

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH**SESSION ONE****Tuesday, August 17, 2004 — 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.

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 account about sculptor Casimer Michalczyk, answer some multiple-choice questions, and write a response based on the situation described below. You will hear the account twice. You may take notes on the next page anytime you wish during the readings.

The Situation: As a member of your school's art club, you have been asked to write a feature article about an artist you admire for your club's newsletter. You have decided to write about sculptor Casimer Michalczyk and to describe his admirable qualities. In preparation for writing your feature article, listen to an account by writer Edie Clark about sculptor Casimer Michalczyk. Then use relevant information from the account to write your feature article.

Your Task: Write a feature article for your school's art club newsletter in which you describe the admirable qualities of sculptor Casimer Michalczyk.

Guidelines:

Be sure to

- Tell your audience what they need to know about Casimer Michalczyk and his admirable qualities
- Use specific, accurate, and relevant information from the account to support your discussion
- Use a tone and level of language appropriate for a feature article for an art club newsletter
- Organize your ideas in a logical and coherent manner
- Indicate any words taken directly from the account 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 The body of work produced by Casimer Michalczyk can best be described as being</p> <ul style="list-style-type: none">(1) difficult to understand(2) satirical and witty(3) varied in form and purpose(4) ahead of its time <p>2 Later in his career Casimer Michalczyk suggested that his “reward” for making his own tools was an increase in his</p> <ul style="list-style-type: none">(1) creativity(2) fame(3) profit(4) security <p>3 What quality in Michalczyk is suggested by his continuous use of discarded items in making tools?</p> <ul style="list-style-type: none">(1) kindness(2) playfulness(3) shyness(4) resourcefulness | <p>4 Casimer Michalczyk indicates that a sculptor’s best tool is the</p> <ul style="list-style-type: none">(1) chisel(2) hand(3) saw(4) mind <p>5 The fact that Casimer Michalczyk “trained himself to work ambidextrously” suggests that he possesses</p> <ul style="list-style-type: none">(1) competitiveness(2) honesty(3) dedication(4) sophistication <p>6 What action did Casimer Michalczyk take to show his concern for the future of carving in three dimensions?</p> <ul style="list-style-type: none">(1) established a scholarship to the Yale School of Arts(2) founded his own art school(3) taught at the Rhode Island School of Design(4) presented a gift to the Lyme Academy of Fine Arts |
|--|---|

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 map 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 science class has just completed a unit on energy and your teacher has asked each student to write a position paper about one type of energy. You have chosen to write a position paper about wind power as an energy source and whether or not it could be useful in New York State.

Your Task: Using relevant information from *both* documents, write a position paper for your science class in which you explain how wind power is used as an energy source and whether you agree *or* disagree that wind power could be useful in New York State.

Guidelines:

Be sure to

- Tell your audience what they need to know about how wind power is used as an energy source
- Indicate whether you agree *or* disagree that wind power could be useful in New York State
- Use specific, accurate, and relevant information from the text *and* the map to support your opinion
- Use a tone and level of language appropriate for a position paper for your 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

Quick Facts about Wind Energy

What is wind energy? The terms “wind energy” or “wind power” describe the process by which the wind is used to generate mechanical power or electricity. Wind turbines convert the kinetic energy in the wind into mechanical power. This mechanical power can be used for specific tasks (such as grinding grain or pumping water) or a generator can convert this mechanical power into electricity to power homes, businesses, schools, and the like.

What causes the wind to blow? Wind is a form of solar energy. Winds are caused by the uneven heating of the atmosphere by the sun, the irregularities of the earth’s surface, and the rotation of the earth. Wind flow patterns are modified by the earth’s terrain, bodies of water, and vegetative cover. This wind flow, or motion energy, when “harvested” by modern wind turbines can be used to generate electricity.

When was wind energy first used? Since earliest recorded history, wind power has been used to move ships, grind grain and pump water. There is evidence that wind energy was used to propel boats along the Nile River as early as 5000 B.C. Within several centuries before Christ, simple windmills were used in China to pump water.

