

EXAM
CODE **102**

CATALOG
NUMBER **SPAx102**

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EXAMS**
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Spanish Language

CREDIT
HOURS

6

LEVEL

LOWER

PUBLISHED FEBRUARY 2021

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting six (6) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 100 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcripted by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

^① In general, two-hour exams do not award a D letter grade.

See page 26, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam. If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit www.excelsior.edu and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ among textbook editions.**

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Spanish Language

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the [Excelsior College Bookstore](#).

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

SA/AB

Strongly Recommended

Zayas-Bazán, E., Bacon, S.M., & Nibert, H. (2018). *¡Arriba! Comunicación y cultura* (7th ed.) Upper Saddle River, NJ: Prentice-Hall.

The study materials may be purchased from the [Excelsior College Bookstore](#).

Optional Resources

The examination development committee did not identify any specific Optional resources for this exam. If you would like to explore topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

Web-Based Resources

http://wps.prenhall.com/ml_zayas_arriba_6/

This is the basic companion website for the 6th edition of *¡Arriba!* It features a complete audio program to enhance self-study.

Enhanced products for this textbook usually include an e-book and, in addition to audio, may contain video, assessments, or other interactive content to enhance your learning. Access codes are needed to use these products. Access codes come either free as part of a bundled textbook package or they may be purchased separately for an additional price. If you bought an enhanced product, or would like to buy one for the Spanish Language exam, please write to examcredit@excelsior.edu to receive help on how to register, log in, and access any digital textbook products.

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find

independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Spanish Language examination is based on material typically taught in a two-semester, six-credit (lecture only) course sequence in beginning Spanish. The content of the examination corresponds to course offerings such as College Spanish I or Elementary Spanish.

The examination measures basic Spanish language proficiencies in cultural skills (applying language proficiencies within authentic cultural contexts), listening comprehension (using audio cues), reading comprehension, verbal communication, and grammar.

No prior knowledge of Spanish language is required before beginning study for this exam.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate basic competence in Spanish communication through:

- **receptive skills** – demonstrate the ability to comprehend written and spoken Spanish at an elementary level (Aligns to GECC 1.1)
- **expressive skills** – demonstrate the ability to recognize correct constructions in written and spoken Spanish at an elementary level (Aligns to GECC 1.2)
- **cultural skills** – demonstrate cultural awareness in responding to authentic materials from the Spanish-speaking world (Aligns to GECC 4.2)

General Education Career Competencies Addressed in this Exam

GECC-1: Oral and Written Communication: Present oral communication with appropriate content, organization, and delivery for the audience and purpose. Deliver written communication with appropriate content, organization, syntax, mechanics, and style for the audience and purpose.

GECC-4: Cultural Diversity and Expression: Explain the dynamics of social identity or cultural differences within interpersonal and societal relations.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The credits awarded for this UExcel exam are comparable to two two-semester, college-level courses. Independent learners should expect to study and review as much as they would for a corresponding college course. For a six-credit course in a subject they don't know, students are usually expected to study nine hours per week for 30 weeks, which is a total of 270 hours. We offer this information to help you make a study plan that works for you. Every individual is different; you may need more or less time to prepare for the exam.

The major content areas on the Spanish Language examination and the percent of the examination are listed below. Note that the content areas overlap with each other: for example, as you learn about communicative objectives (content area I), you will learn structures (content area III) that help you communicate. The Scope and Sequence chart at the beginning of the textbook will help you see those connections. The chapters where particular structures are introduced are also listed in the Structures content area section below.

Content Area	Percent of the Examination	Hours of Study*
I. Communicative Objectives	20%	54
II. Vocabulary and Pronunciation	20%	54
III. Structures	20%	54
IV. Reading and Listening Comprehension	30%	81
V. Cultural Connections and Comparisons	10%	27
Total	100%	

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Communicative Objectives

20 PERCENT OF EXAM

A. Getting to know each other

- B. Situations
- C. Spanish for the professions
- D. Media and cultural expressions

II. Vocabulary and Pronunciation*

20 PERCENT OF EXAM

- A. Basic vocabulary and classroom expressions
- B. Numbers: Cardinal and ordinal
- C. Family and daily activities

