



ExCET | Examination for the Certification of Educators in Texas

Preparation Manual



047 Spanish (Secondary)

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FOREWORD

A Word About the Study Guide

This study guide is designed to help you prepare for the Examination for the Certification of Educators in Texas (ExCET) Program. Education faculty and program administrators will also find this information useful in helping examinees prepare for the test. This guide contains three sections:

- Section I: [Helpful Hints](#)
- Section II: [Learning Objectives](#)
- Section III: [Practice Test](#)

Section I provides information about the testing program, a description of the learning objectives, and tips on preparing for and taking the tests. Section II provides a listing of all the learning objectives for the teaching field you have selected. The test measures a selected set of these objectives. Section III includes a practice test made up of questions similar to those that appear on the actual certification test, along with explanations of the correct answers to each practice test question. A sample answer sheet is also included for your information.

How to Use the Study Guide

To get the most out of this guide, follow these recommended steps:

- Step 1.** Read the "Helpful Hints" section for advice on preparing for and taking the certification test.

- Step 2.** Review the learning objectives. You will want to study the material identified by all of the objectives to make sure you are prepared for the test. Reviewing the list of objectives first will help you identify those areas in which you may need to spend the most time. After you have reviewed the learning objectives you may discover you need more preparation in certain areas. For those areas in which you need additional preparation, consult your faculty advisor or another representative from a Texas teacher education program at a college or university in your area for study materials to help you prepare.

- Step 3.** Take the practice test, then review the answer key. The practice test questions are of the same type and format as the questions you can expect to see on the actual test. The answer key will help you understand the correct response to each question and how the question relates to a specific learning objective.

We hope you find this guide helpful in preparing to take your certification test.

SECTION I: HELPFUL HINTS

This section provides background information about the testing program, a description of the learning objectives, and tips for taking the tests.

About the Testing Program

In 1981, the Texas legislature passed Senate Bill 50, which requires that persons seeking educator certification in Texas perform satisfactorily on comprehensive examinations. The State Board of Education mandated the development of a testing program as part of the state's educator certification requirements. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge to teach in Texas public schools.

Description of the tests. The tests are criterion-referenced. A criterion-referenced test is designed to measure a candidate's knowledge and skills in relation to an established standard of competence (criterion) rather than in relation to the performance of other candidates. The explicit purpose of these tests is to help identify those candidates who have demonstrated the level of knowledge required to perform satisfactorily in their fields of specialization.

The tests measure content knowledge and skills defined by specific learning objectives. Your performance will be scored in relation to an established standard of competence required of teachers or administrators in Texas.

The questions on the tests are all multiple-choice with four possible answer choices given for each question. Your score is based on the total number of questions you answer correctly. There is no penalty for guessing. Therefore, even if you are uncertain about an answer, it is better to guess than not to answer at all.

You will be assigned to one or both testing sessions held on the administration date according to the number and type of tests for which you have registered. Each test session is 5 hours in length. The individual tests are untimed and examinees will be permitted to work at their own pace on those test (s) assigned for a particular session. You will be expected to complete all tests assigned to a particular session in the five hours allotted for the session. However, if you need additional time to complete the test, special arrangements may be made.

How the tests were developed. Each area to be tested was defined by a set of learning objectives written to correspond to the state student curriculum materials, and Texas teacher education and certification standards. Committees of Texas educators reviewed each objective to ensure that it was appropriate for its certification area. Then a sample of more than 10,000 practicing Texas educators participated in a job analysis survey to judge the importance of each objective in relation to classroom practices in Texas schools. Objectives judged more important by the results of this survey process were selected for testing. Test questions were written to correspond to the selected objectives using the essential elements, Texas textbooks, curriculum guides, and teacher education and certification standards. Before the first administration, Texas educators reviewed each test question, and the resulting questions were then field tested at Texas colleges and universities. In addition, all items were reviewed by a minority review panel before being included in the final certification tests.

How the tests are structured. The content covered by the tests is defined by a set of objectives. Each set of objectives is organized into three to six major content subareas, which define the content of the test. Each objective is matched to one of these subareas.

The objectives include a description that further defines the content that is covered by the objective. The test is made up of questions measuring a selected portion of these objectives. The chart on the next page (Figure 1) illustrates the organization of a typical set of objectives from the general to the specific (subarea, objective, objective description), followed by an example test question.

How the tests are scored. Your performance on the test is evaluated against an established level of competence represented as a minimum passing score. Texas educators established the passing score to reflect the minimum content knowledge required to perform successfully in Texas schools. After you take the test, you will receive a score report indicating whether or not you passed the test. Pass/fail status is determined only on the basis of your total test performance. Subarea scores are provided to give you an idea of your areas of strength and weakness for your use in preparing to retake the test or for further study.

FIGURE 1
STRUCTURE OF THE CERTIFICATION TESTS

CERTIFICATION TEST	
<u>Subarea:</u>	<u>Sample Subarea:</u> Writing
Each of the fields is divided into four to six major content subareas. The size of each subarea may vary, depending on the breadth of the content contained within it.	
Objective	<u>Sample Objective:</u> Use punctuation appropriate for edited American English.
The objectives define the content that will be covered by the test.	
Objective Description:	<u>Sample Objective Description:</u> Includes using end and
The objective descriptions further define the content of the objective.	internal sentence punctuation, and using contractions, possessives, and abbreviations.
Test Question:	<u>Sample Test Question:</u> Which sentence below is punctuated correctly?
All test items are multiple-choice with four answer choices.	<p>A. Jason questioned the soundness of his arguments; but never the soundness of his ideas.</p> <p>B. The miners and their mascot, Penelope were lost for three days.</p> <p>C. Maggie, Domingo; and Chris, the carpenter, completed the plans for the greenhouse.</p> <p>*D. Our project was a complete failure; however, we learned a lesson.</p>

Study Methods

The most important thing you can do to prepare for the tests is study. An effective study plan will help you do well on the tests. This section of the study guide suggests some specific ways to study for the tests.

