

SESSION TWO

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION TWO

Thursday, January 27, 2000 — 9:15 a.m. to 12:15 p.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 Two" and fill in the heading of each page of your essay booklet.

This session of the examination has two parts. For Part A, you are to answer all ten multiple-choice questions and write a response, as directed. For Part B, you are to 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

Directions: Read the passages on the following pages (an article and an essay). Write the number of the answer to each multiple-choice question on your answer sheet. Then write the essay in your essay booklet as described in **Your Task**. You may use the margins to take notes as you read and scrap paper to plan your response.

Your Task:

After you have read the passages and answered the multiple-choice questions, write a unified essay about the power of nature as revealed in the passages. In your essay, use ideas from **both** passages to establish a controlling idea about the power of nature. Using evidence from **each** passage, develop your controlling idea and show how the author uses specific literary elements or techniques to convey that idea.

Guidelines:

Be sure to

- Use ideas from **both** passages to establish a controlling idea about the power of nature
- Use specific and relevant evidence from **each** passage to develop your controlling idea
- Show how each author uses specific literary elements (for example: theme, characterization, structure, point of view) or techniques (for example: symbolism, irony, figurative language) to convey the controlling idea
- Organize your ideas in a logical and coherent manner
- Use language that communicates ideas effectively
- Follow the conventions of standard written English

Passage I

The earthquake shook down in San Francisco hundreds of thousands of dollars' worth of walls and chimneys. But the conflagration that followed burned up hundreds of millions of dollars' worth of property. There is no estimating within hundreds of millions the actual damage wrought. Not in history has a modern
5 imperial city been so completely destroyed. San Francisco is gone! Nothing remains of it but memories and a fringe of dwelling houses on its outskirts. Its industrial section is wiped out. Its social and residential section is wiped out. The factories and warehouses, the great stores and newspaper buildings, the hotels and the palaces of the wealthy, are all gone. Remains only the fringe of dwelling
10 houses on the outskirts of what was once San Francisco.

Within an hour after the earthquake shock the smoke of San Francisco's burning was a lurid tower visible a hundred miles away. And for three days and nights this lurid tower swayed in the sky, reddening the sun, darkening the day, and filling the land with smoke.

15 On Wednesday morning at a quarter past five came the earthquake. A minute later the flames were leaping upward. In a dozen different quarters south of Market Street, in the working-class ghetto, and in the factories, fires started. There was no opposing the flames. There was no organization, no communication. All the cunning adjustments of a twentieth-century city had been smashed
20 by the earthquake. The streets were humped into ridges and depressions and piled with debris of fallen walls. The steel rails were twisted into perpendicular and horizontal angles. The telephone and telegraph systems were disrupted. And the great water mains had burst. All the shrewd contrivances and safeguards of man had been thrown out of gear by thirty seconds' twitching of the earth's crust.

25 By Wednesday afternoon, inside of twelve hours, half the heart of the city was gone. At that time I watched the vast conflagration from out on the bay. It was dead calm. Not a flicker of wind stirred. Yet from every side wind was pouring in upon the city. East, west, north, and south, strong winds were blowing upon the doomed city. The heated air rising made an enormous suck. Thus did the fire of
30 itself build its own colossal chimney through the atmosphere. Day and night, this dead calm continued, and yet, near to the flames, the wind was often half a gale, so mighty was the suck. . . .

Wednesday night saw the destruction of the very heart of the city. Dynamite was lavishly used, and many of San Francisco's proudest structures were crum-
35 bled by man himself into ruins, but there was no withstanding the onrush of the flames. Time and again successful stands were made by the firefighters, and every time the flames flanked around on either side, or came up from the rear, and turned to defeat the hard-won victory.

40 An enumeration of the buildings destroyed would be a directory of San Francisco. An enumeration of the buildings undestroyed would be a line and several addresses. An enumeration of the deeds of heroism would stock a library and bankrupt the Carnegie medal fund. An enumeration of the dead — will never be made. All vestiges of them were destroyed by the flames. The number of the victims of the earthquake will never be known.

