

COMPREHENSIVE ENGLISH

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

Tuesday, August 13, 2013 — 8:30 to 11:30 a.m., only

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

A separate answer sheet has been provided for you. Follow the instructions for completing the student information on your answer sheet. You must also fill in the heading on each page of your essay booklet that has a space for it, and write your name at the top of each sheet of scrap paper.

The examination has four parts. Part 1 tests listening skills; you are to answer all eight multiple-choice questions. For Part 2, you are to answer all twelve multiple-choice questions. For Part 3, you are to answer all five multiple-choice questions and the two short constructed-response questions. For Part 4, you are to write one essay response. The two short constructed-response questions and the essay response should be written in pen.

When you have completed the examination, you must sign the statement printed at the bottom of the front of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

NOTES

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

Part 1 (Questions 1–8)

Multiple-Choice Questions

Directions (1–8): Use your notes to answer the following questions about the passage read to you. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you.

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|---|--|
| <p>1 As used by the speaker, the word “transformative” suggests a need for</p> <ul style="list-style-type: none">(1) rapid investment(2) limiting ambition(3) restricting exploration(4) fundamental change <p>2 The speaker suggests that the ultimate goal of the 21st Century Space Enterprise is to</p> <ul style="list-style-type: none">(1) return to the moon(2) discover new planets(3) inhabit the solar system(4) find alternate fuel <p>3 According to the speaker, the proposed plans for space exploration will require</p> <ul style="list-style-type: none">(1) rigid deadlines(2) new technologies(3) gradual forward progress(4) careful budgetary management <p>4 According to the speaker, the “new players” in NASA’s space exploration will include</p> <ul style="list-style-type: none">(1) public universities(2) research companies(3) public interest groups(4) private lobbying firms | <p>5 When the speaker poses the question “So how do we start?” it signals a</p> <ul style="list-style-type: none">(1) shift in focus(2) new definition(3) restatement of thesis(4) contrasting argument <p>6 When the speaker uses the phrases “engage young minds” and “bring ... dreams to fruition,” his attitude is</p> <ul style="list-style-type: none">(1) competitive(2) objective(3) nostalgic(4) encouraging <p>7 The speaker suggests that the International Space Station is central to NASA’s future primarily because it can</p> <ul style="list-style-type: none">(1) maneuver easily in space(2) maintain a successful ecosystem(3) supply astronauts with adequate nutrition(4) provide scientists with essential information <p>8 The speaker concludes with a series of</p> <ul style="list-style-type: none">(1) rhetorical questions(2) goals and objectives(3) historical allusions(4) appeals to conscience |
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Part 2 (Questions 9–20)

Directions (9–20): Below each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you.

Reading Comprehension Passage A

...To get to the blackberry patch, at the back of the farm, sometimes we drove the pickup, which was a treat. Driving in the fields was a holiday of its own. The grass would brush the underside of the pickup and you could hear it. Or if we didn't drive, we walked out there. Talk about tall grass. If you walked out there, you had to go through the big
5 pasture by the north pond. That pasture had tall fescue grass¹ you had to wade through. If you sat down, the horizon vanished, the trees on the edge of the field vanished. You could see just a few feet into the grass, and you could see sky. That was all. You could flatten down the grass to make a little sitting area. You could make a path to another sitting area and have two sitting areas and a path. Of course, once the grass was cut for hay, there'd be no more
10 of that kind of thing. The grass on the front hill was the same.

They were wild blackberries. Picking them was fun for about the first twelve berries, then it was work, but you were allowed to eat as many as you wanted. Fresh blackberries meant you got a cobbler for dinner. You could also put them on your cereal with honey. The
15 second day, maybe we would crumble hot biscuits into bowls, then sprinkle them with berries, then add milk or cream, then add honey. It was almost the best thing a person could eat. There was no name for it, so when you wanted it you had to say the whole thing: "Biscuits with berries on them and then milk and honey in a bowl." It was a breakfast or a dessert for lunch or dinner or a snack for after dinner or night. That's what it was. It was all of that. ...

20 The brambles would scratch you when you were picking berries. Like how a kitten scratches you on your arms, even though they don't mean it. Also, there were ticks, chiggers and poison ivy. The hazards of the blackberry patch. You never saw any snakes out there, but for some reason you were always told that there might be snakes. A watchful eye was required.