The first step in studying for the certification test is to identify what information the test will cover. The best source of this information is the set of objectives included in Section II of this study guide. You should read through the entire set of subareas and objectives in your field to get a general picture of the material that the test covers. The number of objectives under each subarea will give you a rough idea of the emphasis given to that subarea. Subareas with greater numbers of objectives receive more coverage on the test.

After you have a broad picture of what the test includes, read each objective with its description carefully to get a more specific idea of the information you will be required to know. When you have familiarized yourself with the objectives, make a list of those subareas and objectives about which you feel you know the least. By identifying these "trouble spots" you will have a better sense of the areas you need to concentrate on most.

You may find it helpful to review materials related to the objectives covered by the test. These materials may include college textbooks, your class notes, or the public school state-adopted textbooks, which contain content generally taught in Texas schools. For those objectives for which you do not have study materials, consult your faculty advisor or another representative from a Texas teacher education program at a college or university in your area for study materials to help you prepare.

Preparing Yourself to Take the Test(s)

The night before the exam.

- Relax and do something enjoyable. Cramming to make up for lost study time generally is not effective.
- Gather together the materials that you will need (e.g., admission ticket, pencils, identification, etc.)
- Get a good night's rest.

The morning of the exam.

- Get up early.
- Dress comfortably in clothes you have worn before. Wear layers of clothing that can be shed or added on. This will allow you to adjust for fluctuations in room temperature or in your body temperature.

- Eat a balanced meal before the exam.
- Avoid excessive intake of products that act as diuretics for you (e.g., coffee). Any added discomfort can distract you unnecessarily during the exam.

Suggestions for how to take the test(s). There are a number of skills that may help you improve your ability to take tests. Here are some tips.

- You may need less than the time allotted to take the test(s), but you should be prepared to stay for the entire time. You should not make any other commitments for this time period.
- Don't waste time preparing once the testing session has begun. Arrive at the test center on time so that you are rested and ready to begin the test when instructed to do so.
- Become familiar with the test directions read aloud and printed in the test booklet. If anything in the directions is not clear, ask the test administrator. You will have an opportunity to ask questions before the test begins.
- Pay careful attention to directions for specific questions. Read the directions closely so that you understand what they ask for. Do not skim the directions in an effort to save time; you may misread key words and select the wrong answer. For example, it would be a waste of time to perform a long computation when the question calls for an approximate answer.
- Think through each question logically. Read each question word for word. Consider all of the answer choices. Do not choose the first answer that seems reasonable. Read and evaluate all choices to find the best answer to the question. Give careful consideration before going on to the next question, but do not spend too much time on any one question.
- When selecting the best answer to a question, do not read too much into the question. The questions are written to be clear and straightforward. They are not intended to be tricky or misleading. Unless otherwise called for, your answer should be based on the information presented, not on your own opinion.
- Do not spend too much time on any one question. Answer first all of the questions for which you are sure. Then go back and try to answer the more difficult questions. However, if you skip a question, be sure to skip the corresponding space on your answer sheet.
- If, after you consider all the answer choices, the correct answer is not clear, eliminate the choices you know are incorrect and choose from the remaining answers. Mark these questions for review after you have completed the rest of the test.

- Use the extra space provided in your test booklet for scratch work. It may help you to draw figures, tables, or diagrams to work out a problem when these are not presented.
- Your score is based on the number of questions you answer correctly. There is no penalty for guessing. Therefore, even if you are uncertain about the answer to a question, it is better to guess than not to respond at all.
- Bring a watch and try to pace yourself. You should have enough time to review each question once and some questions more than once. For example, about halfway through the test session you should have answered about half of the test questions.
- After you have finished the test, review your answers. If possible, check all responses. If you decide to change an answer, carefully consider the reason you selected your original answer.
- Check all of your answers to be sure that they are correctly recorded on the answer sheet. You should do this each time you complete twenty questions. Be sure that your answers are recorded next to the number on the answer sheet corresponding to the question number.

If you use the suggestions in this study guide, you should be better prepared for the ExCET Program. We wish you success on the tests and a rewarding career as an educator.

SECTION II: LEARNING OBJECTIVES

Overview

This section provides a list of the objectives that define the content covered by the test. As described in the previous section, the objectives are organized into major content areas. The test is made up of questions measuring a selected portion of these objectives.

Using the Objectives

You may find this section helpful in preparing for the tests. In preparing for the tests, you should first review the set of subareas and objectives that define each of the tests you are required to take for certification. This will provide a general picture of what each test may include. Next, you should carefully read each objective and the brief description accompanying each objective to determine the knowledge you may be required to demonstrate for the test. As noted above, the actual tests will measure only a sample or subset of the objectives for each test field; however, all of the objectives defining each test field represent important professional or content knowledge which entry-level educators need in order to work in Texas public schools. As you review each objective, you should make a list of those subareas and objectives for which you feel you need work. By identifying these "trouble spots" you will have a better sense of the areas on which you may choose to concentrate.

FIELD 747: SPANISH

SUBAREAS

Listening
Written Communication
Language Structures
Vocabulary and Usage
Language and Culture

LISTENING

747--001 Apply sound discrimination skills (including intonation).

Includes the identification of spoken sounds in Spanish; distinctions between Spanish and English sounds; and the interpretation of intonation, stress, and rhythm in spoken sentences.

747--002 Apply word discrimination skills.

