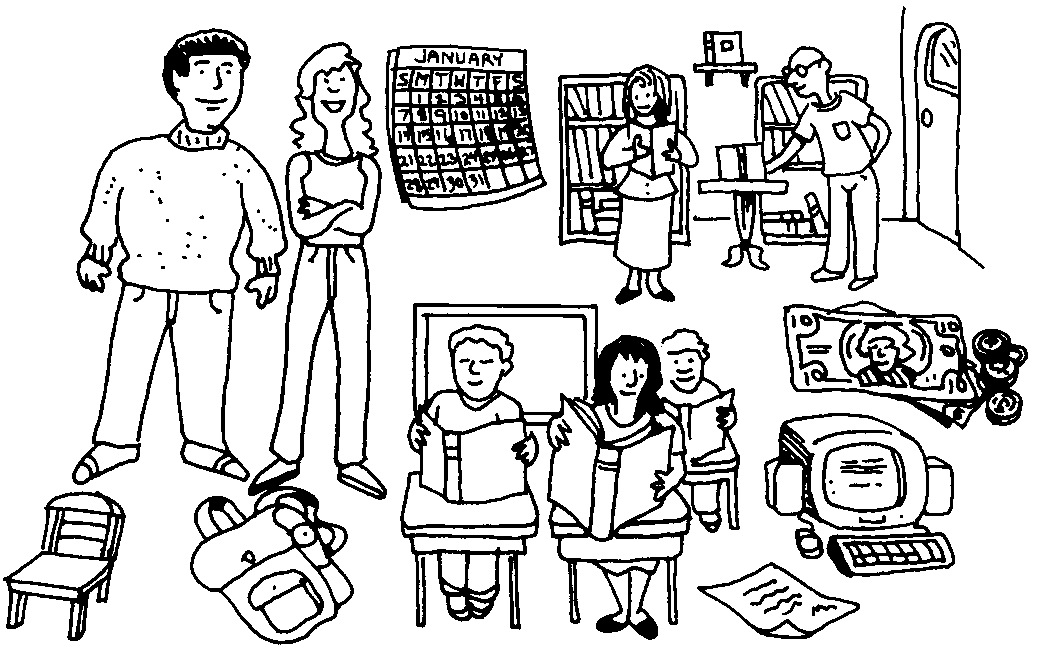
# Chapter 1:Exam,Version C

#### En una clase de español: los Estados Unidos

**I. Vocabulario (16 puntos)**

**En la clase** In Spanish, identify eight elements in the picture that are commonly associated with university life. Include the definite article **(el, la, los, las)** appropriate for each of them.



1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II.** **Estructura 1 (10 puntos)**

**A. ¡Pero qué difícil!**  Ramón writes to Adriana about the difficult geography class he has tomorrow. Read his note, then complete it with the most appropriate forms of the definite article **(el, la, los, las)** according to the context. (4 puntos)

En (1) \_\_\_\_\_\_\_\_ clase de geografía, (2) \_\_\_\_\_\_\_\_ profesora marca un área en (3) \_\_\_\_\_\_\_\_ mapa. Luego *(Then),* nosotros anotamos *(we write down)* en (4) \_\_\_\_\_\_\_\_ papel toda la información que recordamos. ¡Qué difícil!

**B. ¿Qué hay?** Following the format of the model sentence, describe three items that are in your classroom by stating what colors they are. You may choose threeitems from the list below, or you may choose any three items you wish. Be sure to include the appropriate indefinite article **(un, una, unos, unas).** (6 puntos)

**borrador lápiz mapa pluma**

**escritorio luces pizarra reloj**

MODELO: *Hay un libro azul.*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. Estructura 2 (18 puntos)**

**A. Miguel en la universidad** Miguel is a college student, and this is his life in the university. Complete his narration by conjugating each of the verbs in parentheses in the present tense.   
(8 puntos)

Me llamo Miguel y mi compañero de cuarto se llama Juan. Juan y yo tenemos una vida loca; nosotros (1) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(tomar)** seis clases este semestre. Yo (2)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(trabajar)** quince horas por semana en la biblioteca. Juan (3) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(enseñar)** español los martes y los jueves. Por la noche, Juan y yo (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(estudiar)** y (5) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(descansar).** Los fines de semana, Juan (6)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(pasar)** tiempo con amigos y yo (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(visitar)** a mi novia, Marita. Los sábados Marita y yo   
(8)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **(bailar)** en las fiestas.