— Jack London

Passage II

To see the wind with a man his eyes it is impossible, the nature of it is so fine and subtle; yet this experience of the wind had I once myself, and that was in the great snow that fell four years ago. I rode in the high way betwixt Topcliff-upon-Swale and Borough-bridge, the way being somewhat trodden before, by way-faring men; the fields on both sides were plain, and lay almost yard-deep with snow; the night afore had been a little frost, so that the snow was hard and crusted above; that morning the sun shone bright and clear, the wind was whistling aloft, and sharp, according to the time of the year; the snow in the high way lay loose and trodden with horses' feet; so as the wind blew, it took the loose snow with it, and made it so slide upon the snow in the field, which was hard and crusted by reason of the frost over night, that thereby I might see very well the whole nature of the wind as it blew that day. And I had a great delight and pleasure to mark it, which maketh me now far better to remember it. Sometime the wind would be not past two yards broad, and so it would carry the snow as far as I could see. Another time the snow would blow over half the field at once. Sometime the snow would tumble softly; by and by it would fly wonderful fast. And this I perceived also, that the wind goeth by streams, and not whole together. For I should see one stream within a score on me; then the space of two score, no snow would stir; but, after so much quantity of ground, another stream of snow, at the same very time, should be carried likewise, but not equally, for the one would stand still, when the other flew apace and so continue sometime swiffler, sometime slower, sometime broader, sometime narrower, as far as I could see. Nor it flew not straight, but sometime it crooked this way, sometime that way, and sometime it ran round about in a compass. And sometime the snow would be lift clean from the ground up to the air, and by and by it would be all clapt to the ground, as though there had been no wind at all, straightway it would rise and fly again. And that which was the most marvel of all, at one time two drifts of snow flew, the one out of the west into the east, the other out of the north into the east. And I saw two winds, by reason of the snow, the one cross over the other, as it had been two high ways. And, again, I should hear the wind blow in the air, when nothing was stirred at the ground. And when all was still where I rode, not very far from me the snow should be lifted wonderfully. Seeing so many ways the wind is so variable in blowing, I believe this experience made me more marvel at the nature of the wind, than it made me cunning in the knowledge of the wind.

— Roger Ascham

Multiple-Choice Questions

Directions (1–10): 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 the ideas and information you might want to use in your essay. You may return to these questions anytime you wish.

Passage I (the article) — Questions 1–5 refer to Passage I.

- 1 The account of the San Francisco earthquake was most likely written by someone who
 - 1 read about it
 - 2 filmed it
 - 3 experienced it
 - 4 imagined it

- 2 In lines 1 through 10, the author conveys the magnitude of the earthquake damage by emphasizing its
 - 1 emotional effects
 - 2 economic effects
 - 3 international implications
 - 4 social implications

- 3 In this passage, “this lurid tower” (line 13) refers to the
 - 1 remaining houses
 - 2 factory smokestack
 - 3 earthquake shock
 - 4 lingering smoke

- 4 In lines 29 through 32, the author’s use of the expression “build its own colossal chimney” emphasizes the fire’s capacity to
 - 1 create suction
 - 2 burn buildings
 - 3 destroy cities
 - 4 heat air

- 5 What aspect of the earthquake is emphasized by the repetition in lines 39 through 44?
 - 1 its consequences
 - 2 its causes
 - 3 its glory
 - 4 its unexpectedness

Passage II (the essay) — Questions 6–10 refer to Passage II.

- 6 What evidence suggests this passage was written several centuries ago?
 - 1 its theme
 - 2 its language
 - 3 its structure
 - 4 its setting

- 7 What conditions enabled the narrator to observe “the whole nature of the wind”?
 - 1 bright sun and deep snow
 - 2 plain fields and overnight frost
 - 3 loose snow and crusted snow
 - 4 cold nights and warm days

- 8 In lines 9 through 32, the narrator describes the action of
 - 1 men in the wind
 - 2 snow in the wind
 - 3 wind on the water
 - 4 water on the ground

- 9 What is the attitude of the narrator as he observes nature in action?
 - 1 disappointment
 - 2 curiosity
 - 3 delight
 - 4 certainty

- 10 As used in line 34, the word “cunning” most nearly means
 - 1 wise
 - 2 sly
 - 3 brave
 - 4 confident

After you have finished these questions, turn to page 2. Review **Your Task** and the **Guidelines**. Use scrap paper to plan your response. Then write your response to Part A, beginning on page 1 in your essay booklet. After you finish your response for Part A, go on to page 6 of your examination booklet and complete Part B.

Part B

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 in Part B, beginning on page 9 of your essay booklet.

Critical Lens:

“When writers write from a place of insight and real caring about the truth, they have the ability to throw the lights on for the reader.”

— Anne Lamott (adapted)

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

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ANSWER SHEET

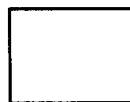
Student Sex: Male Female

School Grade Teacher

Write your answers to the multiple-choice questions for Part A on this answer sheet.

Part A

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |



**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