To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Spanish 2B.

WHAT TO BRING

- several sharpened No. 2 pencils
- You must bring a recording device for audiocassette tape or digital sound media. Please contact your proctor for the correct device needed. For digital recordings, your device must have sound-recording software already installed and able to record in .wav or .mp3 format.
- You must also bring one blank audiocassette tape (full size only), CD-R or CD-RW (full size only), or a small USB flash drive (depending on the proctor’s requirements) on which to save your recording.

ABOUT THE EXAM

The exam will consist of four parts. Parts I and III will be answered on a bubble answer sheet; Part II will be answered on a paper answer sheet (provided with the exam); and Part IV will be recorded on your own recording medium (see “What to Bring” above). You will have three hours to complete the exam.

- **Part I, Grammar, Linguistics, and Vocabulary**, consists of 100 multiple-choice questions based on the review beginning on page 2 of this letter.

- **In Part II, Writing**, (1) you will be required to write reasonable questions in Spanish for five answers. You will need to use correct Spanish question punctuation. (2) You will be required to answer five questions in complete sentences in Spanish. Your grade will be based on vocabulary, spelling, and punctuation.

- **Part III, Listening Comprehension**, will require you to listen to a recording of Spanish and answer 47 multiple-choice questions (on the bubble sheet) about the recording. These recordings will be based on vocabulary and grammar relating to concepts and themes listed in the review outline that follows.

- **In Part IV, Oral Production**, you will read and record a selection (provided in the exam) and two compositions—one in the past tense and one in the future tense—which you will write during the course of the exam. These compositions will be based on a theme that you will be given in the exam and will consist of about eight sentences each.
The examination is based on the Texas Essential Knowledge and Skills for this subject. Since questions are not taken from any one source, you can prepare by reviewing any of the state-adopted textbooks that are used at your school. The textbook used with our Spanish 2B course is ¡Buen viaje! by Glencoe-McGraw-Hill Companies. (2005).

The practice exam included in this document will give you a model of the types of questions that will be asked on your examination. It is not a duplicate of the actual examination. It is provided to illustrate the format of the exam, not to serve as a review sheet.

Good luck on your examination!
Spanish 2B Review

You should review the following concepts before taking the exam:

1. **Vocabulary and cultural themes.** You will need to be able to recognize words and expressions in listening and reading exercises, but you will not be required to list them from memory. For sources of study material, you can refer to the intermediate (second year) textbook of any Spanish series on the Texas list of adopted textbooks. Not all textbooks include the same thematic materials. You may need to refer to other sources, as well, to find all of the vocabulary and cultural references. The textbook used by TTU K-12 is ¡Buen viaje! by Glencoe-McGraw-Hill Companies (2005). However, all of the state-adopted textbooks will contain the same grammar and linguistic material.

A. Air travel
   i. parts of an airplane
   ii. members of a flight crew
   iii. airport terms
   iv. geographical terms

B. Medical emergencies
   i. body parts
   ii. vocabulary of accidents and emergencies
   iii. hospital terms

C. City and country life
   i. vocabulary of the city
   ii. vocabulary of public transportation—buses and subways
   iii. vocabulary of the country—crops, animals, farm workers, farming terms

D. Kitchens and cooking
   i. vocabulary of the kitchen and cooking utensils
   ii. names of common foods and kitchen items, such as salt and sugar
   iii. vocabulary of cooking activities—clean, cut, peel, slice, grate, etc.

E. Cars and highways
   i. vocabulary of a car
   ii. types of cars
   iii. simple car maintenance
   iv. vocabulary of the highway—signs, toll roads, lanes, etc.
F. Public service occupations
   i. barbershops and beauty shops
   ii. laundries and dry cleaners
   iii. post office
   iv. banks

G. Parties and celebrations
   i. weddings
   ii. birthdays
   iii. holidays—Christmas, New Year’s, Día de los reyes, Hanukah

H. Occupations and trades
   i. office work
   ii. store employees
   iii. government employees
   iv. courts
   v. blue collar jobs

2. Grammar and Linguistics
   A. the conditional mode with regular and irregular verbs
   B. the present perfect tense with present-tense forms of haber and regular and irregular past participle forms
   C. the imperfect progressive tense
   D. tú, usted, and ustedes affirmative and negative command forms of verbs
   E. subjunctive mood forms of regular and irregular verbs
   F. uses of subjunctive mood verbs in dependent clauses
   G. two object pronouns in the same sentence
   H. placement of object pronouns with conjugated verbs and commands
   I. comparative adjectives
   J. demonstrative adjectives and pronouns

Go back to the textbook and review these items. Remember that one of the best ways to review is to listen to the CDs and go through the workbook and audio activity exercises again.
SPAN 2B Practice Exam

Part I. Grammar, Linguistics, and Vocabulary

Write the letter of the choice that best completes the statement or answers the question with the correct **conditional** form of the verb in parentheses.