- D. Food and restaurants
- E. Entertainment
- F. Shopping and travel
- G. Health
- H. Professions and careers
- I. Media and cultural events

III. Structures (20%)

20 PERCENT OF EXAM

- A. Gender and number agreement (Ch. 1)
- B. Present tense of regular verbs and subject pronouns (Ch. 1–2)
- C. Present tense of irregular and stem-changing verbs (Ch. 3–4)
- D. Uses of **ser**, **estar**, and the present progressive (Ch. 3, 5)
- E. Direct, indirect, reflexive, and demonstrative pronouns, and personal **a** (Ch. 4, 7)
- F. Demonstrative adjectives, comparatives, and superlatives (Ch. 4–5)
- G. Past tenses: Preterite and imperfect (Ch. 6–8)
- H. **Por** and **para** adverbs (Ch. 9)
- I. Formal and informal commands (Ch. 10–11)
- J. Subjunctive (Ch. 8–13)
- K. Future, conditional, and perfect tenses (Ch. 12–14)

IV. Reading and Listening Comprehension

30 PERCENT OF EXAM

- A. Understanding content
- B. Making inferences
- C. Drawing conclusions

V. Cultural Connections and Comparisons

10 PERCENT OF EXAM

- A. Countries of the Spanish-speaking world)
 1. Customs and traditions
 2. Daily routine and lifestyle
 3. Arts and music
 4. Tourism

SECTION THREE

Test Format and Sample Questions

The questions that follow will not be on the exam. They illustrate the style of questions found on this exam.

The examination will be administered in three separate sections. While the sections are not timed, we recommend that you budget your time as follows:

- verbal communication (listening comprehension)—50 minutes
- reading comprehension—40 minutes
- knowledge of grammatical and syntactic structures—30 minutes.

The questions that follow illustrate those typically found in this exam. Answer rationales can be found on pages 18–22 of this guide.

Listening Comprehension: Short or Long Selections

You will hear, through the headphones provided at the testing center, a selection in Spanish with some background information in English. In the samples below, all material preceding the actual questions will be audio only. You will not be able to read the text that is being spoken. Short selections may be a single voice speaking Spanish, while longer selections are usually a dialogue. Listen carefully, and then read the corresponding questions in your test and the four suggested answers. Based on the content of the situation you heard and your knowledge of the cultures of the Spanish-speaking world, select the most appropriate answer.

Short Selection:

Mercedes, a young woman from Costa Rica, just came back from Spain and is eager to tell her parents all about her experience.

Ay mami y papi, ¡Qué viaje tan maravilloso! Visité la capital, Madrid, y también otras ciudades importantes como Barcelona, Sevilla, y Granada. Pero el momento más apasionante de todo el viaje fue cuando conocimos personalmente, en Madrid, a un actor español famoso. ¿Lo pueden creer? Mis amigas y yo fuimos al estreno de una película que se llama “Mar adentro.” Es una película un poco triste, pero los actores son excepcionales, particularmente Javier Bardem. Allí estaba, el mismísimo Javier Bardem, el actor principal de la película, y nos saludó. ¡Por poco me da un ataque al corazón! Nunca olvidaré ese momento tan emocionante.

1. ¿A quién(es) conoció Mercedes en España?
 - 1) a sus padres
 - 2) a nuevos amigos
 - 3) a un agente de viajes
 - 4) a una persona famosa
2. ¿Dónde lo(s) conoció?
 - 1) en Barcelona
 - 2) en Costa Rica
 - 3) en Granada
 - 4) en Madrid
3. ¿Cómo se siente Mercedes?
 - 1) enferma
 - 2) feliz
 - 3) nerviosa
 - 4) triste

Long Selection:

Mariela, an exchange student who is attending the City University of New York, is in the library and overhears another student speaking on the telephone in Spanish. She is curious and decides to introduce herself.

Mariela: ¡Hola! Hablas español ¿verdad?

Alberto: Sí, ¡claro. Me llamo Alberto. ¿De dónde eres?

Mariela: Yo me llamo Mariela y soy chilena, pero estoy estudiando aquí en la Universidad de la ciudad de Nueva York.

Alberto: Yo soy mexicano y estudio comercio en el Instituto Tecnológico de Monterrey. Estoy pasando el verano en Nueva York y tomando un curso de inglés para extranjeros. ¿Qué estudias tú?

