



## 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 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. 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. *Empiezan*
- B. *Empiecen*
- C. *Empezaron*
- D. *Empecen*

\_\_\_\_\_ 7. *Mario, \_\_\_\_\_ (llevar) tú las manzanas a la cocina.*

- A. *llevas*
- B. *llevaste*
- C. *lleves*
- D. *lleva*

\_\_\_\_\_ 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. *vengan*

\_\_\_\_\_ 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. *haca*
- 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*

Write the letter of the answer to the question that is written correctly.

- \_\_\_\_\_ 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 mañánasela.*

- \_\_\_\_\_ 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 probárlas.*
  - D. *No, no se las pienso probar.*

Write the letter of the demonstrative adjective that correctly completes the sentence.

- \_\_\_\_\_ 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 is 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?*

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

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## SPAN 2B Practice Exam Answer Key

### Part I. Grammar, Linguistics, and Vocabulary

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. D  | 14. A | 27. C | 40. D |
| 2. C  | 15. B | 28. C | 41. B |
| 3. A  | 16. A | 29. D | 42. B |
| 4. D  | 17. C | 30. A | 43. B |
| 5. B  | 18. B | 31. C | 44. B |
| 6. B  | 19. A | 32. B | 45. A |
| 7. D  | 20. B | 33. A | 46. B |
| 8. B  | 21. B | 34. C | 47. B |
| 9. A  | 22. A | 35. D | 48. B |
| 10. B | 23. B | 36. A | 49. B |
| 11. B | 24. D | 37. C | 50. A |
| 12. A | 25. B | 38. D |       |
| 13. D | 26. B | 39. B |       |

### 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**

TTU: SPAN 2B 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>