 Peace Corps volunteer Eric Pacific helped the Armenians implement plans for</p> <p>(1) child care programs
(2) fuel conservation policies
(3) recycling plants
(4) communication systems</p> <p>5 Peace Corps volunteers helped island women near Senegal use computer networks to</p> <p>(1) advertise their merchandise
(2) e-mail their relatives
(3) purchase consumer goods
(4) discover online learning</p> <p>6 The speaker includes a quote by President Kennedy to emphasize that Peace Corps service</p> <p>(1) expands financial opportunities
(2) involves a short commitment
(3) provides an enriching challenge
(4) sponsors exchange students</p> |
|---|---|

After you have finished these questions, turn back 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 graphic 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 weather conditions. As part of your final project, you have chosen to prepare a presentation for the class explaining windchill and discussing ways to minimize its dangerous effects.

Your Task: Using relevant information from *both* documents, write a presentation for your Earth science class in which you explain windchill and discuss ways to minimize its dangerous effects.

Guidelines:

Be sure to

- Tell your audience what they need to know about windchill
- Discuss ways to minimize the dangerous effects of windchill
- Use specific, accurate, and relevant information from the text *and* the graphic to support your discussion
- Use a tone and level of language appropriate for a presentation to an Earth 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

Besides the actual outside temperature, there are many other factors that make someone feel “cold.” Arguably, the most popular guideline is wind chill. In November 2001, the National Weather Service (NWS) changed the wind chill temperature index, and the latest formula is used extensively throughout Canada and the United States. The old index calculated wind speed in terms of how quickly water freezes at 33 feet above ground (the typical height of an anemometer, an instrument that measures wind speed), while the newer replacement index is based on readings at a height of five feet above ground—the average “face level.”

A scientific definition to that elusive characteristic of the weather known as “cold” was first put forth by Antarctic explorer Paul A. Siple and his colleague Charles F. Passel in 1939. Some of the tests used water-filled plastic cylinders to measure the speed at which water freezes at different air temperatures and wind speeds. Siple coined the term “wind chill” to describe their concept of the relative cooling power (or heat removal) of the human body with various combinations of wind speed and low temperatures.

The widely accepted wind chill formula is designed to provide a consistent measure to ensure public safety. There are a number of definitions for the wind chill factor, but simply put, it combines air temperature and wind speed to come up with a reading of what it really feels like outside. The stronger the wind during a given temperature reading, the lower the wind chill factor. Wind moving past exposed skin during cold weather increases the body’s heat loss. If the temperature is low, and the wind is strong, the body often cannot keep up with heat loss, and the skin temperature decreases. Wind chill pertains to all warm-blooded animals—including pets, wildlife, livestock, and of course, people.

Outdoor enthusiasts who create their own wind or increase the existing wind—by skiing, snowmobiling, or running for example—can increase the apparent wind chill. Air movement evaporates moisture from the exposed skin, decreasing the temperature. In the summer this feels great—a reason fans are so popular—because it has a cooling effect on an overheated person. However, this same experience can have serious consequences during cold weather in situations where it’s good to retain as much heat as possible. Any part of the body touching a cold surface also takes away body heat (known as conduction), as does breathing cold air. Other elements of the weather such as wind speed, relative humidity, and sunshine also influence comfort. The health and metabolism¹ of a person—along with the type of clothing worn—will also affect how cold a person feels. Becoming extraordinarily cold can have adverse effects; two of which are outlined below.

Frostbite is tissue damage caused by exposure to intense cold, and usually occurs when wind chill temperatures fall below 25 degrees F. The early stages of frostbite are a burning or stinging sensation in the affected parts. The skin will be bright pink at first as ice crystals begin to form under the surface. Numbness sets in as the skin turns to pale white, with a hint of gray or yellow spotting. When actual frostbite occurs, parts of the body begin to freeze. It usually starts with the extremities—spreading to the cheeks, and on to the hands and feet. Medical attention is essential! Until help arrives, or the victim can be taken to the nearest treatment center, keep affected body parts as warm as possible. Fingers are usually frostbit first, and they can be slipped under the arm pits, inside the upper thighs, or in the mouth for warmth. You can also make body temperature rise by

¹metabolism — all the physical and chemical processes involved in the maintenance of life

50 flexing the affected hand or foot. Without assistance—and sometimes even with
it—possible consequences of frostbite are gangrene, severe infection, and in
extremely bad instances, amputation.