25 It felt like a long way from the house, even though you could look across the pastures and see the house on the hill, residing in the elm shade. Still, it felt like you were really out somewhere. You knew the creek was not too far away. You couldn't hear any roads from there. If you looked up, maybe there was a jet making a line in the sky. Not that you could see the actual jet, just the line. ...

30 Before blackberry month, there were trips to pick strawberries at strawberry farms. For about three days you ate as many strawberries as humanly possible. The rest had to be cleaned, sliced, sugared and frozen. Then there were trips to go pick blueberries. And then you ate as many of them as humanly possible. The rest had to be cleaned and frozen. Or canned. Canning happened at night because it was too hot to do during the day and it
35 helped a lot if Dad was home to pitch in. The shadows slanted across the yard.

The shadows slanted across the garden. A horsefly droned past, on his way to somewhere else. The barn swallows swooped and banked above the horse pasture. They spiraled, dove. Their forked tails.

One flew right between the legs of the horse. You saw it. ...

—Jeremy Jackson
excerpted from "Food, Animals"
The Missouri Review, Spring/Summer 2005

¹fescue grass — grasses or grass often raised for grazing animals

- 9 The primary function of the opening paragraph is to
- (1) identify the conflict
 - (2) establish the setting
 - (3) reveal the theme
 - (4) foreshadow the resolution
- 10 The words “That’s what it was. It was all of that” (lines 18 and 19) illustrate that blackberries most likely represent a
- (1) difficult ordeal
 - (2) community event
 - (3) personal goal
 - (4) family ritual
- 11 The description of hazards in the blackberry patch (lines 20 through 24) is included in order to parallel
- (1) real world dangers
 - (2) rejection of responsibility
 - (3) challenges to authority
 - (4) childhood dreams
- 12 The imagery of “The shadows slanted across the yard” (line 35) is used to emphasize the
- (1) changes in personality
 - (2) concern for the environment
 - (3) passage of time
 - (4) interest in history
- 13 The purpose of the last line is most likely to
- (1) capture a moment in time
 - (2) reveal a tragic event
 - (3) introduce an important narrator
 - (4) indicate a shift in setting
- 14 The primary purpose of the second-person narration throughout most of the passage is to
- (1) expose the writer’s secret identity
 - (2) include the reader in the events
 - (3) present an antagonist in the plot
 - (4) highlight the importance of the setting
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Reading Comprehension Passage B

From San Francisco to New York to Paris, city governments, high-class restaurants, schools, and religious groups are ditching bottled water in favor of what comes out of the faucet. With people no longer content to pay 1,000 times as much for bottled water, a product no better than water from the tap, a backlash against bottled water is growing.

5 The U.S. Conference of Mayors, which represents some 1,100 American cities, discussed at its June 2007 meeting the irony of purchasing bottled water for city employees and for city functions while at the same time touting¹ the quality of municipal water. The group passed a resolution sponsored by Mayors Gavin Newsom of San Francisco, Rocky Anderson of Salt Lake City, and R. T. Rybak of Minneapolis that called for the examination
10 of bottled water’s environmental impact. The resolution noted that with \$43 billion a year going to provide clean drinking water in cities across the country, “the United States’ municipal water systems are among the finest in the world.”...

Tap water promotional campaigns would have seemed quaint a few decades ago, when water in bottles was a rarity. Now such endeavors are needed to counteract the pervasive²
15 marketing that has caused consumers to lose faith in the faucet. In fact, more than a quarter of bottled water is just processed tap water, including top-selling Aquafina and Coca-Cola’s Dasani. When Pepsi announced in July [2007] that it would clearly label its Aquafina water as from a “public water source,” it no doubt shocked everyone who believed that bottles with labels depicting pristine mountains or glaciers delivered a superior product. ...

20 With sales growing by 10 percent each year, far faster than any other beverage, bottled water now appears to be the drink of choice for many Americans—they swallow more of it than milk, juice, beer, coffee, or tea. While some industry analysts are counting on bottled water to beat out carbonated soft drinks to top the charts in the near future, the burgeoning³ back-to-the-tap movement may reverse the trend.

25 In contrast to tap water, which is delivered through an energy-efficient infrastructure, bottled water is an incredibly wasteful product. It is usually packaged in single-serving plastic bottles made with fossil fuels. Just manufacturing the 29 billion plastic bottles used for water in the United States each year requires the equivalent of more than 17 million barrels of crude oil.

