



## To the Student:

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

## 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 42 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 2A 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 2A 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 TTUISD 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. Train travel
    - *El AVE*
    - The train from Cuzco to Machu Picchu
    - Buying train tickets
    - Vocabulary of a train station
  - B. restaurants
    - food
    - utensils
    - waiters and menus
    - regional foods of Mexico, Spain, and the Caribbean
  - C. telecommunications
    - computer
    - fax
    - telephone
    - telephone cards and pay phones
  - D. shopping
    - grocery stores—*mercados*, supermarket, hypermarkets
    - clothing stores
    - specialty stores

E. pastimes

- hobbies and games
- amusement parks
- zoos

F. hotels

- reservations
- hotel personnel
- vocabulary of hotel rooms
- *Paradores* and hostels

2. **Grammar and Linguistics**

- A. Preterite tense—*estar, tener, saber, decir, andar, querer, hacer*
- B. Stem-changing verbs—present and preterite tenses
- C. Regular and irregular verbs—imperfect tense
- D. Choosing whether to use preterite or imperfect tense in a sentence
- E. Regular and irregular verbs—future tense
- F. Passive voice verbs
- G. Comparative and superlative adjectives
- H. Direct and indirect object pronouns

## SPAN 2A Practice Exam

### True/False

Indicate whether the sentence or statement is true or false.

- \_\_\_\_\_ 1. *Las computadoras y las calculadoras tienen ranuras.*
- \_\_\_\_\_ 2. *Estás comprando fresas, melocotones, y zanahorias. Estás en la carnicería.*
- \_\_\_\_\_ 3. *El león y el tigre son dos animales salvajes de la misma familia que el gato.*
- \_\_\_\_\_ 4. *La mayoría de los jóvenes que se hospedan en un albergue juvenil son personas de más de cincuenta años.*
- \_\_\_\_\_ 5. *La tortilla es la base de muchos platos caribes.*
- \_\_\_\_\_ 6. *En España, la gente come muchos mariscos y pescados.*

### Multiple Choice

Write the letter of the word that will complete each sentence with the correct **preterite** form of the verb in parentheses.

- \_\_\_\_\_ 7. *Mi tío Claudio \_\_\_\_\_ (estar) en la ciudad ayer.*
  - A. *estaba*
  - B. *está*
  - C. *estuvo*
  - D. *estuve*
- \_\_\_\_\_ 8. *Yo \_\_\_\_\_ (tener) que terminar la tarea para la clase de matemáticas.*
  - A. *tengo*
  - B. *tuve*
  - C. *tenía*
  - D. *tení*
- \_\_\_\_\_ 9. *Mis hermanos me \_\_\_\_\_ (decir) que no podía ir con ellos al cine.*
  - A. *dijeron*
  - B. *decían*
  - C. *dicen*
  - D. *digan*

- \_\_\_\_\_ 10. *Ronaldo y Felix se \_\_\_\_\_ (poner) sus camisas nuevas para la fiesta.*
- A. *ponieron*
  - B. *ponen*
  - C. *podrían*
  - D. *pusieron*
- \_\_\_\_\_ 11. *Nosotros nos \_\_\_\_\_ (poner) nuestros trajes de baño para ir a nadar.*
- A. *ponimos*
  - B. *pusimos*
  - C. *ponemos*
  - D. *ponerimos*
- \_\_\_\_\_ 12. *Ellos \_\_\_\_\_ (andar) por el centro comercial.*
- A. *andan*
  - B. *anduvieron*
  - C. *andimos*
  - D. *andieron*

Write the letter of the word that will complete each sentence with the **correct form of the stem-changing verb** in parentheses in the present tense.

- \_\_\_\_\_ 13. *La clase de música \_\_\_\_\_ (empezar) a las nueve de la mañana.*
- A. *empeza*
  - B. *empieza*
  - C. *empeiza*
  - D. *empezaba*
- \_\_\_\_\_ 14. *Matilde me \_\_\_\_\_ (decir) que siempre va de compras los sábados.*
- A. *dice*
  - B. *deci*
  - C. *digo*
  - D. *dicen*
- \_\_\_\_\_ 15. *Los jugadores practican todos los días y \_\_\_\_\_ (jugar) muy bien.*
- A. *jugan*
  - B. *jugaron*
  - C. *juegan*
  - D. *juegamos*

Write the letter of the word that will complete each sentence with the correct **imperfect** tense form of the verb in parentheses.