Mariela: Estudio arte y diseño. Quiero ser una diseñadora de interiores.

Alberto: Una artista, ¡qué interesante! Mi artista mexicano favorito es Diego Rivera. ¿Lo conoces?

Mariela: Sí, por supuesto. Diego Rivera fue un muralista muy famoso y se casó con Frida Kahlo que era también pintora. ¿Te gusta el arte, Alberto?

Alberto: Pues sí, pero yo prefiero la música. Soy un fanático de Carlos Santana. ¿Te gusta este cantante?

Mariela: ¡Me fascina! Aquí en Nueva York asistí a un concierto de él. También vino a cantar Shakira este invierno.

Alberto: Shakira es colombiana. ¿Cierto?

Mariela: Sí, canta muy lindo y además es una muchacha guapísima.

Alberto: Estoy de acuerdo, pero tú también eres muy guapa, Mariela. ¿Quieres un café? Podemos ir a Starbucks y charlar un rato; me encantaría conocerte mejor.

Mariela: Lo siento. No puedo ahora, pero podemos vernos el sábado si te parece bien.

Alberto: ¡El sábado es perfecto. ¿Me das tu número de teléfono?

Mariela: Aquí lo tienes. Encantado de conocerte, Alberto.

Alberto: El gusto es mío, Mariela. ¡Hasta el sábado!

4. Where is Mariela from?
 - 1) Chile
 - 2) Colombia
 - 3) New York City
 - 4) Mexico
5. What is Alberto doing in New York?
 - 1) vacationing
 - 2) studying art
 - 3) attending a concert
 - 4) taking an English class
6. Who is Frida Kahlo?
 - 1) a musician
 - 2) a painter
 - 3) a professor
 - 4) a student
7. What opinion does Alberto have of Mariela?
 - 1) She is famous.
 - 2) She likes coffee.
 - 3) She is attractive.
 - 4) She is a good artist.
8. What are Alberto and Mariela planning to do?
 - 1) go to a concert
 - 2) visit a museum
 - 3) meet Saturday
 - 4) go see an exhibit

Reading Comprehension: Short or Long Selections

You will read a description of a situation in English and a passage or selection in Spanish. After reading, carefully read the corresponding questions in your test and the four suggested answers for each question. Based on the content of the selection and your knowledge of the cultures of the Spanish-speaking world, select the most appropriate answers.

Short Selection:

Read the following passage and answer the questions provided.

¡Buenos amigos!

Antonio y José estudian inglés en los Estados Unidos. Antonio es alto, moreno y delgado. José es bajo, rubio y también delgado. A Antonio le gusta practicar deportes mientras que a José le gusta leer y ver la televisión. Antonio estudia para ser ingeniero y José quisiera ser astronauta. A pesar de tener diferentes intereses a ambos les gusta escuchar y bailar la salsa. Antonio y José son muy buenos amigos, se respetan y se quieren mucho.

9. ¿Cómo es Antonio en comparación a José?
 - 1) Antonio es más alto que José.
 - 2) Antonio es tan alto como José.
 - 3) Antonio es menos alto que José.
 - 4) Antonio es el más alto de los dos.
10. ¿Es José más delgado que Antonio?
 - 1) Sí, José es más delgado que Antonio.
 - 2) Sí, José es el más delgado de los dos.
 - 3) No, José es tan delgado como Antonio.
 - 4) No, José es menos delgado que Antonio.
11. Baila Antonio la salsa mejor que José?
 - 1) No, Antonio baila la salsa peor que José.
 - 2) Sí, Antonio baila la salsa mejor que José.
 - 3) No, Antonio baila la salsa tan bien como José.
 - 4) Sí, de los dos a Antonio es el mejor que baila la salsa.

Long Selection:

María took a trip to Puerto Rico to visit her family. She wrote the following letter to a friend about her trip. After reading the letter, select the appropriate answer to the questions provided.

¡Una carta para Carmen!