30 After being filled, the bottles may travel far. Nearly one quarter of bottled water crosses national borders before reaching consumers, and part of the cachet⁴ of certain bottled water brands is their remote origin. Adding in the Pacific Institute’s estimates for the energy used for pumping and processing, transportation, and refrigeration, brings the annual fossil fuel footprint of bottled water consumption in the United States to over 50
35 million barrels of oil equivalent—enough to run 3 million cars for one year. If everyone drank as much bottled water as Americans do, the world would need the equivalent of more than 1 billion barrels of oil to produce close to 650 billion individual bottles. ...

40 Slowing sales may be the wave of the future as the bottle boycott movement picks up speed. With more than 1 billion people around the globe still lacking access to a safe and reliable source of water, the \$100 billion the world spends on bottled water every year could certainly be put to better use creating and maintaining safe public water infrastructure everywhere.

—Janet Larsen
excerpted from “Bottled Water Boycotts: Back-to-the-Tap
Movement Gains Momentum”
www.earthpolicy.org, December 7, 2007

¹touting — praising or publicizing loudly or extravagantly

²pervasive — tends to become diffused throughout every part

³burgeoning — growing rapidly

⁴cachet — influential status

- 15 What quality of bottled water is represented in line 3 of the passage?
- (1) convenience
 - (2) purity
 - (3) flavor
 - (4) cost
- 16 The resolution passed by the United States Conference of Mayors in 2007 emphasized the
- (1) health benefits from imported water
 - (2) high quality of public water
 - (3) tax money gained from bottled water
 - (4) outstanding taste of spring water
- 17 The author includes the phrase “pristine mountains or glaciers delivered a superior product” (line 19) to illustrate a
- (1) common misconception
 - (2) shared goal
 - (3) lasting impression
 - (4) basic condition
- 18 What is the primary focus of lines 32 through 35?
- (1) consumer cost
 - (2) foreign influence
 - (3) national debt
 - (4) environmental impact
- 19 The author’s comparison of tap water to bottled water illustrates that bottled water is
- (1) “clean drinking water” (line 11)
 - (2) “the finest in the world” (line 12)
 - (3) “incredibly wasteful” (line 26)
 - (4) “the wave of the future” (line 38)
- 20 The author develops the passage primarily through the use of
- (1) factual evidence
 - (2) cause and effect
 - (3) descriptive narrative
 - (4) question and answer
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Part 3 (Questions 21–27)

Directions: On the following pages read Passage I (an excerpt from a memoir) and Passage II (a poem) about the nature of work. You may use the margins to take notes as you read. Answer the multiple-choice questions on the answer sheet provided for you. Then write your response for question 26 on page 1 of your essay booklet and question 27 on page 2 of your essay booklet.

Passage I

In 1989, when I was in my late twenties, I saw a magazine photo of half a dozen forest fire fighters taking a break on the fire line. They wore yellow Nomex shirts and hard hats and had line packs on their backs and were leaning on their tools in a little meadow, watching the forest burn. In front of them was a wall of flame three hundred feet high.

5 There was something about the men in that photo—their awe, their exhaustion, their sense of purpose—that I wanted in my life. I tacked the photo to my wall and lived with it for a whole winter.

It was an uninspiring time in my life. I was living in a grim little apartment in Somerville, Massachusetts. I'd quit waiting tables, and I had vague ideas of making my
10 living as a writer. The only good thing I had going on was an intermittent job—more of an apprenticeship, really—working as a climber for a tree company. I'd met a guy in a bar who showed me an enormous scar across his knee from a chain saw accident, and offered me a job. He said he'd teach me to climb if I worked for him whenever he needed someone. I agreed. I climbed trees over houses, trees over garages, trees over telephone lines. I
15 climbed trees that were twenty feet high and swayed from my weight; I climbed others that were 150 years old and had branches so big that holding them was like hanging from the neck of an elephant. Some of the trees had to be taken down; some just had to be pruned. All of them terrified me. I learned to work without looking down. I learned to work without thinking too directly about what I was doing. I learned just to do something
20 regardless of how I felt about it. ...

My experience as a climber culminated one clear, cold November day, when the owner of a tree company asked me to give him a price on a very dangerous job. A large tree had split down the middle, and the bulk of the tree was still balanced in a tiny piece of trunk. Working in a tree like that would be risky because it was unstable, and if it came down
25 unexpectedly, the climber would almost certainly be killed. I walked around the property, looked at the tree from various angles, and told him, "Five hundred dollars." He shrugged and agreed. It wasn't worth five hundred dollars to go up into that tree—it wasn't worth any amount—but I saw another way to do it. On either side of the property were two taller trees that were roughly lined up with the one in question. I climbed both of the taller trees, set
30 up a tension line between them, clipped into it, and pulled myself hand over hand until I was directly over the tree that had to come down. I rappelled¹ down into it and began working. If it fell out from under me, I was still safe. I limbed² the tree out and then dropped the trunk in sections. It took two hours. At the time it felt like the best thing I'd ever done. ...

