To the Student:

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

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.
• In Part VII, Writing, you will be required to write a paragraph in Spanish, focusing on punctuation, grammar, capitalization, accent marks, and spelling.

Review the concepts and vocabulary covered by the sample exam that accompanies this letter. A Spanish I textbook from your local school is the best source for review. The textbook used with our Spanish 1B course is *Buen Viaje!* (2005 Texas edition), Chapters 7-12.

A practice examination follows the list of Spanish 1B 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 1B CBE Concepts**

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

- regular verbs in the present tense
- stem-changing verbs in the present tense (*empezar, poder*)
- present tense of *estar* and *ser*
- reflexive pronouns
- irregular verbs like *hacer* and *poner*
- vocabulary of family members
- direct-object pronouns and indirect-object pronouns
- preterite of regular verbs
- preterite of irregular verbs *hacer, dar, ver, ir,* and *ser*
- vocabulary of family, travel, and department stores in order 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 Mexican Indian legends, geography, menus, and family concepts

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?

The **Writing** part (18 points) will consist of actually writing the composition from the oral composition that you have composed. You will need to focus on correct grammar, punctuation, spelling, and accent marks.

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 1B 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 each sentence with the correct form of the verb in parentheses.

*Hoy* nosotros ___(1)___ a jugar a las dos. (empezar)

1. A. empezamos  
   B. empiezan  
   C. empezar  
   D. empiesas

*Tú* ___(2)___ ganar. (querer) No ___(3)___ perder. (querer)

2. A. querer  
   B. quieres  
   C. queres  
   D. queremos

3. A. quieres  
   B. querer  
   C. queremos  
   D. queres

continued →
Complete the following conversation.

—Jorge, ¿____(4)____ gusta la historia?
—Sí, ____ (5)____ gusta mucho. Es el curso que más ____ (6)____ interesa.
—Sí, ____ (7)____ sorprende. La historia ____ (8)____ aburre un poco.
—Paco, es increíble. La historia antigua ____ (9)____ fascina: la historia de Roma, de Grecia, y de Egipto.
—Pues, ____ (10)____ gustan más las ciencias y las matemáticas.

4. A. me  B. te  C. se  D. nos
8. A. me  B. te  C. se  D. nos
5. A. me  B. te  C. se  D. nos
9. A. te  B. me  C. se  D. nos
6. A. me  B. te  C. se  D. nos
10. A. me  B. te  C. se  D. nos
7. A. nos  B. te  C. se  D. me

Complete each sentence with the correct preterite form of the verb.

11. Tú __________ en el mar.
    A. nadaste
    B. nadé
    C. nadamos
    D. nadaron

12. ¿_________ tú el sol?
    A. Tomaste
    B. Tomaron
    C. Tomo
    D. Tomé
13. Isabel _________ en el agua.
   A. esquiar
   B. esquió
   C. esquiaron
   D. esquia

   A. jugar
   B. jugué
   C. jugaste
   D. jugaron

Mark the letter of the correct preterite form of ir to complete each sentence.

Yo ______ (15) ______ a la escuela y él también ______ (16) ______.

15. A. fue
    B. fuiste
    C. fui
    D. fuimos

16. A. fue
    B. fuiste
    C. fuimos
    D. fueron

Nosotros ______ (17) ______ a la piscina y ellos también ______ (18) ______.

17. A. fuimos
    B. fuiste
    C. fueron
    D. fue

18. A. fuiste
    B. fueron
    C. fuimos
    D. fue

continued →
Mark the letter of the sentence which correctly substitutes the correct indirect object pronoun lo, la, los, or las.

19. Teresa compro la crema protectora.
   A. Teresa las compro.
   B. Teresa la compro.
   C. Teresa los compro.
   D. Teresa el compro.

20. Carlos tiene un nuevo bañador. Él compro el bañador ayer.
   A. Carlos tiene un nuevo bañador. Él la compro ayer.
   B. Carlos tiene un nuevo bañador. Él las compro ayer.
   C. Carlos tiene un nuevo bañador. Él lo compro ayer.
   D. Carlos tiene un nuevo bañador. Él los compro ayer.

Mark the letter of the word that completes each sentence with the correct preterite form of the verb in parentheses.

Roberto ____ (21) ____ (salir) anoche y no ____ (22) ____ (volver) a casa hasta la medianoche.

21. A. salieron  
    B. sale  
    C. salio  
    D. salir

22. A. volvio  
    B. vuelvio  
    C. volver  
    D. volvemos

23. ¿Cómo ________ ustedes a casa? (volver)
   A. volvio  
   B. volvieron  
   C. volver  
   D. volvimos

continued →
Read the following advertisement that appeared in a Spanish newspaper, then answer the questions.