Carmen Valle
Calle Luz 34
Ponce, Puerto Rico
San Juan, 18 de octubre de 2008

Querida Carmen:

Espero que te encuentres bien. La semana pasada estuve en Puerto Rico pero no pude visitarte. Pasé todo el tiempo muy ocupada con mis primos visitando a la familia de mi padre que vive en la ciudad de San Juan. Como tú bien sabes son tres horas de distancia desde San Juan a Ponce y es un poco difícil llegar sin carro. En San Juan pude visitar la hermosa Catedral de San Juan, el Castillo del Morro, caminar por las hermosas playas del Condado y hacer varias compras. También pude probar las sabrosas helados de coco y comer algunos empañadas de mariscos. Por la tarde, mis primos y yo cenamos en el famoso restaurante "El Alí" que está cerca de la playa de Isla Verde y allí para mi sorpresa, pude conocer en persona a Jennifer López y a Marc Anthony. Nos tomamos unas fotos juntos y me dieron su autógrafo. Fue muy emocionante para mí haber visitado Puerto Rico después de tanto tiempo, visitar a mi familia, conocer a mis cantantes favoritos en persona, y sobretodo, haber podido saborear mi plato preferido, "pescado al mojito." Te prometo que el próximo verano te visitaré y pasaremos unos días extraordinarios. Bueno, mi querida amiga, cuídate mucho y hasta siempre.

Cariños y un fuerte abrazo,

María

12. ¿A quién le escribió una carta María?
 - 1) a su madre
 - 2) a sus primos
 - 3) a su amiga Carmen
 - 4) a su profesor de español

13. ¿Qué lugares visitó María?
- 1) la playa de Luquillo y el Yunque
 - 2) el museo de Bellas Artes y el Palacio Real
 - 3) la ciudad de Ponce y el pueblo de Aguadilla
 - 4) la hermosa Catedral de San Juan y el Castillo del Morro
14. ¿A quiénes conoció María en el restaurante “El Alí”?
- 1) a Madonna y a Guy Ritchie
 - 2) a John Travolta y a Kelly Preston
 - 3) a Brad Pitt y a Angelina Jolie
 - 4) a Jennifer López y a Marc Anthony
15. ¿Cuál es el plato favorito de María?
- 1) paella
 - 2) arroz con pollo
 - 3) moros y cristianos
 - 4) pescado al mojito
16. ¿A cuántas horas de distancia se encuentra San Juan de Ponce?
- 1) una hora
 - 2) dos horas
 - 3) tres horas
 - 4) cuatro horas

Vocabulary, Grammar, and Syntax

17. Which choice correctly completes the sentence?
Mi amiga puertorriqueña es
- 1) inteligente y bonita.
 - 2) paciente y trabajador.
 - 3) amable y extrovertido.
 - 4) un estudiante de medicina.
18. Which is a vegetable?
- 1) el azúcar
 - 2) la galleta
 - 3) la mantequilla
 - 4) la zanahoria
19. Which command should be used with a small child?
- 1) Trae esos libros.
 - 2) Dígame la verdad.
 - 3) Tome estos refrescos.
 - 4) Ayúdeme con este trabajo.
20. Which sentence expresses what a person **would** do?
- 1) Yo compraré una casa en Italia.
 - 2) Graciela viajaría por todo el mundo.
 - 3) Tú te mudarás a Barcelona para vivir.
 - 4) Mis padres se jubilaron de sus trabajos.
21. Which verb form best completes the sentence? Cuando yo era niño, yo siempre _____ afuera con mis amigos.
- 1) jugaba
 - 2) jugábamos
 - 3) jugó
 - 4) jugué

Writing Strategies

Perdido en Traslación (Lost in Translation)

Read the advertisement below. Decide which sentences are correctly worded and which need to be corrected using one of the other possibilities provided. Once you have decided, indicate your choice by answering the individual questions below.

EL CENTRO COMERCIAL CORTEFIEL le invita a las rebajas de final de verano.

