

# SESSION TWO

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## COMPREHENSIVE EXAMINATION

IN

ENGLISH

SESSION TWO

**Wednesday**, August 14, 2002 — 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 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 excerpt from an autobiography 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 nature of time as revealed in the passages. In your essay, use ideas from **both** passages to establish a controlling idea about the nature of time. 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 nature of time
- 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

### Child's Time and Clock Time

When I was a boy, I knew what a clock was. My mother had one which sat on the mantel and ticked the time away. I was glad I didn't sleep in this room so I wouldn't have to hear it. I didn't like the ticking of a clock. In those days I slept upstairs alone in this very house where we live today.

5 We had an alarm clock which my father set on a chair by his bed to wake him at four. He would get up, build fires in the fireplace and kitchen stove, feed his hogs, horses, and cows, and then eat his own breakfast and be off before daylight (in winter) to the railroad section four miles away. Dad often walked to work by lantern light or by starlight. Sometimes he went by bright moonlight. But when  
10 his alarm clock went off, we could hear the noise all over this house. After this clock's strange mechanical sound, I found it difficult to go to sleep again. I learned at the age of eight that an alarm clock can be an extremely disturbing thing in one's life.

15 Then Dad had a watch, which kept almost perfect time. He used to have me sit on his lap and show me this timepiece. He told me about what a wonderful thing this watch was, and he taught me to tell time by it. I learned how man measured time before I knew exactly what time was. Time was something to me, when I was a child, like wind and water. Time was flowing and eternal, like an invisible river. We could divide it into seconds, minutes, hours, days, weeks,  
20 months, and years, but that didn't bring us any closer to it. There were yesterdays, and time was with us now, and there would be tomorrows.

I had my way of dividing time. I didn't use a watch or a clock. My day started in the early morning when the sun came up. Then there were the hours of light, which were not long enough, and finally nighttime, which I loved for its beauty  
25 but hated because it sent me to bed. And there were the four seasons. These were my simple measurements of time. I didn't remember the day of the week nor the hour of the day. These didn't matter.

When I was a boy and played on the W-Hollow hill slopes and down in the valleys by the little streams, when I waded up and down the main W-Hollow  
30 stream and pinhooked minnows and killed water snakes with sticks, the only ticking of the seconds I heard was the falling of water over the rocks. This was the soft rhythmical beating of time. This was the noise that time made. When I hunted at night and crept under rock cliffs to get out of a rainstorm, I would lie on dry leaves and listen to raindrops dripping from the rocks to the ground. This  
35 was another noise that time made. And when the winds blew, fast or slow, their rhythms recorded the passing of time. When the dark, ugly storm clouds raced across the sky, or when the white thunderheads floated out, lazylike, across the blue, it was the passing of time. All my work and all my play in those days were measured by this sort of time. This was the natural schedule that I grew up by.

40 The dripping of rain from the rock cliffs or the falling of leaves through the bright air never hurried me. I took my time. I had plenty of it for dreams. The warm winds of summer made me lazy and detached. The autumn winds made me sad. The winter winds, shrill and cold, made me hustle. And the soft spring winds stirred me to awareness of life's reawakening. I didn't need a watch in those days.  
45 I never was a clock watcher.

In fact I never owned a watch until after I began teaching school. First I borrowed my father's watch. Later I forced myself to wear one until I got used to it. Gradually my watch became a natural part of my clothing which was hard for me to do without. Minutes and seconds began to count. I was on a tight man-made schedule. I couldn't escape it. I not only needed a watch, but I had to have an accurate one like Dad's "railroad" watch. It had to keep the exact time. For trains and planes were usually on schedule and wouldn't wait for me. And at the other end somebody was there to meet me. I had to lecture at a certain hour. I had to be out of the hotel at this or that time of day. That constant tension of man-made time gripped me in a vice.

This is the "tight schedule." It is one in which minutes are big things, hours are actually precious. The watch that keeps perfect time is on the wrist. A man flicks his arm up again and again to keep up with the flow of seconds and minutes.

And then there was my heart. I treated my heart like a clock, too. Not that I remembered it often. No, I never gave it a thought. But I wound it too tight.

