

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**COMPREHENSIVE EXAMINATION**

IN

**ENGLISH****SESSION ONE****Wednesday, August 13, 2008 — 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 an account about the electric guitar, 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:** Your social studies class is studying 20th-century American inventions. For your project, you have decided to write a report about the invention of the electric guitar and how it has helped to shape contemporary music. In preparation for writing your report, listen to an account by historian Monica M. Smith about the invention of the electric guitar. Then use relevant information from the account to write your report.

**Your Task:** Write a report for your social studies class about the invention of the electric guitar and how it has helped to shape contemporary music.

### Guidelines:

#### Be sure to

- Tell your audience what they need to know about the invention of the electric guitar
- Discuss how the electric guitar has helped to shape contemporary music
- Use specific, accurate, and relevant information from the account to support your discussion
- Use a tone and level of language appropriate for a report for a social studies class
- 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.

- 1 The electric guitar originally was invented to accommodate the need for
  - (1) additional chords
  - (2) increased volume
  - (3) background rhythms
  - (4) classical melodies
  
- 2 Distortions created by early electric guitars led innovators to design the new instrument with a
  - (1) solid body
  - (2) spontaneous pickup
  - (3) single microphone
  - (4) small speaker
  
- 3 According to the speaker, in the late 1960s Jimi Hendrix's playing of a Gibson Flying V renewed interest in
  - (1) folk music
  - (2) steel strings
  - (3) music theory
  - (4) guitar shapes
  
- 4 According to the speaker, the invention of the electric guitar was directly responsible for the rise of
  - (1) big-band music
  - (2) rhythm and blues
  - (3) rock 'n' roll
  - (4) fusion jazz
  
- 5 The speaker refers to Bonnie Raitt and Joan Jett as examples of people who have changed the perception of the
  - (1) current dance trends
  - (2) electric guitar player
  - (3) unrecognized music producer
  - (4) classical blues approach
  
- 6 The speaker states that "the electric guitar is a prime example of the law of unintended consequences" because the changes it brought about were
  - (1) surprising
  - (2) regulated
  - (3) minor
  - (4) misunderstood

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 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 school's athletic department is planning its budget and has asked for student input. You have decided to write a letter to your school's athletic department recommending that lacrosse be a part of the school's sports program.

**Your Task:** Using relevant information from *both* documents, write a letter to your school's athletic department in which you recommend that lacrosse be a part of the school's sports program. *Write only the body of the letter.*

### Guidelines:

#### Be sure to

- Tell your audience what they need to know about lacrosse
- Recommend reasons why lacrosse should be a part of the school's sports program
- Use specific, accurate, and relevant information from the text *and* the graphic to support your recommendations
- Use a tone and level of language appropriate for a letter to your school's athletic department
- 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

...Twenty years ago lacrosse—in shorthand, lax—existed as a niche<sup>1</sup> sport, popular in and around Baltimore and parts of New York State and New England, with most of the top players developed on boarding school campuses. Now the number of youth-league players in the U.S. aged 15 and under is estimated to be  
5 186,000, more than twice what it was in 2001. The explosion is similar at the high school level, where no other team sport has anything close to lacrosse’s rate of growth. Two African-American midfielders, Johns Hopkins’s Kyle Harrison and Ohio State’s Regina Oliver, are among this season’s [2005] best college players, a striking development in a sport long associated with pedigreed preppies.  
10 Equipment sales are rising by at least 10% annually, and a 2004 survey of 400 sports-industry executives identified lacrosse as the pro niche sport most likely to bust out. “There’s a drumbeat,” says Bob Crowley of Mustang Management, a private equity firm that has sunk millions into the lacrosse equipment company Cascade. “Just go into your community on a Thursday night and look at the  
15 number of kids playing lacrosse.”