- \_\_\_\_\_ 16. *Cuando el niño Ermilo era niño, él \_\_\_\_\_ (vivir) en Florida.*
- A. *vivaba*
  - B. *vivo*
  - C. *vivía*
  - D. *vivi*
- \_\_\_\_\_ 17. *El verano pasado nunca me \_\_\_\_\_ (gustar) levantarme muy temprano.*
- A. *gustar*
  - B. *gustaba*
  - C. *gusta*
  - D. *gusto*
- \_\_\_\_\_ 18. *Mi madre y yo \_\_\_\_\_ (ir) de compras en el bus todos los sábados.*
- A. *íbamos*
  - B. *iban*
  - C. *vamos*
  - D. *íamos*

Write the letter of the word that will complete the sentence with the appropriate **preterite or imperfect** form of the verb in parentheses.

- \_\_\_\_\_ 19. *Mi padre \_\_\_\_\_ (leyó, leía) un libro anoche.*
- A. *leyó*
  - B. *leía*
- \_\_\_\_\_ 20. *Alguien \_\_\_\_\_ (golpeó, golpeaba) en la puerta.*
- A. *golpeó*
  - B. *golpeaba*
- \_\_\_\_\_ 21. *Yo \_\_\_\_\_ (hablar) con mi novio por teléfono todos los días.*
- A. *hablé*
  - B. *hablaba*

Write the letter of the word that will complete the sentence with the correct **future** tense form of the verb in parentheses.

- \_\_\_\_\_ 22. *Nosotros \_\_\_\_\_ (ir) a la playa este verano.*
- A. *vamos*
  - B. *veremos*
  - C. *iremos*
  - D. *ireri*
- \_\_\_\_\_ 23. *Mi familia y yo \_\_\_\_\_ (pasar) dos semanas en una cabaña.*
- A. *pasaré*
  - B. *pasamos*
  - C. *paso*
  - D. *pasaremos*
- \_\_\_\_\_ 24. *Yo \_\_\_\_\_ (nadar) todas las mañanas.*
- A. *nadaré*
  - B. *nado*
  - C. *nadaba*
  - D. *nadoré*
- \_\_\_\_\_ 25. *Mi hermano \_\_\_\_\_ (alquilar) un jet ski.*
- A. *alquila*
  - B. *alquilará*
  - C. *alquiló*
  - D. *alquilar*
- \_\_\_\_\_ 26. Choose the sentence that is written correctly in the passive voice.
- A. *Los collares se vende en la joyería.*
  - B. *Los collares se venden en la joyería.*
  - C. *La joyería se vende en los collares.*
- \_\_\_\_\_ 27. Choose the sentence that is correctly written in the **passive voice**.
- A. *Se venden los suéteres en la tienda de ropa.*
  - B. *Se vende en la papelería los suéteres.*
  - C. *En la tienda de ropa se vende los suéteres.*
- \_\_\_\_\_ 28. *Se venden pasteles en una \_\_\_\_\_.*
- A. *panadería*
  - B. *zapatería*
  - C. *joyería*
  - D. *papelería*



Write the letter of the word that will complete the sentence with the correct **comparative** or **superlative** adjective.

\_\_\_\_\_ 29. *Una computadora es \_\_\_\_\_ que una calculadora.*

- A. *más cara*
- B. *la más cara*
- C. *más caro*
- D. *el más caro*

\_\_\_\_\_ 30. *Las películas románticas son \_\_\_\_\_ que las películas del oeste.*

- A. *más buenas*
- B. *mejores*
- C. *las más buenas*
- D. *las mejores*

\_\_\_\_\_ 31. *Para ti, ¿qué es \_\_\_\_\_, una torta o un flan?*

- A. *mejor*
- B. *la mejor*
- C. *el mejor*
- D. *las mejores*

Write the letter of the word that will complete the sentence with the appropriate **object pronouns**.

\_\_\_\_\_ 32. *¿Quién te sacó esta foto?*

*Mi padre \_\_\_\_\_ sacó.*

- A. *te la*
- B. *la te*
- C. *te me la*
- D. *me la*

\_\_\_\_\_ 33. *¿Quién te compró los lápices y libros?*

*Yo \_\_\_\_\_ compré.*

- A. *te los*
- B. *me los*
- C. *me lo*
- D. *lo me*

\_\_\_\_\_ 34. *¿Te vas a comprar el nuevo auto que nos mostraste anoche?*

*No, no creo que \_\_\_\_\_ voy a comprar. Es muy caro.*

- A. *me lo*
- B. *me nos*
- C. *te lo*
- D. *me la*

Write the letter of the word that will complete the sentence correctly.

