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 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 TTU K-12 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. *sandalias.*
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

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.

(a) General requirements.

(1) Level II 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. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a 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 II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students 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.

(B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.

(C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students 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.

(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 short statements and 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 with simple elaboration in spoken and written conversation;

(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;

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

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

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

(F) interact and react in writing using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials

as appropriate within 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 the main idea, theme, and supporting 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 phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express and support an opinion or preference orally and in writing with supporting statements; and

(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

Source: The provisions of this §114.40 adopted to be effective July 15, 2014, 39 TexReg 5385.