



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Spanish 1A.

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

This test gives you the opportunity to demonstrate your mastery of the Texas Essential Knowledge and Skills as outlined by the Texas Education Agency.

The examination consists of seven parts, testing your skills in listening, grammar and structure, vocabulary, reading comprehension, knowledge of Hispanic culture, writing, and speaking.

- In **Part I, Listening**, you will listen to a recording and respond to a series of questions that will test your ability to understand spoken Spanish. The recording is very similar to the exercises you would find in the audio materials of any of the state-adopted textbooks for Spanish I. You will answer questions or respond to cues and mark your answer choices on a bubble answer sheet.
- **Part II is Grammar and Structure.**
- **Part III is Vocabulary.**
- In **Part IV, Reading**, you will read passages, announcements, or charts and answer questions about them.
- In **Part V, Culture**, you will answer questions concerning the culture of different Spanish-speaking countries.
- In **Part VI, Speaking**, you will be required to make a recording of yourself speaking Spanish. You will be asked to (1) read and record a selection provided with your exam,

(2) write a letter and record yourself reading it, and (3) write and record your plans for a vacation trip.

- In **Part VII, Writing**, you will be required to translate six sentences from English into Spanish.

Review the concepts and vocabulary covered by the practice exam that accompanies this document. A Spanish I textbook from your local school is the best source for review. The textbook used with our Spanish 1A course is *Buen Viaje!* (2005 Texas edition), Chapters 1-6.

A practice examination follows the list of Spanish 1A concepts in this document. The practice exam will give you a model of the types of questions that will be asked on your exam. It is not a duplicate of the actual exam. It is provided to illustrate the format of the exam, not to serve as a review sheet. However, it may show you some areas you need to review more carefully.

Good luck on your examination!

SPAN 1A CBE Concepts

These topics will be covered on the CBE. Make sure you review them before the exam.

- present tense forms and uses of *ser*
- present tense forms and uses of *estar*
- understanding singular and plural nouns
- present tense forms and uses of *tener*
- present tense forms of regular *-ar* verbs
- present tense forms of regular *-er* verbs
- present tense forms of regular *-ir* verbs
- forms and uses of *gustar* and *interesar*
- use of *a* and *de* after verbs
- telling time
- ability to answer simple questions
- present tense and uses of the verbs *dar* and *ir*
- common adjectives used to describe persons
- agreement of nouns and adjectives
- possessive adjectives
- vocabulary of personal descriptions, class schedules, numbers 0-30, telling time, weekend pastimes, seasons, and weather expressions required to complete listening comprehension, reading comprehension, and speaking portions of the exam, as well as multiple-choice items
- culture concepts that indicate a basic understanding of Hispanic schools, pastimes, food, geography, and national capitals

Exam questions are designed to assess your ability to read, write, understand (by listening to spoken Spanish), and speak Spanish. In addition to answering questions in writing, you will be asked to make a recording in which you (a) read aloud a selection which will be provided, and (b) create two original oral compositions on subjects which will be provided. The reading section will be worth 10 points, and the two oral compositions will be worth 15 points each.

These oral compositions will assess your ability to understand and use some of the concepts listed above. The oral compositions will be scored using the following checklist. **Each of these criteria will count one to four points.**

- **Completeness:** Are all parts recorded as assigned?
- **Pronunciation:** Are you pronouncing vowels and consonants correctly?
- **Correctness of grammar:** Are you using correct verb forms and tenses? Are you following the rules for noun-adjective agreement? Are you using pronouns correctly? Are you incorporating grammatical structure correctly?
- **Appropriateness of vocabulary:** Are the words and sentences you are using related to the assignment?
- **Comprehensibility:** Could someone from a Spanish-speaking culture understand what you are saying?

Be sure to complete every part of the exam. We will give you as much credit as possible for each response; partial credit is given for responses that may not be totally correct but which show some knowledge and understanding of Spanish. When you leave a portion blank, we have no choice but to give zero credit. We want you to do well on this exam!

The CBE will follow the design of the practice exam, but will be longer and cover more material. For the actual exam, you will answer the questions in Parts II, III, IV, and V on a bubble answer sheet; for this practice exam, just write your answers on your own paper. When you finish the practice exam, you can check your answers with the key that follows.

SPAN 1A Practice Exam

PART I: LISTENING

In the first part of the exam, you will listen to the Spanish recording that comes with your exam and complete activities following the instructions given. There are approximately 40 questions on this part of the exam.