_____ 1. ¿Qué _________ (querer) ustedes ver en Granada?
   A. quieren
   B. querrán
   C. querían
   D. querrían

_____ 2. ¿No _________ (desear) Marta visitar el Prado en Madrid?
   A. deseaba
   B. desea
   C. desearía
   D. desía

_____ 3. Nosotros nos _________ (divertir) mucho en las playas.
   A. divertiríamos
   B. divertiremos
   C. divertimos
   D. divertamos

_____ 4. Yo me _________ (comprar) zapatos nuevos para salir al baile.
   A. compré
   B. compraba
   C. compraré
   D. compraría

Write the letter of the choice that best completes the statement or answers the question with the correct **imperative** form of the verb in parentheses.

_____ 5. _________ (cambiar) ustedes las toallas.
   A. Cambian
   B. Cambien
   C. Cambiaron
   D. Cambiad
6. _________ (empezar) ustedes la tarea después de la clase.
   A. Empiezán
   B. Empiecen
   C. Empezaron
   D. Empecen

7. Mario, _________ (llevar) tú las manzanas a la cocina.
   A. llevas
   B. llevaste
   C. lleves
   D. llena

8. Miguelito, _________ no (escribir) tú en la pared.
   A. escribes
   B. escribas
   C. escribe
   D. escribiste

Write the letter of the choice that best completes the statement or answers the question with the correct subjunctive form of the verb in parentheses.

9. No creemos que _________ (venir) los otros estudiantes para las siete.
   A. vengan
   B. vienen
   C. vinieron
   D. vienan

10. No es cierto que yo la _________ (visitar) a mi tía Esmeralda este verano.
    A. visito
    B. visite
    C. visitar
    D. visité

11. Ella prefiere que yo _________ (hacer) el viaje antes de agosto.
    A. hago
    B. haga
    C. hacía
    D. hacer
12. Es preferible que yo __________ (ir) durante las vacaciones escolares.
   A. vaya
   B. voy
   C. ir
   D. vamos

13. Es probable que mi hermana y yo la __________ (ayudar) con los perritos.
   A. ayudar
   B. ayudamos
   C. ayudo
   D. ayudemos

14. También es necesario que nosotras __________ (limpiar) la perrera.
   A. limpiemos
   B. limpiamos
   C. limpiar
   D. limpiábamos

15. Es dudoso que Rafael __________ (trabajar) mucho en casa de su tía.
   A. trabajar
   B. trabaje
   C. trabajó
   D. trabaja

Write the letter of the choice that best completes the statement or answers the question with the correct form of the verb—either in the indicative, subjunctive, or infinitive—in parentheses.

16. Es importante que los maestros __________ (arreglar) los salones antes de las clases.
   A. arreglen
   B. arreglar
   C. arreglan

17. Mi papá quiere que yo __________ (mandar) los regalos por Fedex.
   A. mandar
   B. mando
   C. mande
18. Pero yo dudo que nosotros lo _________ (poder) hacer.
   A. podemos
   B. podamos
   C. poder

___ 19. ¿Vas a entregar el proyecto al profesor mañana?
   A. Sí, voy a entregárselo mañana.
   B. Sí, le voy a entregarlo mañana.
   C. Sí, le la voy a entregar mañana.
   D. Sí, se voy a entregar mañana.

___ 20. ¿Vas a leer el libro al bebé?
   A. Sí, vóyselo a leer al bebé esta tarde.
   B. Sí, se lo voy a leer esta tarde.
   C. Sí, le lo voy a leer esta tarde.
   D. Sí, voy a se lo leer esta tarde.

___ 21. ¿Piensas probarte estas faldas?
   A. No, no pienso me las probar.
   B. No, no me las pienso probar.
   C. No, no me pienso protárlas.
   D. No, no se las pienso probar.

___ 22. ¿Te gustan _________ sillas que tengo aquí?
   A. estas
   B. esas
   C. aquellas

___ 23. Sí, pero me gustan más _________ sillas que están a tu derecha.
   A. estas
   B. esas
   C. aquellas
Write the letter of the choice that best completes the statement or answers the question.