The game is even penetrating the consciousness of Joe Fan. While in 2002 you could have found precisely three nationally televised lacrosse games, all collegiate, on network and cable, this year [2005] NBC has already aired the All-Star Game of the indoor National Lacrosse League and will cover the NLL  
20 Champion’s Cup final on May 14; the just-launched network ESPNU will add 10 regular-season games to ESPN’s NCAA championship coverage; over the summer ESPN2 plans to air a game of the week from Major League Lacrosse, the outdoor pro league, for 12 weeks; and cable newcomer CSTV is airing 22 college games, men’s and women’s, in all divisions. Nearly 47,000 people turned  
25 out in Baltimore last spring for the semifinal matches of the NCAA [National Collegiate Athletic Association] men’s Final Four, and for the final, between Navy and Syracuse, ESPN logged a record 0.7 rating, nearly doubling its figure from 2002....

Part of the game’s appeal is its composite nature. If you like basketball,  
30 lacrosse offers zone and man-to-man defenses, fast breaks and set plays, and its basic offensive maneuver is that hoops staple, pass and screen away from the ball. If you like soccer, lax has the precision passes and the ability to bring spectators to their feet with a goal—except that fans find themselves on their feet 20 times a game. If you like ice hockey, the action and even the terminology are much the  
35 same in lacrosse, from face-offs to man advantages to setups behind the net. And if you’re a boy who likes football, you get to put on a helmet and pads and hit somebody. (The difference, says former Syracuse coach Roy Simmons Jr., is that lax “is not 11 guys coming out of a huddle knowing what’s about to happen. It’s more fanciful, imaginative and open.”) The women’s game, by contrast, is  
40 noncontact, without helmets or pads, and its prohibition of body checking allows for more fluid play...

As parents discover that lacrosse is more exciting than soccer, cheaper than ice hockey and not as dangerous as football, the game is getting a closer look. If they’re not careful, lacrosse’s promoters risk setting up the sport for an almost  
45 impossible task: Scroll down the long list of what ails youth sports, and in most cases lacrosse seems to offer an antidote. Youth lax programs don’t hesitate to ban zones and long sticks on defense, switch players from position to position or do whatever else it takes to keep kids engaged without changing the essence of the game. At all-day lax “jamborees” the games are almost incidental to the  
50 picnicking and socializing. US Lacrosse, the national governing body for the

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<sup>1</sup>niche — small protected area

sport, also holds annual Youth Festivals where 15-and-under and 13-and-under games fill a dozen fields but no one officially keeps score.

55 A kid today will often turn to extreme sports for the autonomy they bestow: No parent or youth coach knows skateboarding well enough to project his unfulfilled dreams or adult insecurities onto a rider and mess with the kid's fun. In lacrosse, too, "parents aren't yelling as much on the sidelines, because they don't know what's going on," says David Morrow, a former U.S. national team player who founded the equipment company Warrior. "Kids can really take ownership of the sport."

60 In fact, while youth baseball coaches expect 10-year-olds to hit the cutoff man and turn double plays, lacrosse makes only modest demands on a beginner. "At its simplest, lacrosse is shoveling," Morrow says. "If you can scoop the ball off the ground and run fast, you don't even need to know how to cradle [the wrist action that enables a player to control the ball in his stickhead]. You can get a shot off  
65 before you lose the ball." Moreover, at a time when kids feel pressure from coaches and parents to specialize in one sport, lacrosse has long encouraged the renaissance approach.<sup>2</sup> "I've never heard a soccer coach say, 'I want him to play lacrosse too,'" says Dan Corcoran, a youth coach in Connecticut, "but all the time you'll hear lacrosse coaches say something like, 'You can see his toughness from playing hockey.' We get baseball players by encouraging them to play both  
70 sports."...

Lacrosse even has an ace up its sleeve: a pilot program that US Lacrosse just launched with the Stanford-based Positive Coaching Alliance, a group dedicated to eliminating abusive and unsportsmanlike behavior by youth coaches, parents  
75 and spectators. Under the program lacrosse officials, including a "sideline manager" supplied by each team, can hand out a colored card—inscribed with the words PLEASE RETHINK YOUR ACTIONS/THIS EVENT MAY BE TERMINATED IF YOUR CONDUCT DOES NOT IMPROVE—to put a spectator on notice that his behavior is unacceptable. If the misconduct does not  
80 stop, the game could be called and the loss assigned to the team unable to control its supporters.

