



### To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for Spanish 3A. This test gives you the opportunity to demonstrate your mastery of the Texas Essential Knowledge and Skills as outlined by the Texas Education Agency.

### WHAT TO BRING

- You need 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 examination consists of four parts. **Part I** tests knowledge of grammar and vocabulary, with 100 multiple-choice questions covering culture, vocabulary, grammar, and reading comprehension. **Part II** tests listening comprehension. In **Part III**, "Writing," you will analyze two poems from the review list below and answer questions about them. In **Part IV**, "Speaking," you will read and record two selections and an original dialogue based on a picture provided with the exam.

Review the concepts and vocabulary covered by the practice exam that accompanies this document. Information concerning the grammar concepts can be found in any of the advanced-level Spanish textbooks on the Texas State Adopted Texts list. The culture, vocabulary, and literature questions come from Chapters 1-4 of the textbook *¡Buen viaje!*, Level 3. You will need to review the vocabulary lists, the culture sections, the newspaper articles, and the literature for each of the chapters. This information is also available in other textbooks, encyclopedias, libraries, and the Internet.

The practice exam 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 3A CBE Overview

Here is a checklist of concepts that you will want to review as you prepare for the CBE. **These will be covered on the CBE.**

### Culture of Spain, South America and Central America

- geography
- salient points of history
- capitals
- foods

### Vocabulary

- financial matters—bank cards, checkbooks, etc.
- articles of clothing

### Grammar

Instruction in these grammar concepts can be found in any of the third-year level textbooks on the Texas state adopted textbook list. The concepts included on the exam are:

- preterite tense
- imperfect tense
- choosing preterite or imperfect
- article adjectives with nouns beginning with *-a* and *-ha*
- demonstrative adjectives and pronouns
- possessive adjectives and pronouns
- present subjunctive verbs
- direct and indirect object pronouns
- imperfect subjunctive
- choosing indicative or subjunctive

### Literature

Know the country of origin, writings, genre, and a little about the lives of these authors:

- El Arcipreste de Hita
- Rigoberta Menchú
- El Inca Garcilaso de la Vega
- Juana de Ibarbourou
- Rubén Darío

- Horacio Quiroga
- José Hernández
- Ana María Matute
- José Santos Chocano
- Jorge Manrique

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. Good luck! We wish you the best.

## SPAN 3A Practice Exam

### PART I. Culture, Grammar, and Vocabulary

**True/False.** Indicate whether the sentence or statement is true or false. (*Indica si la declaración es cierta o falsa.*)

- \_\_\_\_\_ 1. Desde 1979 España se divide en diecisiete «comunidades autónomas».
- \_\_\_\_\_ 2. En el Generalife hay jardines espléndidos con numerosas fuentes y albercas.
- \_\_\_\_\_ 3. Durante la época colonial, el Virreinato de Perú tenía a Lima por capital.
- \_\_\_\_\_ 4. Una ballena es un mamífero muy grande que vive en las montañas.
- \_\_\_\_\_ 5. La ganadería come hierba.
- \_\_\_\_\_ 6. En las regiones tropicales de Centroamérica la estación seca es de mayo a octubre.
- \_\_\_\_\_ 7. Los mayas se unieron a los incas en el Viejo Imperio de los siglos IV a IX D.C.
- \_\_\_\_\_ 8. Los paradores son hoteles del gobierno español.
- \_\_\_\_\_ 9. La casa es un apoyo emocional muy fuerte e importante en la vida de un estudiante.
- \_\_\_\_\_ 10. Una de las desventajas de dejar el hogar para estudiar es la soledad.

**Multiple Choice.** Identify the letter of the choice that best completes the statement or answers the question with the **imperfect** or **preterite** form of the word in parenthesis. (*Identifica la letra de la selección que mejor completa la declaración o contesta la pregunta con la forma apropiada del imperfecto o del pretérito del verbo entre paréntesis.*)

- \_\_\_\_\_ 11. Mi hermano y yo siempre \_\_\_\_\_ (ir) a la playa en el verano.
  - A. íbamos
  - B. fuimos
- \_\_\_\_\_ 12. Yo \_\_\_\_\_ (ver) a Juanita en la calle esta mañana.
  - A. veía
  - B. vi

continued →

- \_\_\_\_\_ 13. Daniela y Marta \_\_\_\_\_ (hacer) su tarea en el café ayer.
- A. *hicieron*
  - B. *hacían*
- \_\_\_\_\_ 14. Generalmente, \_\_\_\_\_ (hacer) ellos su tarea en la biblioteca de la escuela.
- A. *hicieron*
  - B. *hacían*

Completa la declaración con la forma apropiada del pretérito del verbo entre paréntesis.