____ 24. Los ______ no usan computadoras.
   A. maestros
   B. programadores de informática
   C. secretarios
   D. albañiles

____ 25. El joven no tiene trabajo pero quiere trabajar. Busca ________.
   A. un auto
   B. un puesto
   C. una novia
   D. un título

____ 26. Los ______ se dedican a la compra y venta.
   A. abogados
   B. comerciantes
   C. mecánicos
   D. practicantes

____ 27. La ley y la ingeniería son profesiones que requieren un ________.
   A. oficio
   B. anuncio
   C. título universitario
   D. departamento de personal

____ 28. Los ______ no instalan inodoros y bañeras.
   A. plomeros
   B. fontaneros
   C. albañiles
   D. plomerías

____ 29. ________ tiene que llenar una solicitud de empleo.
   A. El periódico
   B. El oficio
   C. El entrevistador
   D. La aspirante

____ 30. Gabriela nació el dos de agosto. Cada dos de agosto ________.
   A. recibe regalos de su familia
   B. pone paja en un zapato
   C. compra un árbol
   D. enciende las velas de la menora
31. En diciembre, muchas familias norteamericanas decoran __________ de Navidad.
A. un bizcocho  
B. una menora  
C. un árbol  
D. una vela

32. El seis de enero es _________.
A. la Navidad  
B. el Día de los Reyes Magos  
C. Nochebuena  
D. Nochevieja

33. Los invitados no comen, beben o bailan durante ________.
A. la boda  
B. la celebración de la víspera del Año Nuevo  
C. la fiesta de cumpleaños  
D. la recepción

34. ________ me da un champú.
A. El fontanero  
B. El tintorero  
C. El peluquero  
D. La enfermera

35. Este suéter de lana está sucio. Lo debo ________ en seco.
A. echar  
B. secar  
C. planchar  
D. limpiar

36. ________ en los Estados Unidos son azules.
A. Los buzones  
B. Los sobres  
C. Los cheques  
D. Los tiques

37. Quiero enviar estas tarjetas postales de Londres a Florida por ________.
A. cuenta corriente  
B. cheques de viajero  
C. correo aéreo  
D. tipo de cambio
_____ 38. No acepta(n) ______________ en los puestos del mercado.
   A. dinero en efectivo
   B. monedas
   C. billetes
   D. cheques de viajero

_____ 39. Para revisar el aceite, es necesario abrir ___________.
   A. la puerta
   B. el capó
   C. el descapotable
   D. el tanque

_____ 40. Es una autopista muy grande. Tiene cuatro __________ en cada sentido.
   A. bocinas
   B. semáforos
   C. rótulos
   D. carriles

_____ 41 __________ y __________ son animales.
   A. La huerta, el plano
   B. El cerdo, la gallina
   C. El peral, el huerto
   D. El trigo, el maíz

**True/False.** Read the conversation and indicate whether the statements that follow are true or false. If the statement is true, write A in the blank; if the statement if false, write B.

—Señora, ¿debo hacer las compras ahora?

—No, Andrés. Espere usted hasta esta tarde.

—¿Por qué esta tarde?

—Vaya usted esta tarde porque es cuando llega el pescado fresco.

—Ah, entiendo. Dígame usted lo que debo comprar.

—Compre usted medio kilo de salmón y una docena de almejas.

—¿Y para el postre?

—Busque usted en la frutería. Si las uvas tienen buena pinta, compre usted un kilo.
42. La señora hace las compras.
43. Andrés debe hacer las compras ahora.
44. Por la tarde llega la fruta fresca.
45. La señora quiere fruta para el postre.

The following statements concern cultural aspects of Hispanic nations. Indicate whether the statement is true or false. If the statement is true, write A in the blank; if the statement is false, write B.

46. En los países hispanos un practicante es uno que quiere aprender a construir puentes.
47. Granada es la capital de Chile.
48. La Alhambra está en Buenos Aires, Argentina.
49. Los árabes estuvieron en España por unos dos siglos, desde 1500 hasta 1700.
50. El aeropuerto comercial más alto del mundo está en Santiago, Chile.

Part II. Writing

You will write questions for items 1-2 and answers to questions in items 3-4. Write your questions and answers in complete sentences in Spanish. Your grade will be based on grammar, vocabulary, spelling, and punctuation.

A. Write a reasonable question for each answer given here. Be sure to use correct punctuation for questions in Spanish.

1. Es dudoso que llueva mañana.

2. Mi mamá trabajará en una tienda este año.
B. Write complete sentence answers in Spanish to the following questions.

3. ¿Cómo celebras tú Año Nuevo?

________________________________________________________________________

4. ¿Cuáles son dos formas de viajar por tierra?

________________________________________________________________________
SPAN 2B Practice Exam Answer Key

Part I. Grammar, Linguistics, and Vocabulary


Part II. Writing

These are possible questions and answers.

1. ¿Va a llover mañana?
2. ¿Dónde va a trabajar tu mamá este año?
3. Yo siempre celebro Año Nuevo en casa de mi prima. Ella hace una fiesta grande.
4. Dos formas de viajar por tierra son por carro y por bicicleta.
Texas Essential Knowledge and Skills
SPAN 2B – Spanish, Level II, Second Semester


(a) General requirements.

(1) Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.

(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.
(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.
(C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;
(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;
(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;
(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;
(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and
(F) interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials
as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;

(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;

(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and

(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express and support an opinion or preference orally and in writing with supporting statements; and

(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

Source: The provisions of this §114.40 adopted to be effective July 15, 2014, 39 TexReg 5385.