Includes the differentiation of similar-sounding words, the identification of written forms of spoken words, and the identification of spoken sentences that include given written or spoken words.

747--003 Understand the meaning of words in Spanish.

Includes definitions of words in context, synonyms and antonyms, and changes in word meaning caused by minimal modifications.

747--004 Understand the meaning of sentences in Spanish.

Includes identification of the appropriate translation or paraphrase of a spoken sentence; selecting responses to written or spoken sentences; and identifying changes in sentence meaning caused by minimal modifications.

747--005 Understand the meaning of passages in Spanish.

Includes main idea, topic sentence, title, sequence of events, content summaries, and responses to questions in Spanish about spoken passages.

747--006 Understand the use of speaking conventions.

Includes speaker's point of view, mood, and purpose; conversational details; and the social context and relationship between speakers in various situations.

747--007 Apply skills for understanding spoken information from daily-life sources.

Includes public announcements, media broadcasts, informal conversations, and oral directions.

WRITTEN COMMUNICATION

747--008 Apply literal reading skills for understanding written materials.

Includes stated main idea, topic sentence, sequence of events, supporting details, and summarized information.

747--009 Apply interpretive reading skills for understanding written materials.

Includes implied main idea or theme, cause-effect relationships, outcomes, and conclusions.

747--010 Understand the use of literary conventions.

Includes author's point of view or purpose, the interpretation of figurative language, and the contribution of grammatical structures to the meaning of various passages.

747--011 Apply skills for understanding information from daily-life, specialized, and reference materials.

Includes information in reference sources and parts of books; following directions; and the interpretation of specialized writing, such as menus and product labels.

747--012 Apply rules for spelling, capitalization, and punctuation.

Includes commonly confused and misspelled words, capitalization conventions, and punctuation rules in sentence context.

747--013 Apply knowledge of conventions for written communication.

Includes the use of formal and informal vocabulary in correspondence, following written instructions, and identifying formats and styles for written reports and summaries.

747--014 Apply knowledge of sentence construction.

Includes identification of correct word order, and combining and expanding sentences.

LANGUAGE STRUCTURES

747--015 Apply knowledge of the structure and usage of the present indicative and the infinitive in Spanish.

Includes use of regular and irregular verbs in sentence context.

747--016 Apply knowledge of the structure and usage of the preterite and imperfect tenses in Spanish.

Includes use of regular and irregular verbs in sentence and paragraph context.

747--017 Apply knowledge of the structure and usage of past participles in Spanish.

Includes use of regular and irregular past participles as adjectives and in the perfect tenses.

747--018 Apply knowledge of the structure and usage of present participles in Spanish.

Includes use of regular and irregular present participles as gerunds and in the progressive tenses.

747--019 Apply knowledge of the structure and usage of the future and conditional tenses in Spanish.

Includes use of regular and irregular verbs in sentence and paragraph context.

747--020 Apply knowledge of the structure and usage of the passive voice and the impersonal se in Spanish.

Includes use of the true passive, the reflexive passive, and the impersonal se.

747--021 Apply knowledge of the structure and usage of the subjunctive mood in Spanish (including present, imperfect, perfect, and pluperfect subjunctive forms).

Includes use of the subjunctive mood with noun, adjective, adverb, and if clauses.

747--022 Apply knowledge of the structure and usage of reflexive verbs in Spanish.

Includes the use of reflexive verbs in regular and exceptional cases.

747--023 Apply knowledge of the structure and usage of nouns in Spanish.

Includes gender, irregular plurals, and the superlative and diminutive forms of nouns.

747--024 Apply knowledge of the structure and usage of articles in Spanish.

Includes agreement with nouns, special uses of definite articles, use of the neuter lo, and appropriate omission of the indefinite article.

747--025 Apply knowledge of the structure and usage of adjectives in Spanish.

Includes the form, agreement, and position of adjectives, including possessive and demonstrative adjectives.

747--026 Apply knowledge of the structure and usage of adverbs in Spanish.

Includes the formation and use of adverbs in context.

747--027 Apply knowledge of the structure and usage of prepositions in Spanish.

Includes use of prepositions before nouns, pronouns, and infinitives; proper use of the personal a; and the distinctions between por and para.

747--028 Apply knowledge of the structure and usage of personal pronouns in Spanish.

Includes use of subject pronouns, pronouns as objects of prepositions, direct and indirect object pronouns, and double object pronouns.

747--029 Apply knowledge of the structure and usage of possessive, demonstrative, and relative pronouns in Spanish.

Includes use of possessive, demonstrative, and relative pronouns in various contexts.

747--030 Apply knowledge of the structure and usage of conjunctions and contractions in Spanish.

Includes the use of conjunctions and the formation of contractions in various contexts.

VOCABULARY AND USAGE

747--031 Apply vocabulary skills.

Includes the use of context clues to define ambiguous words, identification of words to fit various contexts, and cultural and conceptual differences between Spanish words and their English equivalents.

747--032 Apply knowledge of the structure and usage of numbers and dates in Spanish.

Includes use of cardinal and ordinal numbers, fractions, and dates.

747--033 Apply knowledge of idiomatic usage in Spanish.

Includes distinctions among words in which single words in English correspond to multiple forms in Spanish, and use of other idioms.

747--034 Apply knowledge of the structure and usage of interrogative and negative constructions in Spanish.

Includes use of interrogative and negative forms and expressions.

747--035 Apply knowledge of the structure and usage of commands in Spanish.

Includes the formation of formal, informal, indirect, affirmative, and negative commands, and the use of object pronouns in commands.

747--036 Apply knowledge of the structure and usage of comparative constructions in Spanish.

Includes use of comparative constructions involving equality and inequality, and use of the absolute superlative.