24. ¿Qué temporada es?
   A. La Bohème  
   B. La temporada de opera lírica  
   C. La temporada de teatro  
   D. El Teatro Calderón

25. ¿Qué opera presentan ahora?
   A. Giacomo Puccini  
   B. El Teatro Calderón  
   C. La Bohème  
   D. Hoy Estreno

26. ¿Quién escribo la opera?
   A. Calderón  
   B. Giacomo Puccini  
   C. La Bohème  
   D. Opera Lírica

27. ¿Cuándo es el estreno (la primera función)?
   A. mañana  
   B. hoy  
   C. el nueve de agosto  
   D. mas tarde

28. ¿En qué teatro es?
   A. El Teatro Calderón  
   B. La Bohème  
   C. Temporada de Opera  
   D. El Teatro Madrid

29. ¿Dónde venden las entradas o localidades?
   A. en Giacomo Puccini  
   B. En el Teatro Calderón, en la Central de Reservas, o en la Caja Madrid  
   C. La Bohème  
   D. Temporada de Opera

continued →
ART III: VOCABULARY

Match the activity with the illustration.

30. A. bucear
   B. nadar
   C. practicar la plancha de vela
   D. esquiar en el agua

31. A. nadar
   B. tomar el sol
   C. practicar la plancha de vela
   D. practicar la tabla hawaiana

32. A. tomar el sol
   B. practicar la plancha de vela
   C. practicar la tabla hawaiana
   D. bucear

33. A. nadar
   B. bucear
   C. esquiar en el agua
   D. tomar el sol

continued →
PART IV: READING

La Asociación Betel. Read the flyer prepared by Asociación Betel, an organization that helps people in need. Choose the correct completion for each sentence. Mark your answers on the Scantron® sheet. (Lea el papel de anuncio preparado de parte de Asociación Betel, una organización que ayuda a la gente necesitada. Escoja la respuesta que complete la oración. Marque sus respuestas en la hoja de respuesta.)

34. El rastro es

A. un mercado grande donde venden artículos nuevos a precios altos.
B. un mercado donde venden cosas viejas y usadas a precios muy bajos.
C. una tienda elegante.
D. personas que vende artículos.

35. Los marginados son

A. personas que restauran muebles.
B. personas con problemas sociales que necesitan ayuda o rehabilitación.
C. personas que trabajan con la Asociación Betel.
D. personas que trabajan en el mercado.

continued →
PART V: CULTURE

Indicate whether each statement is true or false.

36. Muchos países de habla Española tienen playas.
   A. cierto
   B. falso

37. En una zona tropical el invierno es eterno.
   A. cierto
   B. falso

PART VI: SPEAKING

In this part of the exam, you will create two compositions in Spanish and record the compositions on your own recording medium (see “What to Bring” on the first page of this document).

PART VII: WRITING

You will choose one of the two recordings you made in Part VI and write it down. You must focus on the actual writing part: punctuation, grammar structure, spelling, and accent marks.
SPAN 1B Practice Exam Answer Key

Part II: Grammar and Structure

1. A  
2. B  
3. A  
4. B  
5. A  
6. A  
7. D  
8. A  
9. B  
10. A  
11. A  
12. A  
13. B  
14. B  
15. C  
16. A  
17. A  
18. B  
19. B  
20. C  
21. C  
22. A  
23. B  
24. B  
25. C  
26. B  
27. B  
28. A  
29. B  
30. C

Part III: Vocabulary

31. B  
32. C  
33. C

Part IV: Reading

34. B  
35. B

Part V: Culture

36. A  
37. B
**Texas Essential Knowledge and Skills**  
**SPAN 1B – Spanish, Level I, Second Semester**

### TTU: SPAN 1B CBE, v.3.0

#### TEKS: §114. Languages other than English, High School (One-Half Credit)

<table>
<thead>
<tr>
<th>TEKS Covered</th>
<th>TEKS Requirement (Secondary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subchapter C. High School</td>
<td>Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.</td>
</tr>
</tbody>
</table>

#### §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
<table>
<thead>
<tr>
<th>✓</th>
<th>(C) present information using familiar words, phrases, and sentences to listeners and readers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td><strong>(2) Cultures.</strong> The student gains knowledge and understanding of other cultures. The student is expected to:</td>
</tr>
<tr>
<td>✓</td>
<td>(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</td>
</tr>
<tr>
<td>✓</td>
<td>(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.</td>
</tr>
<tr>
<td>✓</td>
<td><strong>(3) Connections.</strong> The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</td>
</tr>
<tr>
<td>✓</td>
<td>(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and</td>
</tr>
<tr>
<td>✓</td>
<td>(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.</td>
</tr>
<tr>
<td>✓</td>
<td><strong>(4) Comparisons.</strong> 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:</td>
</tr>
<tr>
<td>✓</td>
<td>(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;</td>
</tr>
<tr>
<td>✓</td>
<td>(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and</td>
</tr>
<tr>
<td>✓</td>
<td>(C) demonstrate an understanding of the influence of one language and culture on another.</td>
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<tr>
<td>✓</td>
<td><strong>(5) Communities.</strong> The student participates in communities at home and around the world by using languages other than English. The student is expected to:</td>
</tr>
<tr>
<td>✓</td>
<td>(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</td>
</tr>
<tr>
<td>✓</td>
<td>(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.</td>
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*Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.*