—Sebastian Junger
excerpted from *Fire*, 2002

¹rappelled — descended by rope

²limbed — removed branches

Passage II
Proud Riders

We rode hard, and brought the cattle from brushy springs,
From heavy dying thickets, leaves wet as snow;
From high places, white-grassed and dry in the wind;
Draws¹ where the quaken-asps² were yellow and white,
5 And the leaves spun and spun like money spinning.
We poured them on to the trail, and rode for town.

Men in the fields leaned forward in the wind,
Stood in the stubble and watched the cattle passing.
The wind bowed all, the stubble shook like a shirt.
10 We threw the reins by the yellow and black fields, and rode,
And came, riding together, into the town
Which is by the gray bridge, where the alders are.
The white-barked alder trees dropping big leaves
Yellow and black, into the cold black water.
15 Children, little cold boys, watched after us—
The freezing wind flapped their clothes like windmill paddles.
Down the flat frosty road we crowded the herd:
High stepped the horses for us, proud riders in autumn.

—H.L. Davis
from *Proud Riders and Other Poems*, 1942
Harper & Brothers Publishers

¹draws — natural drainage basins

²quaken-asps — a type of tree

Multiple-Choice Questions

Directions (21–25): Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you.

Passage I (the memoir excerpt) — Questions 21–22 refer to Passage I.

- 21 As the narrator looks at the magazine photograph, he experiences feelings of
- (1) admiration
 - (2) contentment
 - (3) discomfort
 - (4) impatience
- 22 The purpose of the narrator’s use of the word “trees” in lines 14 through 17 is to
- (1) describe the beautiful environment
 - (2) emphasize the variety of climbing jobs
 - (3) reinforce the benefits of the outdoors
 - (4) explain the close working partnerships

Passage II (the poem) — Questions 23–25 refer to Passage II.

- 23 The first stanza of the poem describes
- (1) a riding lesson
 - (2) an athletic competition
 - (3) a family activity
 - (4) an animal roundup
- 24 The action of the horses in line 18 is a reflection of the
- (1) road’s condition
 - (2) rider’s feelings
 - (3) children’s fears
 - (4) herd’s size
- 25 What is the form of the poem?
- (1) sonnet
 - (2) ballad
 - (3) narrative
 - (4) allegory
-

Short-Response Questions

Directions (26–27): Write your responses to question 26 on page 1 of your essay booklet and question 27 on page 2 of your essay booklet. Be sure to answer **both** questions.

26 Write a well-developed paragraph in which you use ideas from **both** Passage I (the memoir excerpt) and Passage II (the poem) to establish a controlling idea about the nature of work. Develop your controlling idea using specific examples and details from **both** Passage I and Passage II.

27 Choose a specific literary element (e.g., theme, characterization, structure, point of view, etc.) or literary technique (e.g., symbolism, irony, figurative language, etc.) used by **one** of the authors. Using specific details from **either** Passage I (the memoir excerpt) **or** Passage II (the poem), in a well-developed paragraph, show how the author uses that element or technique to develop the passage.

Part 4 (Question 28)

Your Task:

Write a critical essay in which you discuss **two** works of literature you have read from the particular perspective of the statement that is provided for you in the **Critical Lens**. In your essay, provide a valid interpretation of the statement, agree **or** disagree with the statement as you have interpreted it, and support your opinion using specific references to appropriate literary elements from the two works. You may use scrap paper to plan your response. Write your essay beginning on page 3 of the essay booklet.

Critical Lens:

“...the truth is often unpopular...”

—Adlai E. Stevenson
Commencement Address at
Michigan State University, June 8, 1958

Guidelines:

Be sure to

- Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis
- Indicate whether you agree **or** disagree with the statement as you have interpreted it
- Choose **two** works you have read that you believe best support your opinion
- Use the criteria suggested by the critical lens to analyze the works you have chosen
- Avoid plot summary. Instead, use specific references to appropriate literary elements (for example: theme, characterization, setting, point of view) to develop your analysis
- Organize your ideas in a unified and coherent manner
- Specify the titles and authors of the literature you choose
- Follow the conventions of standard written English