LANGUAGE AND CULTURE

747--037 Understand cultural behaviors and communication patterns.

Includes interrelationships among culture, language, and behavior; nonlinguistic elements of communication and their functions; and appropriate rejoinders in various social contexts.

747--038 Understand the development and spread of the Spanish language in Spain and America.

Includes Spanish-English cognates, examples of linguistic borrowing, regional and national differences in the pronunciation and use of Spanish words and phrases, major historical events in the development and spread of Spanish, and relationships between Spanish and other languages.

747--039 Apply knowledge of special-purpose language and skills in Spanish (e.g., traveling, careers).

Includes words, phrases, and expressions used in traveling and for career practices.

747--040 Apply knowledge of linguistic skills necessary for survival while immersed in a Hispanic cultural situation.

Includes culturally appropriate communication in situations involving food, lodging, professional services, and leisure and social activities.

747--041 Understand methods and techniques for teaching Spanish.

Includes various language-teaching tools and techniques and their applications; processes and factors in acquiring a new language; and proficiency-based methodologies for teaching Spanish.

747--042 Understand major historical and contemporary developments in Spain and Hispanic America.

Includes major historical events and individuals; interactions between Spain or Hispanic America and other world regions; the effects of historical events on contemporary life; and Hispanic persons significant in contemporary U.S. and world affairs.

747--043 Understand geographic features and influences in Spain and Hispanic America.

Includes geographic features and major cities, the influence of regional geography on historical developments, and the relationship between geography and culture in Spain and Hispanic America.

747--044 Identify features of contemporary culture in Spain and Hispanic America.

Includes major social, economic, and cultural features, and significant features of daily life.

747--045 Identify major literary figures, works, and movements of Spain.

Includes major Spanish writers and their works; and the characteristics, writers, and works of Spanish literary and philosophical movements.

747--046 Identify major literary figures, works, and movements of Hispanic America.

Includes major Hispanic American writers and their works; and the characteristics, writers, and works of literary and philosophical movements in Hispanic America.

747--047 Apply knowledge of Spanish and Hispanic American art and music.

Includes major artists and musicians, their works, and characteristics of their works; and the major movements in art and music in Spain and other Spanish-speaking regions.

SECTION III: PRACTICE TEST

This section includes:

- a copy of the ExCET test answer sheet,
- a practice test made up of directions and 20 questions similar to those that appear on the actual certification test, and
- a list of the correct answers along with explanations for why an answer is correct for each question on the practice test.

SAMPLE ANSWER SHEET

Side 1

ExCET

Examination for the Certification of Educators in Texas

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Seat Number

ANSWER SHEET

--	--	--	--	--	--

ID Number

--	--	--	--	--	--	--	--

Social Security Number

--	--

Form Number

Letter Code

--

- A
- B
- C
- D
- E
- F
- G
- H
- J
- K
- L
- M
- N
- P
- R
- S
- T
- U
- V
- W

AFFIX BAR CODE LABEL EXACTLY IN THIS AREA

You must sign your agreement here to the Rules of Test Participation before you begin, and you must write out the identity certification statement in order for your answer document to be scored.

I hereby agree to abide by the conditions set forth in the current ExCET Registration Bulletin, including the Rules of Test Participation.

PRINT NAME _____

SIGNATURE _____ DATE _____

IDENTITY CERTIFICATION STATEMENT

Please write (do not print) the following statement in the space below.

"I certify that I am the person whose name and signature appear on this form."

DIRECTIONS FOR MARKING ANSWER SHEET

- Use black No. 2 lead pencil only.
- Do NOT use ink or ballpoint pen.
- Make heavy black marks that fill circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.



1 (A) (B) (C) (D)	16 (A) (B) (C) (D)	31 (A) (B) (C) (D)	46 (A) (B) (C) (D)	61 (A) (B) (C) (D)	76 (A) (B) (C) (D)	91 (A) (B) (C) (D)
2 (A) (B) (C) (D)	17 (A) (B) (C) (D)	32 (A) (B) (C) (D)	47 (A) (B) (C) (D)	62 (A) (B) (C) (D)	77 (A) (B) (C) (D)	92 (A) (B) (C) (D)
3 (A) (B) (C) (D)	18 (A) (B) (C) (D)	33 (A) (B) (C) (D)	48 (A) (B) (C) (D)	63 (A) (B) (C) (D)	78 (A) (B) (C) (D)	93 (A) (B) (C) (D)
4 (A) (B) (C) (D)	19 (A) (B) (C) (D)	34 (A) (B) (C) (D)	49 (A) (B) (C) (D)	64 (A) (B) (C) (D)	79 (A) (B) (C) (D)	94 (A) (B) (C) (D)
5 (A) (B) (C) (D)	20 (A) (B) (C) (D)	35 (A) (B) (C) (D)	50 (A) (B) (C) (D)	65 (A) (B) (C) (D)	80 (A) (B) (C) (D)	95 (A) (B) (C) (D)
6 (A) (B) (C) (D)	21 (A) (B) (C) (D)	36 (A) (B) (C) (D)	51 (A) (B) (C) (D)	66 (A) (B) (C) (D)	81 (A) (B) (C) (D)	96 (A) (B) (C) (D)
7 (A) (B) (C) (D)	22 (A) (B) (C) (D)	37 (A) (B) (C) (D)	52 (A) (B) (C) (D)	67 (A) (B) (C) (D)	82 (A) (B) (C) (D)	97 (A) (B) (C) (D)
8 (A) (B) (C) (D)	23 (A) (B) (C) (D)	38 (A) (B) (C) (D)	53 (A) (B) (C) (D)	68 (A) (B) (C) (D)	83 (A) (B) (C) (D)	98 (A) (B) (C) (D)
9 (A) (B) (C) (D)	24 (A) (B) (C) (D)	39 (A) (B) (C) (D)	54 (A) (B) (C) (D)	69 (A) (B) (C) (D)	84 (A) (B) (C) (D)	99 (A) (B) (C) (D)
10 (A) (B) (C) (D)	25 (A) (B) (C) (D)	40 (A) (B) (C) (D)	55 (A) (B) (C) (D)	70 (A) (B) (C) (D)	85 (A) (B) (C) (D)	100 (A) (B) (C) (D)
11 (A) (B) (C) (D)	26 (A) (B) (C) (D)	41 (A) (B) (C) (D)	56 (A) (B) (C) (D)	71 (A) (B) (C) (D)	86 (A) (B) (C) (D)	101 (A) (B) (C) (D)
12 (A) (B) (C) (D)	27 (A) (B) (C) (D)	42 (A) (B) (C) (D)	57 (A) (B) (C) (D)	72 (A) (B) (C) (D)	87 (A) (B) (C) (D)	102 (A) (B) (C) (D)
13 (A) (B) (C) (D)	28 (A) (B) (C) (D)	43 (A) (B) (C) (D)	58 (A) (B) (C) (D)	73 (A) (B) (C) (D)	88 (A) (B) (C) (D)	103 (A) (B) (C) (D)
14 (A) (B) (C) (D)	29 (A) (B) (C) (D)	44 (A) (B) (C) (D)	59 (A) (B) (C) (D)	74 (A) (B) (C) (D)	89 (A) (B) (C) (D)	104 (A) (B) (C) (D)
15 (A) (B) (C) (D)	30 (A) (B) (C) (D)	45 (A) (B) (C) (D)	60 (A) (B) (C) (D)	75 (A) (B) (C) (D)	90 (A) (B) (C) (D)	105 (A) (B) (C) (D)

