

**To the Student:**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for English 8A.

ABOUT THE EXAM

The examination for English 8A is divided into three parts: objective, short answer, and essay questions. There are 200 objective questions; each one counts one point. Each of the four short answer questions will count five points, and each of the four essay questions about literature will count 15 points. You will also be required to write a multi-paragraph classificatory essay, including rough and final drafts. This writing sample will count 20 points. The short answer and essay questions will be graded for mechanical errors as well as for content. There is a total of 300 points on the examination, and you must score at least 210 points to receive credit. The examination will take place under supervision and has a time limit of three hours. You may not use any notes or books. You will not need to bring any paper; an answer sheet will be provided. A percentage score from the exam will be reported to the officials at your school.

How to Prepare for the Examination

This material has been designed to help you prepare for the comprehensive examination for the first semester of eighth grade English. To successfully prepare for the exam, the general areas with which you need to be familiar are:

- integrated listening and speaking behaviors;
- integrated writing and language concepts and skills; and
- integrated literature and reading concepts and skills.

The examination is based on the essential elements for this subject. Since the questions are not taken from any one source, you can prepare by reviewing any of the adopted textbooks that are used at your school.

The literature section of the exam will include questions on the following short stories which can be found in your library or in literature textbooks. ***Be sure to read these stories before taking the test.***

“The Most Dangerous Game” by Richard Connell

“The Man Without a Country” by Edward Everett Hale

“To Build a Fire” by Jack London

You will be required to answer questions about *two* of these selections.

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/> or see your course Policies & Forms Guide.

Good luck on your examination!

Essential Elements Covered in This Exam

In order to pass the examination, you must be able to demonstrate mastery of the following essential elements:

Integrated listening and speaking behaviors to receive and produce meaning. The student shall be presented opportunities to:

- listen attentively in different settings for a variety of purposes:
 - listen to receive direction, gain information, and enhance appreciation of language; and
 - respond to a speaker by retelling what was heard, by asking questions, and/or by contributing information;
- speak fluently in different settings for a variety of purposes and audiences:
 - use a variety of words to convey meaning;
 - persuade others using language appropriate to the listener; and
 - develop skill in using the conventions of English to produce effective oral communication.

Integrated writing and language concepts and skills, using written and oral composing processes to plan and generate both written and oral compositions for a variety of purposes and in a variety of modes. The student shall be provided opportunities to:

- prewrite and plan for specific purposes and modes;
- use materials from a variety of sources such as personal experience and a variety of literary forms:
 - use various composition models as aids in developing writing skills; and
 - use aural and visual stimuli for writing;
- synthesize information from a variety of sources;
- use a variety of idea-generating strategies;
- write first drafts of compositions in a variety of formats for specific audiences and purposes in a variety of modes including practical writing:
 - write for expressive, informative, persuasive, and literary purposes;
 - use narrative, descriptive, classificatory, and evaluative modes;
 - write paragraphs, multi-paragraph compositions, and compositions synthesizing information from various sources; and
 - demonstrate clear and logical thinking in support and development of a central idea;
- revise compositions using a variety of techniques including self-assessment, peer interaction, and conferences:
 - revise content, organization, and topic development to address the purpose and audience effectively;

- revise for effective word choice, including the appropriate use of formal and informal writing, transition, and clarity of language to convey intended meaning;
- revise by combining sentence parts and sentences to produce a variety of sentence structures, including simple, compound, and complex, to convey intended meanings;
- proofread final drafts for effective use of language; conventional usage and syntax; appropriate transition; conventional punctuation, capitalization, spelling, and manuscript form as well as legibility; and
- evaluate one's own writing as well as that of others;
- share products of written composition in a variety of ways; and
- use technology to enhance the written and oral composing processes.

Integrated literature and reading concepts and strategies using a variety of literary forms (genres) and other meaningful forms of print. The student shall be provided opportunities to:

- understand and analyze the major differences among poems, short stories, plays, and nonfiction as the characteristics of each genre contribute to the meaning of the individual work;
- understand and analyze setting, characterization, plot, mood, and author's purpose and point of view;
- understand figurative language and sound devices as they contribute to meaning;
- develop literature appreciation;
 - respond to various forms of literature representing the diversity of our cultural and literary heritage;
- expand vocabulary by including specialized vocabularies:
 - use context and structural analysis to understand the meaning of words;
- use comprehension strategies to construct meaning from text:
 - develop global meaning by analyzing a piece of text to identify the stated or implied main idea and to develop a summary;
 - develop inferential meaning by analyzing a variety of texts, including literature, using strategies such as determining cause and effect, predicting outcomes and future actions, and drawing conclusions;
 - evaluate a variety of texts, including literature, using strategies such as distinguishing fact from opinion, making generalizations, and recognizing persuasive techniques;
 - identify the author's point of view and purpose;
 - compare and contrast points of view on the same topic;
- develop and use study strategies:
 - locate information using parts of a book;
 - locate information using the dictionary, encyclopedia, and other library references including database searching strategies; and
 - use and interpret graphic sources in meaningful context.

English 8A
Sample Examination

Objective:

1. The main ideas in a speech that traces the development of automobile safety in America would probably be arranged in
 - A. spatial order.
 - B. order of importance.
 - C. cause-effect order.
 - D. chronological order

The correct answer is D.

2. *Concrete* ideas are ideas about
 - A. specific things.
 - B. mysterious things.
 - C. general feelings and beliefs.
 - D. conflict.

The correct answer is A.

Short Answer:

3. What is the purpose of the use of imagery in poetry?

By giving concrete details that appeal to the reader's senses, the poet can arouse particular responses or emotions in the reader's imagination. The reader can mentally experience what the poet describes.

4. What advantage(s) does an author have in choosing the third-person omniscient point of view?

Use of the third-person omniscient point of view gives the narrator the ability to see into the minds of all characters. He can record the thoughts as well as the actions of all characters. He is not limited to one character as he would be by the choice of first-person point of view.

Essay Questions About Literature:

5. What are the main conflicts, both external and internal, in the story "Top Man" by James Ramsey Ullman?

The characters experience internal conflict when they must fight boredom and impatience within themselves when the weather conditions force them to wait. As they near the summit where there is less oxygen, they must fight weakness and lack of confidence in their ability to succeed. External conflicts include the men against the mountain and Nace against Osborn.

Writing Sample:

- The writing sample will be based on TAAS objectives for eighth grade:
 - Narrative
 - Classificatory
 - Persuasive