PART II: GRAMMAR AND STRUCTURE

Complete the conversation with the correct form of *ser*.

1. *¡Hola! Yo _____ de Nueva York.*
 - A. *soy*
 - B. *eres*
 - C. *es*
 - D. *somos*
 - E. *son*

2. *¿Y tú? ¿_____ de Nueva York también?*
 - A. *soy*
 - B. *eres*
 - C. *es*
 - D. *somos*
 - E. *son*

3. *Carmen _____ una muchacha chilena.*
 - A. *soy*
 - B. *eres*
 - C. *es*
 - D. *somos*
 - E. *son*

Make each sentence plural.

4. *El amigo de Maria le gusta jugar básquetbol.*
 - A. *Los amigos de Maria le gusta jugar básquetbol.*
 - B. *Los amigos de Maria les gusta jugar básquetbol.*
 - C. *Los amigos de Marias les gusta jugar básquetbol.*
 - D. *Los amigos de Maria nos gusta jugar básquetbol.*

5. *El alumno necesita una mochila.*
- A. *Los alumno necesita una mochila.*
 - B. *Los alumnos necesita unas mochilas.*
 - C. *Los alumnos necesitan unas mochilas.*
 - D. *Los alumno necesitan unas mochilas.*

Complete each sentence with the correct form of each verb in bold in the present tense.

dar

6. *Yo _____ una fiesta el sábado para mis abuelos.*
- A. *das*
 - B. *doy*
 - C. *dar*
 - D. *damos*
7. *¿Tú _____ una fiesta a tus abuelos, por qué?*
- A. *doy*
 - B. *das*
 - C. *da*
8. *Les voy a _____ una fiesta porque van a cumplir cincuenta años de casados.*
- A. *damos*
 - B. *dar*
 - C. *dan*
 - D. *dar*

escribir

9. *Manuel _____ una carta a su novia.*
- A. *escribio*
 - B. *escribes*
 - C. *escribe*
 - D. *escribir*

comprender

10. *¿Maria y tú _____ la lección?*
- A. *comprendieron*
 - B. *comprenden*
 - C. *comprendes*
 - D. *comprender*

interesar

11. No _____ las ciencias.
- A. *me interesan*
 - B. *me interesa*
 - C. *te interesa*
 - D. *me interesar*

gustar

12. ¿_____ el fútbol?
- A. *Me gusta*
 - B. *Te gustan*
 - C. *Te gusta*
 - D. *Le gusta*
13. No _____ leer.
- A. *me gustan*
 - B. *me gusta*
 - C. *se gusta*
 - D. *le gustan*

Choose the appropriate form of the verb *tener* to complete each sentence.

14. *Maria y Juan _____ un amigo que se llama Pedro.*
15. *Nosotros _____ que salir para Puerto Rico.*
16. *¿Cuántos años _____?*
- A. *tengo*
 - B. *tienes*
 - C. *tiene*
 - D. *tenemos*
 - E. *tienen*

Choose the correct possessive adjective to complete the sentence.

17. *Yo tengo _____ zapatos en mi casa.*
18. _____ *abuela se llama Flora.*
19. *Maria y _____ perros les gusta caminar en las tardes.*
- A. *mi*
 - B. *sus*
 - C. *tu*
 - D. *mis*

PART III: VOCABULARY

Mark the letter of the best possible answer.

20. *¿Cómo te llamas?*

- A. *Te llamas Pedro.*
- B. *Me llamos Pedro.*
- C. *Me llama Pedro.*
- D. *Me llamo Pedro.*

21. *¿Dónde vives?*

- A. *Vivo en Madrid.*
- B. *Vives en Madrid.*
- C. *Vivemos en Madrid.*
- D. *Vivir en Madrid.*

22. *¿Que hora es?*

- A. *Son las dos y cuarto.*
- B. *Son las dos.*
- C. *Son las dos y catorce.*
- D. *Son las doce.*



For each of the following, match the Spanish word with its English meaning.

23. 60

- A. *setenta*
- B. *cincuenta*
- C. *cien*
- D. *sesenta*

24. blue

- A. *azul*
- B. *morado*
- C. *negro*
- D. *amarillo*

25. *invierno*

- A. fall
- B. winter
- C. spring
- D. summer

¿A donde van? Complete each sentence by selecting the correct form of the *a* or *de*+ definite article.

26. *Juan va _____ cine.*
- A. *a*
 - B. *al*
 - C. *de*
 - D. *del*
27. *Nosotros venimos _____ museo.*
- A. *del*
 - B. *de*
 - C. *de la*
 - D. *a los*

PART IV: READING

Read the following passage and answer the questions based on it.