DO NOT WRITE IN THIS SPACE

(continued from previous side)

106 (A) (B) (C) (D)	127 (A) (B) (C) (D)	148 (A) (B) (C) (D)	169 (A) (B) (C) (D)	190 (A) (B) (C) (D)	211 (A) (B) (C) (D)	232 (A) (B) (C) (D)
107 (A) (B) (C) (D)	128 (A) (B) (C) (D)	149 (A) (B) (C) (D)	170 (A) (B) (C) (D)	191 (A) (B) (C) (D)	212 (A) (B) (C) (D)	233 (A) (B) (C) (D)
108 (A) (B) (C) (D)	129 (A) (B) (C) (D)	150 (A) (B) (C) (D)	171 (A) (B) (C) (D)	192 (A) (B) (C) (D)	213 (A) (B) (C) (D)	234 (A) (B) (C) (D)
109 (A) (B) (C) (D)	130 (A) (B) (C) (D)	151 (A) (B) (C) (D)	172 (A) (B) (C) (D)	193 (A) (B) (C) (D)	214 (A) (B) (C) (D)	235 (A) (B) (C) (D)
110 (A) (B) (C) (D)	131 (A) (B) (C) (D)	152 (A) (B) (C) (D)	173 (A) (B) (C) (D)	194 (A) (B) (C) (D)	215 (A) (B) (C) (D)	236 (A) (B) (C) (D)
111 (A) (B) (C) (D)	132 (A) (B) (C) (D)	153 (A) (B) (C) (D)	174 (A) (B) (C) (D)	195 (A) (B) (C) (D)	216 (A) (B) (C) (D)	237 (A) (B) (C) (D)
112 (A) (B) (C) (D)	133 (A) (B) (C) (D)	154 (A) (B) (C) (D)	175 (A) (B) (C) (D)	196 (A) (B) (C) (D)	217 (A) (B) (C) (D)	238 (A) (B) (C) (D)
113 (A) (B) (C) (D)	134 (A) (B) (C) (D)	155 (A) (B) (C) (D)	176 (A) (B) (C) (D)	197 (A) (B) (C) (D)	218 (A) (B) (C) (D)	239 (A) (B) (C) (D)
114 (A) (B) (C) (D)	135 (A) (B) (C) (D)	156 (A) (B) (C) (D)	177 (A) (B) (C) (D)	198 (A) (B) (C) (D)	219 (A) (B) (C) (D)	240 (A) (B) (C) (D)
115 (A) (B) (C) (D)	136 (A) (B) (C) (D)	157 (A) (B) (C) (D)	178 (A) (B) (C) (D)	199 (A) (B) (C) (D)	220 (A) (B) (C) (D)	241 (A) (B) (C) (D)
116 (A) (B) (C) (D)	137 (A) (B) (C) (D)	158 (A) (B) (C) (D)	179 (A) (B) (C) (D)	200 (A) (B) (C) (D)	221 (A) (B) (C) (D)	242 (A) (B) (C) (D)
117 (A) (B) (C) (D)	138 (A) (B) (C) (D)	159 (A) (B) (C) (D)	180 (A) (B) (C) (D)	201 (A) (B) (C) (D)	222 (A) (B) (C) (D)	243 (A) (B) (C) (D)
118 (A) (B) (C) (D)	139 (A) (B) (C) (D)	160 (A) (B) (C) (D)	181 (A) (B) (C) (D)	202 (A) (B) (C) (D)	223 (A) (B) (C) (D)	244 (A) (B) (C) (D)
119 (A) (B) (C) (D)	140 (A) (B) (C) (D)	161 (A) (B) (C) (D)	182 (A) (B) (C) (D)	203 (A) (B) (C) (D)	224 (A) (B) (C) (D)	245 (A) (B) (C) (D)
120 (A) (B) (C) (D)	141 (A) (B) (C) (D)	162 (A) (B) (C) (D)	183 (A) (B) (C) (D)	204 (A) (B) (C) (D)	225 (A) (B) (C) (D)	246 (A) (B) (C) (D)
121 (A) (B) (C) (D)	142 (A) (B) (C) (D)	163 (A) (B) (C) (D)	184 (A) (B) (C) (D)	205 (A) (B) (C) (D)	226 (A) (B) (C) (D)	247 (A) (B) (C) (D)
122 (A) (B) (C) (D)	143 (A) (B) (C) (D)	164 (A) (B) (C) (D)	185 (A) (B) (C) (D)	206 (A) (B) (C) (D)	227 (A) (B) (C) (D)	248 (A) (B) (C) (D)
123 (A) (B) (C) (D)	144 (A) (B) (C) (D)	165 (A) (B) (C) (D)	186 (A) (B) (C) (D)	207 (A) (B) (C) (D)	228 (A) (B) (C) (D)	249 (A) (B) (C) (D)
124 (A) (B) (C) (D)	145 (A) (B) (C) (D)	166 (A) (B) (C) (D)	187 (A) (B) (C) (D)	208 (A) (B) (C) (D)	229 (A) (B) (C) (D)	250 (A) (B) (C) (D)
125 (A) (B) (C) (D)	146 (A) (B) (C) (D)	167 (A) (B) (C) (D)	188 (A) (B) (C) (D)	209 (A) (B) (C) (D)	230 (A) (B) (C) (D)	
126 (A) (B) (C) (D)	147 (A) (B) (C) (D)	168 (A) (B) (C) (D)	189 (A) (B) (C) (D)	210 (A) (B) (C) (D)	231 (A) (B) (C) (D)	