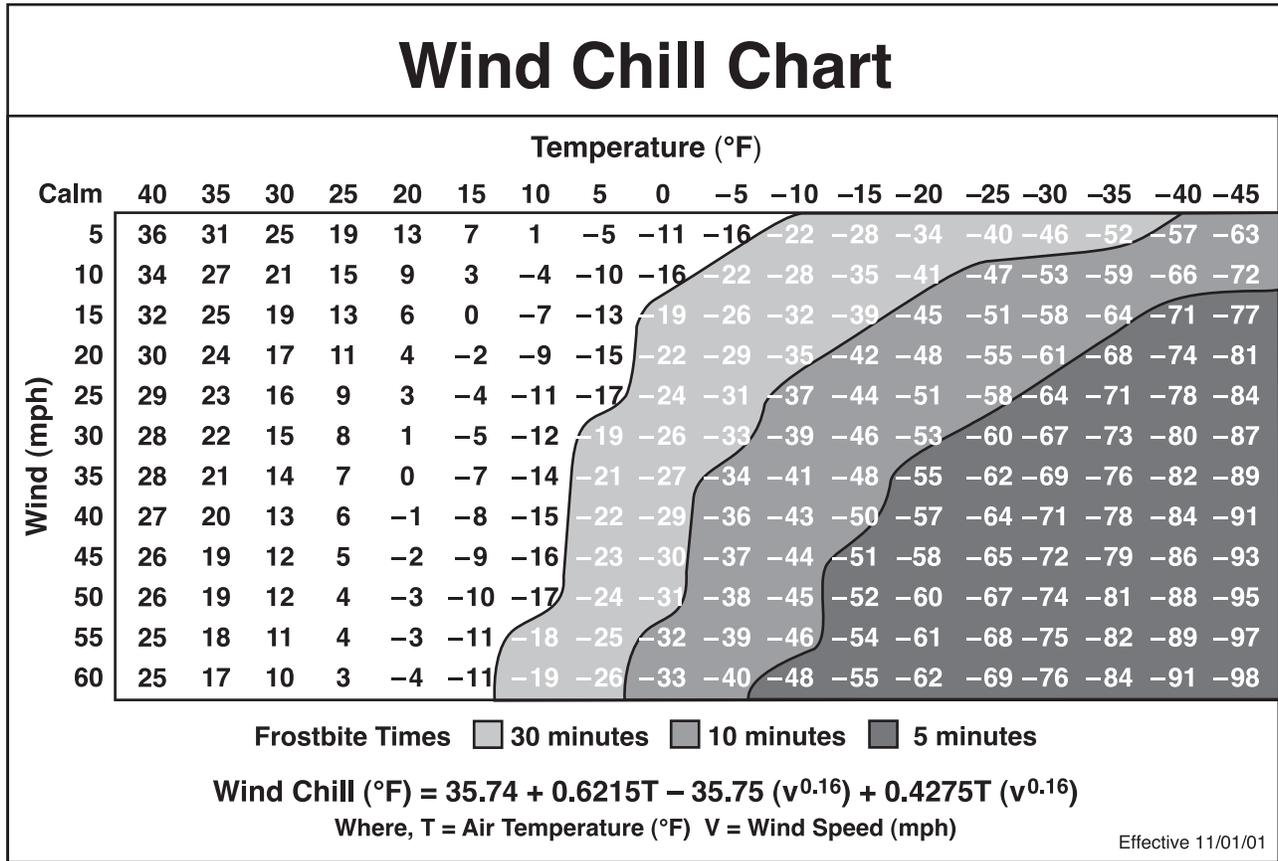
Another result of wind chill is hypothermia, the rapid cooling of the body's
inner core to below its normal temperature of 98.6 degrees F. Some of the
55 symptoms are violent shivering, slurred speech, exhaustion, drowsiness,
disorientation, and impaired judgment. Hypothermia gradually overcomes a
person who has been chilled by wet clothing, low temperatures, or brisk winds.
The important thing to remember is, temperatures do not have to drop below
freezing for this condition to set in. Smoking, drinking, or taking prescription
60 drugs or illegal narcotics present added dangers in wind chill conditions. All of
these dull your sensitivity to the circumstances, and have physical effects that will
make you more susceptible to frostbite and hypothermia.