\_\_\_\_\_ 35. *Hay una persona en el asiento. Está*

- A. *reservado.*
- B. *libre.*
- C. *ocupado.*
- D. *All of the above.*

\_\_\_\_\_ 36. *El pasajero sale hoy y vuelve mañana. Compra un billete*

- A. *de ida y vuelta.*
- B. *en segunda clase.*
- C. *sencillo.*
- D. *en la sala de espera.*

\_\_\_\_\_ 37. *Cuando pongo la mesa, pongo \_\_\_\_\_ a la derecha del plato.*

- A. *el cuchillo y la cuchara*
- B. *el tenedor y la servilleta*
- C. *el vaso y la pimienta*
- D. *la cucharita y el tenedor*

\_\_\_\_\_ 38. *Cuando tengo hambre*

- A. *voy al restaurante.*
- B. *quiero comer.*
- C. *pido algo.*
- D. *All of the above.*

\_\_\_\_\_ 39. \_\_\_\_\_ *no es un tipo de carne.*

- A. *El aceite*
- B. *La ternera*
- C. *El cerdo*
- D. *El lechón*

- \_\_\_\_\_ 40. *La señora Vargas, por favor.*
- A. *¿Está Manuel?*
  - B. *¿De parte de quién, por favor?*
  - C. *Está sonando.*
  - D. *Oye el tono.*
- \_\_\_\_\_ 41. *Para entrar los datos en el ordenador, uso*
- A. *el disco.*
  - B. *el auricular.*
  - C. *el teclado.*
  - D. *la impresora.*
- \_\_\_\_\_ 42. *Una blusa puede tener \_\_\_\_\_ cortas o largas.*
- A. *cinturones*
  - B. *mangas*
  - C. *botones*
  - D. *tacones*
- \_\_\_\_\_ 43. *Cuando hace frío, uno lleva*
- A. *tacones.*
  - B. *abrigo.*
  - C. *sandalías.*
  - D. *reloj.*
- \_\_\_\_\_ 44. *Uno lleva \_\_\_\_\_ en las orejas.*
- A. *los botones*
  - B. *los aretes*
  - C. *los relojes*
  - D. *los dedos*
- \_\_\_\_\_ 45. *Mi padre busca el periódico y un lápiz. Va a*
- A. *llenar un crucigrama.*
  - B. *jugar al ajedrez.*
  - C. *caminar por la senda.*
  - D. *coleccionar sellos.*
- \_\_\_\_\_ 46. *Susana es muy lista. Siempre gana cuando juega al ajedrez. Es una*
- A. *noria.*
  - B. *coleccionista.*
  - C. *campeona.*
  - D. *ficha.*

- \_\_\_\_\_ 47. *En la cama doble no hay*
- A. *sábanas.*
  - B. *almohadas.*
  - C. *una frazada.*
  - D. *una recepción.*
- \_\_\_\_\_ 48. *Si vas a visitar un lugar o una ciudad popular, es importante \_\_\_\_\_ un cuarto antes de llegar a un hotel.*
- A. *abandonar*
  - B. *limpiar*
  - C. *reservar*
  - D. *bajar*
- \_\_\_\_\_ 49. *El huésped reserva un cuarto \_\_\_\_\_ para una sola persona.*
- A. *manta*
  - B. *abandonado*
  - C. *doble*
  - D. *sencillo*
- \_\_\_\_\_ 50. *En el hotel la camarera \_\_\_\_\_ las toallas diariamente.*
- A. *hace*
  - B. *limpia*
  - C. *cambia*
  - D. *baja*

## SPAN 2A Practice Exam Answer Key

### True/False

1. F
2. F
3. T
4. F
5. F
6. T

### Multiple Choice

- |       |       |       |       |
|-------|-------|-------|-------|
| 7. C  | 18. A | 29. A | 40. B |
| 8. B  | 19. A | 30. B | 41. C |
| 9. A  | 20. B | 31. A | 42. B |
| 10. D | 21. B | 32. D | 43. B |
| 11. B | 22. C | 33. B | 44. B |
| 12. B | 23. D | 34. A | 45. A |
| 13. B | 24. A | 35. C | 46. C |
| 14. A | 25. B | 36. A | 47. D |
| 15. C | 26. B | 37. A | 48. C |
| 16. C | 27. A | 38. D | 49. D |
| 17. B | 28. A | 39. A | 50. C |

**Texas Essential Knowledge and Skills  
SPAN 2A – Spanish, Level II, First Semester**

TTU: SPAN 2A CBE, v.2.0	
TEKS: §114. Languages other than English, High School (One-Half Credit)	
TEKS Covered	TEKS Requirement (Secondary)
	<b>Subchapter C. High School</b>
	Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.
	<b>§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.</b>
	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.
	<b>(a) General requirements.</b>
	(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>(b) Introduction.</b>
	(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.
	<b>(c) Knowledge and skills.</b>
	<b>(1) Communication.</b> 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.
	<b>(2) Cultures.</b> 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.
	<b>(3) Connections.</b> 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.
	<b>(4) Comparisons.</b> 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.
	<b>(5) Communities.</b> 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>