Line A: Visítenos en el número 30 calle Puerta del Ángel en Barcelona

Line B: Traiga a toda su familia; tenemos algo para cada uno de ustedes

Line C: Cortefiel abres 24 horas al día, 7 días a la semana

Line D: También le ofrecemos una variedad gran de productos de regalo

Line E: En nuestra viajes agencia podrá planear su próxima aventura

22. Which choice is grammatically correct for line A?

- 1) Visítenos en la calle Puerta del Ángel número 30 de Barcelona
- 2) Visítenos en el número 30 calle Puerta del Ángel en Barcelona
- 3) Nos visite en la calle Puerta del Ángel número de Barcelona 30
- 4) Visita a nos en el número 30 calle Puerta del Ángel en Barcelona

23. Which choice is grammatically correct for line B?

- 1) Traiga a todos su familia, tenemos algo para cada uno
- 2) Tenemos algo para cada uno de ellos familias que nos traiga
- 3) Traiga a toda su familia; tenemos algo para cada uno de ustedes
- 4) Trae a toda su familia; tenemos alguno para cada uno de ustedes

24. Which choice is grammatically correct for line C?

- 1) Cortefiel abres 7 días en 24 horas a la semana
- 2) Cortefiel abre 7 días en 24 horas por la semana
- 3) Cortefiel abre 24 horas al día, 7 días a la semana
- 4) Cortefiel abres 24 horas al día, 7 días a la semana

25. Which choice is grammatically correct for line D?

- 1) También le ofrecemos una variedad gran de productos de regalo
- 2) También le ofrecemos una gran variedad de productos de regalo
- 3) También ofrecemos a le una variedad gran de productos de regalo
- 4) También ofrecemos a le una variedad grande de productos de regalo

26. Which choice is grammatically correct for line E?

- 1) En nuestra viajes agencia podrá planear su próxima aventura
- 2) En nuestra agencia de viajes podrá planear su próxima aventura
- 3) En nuestra viajes agencia puede de planear su próxima aventura
- 4) En la agencia de viajes de nosotros puede planear su próxima aventura

Required/Suggested Readings and Writing Activities

The readings listed below are found in:
Zayas-Bazán, E., Bacon, S.M., & Nibert, H. (2012).
¡Arriba! Comunicación y cultura (6th ed.)

Culture Sections

- Soy bilingüe (p. 18)
- Nombres, apellidos y apodos (p. 56)
- Las universidades hispánicas (p. 90)
- La familia hispana (p. 128)
- Eco voluntariado en Costa Rica (p. 166)
- ¿Eres un gastrosexual? ¿Conoces a uno? (p. 212)
- Una quinceañera (p. 228)
- De compras en Perú (p. 260)
- Auyentepuy: Un viaje de aventura (p. 296)
- La medicina tradicional en Bolivia (p. 330)
- Los empleos y las recomendaciones (p. 364)
- La tecnología y el futuro (p. 398)
- El País, voz de la democracia (p. 434)
- ¿Baile o ballet? ¡Esa es la cuestión! (p. 466)
- Panoramas (p. 506–507)

Reading Comprehension

- En Madrid (p. 12)
- Dos artistas importantes (p. 25)
- Versos sencillos: José Martí (p. 36)
- Los Sanfermines (p. 53)
- Rafael Nadal (p. 54)
- Frida y Diego (p. 99)
- Una entrevista con Rigoberta Menchú (p. 120)
- Una chica extraordinaria (p. 140-141)
- Mariano Rivera, un panameño en Nueva York (p. 158)
- El Canal de Panamá (p. 172)
- Jumbo (p. 207)
- Tony y Eduardo Pérez (p. 232)

- La Prensa (p. 235)
- El reino inca (p. 255, 276)
- Guayasamín (p. 268–269)
- Una entrevista con Fernando Botero (p. 291)
- Shakira (p. 307)
- ¡Fiestas colombianas! (p. 314–315)
- Sobre Raquel Welch (p. 339)
- Soy gaucha (p. 360)
- “No hay que complicar la felicidad” (p. 378–381)
- Sandra Cisneros (p. 405–406)
- José Hernández, astronauta chicano (p. 396)
- Marc Anthony (p. 408)
- Hoy en Cristina (p. 427-428)
- Javier Bardem (p. 431)
- Jorge Ramos (p. 439)
- Plácido Domingo (p.459)

Writing Activities – “Taller” Sections

NOTE: While you will not be required to actually write or speak in Spanish on the exam, the practice afforded by these writing activities and your work with the Web resources are critical to your ability to demonstrate that you can recognize correct constructions in written and spoken Spanish.