Now these tight schedules are fast becoming memories for me, like the old clock that sat on the mantel, the alarm clock on the chair beside my father's bed, and his watch that was inspected by the railroad company so he would be to his work on time. I'm back now on nature's schedule. My timepieces are rain, wind, and the seasons. I can tell by the sun in the morning about what time of day it is. I know the hour certain species of birds get hungry and fly for their breakfast. I know the time of morning the ground squirrels make a noise about their feeding. I know the time the red-birds sing, for they waken me at four-thirty each morning. Happily, I listen to them and then go back to sleep. I would rather have them wake me with a song at four-thirty than leap up at an alarm clock's buzzing at seven.

I hear time dripping from the cliffs and bluffs to the leaves below. I've about lost the habit of throwing up my arm every few seconds to glance at my watch. I have other ways of telling time. I have the ways of my youth.

— Jesse Stuart

## Passage II

This brings us to a seeming paradox. Acutely aware of the smallest constituent particles of time—of time, as measured by clockwork and train arrivals and the revolutions of machines—industrialized man has to a great extent lost the old awareness of time in its larger divisions. The time of which we have knowledge is  
5 artificial, machine-made time. Of natural, cosmic time, as it is measured out by sun and moon, we are for the most part almost wholly unconscious. Preindustrial people know time in its daily, monthly, and seasonal rhythms. They are aware of sunrise, noon, and sunset; of the full moon and the new; of equinox and solstice; of spring and summer, autumn and winter. All the old religions, including Catholic  
10 Christianity, have insisted on this daily and seasonal rhythm. Preindustrial man was never allowed to forget the majestic movement of cosmic time.

Industrialism and urbanism have changed all this. One can live and work in a town without being aware of the daily march of the sun across the sky; without ever seeing the moon and stars. Broadway and Piccadilly are our Milky Way; our  
15 constellations are outlined in neon tubes. Even changes of season affect the townsman very little. He is the inhabitant of an artificial universe that is, to a great extent, walled off from the world of nature. Outside the walls, time is cosmic and moves with the motion of sun and stars. Within, it is an affair of revolving wheels and is measured in seconds and minutes—at its longest, in eight-hour days and  
20 six-day weeks. We have a new consciousness; but it has been purchased at the expense of the old consciousness.

— Aldous Huxley  
excerpt from “Time and the Machine”

## 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 excerpt from an autobiography)—  
Questions 1–6 refer to Passage I.

- 1 As a boy, what did the author dislike about clock time?  
(1) its solitude                      (3) its segments  
(2) its invisibility                (4) its sounds
- 2 As described in lines 17 through 21, the author viewed time as being  
(1) unfriendly                      (3) abstract  
(2) exact                              (4) perfect
- 3 In lines 40 through 45, the author describes the effects of  
(1) weather on his decisions  
(2) seasons on his mood  
(3) clocks on his behavior  
(4) noise on his dreams
- 4 According to the author, time in adulthood acquired a sense of  
(1) urgency                         (3) honor  
(2) mystery                         (4) drama
- 5 In lines 59 and 60, the author implies that the reason he is back on nature’s schedule is that  
(1) he is ill  
(2) he is rebellious  
(3) clock time is unreliable  
(4) clock time is inefficient
- 6 The term “child’s time” is used in the title to refer to time that follows nature’s  
(1) whims                            (3) rhythms  
(2) creatures                        (4) inventions

**Passage II** (the excerpt from an essay)—  
Questions 7–10 refer to Passage II.

- 7 The “paradox” to which the author refers is that those who are capable of creating artificial time are ignorant of  
(1) clock time                      (3) natural time  
(2) urban time                      (4) industrial time
- 8 The word “cosmic” (lines 5 and 17) most nearly means relating to  
(1) riddles                            (3) wonder  
(2) the city                            (4) the universe
- 9 In line 20, the term “new consciousness” refers to an awareness of  
(1) “machine-made time” (line 5)  
(2) “Preindustrial people” (lines 6 and 7)  
(3) “seasonal rhythms” (line 7)  
(4) “old religions” (line 9)
- 10 Which statement best expresses a theme of the passage?  
(1) Humanity is returning to a preindustrial age.  
(2) Humanity is lost without time.  
(3) Humanity is conquering nature.  
(4) Humanity is losing touch with nature.

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 of your essay booklet. After you finish your response for Part A, go on to page 7 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 7 of the essay booklet.

## Critical Lens:

“If the literature we are reading does not wake us, why then do we read it? A literary work must be an ice-axe to break the sea frozen inside us.”  
— Franz Kafka  
(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 \_\_\_\_\_

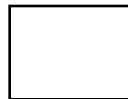
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5 \_\_\_\_\_



**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

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