"We're small enough to introduce these seeds at the grassroots, while other sports are so vast that it's tough to make changes sportwide," says US Lacrosse executive director Steve Stenersen. "We have an interesting mix of qualities, and  
85 at a very interesting time, when people are more fed up with sports in general."

In the 1630s, while watching the Huron Indians play their ball game, a French Canadian missionary decided that the stick they used resembled a bishop's crosier.<sup>3</sup> In his journal he called the game *le jeu de la crosse*. About 230 years later a Montreal dentist, W. George Beers, wrote up a set of rules that  
90 adapted the Native American game to Victorian specifications. As old as lacrosse is, the U.S. game has had a unified national governing body for only seven years. Over that time US Lacrosse—which makes rules and policies for most levels of the game, helps develop the game at its grassroots and sanctions youth tournaments, the high school national championships and the college club  
95 championships—has increased what it spends to promote the sport from \$1.1 million to \$9 million. Still, US Lacrosse's operating revenue of \$6.2 million in 2003 was less than a third of USA Hockey's \$22.5 million....

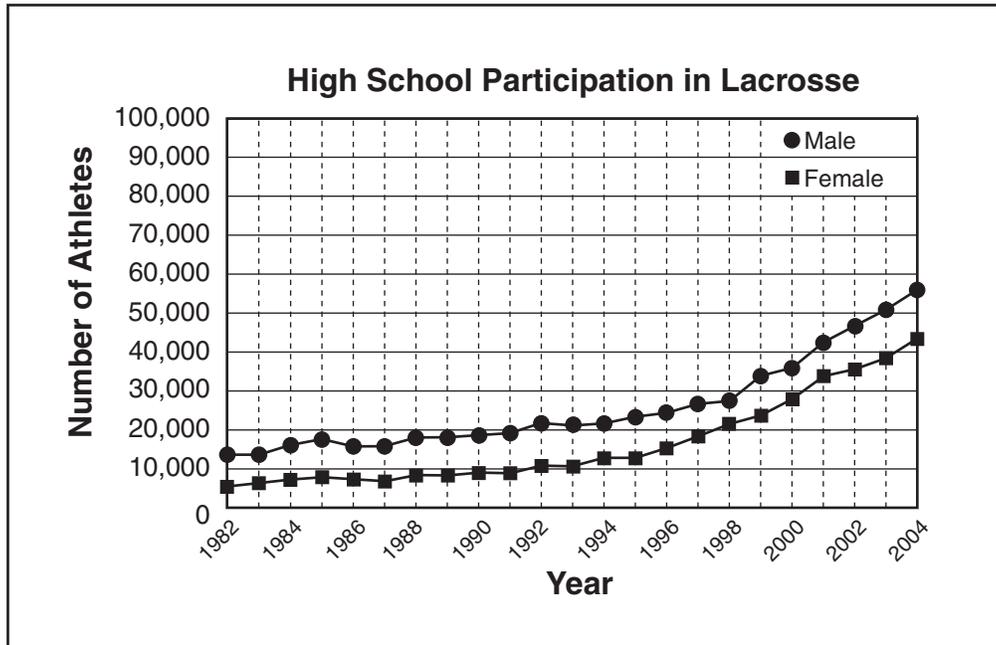
—Alexander Wolff  
excerpted from "Get on the Stick"  
*Sports Illustrated*, April 25, 2005

<sup>2</sup>renaissance approach — encouraging different interests and expertise in a number of areas

