

To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for English 7B. This is equivalent to the second semester of seventh grade English.

WHAT TO BRING

- notebook paper

ABOUT THE EXAM

The examination for English 7B has 115 questions including multiple choice, essay, and sentence revision exercises.

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 need to provide paper for the writing activity. A percentage score from the exam will be reported to the officials of your school. It is important that you prepare for the test adequately.

How to Prepare for the Examination

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

- writing concepts and skills
- language concepts and skills
- literature concepts and skills
- reading concepts and skills
- listening concepts and skills

The examination is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included beginning on the next page (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

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.

For more information about CBE policies, visit <http://www.help.k12.ttu.edu/> or see your course Policies & Forms Guide.

Good luck on your examination!

ENG 7B TEKS

In order to pass the examination, you must be able to demonstrate mastery of the following Texas Essential Knowledge and Skills:

- (1) Integrated listening and speaking behaviors to receive and produce meaning. The student shall be provided opportunities to:
 - (A) listen attentively in different settings for a variety of purposes:
 - (i) focus attention on and listen to both adult and peer speakers during large and small group interactions;
 - (iii) respond to a speaker by retelling what was heard, by asking questions, and/or by contributing information; and
 - (iv) analyze and evaluate the intent and content of the speaker's message; and
 - (B) speak fluently in different settings for a variety of purposes and audiences:
 - (i) use a variety of words to convey meaning;
 - (ii) describe personal ideas, feelings, and experiences;
 - (iii) entertain others with stories, poems, and dramatic activities;
 - (iv) give directions;
 - (v) share information;
 - (vi) persuade others using language appropriate to the listener; and
 - (viii) develop skill in using the conventions of English to produce effective oral communication.
- (2) 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:
 - (A) prewrite and plan for specific purposes and modes;
 - (B) use materials from a variety of sources such as personal experience and a variety of literary forms:
 - (i) use various composition models as aids in developing writing skills;
 - (C) synthesize information from a variety of sources;
 - (F) write first drafts of compositions in a variety of formats for specific audiences and purposes in a variety of modes, including practical writing:
 - (i) write for expressive, informative, persuasive, and literary purposes;
 - (ii) use narrative, descriptive, classificatory, and evaluative modes; and

- (iii) write paragraphs, multi-paragraphs compositions, and compositions synthesizing information from various sources;
- (G) revise compositions using a variety of techniques including self-assessment, peer interaction, and conferences:
 - (i) revise content, organization, and topic development to address the purpose and audience effectively;
 - (ii) revise for effective word choice, including the appropriate use of formal and informal writing, transition, and clarity of language to convey intended meaning;
 - (iv) 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
 - (v) evaluate one's own writing as well as that of others;
- (H) share products of written composition in a variety of ways; and
- (3) 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:
 - (A) 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;
 - (B) understand and analyze setting, characterization, plot, and author's purpose and point of view;
 - (D) develop literary appreciation:
 - (i) select books for individual needs and interests;
 - (ii) respond to various forms of literature representing the diversity of our cultural and literary heritage; and
 - (iii) participate in cooperative learning and a variety of oral activities to elicit meaning from literature;
 - (E) expand vocabulary including specialized vocabularies;
 - (i) use context and structural analysis to understand the meaning of words; and
 - (ii) choose appropriate meanings of multi-meaning words;
 - (F) use comprehension strategies to construct meaning from text:
 - (iv) 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;

- (v) evaluate a variety of texts, including literature, using strategies such as distinguishing fact from opinion, making generalizations, and recognizing persuasive techniques;
- (G) develop and use study strategies:
- (iii) locate information using the dictionary, encyclopedia, and other literary references, including data base searching strategies;
 - (iv) use and interpret graphic sources in meaningful context;
 - (vi) adjust the method and rate of reading to the purpose of the material; and
 - (vii) develop note-taking and test-taking strategies in a variety of contexts.

ENG 7B
Sample Examination

These are examples of the kinds of questions that you might find on the examination for the second semester of seventh grade English. Try doing them before you look at the attached key. Don't forget to study "Paul Revere's Ride" by Henry Wadsworth Longfellow. A copy is included in this study material. The test also covers dictionary and encyclopedia skills.

Use this sample exam to see areas that you need to study. Look up any items that confuse you. Use a seventh-grade grammar book to practice if you can.

Choose the correct spelling from the following pairs of words.

1. A. chief B. cheif
2. A. roofs B. rooves
3. A. cryed B. cried

Give one possible effect for the following causes:

4. 114-degree weather
5. speeding

Give one possible cause for the following effects:

6. skin cancer
7. war
8. Which sentence is punctuated correctly?
 - A. Marty ran a long tiresome race
 - B. Marty ran a long, tiresome race.
 - C. Marty ran a long tiresome race.
 - D. Marty ran a long, tiresome race

9. Which sentence is capitalized correctly?
- A. Julie took Spanish, computer programming, and science.
 - B. Julie took spanish, computer programming, and science.
 - C. Julie took Spanish, Computer Programming, and Science.
 - D. julie took Spanish, computer programming, and science.

Rewrite the following sentences using correct grammar and punctuation.

- 10. Math and English is my favorite classes.
- 11. Jean does her homework, and she did it well.
- 12. My parents and grandparents.
- 13. Michael entered the contest, he won very easily.
- 14. there is no school today said pete it snowed twelve inches.

Label the following as fact or opinion:

- 15. Abraham Lincoln was the best President the United States ever had.
- 16. Abraham Lincoln was a lawyer.
- 17. John Wilkes Booth shot Lincoln at a play.
- 18. There never would have been a Civil War if it hadn't been for Lincoln.

The essays are worth 5-10 points on the actual exam. Be sure to answer them completely, using correct grammar and punctuation. Proofread your work—points will be deducted for spelling and mechanical errors.

- 19. List in sequential order the steps for washing a car.
- 20. Pretend you are in a group discussion. Write a paragraph explaining how the group should operate.
- 21. Make a list of five things you do to ensure that you listen to your teacher's lecture in an effective manner.
- 22. Summarize your favorite short story. Include the author's point of view.

**Answer Key
Sample Exam
ENG 7B**

1. A
2. A
3. B
- 4-7. Answers vary. Some possible answers are below:
 4. people die from the heat
 5. a ticket
 6. sunbathing
 7. hatred
8. B
9. A
10. Math and English are my favorite classes.
11. Jean does her homework, and she does it well.
12. Answers vary. You must add a predicate.
13. Michael entered the contest, and he won it easily. (Or you may have used a semicolon or created two sentences.)
14. "There is no school today," said Pete. "It snowed twelve inches."
15. opinion
16. fact
17. fact
18. opinion
- 19-22. Answers vary. Have an adult check these for you.

Paul Revere's Ride

Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The *Somerset*, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the somber rafters, that round him made
Masses and moving shapes of shade—
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay—
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and somber and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meetinghouse windows, blank and bare,
Gaze at him with a spectral glare.
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled—
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,

Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the nightwind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoofbeats of that steed,
And the midnight message of Paul Revere.