In the United States, millions of windmills were erected as the American West was developed during the late 19th century. Most of them were used to pump water for farms and ranches. By 1900, small electric wind systems were developed to generate direct current, but most of these units fell into disuse as inexpensive grid power was extended to rural areas during the 1930s. By 1910, wind turbine generators were producing electricity in many European countries.

How is the energy in the wind captured? Wind turbines, like aircraft propeller blades, turn in the moving air and power an electric generator which supplies an electric current. Modern wind turbines fall into two basic groups; the horizontal-axis variety, like the traditional farm windmills used for pumping water; and the vertical-axis design, like the eggbeater-style Darrieus model, named after its French inventor. Modern wind technology takes advantage of advances in materials, engineering, electronics, and aerodynamics. Wind turbines are often grouped together into a single wind power plant, also known as a wind farm, and generate bulk electrical power. Electricity from these turbines is fed into the local utility grid and distributed to customers just as it is with conventional power plants.

How big are wind turbines? Wind turbines are available in a variety of sizes, and therefore power ratings. The largest machine, such as the one built in Hawaii, has propellers that span more than the length of a football field and stands 20 building stories high, and produces enough electricity to power 1400 homes. A small home-sized wind machine has rotors between 8 and 25 feet in diameter and stands upwards of 30 feet and can supply the power needs of an all-electric home or small business.

What are wind turbines made of? All electric-generating wind turbines, no matter what size, are comprised of a few basic components: the rotor (the part that actually rotates in the wind), the electrical generator, a speed control system, and a tower. Some wind machines have fail-safe shutdown systems so that if part of the machine fails, the shutdown systems turn the blades out of the wind or put on brakes.

Are there good wind resources in the United States? Wind energy is very abundant in many parts of the United States. Wind resources are characterized by wind-power density classes, ranging from class 1 (the lowest) to class 7 (the highest). Good wind resources (class 3 and above) which have an

average annual wind speed of at least 13 miles per hour, are found along the east coast, the Appalachian Mountain chain, the Great Plains, the Pacific Northwest, and some other locations. North Dakota, alone, has enough energy from class 4 and higher winds to supply 36% of the electricity of the lower 48 states. Of course, it would be impractical to move electricity everywhere from North Dakota. Wind speed is a critical feature of wind resources, because the energy in wind is proportional to the cube of the wind speed. In other words, a stronger wind means a lot more power.

What are the advantages of wind-generated electricity? Numerous public opinion surveys have consistently shown that the public prefers wind and other renewable energy forms over conventional sources of generation. Wind energy is a free, renewable resource, so no matter how much is used today, there will still be the same supply in the future. Wind energy is also a source of clean, non-polluting electricity. Unlike conventional power plants, wind plants emit no air pollutants or greenhouse gases. In 1990, California's wind power plants offset the emission of more than 2.5 billion pounds of carbon dioxide, and 15 million pounds of other pollutants that would have otherwise been produced. It would take a forest of 90 million to 175 million trees to provide the same air quality.

What are the economic obstacles to greater wind power usage? Even though the cost of wind power has decreased dramatically in the past 10 years, the technology requires a higher initial investment than fossil-fueled generators¹. Roughly 80% of the cost is the machinery, with the balance being the site preparation and installation. If wind generating systems are compared with fossil-fueled systems on a "life-cycle" cost basis (counting fuel and operating expenses for the life of the generator), however, wind costs are much more competitive with other generating technologies because there is no fuel to purchase and minimal operating expenses.

Are there environmental problems facing wind power? Although wind power plants have relatively little impact on the environment compared to other conventional power plants, there is some concern over the noise produced by the rotor blades, aesthetic (visual) impacts, and sometimes birds have been killed by flying into the rotors. Most of these problems have been resolved or greatly reduced through technological development or by properly siting wind plants. Avian mortality² remains an issue to be better understood and resolved.

Are there other drawbacks to the use of wind energy? The major challenge to using wind as a source of power is that it is intermittent and it does not always blow when electricity is needed. Wind cannot be stored (unless batteries are used); and not all winds can be harnessed to meet the timing of electricity demands. Further, good wind sites are often located in remote locations far from areas of electric power demand (such as cities). Finally, wind resource development may compete with other uses for the land and those alternative uses may be more highly valued than electricity generation. However, wind turbines can be located on land that is also used for grazing or even farming.