**B. Actividades** Choose a subject from Column A, a verb from column B, and a place phrase from Column C to write five logical sentences about five activities the following people do in the university. (10 puntos)

### A B C

**el profesor practicar básquetbol en el gimnasio**

**yo caminar en la biblioteca**

**los estudiantes buscar libros en la cafetería**

**mis compañeros y yo descansar en la oficina**

**tú comprar un sándwich en la residencia**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. ¡Así se dice! (16 puntos)**

**El horario de Anita** Using Anita’s schedule, answer the questions below. Be sure to write out times of day in words.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **lunes** | **martes** | **miércoles** | **jueves** | **viernes** | **sábado** | **domingo** |
| 8:30–9:20  francés | 8:30–9:20  francés | 8:30–9:20  francés | 8:30–9:20  francés |  |  |  |
|  | 9:50–11:20  geografía |  | 9:50–11:20  geografía |  | 10:00– 12:45  historia |  |
|  | 11:30– 12:20  inglés | 11:30– 12:20  inglés | 11:30– 12:20  inglés | 11:30– 12:20  inglés |  | 12:00  café con Marta |
|  | 14:40– 17:25  literatura |  | 14:15– 17:05  sicología |  |  |  |
| 18:00– 22:00 estudiar  en la  biblioteca | 18:00– 22:00 estudiar  en la  biblioteca | 18:00– 22:00 estudiar  en la  biblioteca | 18:00– 22:00 estudiar  en la  biblioteca | 18:00– 22:00 estudiar  en la  biblioteca |  |  |
|  |  |  |  | 21:45  ¡A bailar con Fernando! |  |  |

1. ¿A qué hora baila Anita con Fernando? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2. ¿A qué hora es la clase de inglés? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3. ¿A qué hora toma Anita la clase de sicología? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

4. ¿A qué hora termina *(ends)* la clase de literatura? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

5. ¿A qué hora termina la clase de historia? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

6. ¿Qué días toma clase de geografía? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

7. ¿Cuántas horas a la semana estudia Anita en la biblioteca? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

8. ¿A qué hora comienza *(begins)* la clase de literatura? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**V. Encuentro cultural (10 puntos)**

**A. ¿Qué recuerdas?** Answer the following questions in English. (6 puntos)

1. What is Sonia María Sotomayor's profession?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is special about Sonia María Sotomayor? In other words, what is her distinction?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Where is Royce Rojas from?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. ¿Qué sabes?** Write a summary in English of what you know about the following two topics. Write at least two sentences about each topic, and be as specific as possible. (4 puntos)

1. The city of San Agustin, Florida

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The art of Diego Rivera

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VI. ¡A leer! (10 puntos)**

**Una estudiante como tú** Read the following description of Lupe Zarzuela, an international student in the United States, and then fill in the form with the appropriate information in English.

Lupe Zarzuela es de México y habla español. Estudia en la Universidad de California en Los Ángeles. Estudia geografía, inglés y economía. Toma clases todos los días por la mañana. Trabaja por la tarde en la librería de la universidad. Por la noche, descansa y habla por teléfono con sus amigas. Los fines de semana, Lupe pasa tiempo con su novio y mira la televisión.

1. Where is Lupe from?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Based on the courses she’s taking, what might her major be?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Where does she work?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. What does she do in her spare time?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Based on what you read, would you say you have a lot in common with Lupe?   
Why or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VII. ¡A escribir! (10 puntos)**

**Y ahora tú** Now imagine that you are applying to study abroad in a Spanish-speaking country. Write a biographical sketch about yourself similar to that of Lupe, in Activity VI. Be sure to write in the first person **(yo)** form. Write at least fivesentences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**VIII. ¡A escuchar! (10 puntos)**

**En el apartamento de David** You will hear a description of a scene in the apartment of a student named David. Then, indicate whether each of the following sentences is **cierto** *(true)* or   
**falso** *(false).*

