

**To the Student:**

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

**ABOUT THE EXAM**

The examination for English 8B 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 persuasive 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 second 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 Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included beginning on page 3 of this document (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.

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

“Evangeline,” a narrative poem by Henry Wadsworth Longfellow

“The Diary of Anne Frank,” a dramatization by Frances Goodrich and Albert Hackett

“The Ransom of Red Chief,” a story by O. Henry

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

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 8B TEKS

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

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:
  - ◊ focus attention on and listen to both adult and peer speakers during large and small group interactions; and
  - ◊ analyze and evaluate the intent and content of the speaker's message; and
- speak fluently in different settings for a variety of purposes and audiences:
  - ◊ describe personal ideas, feelings, and experiences;
  - ◊ entertain others with stories, poems, and dramatic activities;
  - ◊ give directions; and
  - ◊ share information.

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;
- select and narrow a topic for a specific purpose;
- write first drafts of compositions in a variety of formats for specific audiences and purposes in a variety of modes including practical writing:
  - ◊ 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 meaning;
  - ◇ 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.

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 literary appreciation:
  - ◇ select books for individual needs and interests;
  - ◇ respond to various forms of literature representing the diversity of our cultural and literary heritage; and
  - ◇ participate in cooperative learning and a variety of oral activities to elicit meaning from literature;

- expand vocabulary by including specialized vocabularies:
  - ◊ choose appropriate meanings of multi-meaning words;
- use comprehension strategies to construct meaning from text:
  - ◊ set an appropriate purpose for reading and/or listening prior to engaging in reading and/or listening activities;
  - ◊ develop literal meaning through recognition of details and sequential order;
  - ◊ develop global meaning by analyzing a piece of text to identify the stated or implied main idea and to develop a summary;
  - ◊ 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; and
  - ◊ compare and contrast points of view on the same topic; and
- develop and use study strategies:
  - ◊ follow written directions;
  - ◊ use and interpret graphic sources in meaningful context;
  - ◊ prepare for subject area assignments;
  - ◊ adjust the method and rate of reading to the purpose of the material; and
  - ◊ develop note-taking and test-taking strategies in a variety of contexts.

**ENG 8B**  
**Sample Examination**

**Objective:**

1. The \_\_\_\_\_ is a very useful source for locating magazine and journal articles.

- A. *Dictionary of American Biography*
- B. *Biographical Index*
- C. *Readers' Guide to Periodical Literature*
- D. *Bibliographic Index*

*The correct answer is C.*

2. Abstract ideas are

- A. ideas about specific things.
- B. ideas that are tangible.
- C. ideas that are not tangible.
- D. ideas about what you see and hear.

*The correct answer is C.*

**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 or she can record the thoughts as well as the actions of all characters. The author is not limited to one character as he or she 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 little 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 TEKS objectives for Grade Eight:

Narrative

Classificatory

Persuasive