



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. *quieremos*
- D. *queres*

continued →

Complete the following conversation.

—Jorge, ¿(4) _____ gusta la historia?

—Sí, (5) _____ gusta mucho. Es el curso que mas (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 mas 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. *esquía*

14. *Yo _____ al tenis ayer.*

- 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. *volvió*
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. *Temporarada 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.



31.



32.



33.

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 la gente necesitada. Escoja la respuesta que complete la oración. Marque sus respuestas en la hoja de respuesta.*)

¿Quiere comprar muebles a precios muy bajos?
¿Quiere ayudar a personas que están dejando la droga?
¿No sabe qué hacer con sus muebles viejos o usados?
¡Ya sabe la solución!
¡LLAME AL RASTRO BETEL!

RECOGEMOS Y VENDEMOS:

- ☒ MUEBLES DE TODO TIPO
- ☒ ELECTRODOMÉSTICOS
- ☒ ANTIGÜEDADES
- ☒ COCHES USADOS
- ☒ ROPA USADA

RESTAURAMOS MUEBLES
HACEMOS TAPICERÍA

TODO beneficio en favor del Centro de Rehabilitación de Marginados

El Rastro BETEL más cerca de Vd. está en:
Avda. Ajalvir a Vicálvaro, 43
CANILLEJAS
320 24 84

Metro Torre Arias (línea 3)
C/ Alcalá
BETEL
Cuarter de Ayalvir a Vicálvaro
Rastro e Ingresos
SOLLESA
Avda. Arcentales

 **ASOCIACIÓN BETEL**
Ofreciendo una Salida al Marginado

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

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.

(a) General requirements.

(1) Level I can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. There is no prerequisite for this course.

(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

(b) Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level I are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(C) By the end of Level I, students of logographic languages should perform on a Novice Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice Mid to Novice High proficiency level.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers.

Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) ask and respond to questions about everyday life in spoken and written conversation;

(B) express and exchange personal opinions or preferences in spoken and written conversation;

(C) ask and tell others what they need to, should, or must do in spoken and written conversation;

(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;

(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and

(F) participate in written conversation using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;

(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;

(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and

(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) state and support an opinion or preference orally and in writing; and

(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

Source: The provisions of this §114.39 adopted to be effective July 15, 2014, 39 TexReg 5385.