Soy Alejandro Casares. Roberto García y yo somos amigos y somos alumnos en la Universidad. Todos los sábados vamos a la casa de otro amigo a las diez de la mañana y estudiamos. Por la noche damos una fiesta. Invitamos a los amigos. Llegan veinte o treinta amigos. Llegan también Diana Borges. Diana es una amiga muy buena de Roberto. Diana es muy graciosa. Ella trabaja en la televisión. Durante la fiesta ella canta y baila.

Hoy no damos una fiesta. Yo no estoy bien. Estoy enfermo. Roberto prepara un merienda. Roberto y yo miramos un video. Y Roberto habla por teléfono. ¿Con quién habla? Pues, habla con Diana.

28. *¿Quiénes son amigos?*
- A. *Alejandro y Roberto*
 - B. *Diana y Alejandro*
 - C. *No hay amigos.*
29. *¿Dónde estudian los dos muchachos?*
- A. *en una escuela secundaria*
 - B. *en una universidad*
 - C. *en un colegio*

30. *¿Qué dan los muchachos los sábados por la noche?*

- A. *un video*
- B. *la televisión*
- C. *una fiesta*

31. *¿Quién es Diana Borges?*

- A. *una compañera de la universidad*
- B. *una amiga de Roberto*
- C. *una profesora*

PART V: CULTURE

The following statements concern cultural aspects of Spanish-speaking countries. Choose *A* if the statement is *true* or *B* if it is *false*.

32. *Muchas escuelas privadas no son mixtas.*

- A. *cierto*
- B. *falso*

33. *Los alumnos van de un salón a otro. La clase de álgebra es en un salón y la clase de español es en otro salón.*

- A. *cierto*
- B. *falso*

PART VI: SPEAKING

In this part of the exam, you will make a recording of your spoken Spanish on your own recording medium (see “What to Bring” on the first page of this document).

PART VII: WRITING

You will be asked to translate six sentences, similar to the ones given here, into Spanish. Make sure you focus on punctuation, capitalization, accent marks, and spelling.

34. Maria and Juan like to dance.

35. We study Spanish at 3:00 in the afternoon.

SPAN 1A Practice Exam Answer Key

Part II: Grammar and Structure

- | | | | |
|------|-------|-------|-------|
| 1. A | 6. B | 11. A | 16. B |
| 2. B | 7. B | 12. C | 17. D |
| 3. C | 8. B | 13. B | 18. A |
| 4. B | 9. C | 14. E | 19. B |
| 5. C | 10. B | 15. D | |

Part III: Vocabulary

- | | |
|-------|-------|
| 20. D | 24. A |
| 21. A | 25. B |
| 22. A | 26. B |
| 23. D | 27. A |

Part IV: Reading

- 28. A
- 29. B
- 30. C
- 31. B

Part V: Culture

- 32. A
- 33. B
- 34. *Maria y Juan les gusta bailar.*
- 35. *Nosotros estudiamos español a las 3:00 en la tarde.*

**Texas Essential Knowledge and Skills
SPAN 1A – Spanish, Level I, First Semester**

TTU: SPAN 1A CBE, v.3.0	
TEKS: §114. Languages other than English, High School (One-Half Credit)	
TEKS Covered	TEKS Requirement (Secondary)
	Subchapter C. High School
	Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.
	§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.
	The provisions of this subchapter shall supersede §75.62(a)-(g) and (k)-(o) of this title (relating to Other Languages) beginning September 1, 1998.
	(a) General requirements.
	(1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
	(2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:
✓	(A) understand short utterances when listening and respond orally with learned material;
✓	(B) produce learned words, phrases, and sentences when speaking and writing;
✓	(C) detect main ideas in familiar material when listening and reading;
	(D) make lists, copy accurately, and write from dictation;
✓	(E) recognize the importance in communication to know about the culture; and
✓	(F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.
✓	(3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.
	(b) Introduction.
	(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.
	(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.
	(c) Knowledge and skills.
	(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:

✓	(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
✓	(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
✓	(C) present information using familiar words, phrases, and sentences to listeners and readers.
	(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:
✓	(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
✓	(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
	(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:
✓	(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and
✓	(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.
	(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:
✓	(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
✓	(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
✓	(C) demonstrate an understanding of the influence of one language and culture on another.
	(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:
✓	(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
✓	(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.
	<i>Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.</i>