Is wind energy good for the economy? Wind energy avoids the external or societal costs associated with conventional resources, namely, the trade deficit from importing foreign oil and other fuels, the health and environmental costs of pollution, and the cost of depleted resources. Wind energy is a domestic, reliable resource that provides more jobs per dollar invested than any other energy technology--more than five times that from coal or nuclear power. In 1994, wind turbine and component manufacturers contributed directly to the economies of 44 states, creating thousands of jobs for Americans....

¹fossil-fueled generators — generators using coal or oil

²avian mortality — bird death

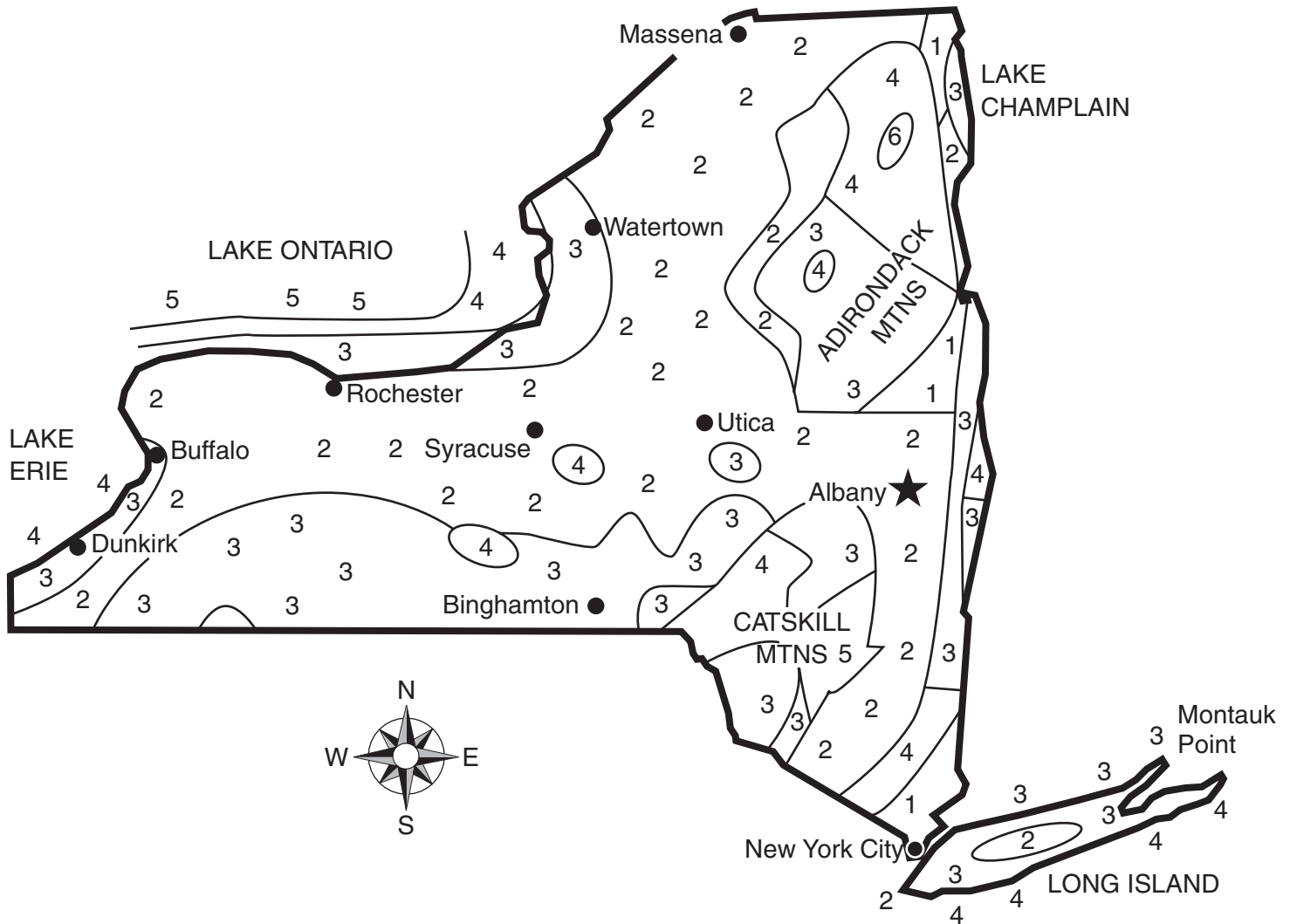
105 **Wind industry ... today** The wind energy industry has grown steadily over
the last 10 years and American companies are now competing aggressively in
energy markets across the nation and around the world. The industry, in
partnership with the U.S. Department of Energy, continues to expand and
develop a full range of highly reliable, efficient wind turbines. These new-
generation turbines, when installed, perform at 98 percent reliability in the field,
representing remarkable progress since the technology was first introduced in the
110 early 1980s.