PRACTICE TEST DIRECTIONS

Each question in the practice test is a multiple-choice question with four answer choices. Read each question carefully and choose the ONE best answer. Record your answer on the answer sheet in the space that corresponds to the question number. Fill in the space having the same letter as the answer you have chosen.

Sample Question

1. What is the capital of Texas?

- A. Dallas
- B. Lubbock
- C. Austin
- D. San Antonio

The correct answer to this question is C. You would indicate that on the answer sheet as follows:

1. A B C D

If you have some knowledge about a question, it is better to try to answer it. You will **NOT** be penalized for guessing.

When you have completed your practice test, turn to the practice test answer key at the end of this guide. The answer key contains the correct answer for each question with an explanation.

SPANISH: PRACTICE TEST

1. Read the passage below from an article in the newspaper Ya; then answer the question that follows.

Un usuario del Metro que habitualmente sacaba su billete de las máquinas billeteras, se vio sorprendido cuando echó dos monedas de cinco pesetas y en vez de devolverle las tres del precio correcto del billete, la máquina siguió hasta contabilizar dieciocho. Como esto dio resultado, el mismo usuario volvió a echar otros dos duros, y en esta ocasión la máquina le devolvió otras 27 pesetas. Lógicamente había viajeros esperando para adquirir su billete, pero el primero alegaba que necesitaba sacar más billetes. Esto formó un pequeño revuelo entre los demás usuarios que también deseaban beneficiarse de la generosa vuelta de los duros.

Según este relato, ¿por qué echó de nuevo el usuario otros dos duros?

- A. No había echado la moneda correcta la primera vez.
- B. La primera vez que echó los duros, la máquina le devolvió dieciocho pesetas.
- C. Necesitaba sacar más billetes de la máquina.
- D. Compraba billetes para los viajeros que esperaban.

Use the menu below to answer the questions that follow.

RESTAURANTE TRES CONTINENTES

(Ciudad Juárez, Chih.)

MENU

(precios en dólares americanos)

<u>Entremeses</u>		<u>Sopas</u>		<u>Platos</u>	
Empanadas	\$1.25	Consomé de pollo		Camarones a la plancha	\$ 6.50
Camarones	2.75	con huevo	\$2.10	Medio pollo, muslo y pierna	8.00
Queso blanco	1.50	Sopa de ajo	1.75	Carne asada	10.00
Jamón serrano	3.50	Sopa de pollo	1.85	Enchiladas de mole	4.25
				Frijoles con chorizo	3.50
				Tamales (2)	1.50

2. ¿Cuánto cuesta el plato de mariscos?

- A. \$10.00
- B. \$ 8.00
- C. \$ 4.25
- D. \$ 6.50

3. ¿Cuál es el entremés más caro?

- A. jamón serrano
- B. camarones
- C. queso blanco
- D. empanadas

4. In which of the following sentences are the words in correct order?

- A. ¿Te ya levantaste tú?
- B. ¿Tú levantaste te ya?
- C. ¿Ya levantaste te tú?
- D. ¿Ya te levantaste tú?

For questions 5-7, select the word that best fits the blank.

5. A María, le es necesario _____ dos horas todas las noches.

- A. estudia
- B. estudiar
- C. estudie
- D. estudiado

6. Mi familia _____ a pasear todas las tardes cuando yo era pequeño.

A. salíamos

B. salían

C. salías

D. salía

7. Los profesores han _____ muchas cartas de recomendación porque es el fin del año académico.

A. escrito

B. escriben

C. escribió

D. escribiendo

8. In which of the following sentences is the verb used correctly?

A. Ojalá que no lloverá hoy.

B. Ojalá que no llueva hoy.

C. Ojalá que no llovería hoy.

D. Ojalá que no llueve hoy.

For questions 9-13, select the word that best fits the blank.

9. Yo tengo ese libro, no necesito _____ de Pedro.

A. lo

B. la

C. el

D. las

10. ¿ _____ legumbres quieres comprar hoy en el mercado?