- \_\_\_\_\_ 15. Ayer \_\_\_\_\_ (comer) nosotros en un restaurante chino.
- A. *comimos*
  - B. *comemos*
  - C. *comíamos*
  - D. *comiéramos*
- \_\_\_\_\_ 16. Anoche yo \_\_\_\_\_ (ir) a la discoteca con mis amigos.
- A. *voy*
  - B. *iré*
  - C. *fui*
  - D. *fuiste*
- \_\_\_\_\_ 17. ¿Cuándo \_\_\_\_\_ (saber) tus padres que no hiciste la tarea?
- A. *saben*
  - B. *supieron*
  - C. *sabieron*
  - D. *sabían*
- \_\_\_\_\_ 18. Ahora mi tía está bien, pero el mes pasado \_\_\_\_\_ (estar) muy mal.
- A. *estó*
  - B. *estaba*
  - C. *estuvo*
  - D. *estió*

*continued* →

Complete cada declaración con la forma apropiada del imperfecto del verbo en paréntesis.

\_\_\_\_\_ 19. Cuando estábamos de vacaciones, siempre \_\_\_\_\_ (levantarse) tarde.

- A. nos levantamos
- B. nos levantábamos
- C. nos levantaremos
- D. nos levantemos

\_\_\_\_\_ 20. Cuando era niña, siempre \_\_\_\_\_ (divertirse) en la playa.

- A. me divertía
- B. me divertí
- C. me divierto
- D. me diviertía

Completa la declaración con la forma apropiada del verbo o en el preterito o en el imperfecto.

\_\_\_\_\_ 21. Durante las vacaciones escolares, siempre \_\_\_\_\_ (salir) de vacaciones.

- A. salimos
- B. salíamos

\_\_\_\_\_ 22. Pero un año \_\_\_\_\_ (tener) nosotros que quedarnos en la ciudad.

- A. tuvimos
- B. teníamos

\_\_\_\_\_ 23. Mi primo Andrés nos \_\_\_\_\_ (mandar) una invitación a su boda.

- A. mandó
- B. mandaba

Completa las siguientes frases con la forma apropiada del subjuntivo del verbo entre paréntesis.

\_\_\_\_\_ 24. Mis padres quieren que yo \_\_\_\_\_ (asistir) a una universidad en Texas.

- A. asisto
- B. asistá
- C. asista
- D. asistí

continued →

\_\_\_\_\_ 25. *Es posible que el volcán \_\_\_\_\_ (entrar) en erupción este mes.*

- A. *entra*
- B. *entró*
- C. *entraba*
- D. *entre*

\_\_\_\_\_ 26. *Es bueno que el gobierno nos \_\_\_\_\_ (construir) nuevos caminos.*

- A. *construye*
- B. *construya*
- C. *construie*
- D. *construyó*

*Completa cada declaración con la forma apropiada del indicativo o subjuntivo del verbo entre paréntesis según el contexto.*

\_\_\_\_\_ 27. *Es dudoso que tú \_\_\_\_\_ (llevar) un traje a la playa.*

- A. *llevas*
- B. *lledes*

\_\_\_\_\_ 28. *Mis padres no están seguros de que mi hermano \_\_\_\_\_ (poder) trabajar.*

- A. *puede*
- B. *pueda*

\_\_\_\_\_ 29. *Es cierto que el senador \_\_\_\_\_ (pedir) más impuestos.*

- A. *pide*
- B. *pida*

*Completa la declaración con la forma apropiada del imperfecto del subjuntivo del verbo entre paréntesis.*

\_\_\_\_\_ 30. *Yo no creía que tú \_\_\_\_\_ (comprar) este auto.*

- A. *comprabas*
- B. *compraras*
- C. *compraste*
- D. *comprieras*

*continued →*

- \_\_\_\_\_ 31. *El jefe de la tripulación les pidió que \_\_\_\_\_ (servir) la comida con cuidado.*
- A. *sirven*
  - C. *servieron*
  - B. *sirvan*
  - D. *servieran*