- Una carta de presentación (p. 38)
- Una entrevista y un sumario (p. 74)
- Una correo electrónico a un/a amigo/a (p. 110)
- Una invitación (p. 148)
- Un anuncio de venta (p. 182)
- Una reseña de un restaurante (p. 214)
- Una entrada en tu foro electrónico (p. 246)
- Una fábula (p. 280)
- Un folleto turístico (p. 316)
- Un artículo sobre la salud (p. 348)
- Un *currículum vitae* y una carta de presentación para solicitar trabajo (p. 382)
- Una escena dramática (p. 480)

SECTION FOUR

Rationales

1.(IVA, IIE)

- 1) She did not meet the parents, she is writing to them.
- 2) She did not meet new friends, she is traveling with friends.
- 3) She did not meet a travel agent, she is taking a trip.
- *4) She met Javier Bardem, a famous Spanish actor.**

2.(IVA, IIF)

- 1) She did not meet Bardem in Barcelona, though she did visit Barcelona.
- 2) She did not meet Bardem in Costa Rica, she is from Costa Rica.
- 3) She did not meet Bardem in Granada, though she did visit Granada.
- *4) She met Bardem in Madrid, at the premiere of his new movie.**

3.(IVA, IIE)

- 1) She is not sick, though she says she almost had a heart attack from the emotion she felt at the experience of seeing a famous person.
- *2) She is very happy to have met a famous actor in person.**
- 3) She is not nervous, she is happy.
- 4) She is not sad, she is happy.

4.(IA)

- *1) She is Chilean.**
- 2) She is not from Colombia, Shakira is.
- 3) She is not from New York, she is studying in New York.
- 4) She is not from Mexico, Alberto is.

5.(IIH)

- 1) He is not vacationing, he is in the US for the summer to take an English class.
- 2) He is not studying art, he is just talking about a Mexican artist he likes.
- 3) He is not attending a concert, he mentions a favorite singer.
- *4) He is in New York City taking an English class.**

6.(V3)

- 1) She is not a musician, she is a famous Mexican painter.
- *2) She is a famous Mexican painter.**
- 3) She is not a professor, she is a famous painter.
- 4) She is not a student, she is a famous painter.

7.(IVC)

- 1) He does not think she is famous, he thinks she is attractive.
- 2) He does not know whether she likes coffee, he just thinks she is attractive.
- *3) He thinks she is attractive.**
- 4) He does not know whether she is a good artist, he thinks she is attractive.

8.(IIE)

- 1) They are not planning to go to a concert, they are planning to meet Saturday.
- 2) They are not planning to go to a museum, they are planning to meet Saturday.
- *3) They are planning to meet Saturday.**
- 4) They are not planning to go to an exhibit, they are planning to meet Saturday.

*correct answer

9.(IIA/IIIF/IVA-C)

- *1) This is the only answer expressing the comparative form of inequality.
- 2) This is an example of the equality comparative form instead of inequality comparison.
- 3) This is not related to the grammatical content of the story.
- 4) This is an example of the superlative form instead of inequality comparison.

10.(IIA/IIIF/IVA-C)

- 1) This is an example of inequality comparative form instead of equality comparative form.
- 2) This is an example of the superlative form instead of equality comparative form.
- *3) This is the correct answer because it represents and expresses the equality comparative form.
- 4) This is an example of inequality comparative form instead of equality comparative form.

11.(IIA/IIIF/IVA-C)

- 1) This is an example of irregular comparative form.
- 2) This is an example of irregular comparative form.
- 3) This is an example of irregular comparative form.
- *4) This is the correct answer because there is no indication about who dances better than the other.

12.(IIB, IIIG, IVA-C)

- 1) Her mother is not mentioned. She wrote to her friend Carmen.
- 2) She did not write to her cousins. She was traveling with them to visit her father's family in San Juan.
- *3) She did write to her friend Carmen.
- 4) Her Spanish teacher is not mentioned. She wrote to her friend Carmen.

13.(IIB, IIIG, IVA-C)

- 1) Neither the Luquillo beach nor the Yunque rainforest are mentioned. She visited the cathedral of San Juan and the Moorish Castle.
- 2) Neither the museum of Fine Arts nor the Royal Palace are mentioned. She visited the cathedral of San Juan and the Moorish Castle.
- 3) She did not have time or a way to visit Ponce or Aguadilla.
- *4) She did in fact visit the cathedral of San Juan and the Moorish Castle.