- A. Cuántos
- B. Cuánta
- C. Cuántas
- D. Cuánto

11. Los días de escuela salimos _____ la casa a las siete.

- A. sin
- B. en
- C. con
- D. de

12. No entiendo la lección. Haga el favor de _____ .

- A. explicárselo
- B. explicármela
- C. me lo explicar
- D. explicarse a mí

13. Mira tu _____ y dime qué hora es.

- A. reloj
- B. informe
- C. casa
- D. calendario

14. Which of the following sentences is constructed correctly?

- A. A los niños les gusta jugar en el parque.
- B. No puedo venir porque falto el dinero.
- C. Pilar duele la cabeza.
- D. A mí parece que no estás listo para el examen.

15. Which of the following is a correctly formed negative sentence?

- A. Pancho nunca dice algo a nadie.
- B. Pancho nunca dice nada a alguien.
- C. Pancho nunca dice nada a nadie.
- D. Pancho nunca dice algo a alguien.

16. Select the rejoinder that best responds to the Spanish expression below.

Gracias por dejarme usar tu carro.

- A. Que le aproveche.
- B. Nos veremos.
- C. Salud.
- D. No hay de qué.

17. Which of the following would be the most polite way of ordering a cup of tea at a restaurant in a Spanish-speaking country?

- A. Por favor, sírveme un té.
- B. Yo quisiera un té, por favor.
- C. Oye, un té, por favor.
- D. Por favor, dame un té.

18. In a Spanish class, Christine tells another student, in Spanish, to go to the board and draw an apple. The other student gets up, walks to the board, draws an apple, and sits down. This activity is an example of the foreign language methodology known as:

- A. Suggestopedia.
- B. Counseling Learning.
- C. Total Physical Response.
- D. the Silent Way.

19. What Latin American figure is known as "El Libertador"?

- A. José Martí
- B. Francisco Pizarro
- C. Simón Bolívar
- D. Miguel Hidalgo y Costilla

20. Which of the following Latin American authors wrote the contemporary novel Casa de los espíritus?

- A. Gabriela Mistral
- B. Isabel Allende
- C. Rosario Ferré
- D. María Luisa Bombal

SPANISH: PRACTICE TEST ANSWER KEY

1. Objective 009: Apply interpretive reading skills for understanding written materials.

Correct Response: B. According to this passage, after the man put ten pesetas in the Metro ticket vending machine, instead of getting a ticket and three pesetas in change, he got back eighteen pesetas. Because this action proved to be profitable, he once again inserted ten pesetas in the machine. The man did not incorrectly deposit his coins the first time, since he did get something back for his money. The man had no real need for more tickets. This was merely his excuse for using the machine again. The man was not buying tickets for other Metro users; in fact, they were becoming upset that they weren't getting a chance to benefit from the machine's generosity.

2. Objective 011: Apply skills for understanding information from daily-life, specialized, and reference materials.

Correct Response: D. Mariscos means "seafood," and the only order of seafood under Platos is shrimp (camarones a la plancha), which costs \$6.50. The carne asada at \$10.00, the pollo at \$8.00, and the enchiladas at \$4.25 are not mariscos.

3. Objective 011: Apply skills for understanding information from daily-life, specialized, and reference materials.

Correct Response: A. Of the four prices listed under the heading of Entremeses, the highest price is \$3.50, which is the price of jamón serrano. Camarones, queso blanco, and empanadas are all entremeses, but are all less expensive than jamón serrano.

4. Objective 014: Apply knowledge of sentence construction.

Correct Response: D. Of the sentences given, only ¿Ya te levantaste tú? has correct word order. This is an interrogative sentence and, as such, the subject tú must follow the verb levantaste. This sentence is reflexive, and reflexive pronouns regularly precede the verb, although with a complementary infinitive or a present participle in a progressive tense form they may precede or follow whole verbal constructions. Neither of these exceptions applies in this sentence, and te should precede levantaste. It is incorrect to separate the reflexive pronoun and verb with the adverb ya.

5. Objective 015: Apply knowledge of the structure and usage of the present indicative and the infinitive in Spanish.

Correct Response: B. The word that completes the blank will serve as the subject of this sentence and therefore must be able to function as a noun. Of the verb forms given, only the infinitive estudiar can be used as a noun. The conjugated forms estudia and estudie may be used only as verbs; the past participle estudiado may be used as an adjective or with an auxiliary as a verb, but may not be used as a noun.

6. Objective 016: Apply knowledge of the structure and usage of the preterite and imperfect tenses in Spanish.

Correct Response: D. The context of this sentence requires the imperfect tense, and the subject of the sentence, familia, is a singular noun that requires a third-person singular verb. All of the verbs given are forms of salir in the imperfect tense, but only salía agrees with the subject in person and number. Salíamos is the first-person plural form, salían is the third-person plural form, and salías is the second-person singular form of the verb.

7. Objective 017: Apply knowledge of the structure and usage of past participles in Spanish.

Correct Response: A. Han is a present tense form of the auxiliary verb haber and must be followed by the past participle of the verb. Escrito is the irregular past participle of the verb escribir. Escriben is the third-person plural present form, escribió is the third-person singular preterite form, and escribiendo is the gerund form.

8. Objective 021: Apply knowledge of the structure and usage of the subjunctive mood in Spanish (including present, imperfect, perfect, and pluperfect subjunctive forms).

Correct Response: B. The idiomatic phrase ojalá que always takes a verb in the subjunctive mood. All of the verbs given are conjugated forms of the verb llover, but only llueva is in the subjunctive mood. Lloverá is the future indicative, llovería is the conditional, and llueve is the present indicative.

