Spanish Language

CREDIT HOURS 6
LEVEL LOWER

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EXAM CODE 102
CATALOG NUMBER SPAx102

TAKE ADVANTAGE OF ONLINE PRACTICE EXAMS
SEE PAGE 1 FOR DETAILS

PRACTICE EXAMS
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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.

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

Exam-takers 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.

Examination Length and Scoring

The examination consists of approximately 100 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

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: www.excelsior.edu/bookstore

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.

Excelsior College Library

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. 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. Special library
Preparring for UExcel Exams

How Long Will It Take Me to Study?

A UExcel exam enables you to show that you've learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don't know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

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** (if you are an enrolled student, search for partners on MyExcelsior Community)
- **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.
Using UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

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 is not affiliated with any test preparation firm and does not endorse the products or services of these companies. 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.

Preparing for This Exam

Prior Knowledge

No previous knowledge of Spanish Language is assumed.

Using the Content Outline

Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) 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 in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, 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 study materials listed below are recommended by Excelsior College as the most appropriate resources to help you study for the examination. For information on ordering from the Excelsior College Bookstore, see page 1 of this guide. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

Textbooks
The following textbook was used by the examination development committee to verify all questions on the exam.


This textbook may be purchased from the Excelsior College Bookstore.

Web-Based Resources
http://wps.prenhall.com/ml_zayas_arriba_6/

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

Open Educational Resources
You will have to create an account to participate in this massively open online course (MOOC) series for learning Spanish.

Instreamia Spanish MOOC
http://www.instreamia.com/

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.
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
- **expressive skills** – demonstrate the ability to recognize correct constructions in written and spoken Spanish at an elementary level
- **cultural skills** – demonstrate cultural awareness in responding to authentic materials from the Spanish-speaking world
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 a UExcel exam are comparable to a 15-week, college-level course. 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 15 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, the percent of the examination, and the hours to devote to each content area are listed below.

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<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
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<tr>
<td>I. Communicative Objectives</td>
<td>20%</td>
<td>54</td>
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<tr>
<td>II. Vocabulary and Pronunciation</td>
<td>20%</td>
<td>54</td>
</tr>
<tr>
<td>III. Structures</td>
<td>20%</td>
<td>54</td>
</tr>
<tr>
<td>IV. Reading and Listening Comprehension</td>
<td>30%</td>
<td>81</td>
</tr>
<tr>
<td>V. Cultural Connections and Comparisons</td>
<td>10%</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>20 PERCENT OF EXAM</th>
<th>54 HOURS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Getting to know each other (Ch. 1–5)</td>
<td></td>
</tr>
<tr>
<td>B. Situations (Ch. 6–9)</td>
<td></td>
</tr>
<tr>
<td>C. Spanish for the professions (Ch. 10–12)</td>
<td></td>
</tr>
<tr>
<td>D. Media and cultural expressions (Ch. 13–14)</td>
<td></td>
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</tbody>
</table>

II. Vocabulary and Pronunciation*

<table>
<thead>
<tr>
<th>20 PERCENT OF EXAM</th>
<th>54 HOURS OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Basic vocabulary and classroom expressions (Ch. 1–3)</td>
<td></td>
</tr>
<tr>
<td>B. Numbers: Cardinal and ordinal (Ch. 1, 3, 8)</td>
<td></td>
</tr>
<tr>
<td>C. Family and daily activities (Ch. 4–5)</td>
<td></td>
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<tr>
<td>D. Food and restaurants (Ch. 6)</td>
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<tr>
<td>E. Entertainment (Ch. 7)</td>
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<tr>
<td>F. Shopping and travel (Ch. 8–9)</td>
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<tr>
<td>G. Health (Ch. 10)</td>
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<tr>
<td>H. Professions and careers (Ch. 11–12)</td>
<td></td>
</tr>
<tr>
<td>I. Media and cultural events (Ch. 13–14)</td>
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</table>
III. Structures (20%)  

<table>
<thead>
<tr>
<th>20 PERCENT OF EXAM</th>
<th>54 HOURS OF STUDY</th>
</tr>
</thead>
</table>
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, 6)  
E. Direct, indirect, reflexive, and demonstrative pronouns, and personal *a* (Ch. 4, 5, 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. 10–12)  
J. Subjunctive (Ch. 8–14)  
K. Future, conditional, and perfect tenses (Ch. 12–14)

IV. Reading and Listening Comprehension  
(Ch. 1–14, see required reading list under Recommended Resources)  

<table>
<thead>
<tr>
<th>30 PERCENT OF EXAM</th>
<th>81 HOURS OF STUDY</th>
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</thead>
</table>
A. Understanding content  
B. Making inferences  
C. Drawing conclusions

V. Cultural Connections and Comparisons  

<table>
<thead>
<tr>
<th>10 PERCENT OF EXAM</th>
<th>27 HOURS OF STUDY</th>
</tr>
</thead>
</table>
A. Countries of the Spanish-speaking world (Ch. 1–14, see required reading list under Recommended Resources)  
   1. Customs and traditions  
   2. Daily routine and lifestyle  
   3. Arts and music  
   4. Tourism
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 14–18 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 amigás 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 abre 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 abre 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 abre 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
The readings listed below are found in:

**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 *curriculum vitae* y una carta de presentación para solicitar trabajo (p. 382)
- Una escena dramática (p. 480)
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.
* Correct answer: She is from Mexico, Alberto is.

5.(IIE)
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.
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. (IIIB, III, 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. (IIIB, 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. (IIIB, 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**.
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, alguien 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.
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- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
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