115 **Wind power ... tomorrow** Wind power has an expansive future according
to experts. Wind energy has been the fastest growing source of electricity
generation in the world in the 1990s. However, the majority of this growth has
been in Europe, where government policies and high conventional energy costs
favor the use of wind energy. The U.S. Department of Energy recently
announced the Wind Powering America initiative with goals to power at least 5%
of the nation's electricity with wind by 2020, increase the number of states with
more than 20 megawatts of wind to 16 by 2005 and 24 by 2010, and increase
federal use of wind energy to 5% by 2010....

— U.S. Department of Energy
excerpted from “Quick Facts about Wind Energy”
www.eren.doe.gov

MAP

New York Annual Average Wind Power



Wind resource is given in terms of wind power classes, ranging from class 1 (the lowest) to class 7 (the highest). Areas designated class 3 or greater are suitable for most wind turbine applications, whereas class 2 areas are marginal. Class 1 areas are generally not suitable.

Source: (adapted) Wind Energy Resource Atlas of the United States, 1986
rredc.nrel.gov

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 According to the text, a decline in the use of windmills occurred in the 1930s because
- (1) windmills broke down frequently
 - (2) affordable energy became available
 - (3) power needs decreased
 - (4) farms were abandoned
- 8 According to the text, North Dakota could *not* supply electricity to the rest of the United States because
- (1) North Dakota has too little wind to generate electricity
 - (2) North Dakota's terrain is not suitable for installing wind turbines
 - (3) other states have sufficient sources of energy
 - (4) transporting electricity over great distances is inefficient
- 9 The author of the passage implies that wind power is desirable because
- (1) windmills can be used everywhere
 - (2) wind travels at a constant speed
 - (3) wind energy is "clean" energy
 - (4) windmills are visually pleasing
- 10 According to the text, one environmental objection to wind turbines is that they
- (1) spoil the scenery
 - (2) disturb wind patterns
 - (3) pollute the air
 - (4) create traffic problems
- 11 As used in line 87, the word "intermittent" most nearly means
- (1) cool
 - (2) occasional
 - (3) expensive
 - (4) impure
- 12 The text implies that in 1994 most of the new jobs created by the wind power industry involved
- (1) locating productive sites for wind power plants
 - (2) converting conventional power plants to wind power
 - (3) producing machine parts for wind power plants
 - (4) informing the public about wind power
- 13 The text implies that one reason why the use of wind power has grown faster in Europe than in the United States is because, compared to the United States, Europe
- (1) has more room for wind turbines
 - (2) has a windier climate
 - (3) pays more for fossil fuels
 - (4) provides better training for technicians
- 14 According to the map, the location where the highest level of wind power in New York State occurs is
- (1) in the Catskill Mountains
 - (2) in the Adirondack Mountains
 - (3) around Syracuse
 - (4) around Buffalo
- 15 The curved lines on the map are used to
- (1) define areas of similar wind power
 - (2) indicate sites of conventional power plants
 - (3) indicate the direction of prevailing winds
 - (4) designate areas of power shortages
- 16 Wind power is *least* likely in the area that is immediately
- (1) east of Binghamton
 - (2) south of Massena
 - (3) west of Watertown
 - (4) north of New York City

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, August 17, 2004 — 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 _____ |
| <input type="text"/> | 13 _____ |
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| | 15 _____ |
| | 16 _____ |
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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