14.(IIB, III, IVA-C)

- 1) Neither Madonna nor Guy Ritchie is mentioned. She met J. Lopez and M. Anthony.
- 2) Neither John Travolta nor Kelly Preston is mentioned. She met J. Lopez and M. Anthony.
- 3) Neither Brad Pitt nor Angelina Jolie is mentioned. She met J. Lopez and M. Anthony.
- *4) She did in fact meet Jennifer Lopez and Marc Anthony.

15.(IIB, IVA-C)

- 1) Her favorite dish is not this fish and rice dish that originated in Valencia, Spain. It is seafood cocktail.
- 2) Her favorite dish is not rice and chicken. It is seafood cocktail.
- 3) *Moros y cristianos*, a traditional Cuban dish of rice and beans, isn't her favorite.
- *4) Her favorite dish is seafood cocktail, or ***pescados al mojito***.

16.(IIB, IVA-C)

- 1) The distance is not one hour. It is three hours, as stated in the passage.
- 2) The distance is not two hours. It is three hours, as stated in the passage.
- *3) The distance is three hours, as stated in the passage.
- 4) The distance is not four hours. It is three hours, as stated in the passage.

*correct answer

17.(III, IB)

- 1) The conjugated verb *quieren* should be followed by an infinitive.
- 2) The indirect object pronoun *les* should be placed in front of the conjugated verb *puedo*.
- 3) *Deseo* should read *desea*. The *de* between *deseo* and *comprar* is unnecessary. The indefinite article *un* is masculine and does not agree with the noun it modifies, *cosa*, which is feminine.
- *4) The sentence structure, vocabulary, and grammar are correct.

18.(III, IIF)

- *1) The sentence structure, vocabulary, and grammar are correct.
- 2) *Gustas* should be *gusta*. The adjective *marrón* should be placed after the noun *color*.
- 3) There are several problems in this version. *Seda* should be placed after *vestido* as in *vestido de seda*, and *al gusto* should be *a su gusto* to be correct.
- 4) The verb *gustar*, in this context, must be the singular *gusta* to agree with the subject *el vestido*. Also, this question is not addressed to the client, but to the salesperson herself per the subject pronoun *yo*.

19.(III, IIB)

- 1) This answer would give information on the number, not the price.
- 2) This answer is clearly not correct. There is a cost.
- *3) This answer correctly answers a question on price.
- 4) This answer would give information on the color, not the price.

20.(III, IIF)

- 1) This question asks for the color, not the shoe size.
- *2) The question correctly asks for the shoe size.
- 3) This question asks for the price, not the shoe size.
- 4) This question asks how many they have, not shoe size.

21.(III, IIF)

- 1) This is asking when, not if they accept credit cards.
- 2) The verb *es* is unnecessary here. Also, the salesperson would not ask if the client has a credit card, but rather how the client would like to pay.
- *3) This is the correct way to ask a client how he or she may want to pay.
- 4) The salesperson would not say that she *yo* is paying. In addition, the pronoun *de* is unnecessary.

22.(IIIA)

- *1) Both ***inteligente*** and ***bonita*** are the correct forms of the words that agree with the feminine subject ***amiga*** in the sentence starter.
- 2) *Trabajador* is the masculine form of the adjective. Because the sentence contains the feminine subject *amiga*, this choice is incorrect.
- 3) *Extrovertido* is the masculine form of the adjective. Because the sentence starter contains the feminine subject *amiga*, this choice is incorrect.
- 4) The article *un* is masculine. Again, because the sentence starter contains the feminine subject *amiga*, this choice too is incorrect.

23.(IID)

- 1) *La azúcar* (sugar) is a type of carbohydrate.
- 2) *La galleta* (cookie, cracker) is a carbohydrate.
- 3) *La mantequilla* (butter) is a fat.
- *4) ***La zanahoria*** (carrot) is a vegetable.

24.(III.I)

- *1) ***Trae*** is the correct choice, because it is the informal ***tú*** command for the verb ***traer***, which is appropriate to use with a small child.
- 2) *Dígame* is a formal command, to be used for persons addressed as *usted*.
- 3) *Tome* is a formal command, to be used for persons addressed as *usted*.
- 4) *Ayúdeme* is a formal command, to be used for persons addressed as *usted*.