*Completa la declaración usando un pronombre de complemento directo y un pronombre de complemento indirecto según el contexto.*

- \_\_\_\_\_ 32. *¿Cuándo le envió Juan el regalo a sus sobrinos?*

*Juan \_\_\_\_\_ envió el viernes pasado*

- A. *se lo*
- B. *se los*
- C. *les lo*
- D. *se les*

- \_\_\_\_\_ 33. *¿Quién escribió estas cartas a tu hermana?*

*Su novio Tomás \_\_\_\_\_ escribió.*

- A. *le las*
- B. *se le*
- C. *las le*
- D. *se las*

- \_\_\_\_\_ 34. *¿Te mandó Marisela las fotos nuevas?*

*Sí, \_\_\_\_\_ mandó el sábado pasado.*

- A. *las me*
- B. *se me*
- C. *me las*
- D. *se las*

*Completa la declaración con el (los) adjetivo(s) apropiados.*

- \_\_\_\_\_ 35. \_\_\_\_\_ (El/La) agua está muy fría.

- A. *El*
- B. *La*

*continued →*



- \_\_\_\_\_ 36. *Los científicos han decidido que Pluto ya no es \_\_\_\_\_ (un, una) planeta.*
- A. *un*  
B. *una*
- \_\_\_\_\_ 37. \_\_\_\_\_ *(Un, Una) moto puede ser muy \_\_\_\_\_ (peligroso, peligrosa).*
- A. *Un, peligroso*  
B. *Una, peligroso*  
C. *Un, peligrosa*  
D. *Una, peligrosa*

### **Matching: Vocabulary**

*Parea.*

- |  |                          |
|--|--------------------------|
| _____ 38. _____ <i>llevaron vestidos muy elegantes al debut.</i>                   | A. <i>el velorio</i>     |
| _____ 39. _____ <i>es un evento muy solemne.</i>                                   | B. <i>una boda</i>       |
| _____ 40. <i>Se puede leer sobre un difunto reciente en _____.</i>                 | C. <i>festejar</i>       |
| _____ 41. <i>En _____, dos personas se casan.</i>                                  | D. <i>las debutantes</i> |
| _____ 42. <i>Miguel quiere _____ a la pareja para expresar sus buenos deseos.</i>  | E. <i>felicitar</i>      |
| _____ 43. <i>Otra palabra para celebrar es _____.</i>                              | F. <i>la esquila</i>     |
| _____ 44. _____ <i>es la acción de velar a un difunto.</i>                         | G. <i>falleció</i>       |
| _____ 45. <i>Cuando mi abuelo _____ la familia y los amigos fuimos al sepelio.</i> | H. <i>un entierro</i>    |

*continued →*

### Matching: Literature

*Parea el autor con los hechos factuales de su vida.*

- |   |                              |
|---|------------------------------|
| _____ 46. <i>Pasó mucho tiempo en las pampas de Argentina y se hizo gaucho y aprendió a jinetear.</i>   | A. Inca Garcilaso de la Vega |
| _____ 47. <i>Era el primer escritor de importancia mundial nacido en las Américas; su padre era un capitán español y su madre una princesa incaica.</i> | B. El Arcipreste de Hita     |
| _____ 48. <i>Nació en Madrid, España en 1926.</i>   | C. José Joaquín Olmedo       |
| _____ 49. <i>Era el autor del libro más leído de la literatura española.</i>  | D. José Hernández            |
| _____ 50. <i>En sus versos, el Inca Huayna Capac habla de la crueldad de los españoles durante la conquista.</i>  | E. Ana María Matute          |

### PART II: Listening Comprehension

In the listening part of the exam, you will listen to the Spanish recording that comes with your test and complete activities following the instructions given.

### PART III: Writing

In the writing part of the exam, you will read two poems and answer questions about them.

### PART IV: Speaking

In the speaking 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).

## SPAN 3A Practice Exam Answer Key

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

**Texas Essential Knowledge and Skills**  
**SPAN 3 – Spanish, Level III**  
***Languages Other Than English (High School)***

**§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.
- (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.

**(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.

*Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.*