<sup>3</sup>crosier — a bishop's staff which resembles a shepherd's crook

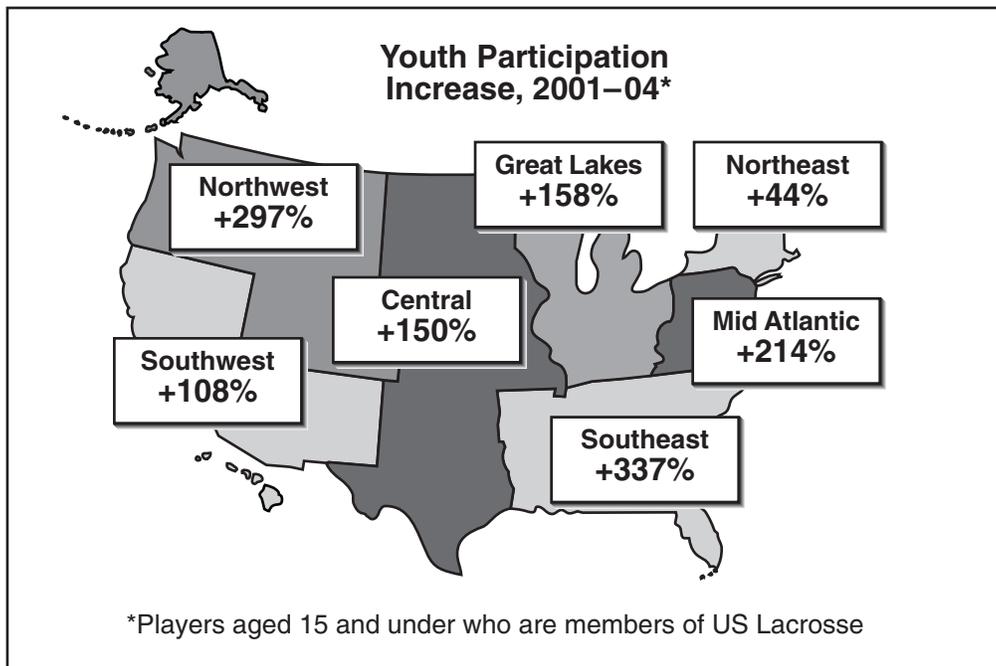
# GRAPHIC

## Graph



Source: (adapted) Laxpower.com  
and National Federation of High Schools/*Sports Illustrated*  
April 25, 2005

## Map



Source: (adapted) US Lacrosse/*Sports Illustrated*  
April 25, 2005

## 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 From 2001 through 2005, the number of lacrosse players aged 15 and under in the United States has
- (1) increased slightly      (3) tripled  
(2) doubled      (4) decreased slightly
- 8 The author implies that lacrosse was once considered a niche sport because it was
- (1) French in origin      (3) complex in rules  
(2) popular in Europe      (4) limited in location
- 9 As used in line 29, the word “composite” most nearly refers to a combination of
- (1) scores      (3) characteristics  
(2) regulations      (4) spectators
- 10 According to the text, lacrosse has the potential to become an “antidote” (line 46) for the ills of other sports because of its
- (1) flexible programs  
(2) experienced coaches  
(3) groomed fields  
(4) commercial endorsements
- 11 The Positive Coaching Alliance encourages
- (1) better coaching      (3) better behavior  
(2) more competition      (4) more scoring
- 12 Lacrosse was originally played by
- (1) Native Americans      (3) African Americans  
(2) colonists      (4) missionaries
- 13 The graph shows that the number of girls playing high school lacrosse in 2004 was approximately
- (1) 50,000      (3) 30,000  
(2) 60,000      (4) 40,000
- 14 According to the graph, from 1982 to 2004 participation of male and female high school lacrosse players has
- (1) decreased at a similar rate  
(2) increased at a similar rate  
(3) increased at a much faster rate for males  
(4) increased at a much faster rate for females
- 15 According to the map, youth participation in lacrosse has increased most in the
- (1) Southeast      (3) Northeast  
(2) Mid Atlantic      (4) Northwest
- 16 According to the map, lacrosse statistics are reported based on participants’
- (1) gender and affiliation      (3) age and region  
(2) team and skill level      (4) weight and height

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 13, 2008 — 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 \_\_\_\_\_

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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