With winter always offering the possibilities of low temperatures, it's
important to be aware of the wind chill factor, and what it can mean. Wind chill
65 charts for regular reference are available wherever outdoor equipment is sold.
When you venture out in winter, dress for both the weather and the wind. Wear
loose-fitting, lightweight, warm clothing in several layers, which can be removed
to prevent perspiration and subsequent chilling. Snug mittens are better
protection than fingered gloves. If you take the proper precautions, when wind
70 chill comes whipping at your nose you'll be ready!

— Tom and Joanne O'Toole
adapted from "Wind Chill Makes It Colder Than You Think"
New York State Conservationist, February 2004

GRAPHIC

Chart



Source: (adapted) National Weather Service
<http://www.weather.gov>

Table

How to Assess if Someone is Hypothermic

Stage	Core Body Temperature	Signs and Symptoms
Mild Hypothermia	99° – 97° F	Normal, shivering can begin.
	97° – 95° F	Cold sensation, goose bumps, unable to perform complex tasks with hands, shivering can be mild to severe, hands numb.
Moderate Hypothermia	95° – 93° F	Shivering, intense, muscle incoordination becomes apparent, movements slow and labored, stumbling pace, mild confusion, may appear alert. Use sobriety test, if unable to walk a 30-foot straight line, the person is hypothermic.
	93° – 90° F	Violent shivering persists, difficulty speaking, sluggish thinking, amnesia starts to appear, gross muscle movements sluggish, unable to use hands, stumbles frequently, difficulty speaking, signs of depression, withdrawn.
Severe Hypothermia	90° – 86° F	Shivering stops, exposed skin blue or puffy, muscle coordination very poor, inability to walk, confusion, incoherent/irrational behavior, but may be able to maintain posture and appearance of awareness.
	86° – 82° F	Muscle rigidity, semiconscious, stupor, loss of awareness of others, pulse and respiration rate decrease, possible heart fibrillation. ¹
	82° – 78° F	Unconscious, heartbeat and respiration erratic, pulse may not be felt.
	78° – 75° F	Pulmonary edema, ² cardiac and respiratory failure, death. Death may occur before this temperature is reached.

¹fibrillation — uncoordinated muscle twitching that replaces normal contraction of the heart muscle

²pulmonary edema — an abnormal buildup of fluid in the lungs causing difficulty breathing

Source: (adapted) Rick Curtis
 “Outdoor Action Guide to Hypothermia and Cold
 Weather Injuries,” www.princeton.edu,
 August 28, 2007

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 new method for calculating windchill used by the National Weather Service is based on readings taken
- (1) at a 5-foot elevation
 - (2) every day at noon
 - (3) near the Canadian border
 - (4) above the Arctic circle
- 8 In cold weather, a body loses heat more rapidly than normal when
- (1) air pressure fluctuates
 - (2) heartrate is elevated
 - (3) wind hits exposed skin
 - (4) movement is restricted
- 9 As used in line 37, the term “adverse” most nearly means
- (1) significant
 - (2) excessive
 - (3) lasting
 - (4) harmful
- 10 What conditions will most likely cause frostbite to occur?
- (1) Air temperature decreases and wind speed decreases.
 - (2) Air temperature decreases and wind speed increases.
 - (3) Air temperature increases and wind speed decreases.
 - (4) Air temperature increases and wind speed increases.
- 11 Which symptom is characteristic of frostbite?
- (1) irritated skin
 - (2) slurred speech
 - (3) violent shivering
 - (4) impaired judgment
- 12 According to the text, a person is said to develop hypothermia when
- (1) fingers and toes become immobile
 - (2) internal temperature drops below normal
 - (3) burning and stinging sensations occur
 - (4) facial tissue turns bright pink
- 13 According to the chart, when wind speed is 10 mph and air temperature is 5° F, the windchill temperature is
- (1) 1° F
 - (2) –10° F
 - (3) 3° F
 - (4) –22° F
- 14 According to the chart, when air temperature is –10° F and wind speed is 25 mph, frostbite will begin to occur in how many minutes?
- (1) 30
 - (2) 20
 - (3) 10
 - (4) 5
- 15 Which statement is supported by information from the table?
- (1) Shivering can start at normal body temperature.
 - (2) Mild hypothermia enhances daily activity.
 - (3) Sobriety tests offer little help.
 - (4) Air temperatures do not affect the heart.
- 16 According to the table, with severe hypothermia a person’s symptoms might include
- (1) shivering and shaking
 - (2) severe stomach cramps
 - (3) goose bumps and numb hands
 - (4) irregular heartbeat

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

Wednesday, August 18, 2010 — 8:30 to 11:30 a.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 _____

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

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