9. Objective 024: Apply knowledge of the structure and usage of articles in Spanish.

Correct Response: C. The article that will complete this sentence is being used as a possessive pronoun. The article must therefore agree in number and gender with the thing possessed, libro, which is a masculine singular noun. El, the masculine singular article, agrees with libro in both number and gender. Las is a feminine plural article, la is feminine singular, and lo is a neuter singular form.

10. Objective 025: Apply knowledge of the structure and usage of adjectives in Spanish.

Correct Response: C. In this sentence, the word legumbres, a feminine plural noun, must be modified by an interrogative adjective that agrees with it in number and gender. All of the responses are interrogative adjectives, but only cuántas, a feminine plural form, agrees with legumbres. Cuántos is masculine plural, cuánta is feminine singular, and cuánto is masculine singular.

11. Objective 027: Apply knowledge of the structure and usage of prepositions in Spanish.

Correct Response: D. The context of this sentence requires that the verb salir be followed by the preposition de. Salir is always followed by de if the meaning indicates "going out from, or leaving, a physical place" (in this case, la casa). Sin means "without," en means "in" or "on," and con means "with"; none of these prepositions make sense in the context of the sentence.

12. Objective 028: Apply knowledge of the structure and usage of personal pronouns in Spanish.

Correct Response: B. Of the responses given, explicármela is the only one that includes the appropriate pronouns and their correct structure. In infinitive constructions in Spanish, pronouns are attached to the end of the verb, with the indirect object pronoun preceding the direct object pronoun. The verb entiendo indicates that a first-person singular pronoun is required; me, a first-person singular form, is the correct indirect object pronoun since it designates to whom the lesson is to be explained. La is the correct direct object pronoun because it designates what is to be explained: la lección, a feminine singular noun. Explicárselo demonstrates the correct structure, yet includes inappropriate pronouns. Se refers to a third-person indirect object, and lo refers to a masculine singular direct object. Me lo explicar has both an incorrect pronoun, lo, and incorrect structure. Explicarse a mí is incorrect since it lacks both of the appropriate object pronouns.

13. Objective 031: Apply vocabulary skills.

Correct Response: A. Of the responses given, reloj best completes the sentence. Reloj means "watch" and is the logical choice since the speaker wishes to know what time it is. Informe "report," casa "house," and calendario "calendar" are not appropriate in the sentence context.

14. Objective 033: Apply knowledge of idiomatic usage in Spanish.

Correct Response: A. Certain Spanish verbs such as gustar, faltar, doler, and parecer are always preceded by an indirect object and followed by the subject. All of the responses use one of these verbs but only the first sentence follows the pattern for correct usage of these verbs. Les, the indirect object pronoun, which refers to a los niños, precedes the verb gusta, which is followed by the subject jugar en el parque. The other sentences lack elements required by idiomatic usage. Falto does not agree with its intended subject el dinero and lacks an indirect object pronoun. The other two responses lack an indirect object pronoun.

15. Objective 034: Apply knowledge of the structure and usage of interrogative and negative constructions in Spanish.

Correct Response: C. In a Spanish negative sentence, all words that have a negative form must be in the negative; unlike English, the use of multiple negatives is required if this is a possibility in the sentence. Of the responses given, only the sentence Pancho nunca dice nada a nadie demonstrates this principle; nunca, nada, and nadie are all negative forms. The words algo and alguien cannot be used with the negative construction nunca dice; instead, the negative forms nada and nadie must be used.

16. Objective 037: Understand cultural behaviors and communication patterns.

Correct Response: D. This context requires a polite response to an expression of thanks. Of the responses given, no hay de qué is the most appropriate since it expresses the equivalent of "you're welcome." Que le aproveche has no English equivalent; it is an expression of good will spoken to people who are participating in a meal. Nos veremos is appropriate for leave taking; and salud is used both as a type of toast and as a rejoinder when someone sneezes.

17. Objective 040: Apply knowledge of linguistic skills necessary for survival while immersed in a Hispanic cultural situation.

Correct Response: B. The most polite way of ordering a cup of tea in this situation would be to say, "Yo quisiera un té, por favor." The past subjunctive verb form softens a request for service in a restaurant. Por favor, sírveme un té is cold and rather patronizing; oye, un té, por favor is too direct and informal; and por favor, dame un té could be disrespectful in certain situations, since it uses the familiar command form.

18. Objective 041: Understand methods and techniques for teaching Spanish.

Correct Response: C. Total Physical Response (TPR) is the foreign language teaching method described in this situation. Total Physical Response combines language learning with physical movement, and a characteristic activity of TPR is to have students physically respond to commands in the target language. None of the other methods given emphasize the use of commands or physical movement. Suggestopedia emphasizes relaxation techniques, such as the use of music and soft lights, to facilitate subconscious learning processes. In Counseling-Learning, also known as Community Language Learning (CLL), students would most likely be seated in a circle with the teacher sitting outside the circle in order to encourage group support, student-initiated learning, and a client-counselor relationship between the teacher and students. The Silent Way emphasizes the use of color-coded charts and Cuisenaire rods to promote student use of the target language with little intervention from the teacher.

19. Objective 042: Understand major historical and contemporary developments in Spain and Hispanic America.

Correct Response: C. Simón Bolívar, know as "El Libertador," led the struggles for independence from Spain in Ecuador, Venezuela, Columbia, Peru, and Bolivia. José Martí was the leader of Cuba's revolution of 1895. Francisco Pizarro led the Spanish conquest of the Inca empire, and Miguel Hidalgo y Costilla initiated Mexico's independence movement from Spain.

20. Objective 046: Identify major literary figures, works, and movements of Hispanic America.

Correct Response: B. Isabel Allende, a Chilean writer, is the author of Casa de los espíritus. Her works, written in the style of Magic Realism, are considered part of the "boom" in Latin American literature.