*correct answer

25.(IIIK)

- 1) *Compraré* is the future tense form of the verb *comprar*. It means *I will buy*. It is not the conditional form, which means *I would buy*.
- *2) ***Viajaría*** is the conditional form of the verb ***viajar***. It means ***I would travel***, and is correct in this context.
- 3) *Te mudarás* is the future tense form of the reflexive verb *mudarse*. It means *You will move*. It is not the conditional form, *You would move*.
- 4) *Se jubilaron* is the past tense form of the reflexive verb *jubilarse*. It means *They/you (pl.) retired*. It is not the conditional form, which means *They/you (pl.) would retire*.

26.(IIIG)

- *1) ***Jugaba*** agrees with the subject, ***yo***, and is in the correct form of the verb, the imperfect, which refers to customary or habitual actions in the past.
- 2) *Jugábamos* does not agree with the correct subject form, *yo*.
- 3) *Jugó* is in the preterite tense. It is not used to refer to customary or habitual actions that have taken place in the past.
- 4) *Jugué* is also in the preterite tense. It is not used to refer to customary or habitual actions that have taken place in the past.

27.(III)

- *1) Addresses in Spanish are listed by street name first, followed by the number.
- 2) Here, the street number is placed in front of the street name, as is the convention in the United States. Addresses in Spanish are listed street name first, followed by the number.
- 3) The direct object pronoun *nos* should be attached to the end of the command *visite*, and the number "30" should appear right after the word *número*.
- 4) The direct object pronoun *nos* should be attached to the end of the command *visita*. In addition, the *a* before *nos* is grammatically necessary.

28.(III)

- 1) The demonstrative adjective *todos* (masculine and plural) does not agree with *familia* (feminine and singular), the noun it modifies.
- 2) The possessive for *your* is *su*, not *ellos*.
- *3) The sentence structure, vocabulary, and grammar are correct in this sentence.
- 4) The command here is a familiar *tú* command, but the possessive *su* is formal, used for persons addressed as *usted*. These two forms should agree. Also, *alguno* means *someone*, not *something*, as it should to make sense here.

29.(III)

- 1) The verb *abres* does not agree with the subject *Cortefiel*. *Seven days in 24 hours* is not a correct structure, nor does it make sense.
- 2) *The store opens 7 days in 24 hours* is an incorrect, absurd grammatical structure.
- *3) The verb ***abre*** agrees with the subject, ***Cortefiel***, and the sentence structure is correct.
- 4) The verb *abres* does not agree in form with the subject *Cortefiel*, though the rest of the sentence is correct.

30.(III)

- 1) The adjective *grande* turns into *gran* only when placed before the noun it modifies.
- *2) The sentence structure, vocabulary, and all the agreements are correct in this sentence.
- 3) The indirect object pronoun *le* should be placed in front of the verb *ofrecemos*. The adjective *gran* (with the ending *-de* omitted), is properly placed before the singular noun it modifies. (Note that if *grande* is opted for, it follows the single noun.) In addition, no personal *a* is necessary.
- 4) The indirect object pronoun *le* should be placed in front of the verb *ofrecemos*. The long form *grande* is correctly used after *variedad*, but no personal *a* is necessary in the sentence.

*correct answer

31.(III)

- 1) *Viajes agencia* should be *agencia de viajes*.
- *2) The sentence structure, vocabulary, and all the agreements are correct in this sentence.
- 3) *Viajes agencia* would be a literal translation of *travel agency*, which is an incorrect construction in Spanish. The *de* after *puede* is unnecessary, as this verb does not require a following preposition in the syntax.
- 4) The correct translation for *our* is *nuestra* in this context, not *de nosotros*. Also, no article *la* is needed.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer

experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one.

Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option for UExcel exams](#), using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting six (6) semester hours of lower-level undergraduate credit to students who receive a letter grade of C or higher on this examination. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Spanish Language Exam Development Committee

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(University of Houston, 1985)

Instructor, Tarleton State University

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(Florida State University, 1991)

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Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

If you plan to take another examination, you may download free content guides and the User's Guide by visiting our website at www.excelsior.edu/exams/content-guides/.

If you need an Excelsior College Official Examinations Transcript to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website (www.excelsior.edu), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."



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