1. David lives with his girlfriend.

2. They always study early in the morning.

3. There is no desk in the apartment.

4. There are four books and four pencils.

5. They study economy.

# Chapter 1:Audioscript, Version C

#### En una clase de español: los Estados Unidos

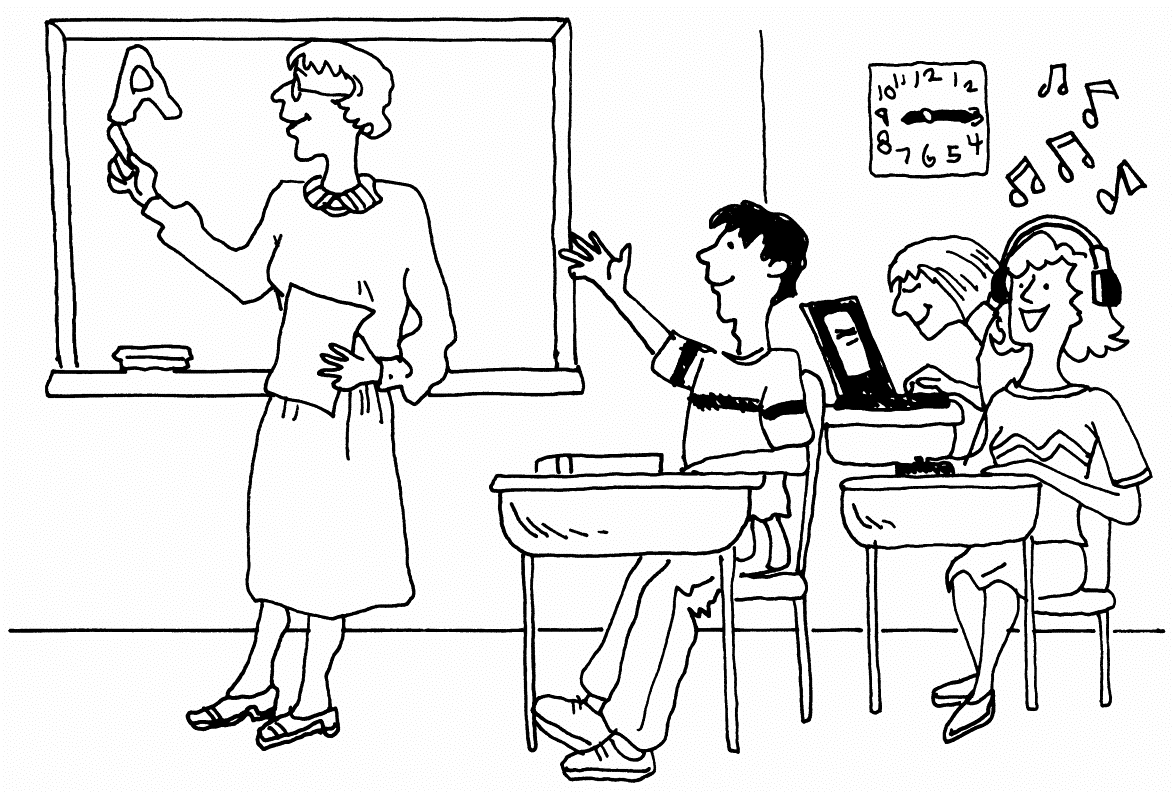
**VIII. ¡A escuchar! Track 3**

David y su amigo estudian economía en el apartamento por la noche. Mañana a las nueve de la mañana hay un examen de economía. Ahora son las once en punto y ellos necesitan estudiar más. Hay dos libros, tres lápices y muchos papeles en el escritorio. David usa la calculadora y su amigo busca una palabra en el diccionario.

# Chapter 1:Speaking Test,Version C

#### En una clase de español: los Estados Unidos

**¡A conversar!**  Describe in Spanish what you see in this scene.



# Chapter 1:Answer Key,Version C

#### En una clase de español: los Estados Unidos

**I. Vocabulario (16 points)**

(2 points each)

*Students must correctly label any 8 objects.*

**II. Estructura 1 (10 points)**

**A.** (1 point each)

1. la

2. la

3. el

4. el

**B.** (2 points per sentence)

*Answers will vary; accept any sentence that is logical*.

**III. Estructura 2 (18 points)**

**A.** (1 point each)

1. tomamos

2. trabajo

3. enseña

4. estudiamos

5. descansamos

6. pasa

7. visito

8. bailamos

**B.** (2 points each)

*Answers will vary.*

**IV. ¡Así se dice! (16 points)**

(2 points each)

1. a las diez menos cuarto de la noche

2. a las once y media de la mañana

3. a las dos y cuarto de la tarde

4. a las cinco y veinticinco de la tarde

5. a la una menos cuarto de la tarde

6. los martes y los jueves

7. veinte horas

8. a las tres menos veinte de la tarde

**V. Encuentro cultural (10 points)**

**A.** (2 points each)

1. Supreme Court justice

2. first Supreme Court justice of Hispanic origin, third female justice

3. New York

**B.** (2 points per topic: Score holistically, taking into account content and number of points of information that you believe your students should know. Be sure to praise a student who knows other facts on the topics.)

*Answers will vary.*

**VI. ¡A leer! (10 points)**

(2 points each)

1. Mexico

2. Tourism / International Business; *accept other logical answers*

3. school bookstore

4. talks on the phone, spends time with her boyfriend, watches TV

5. *Answers will vary.*

**VII. ¡A escribir! (10 points)**

(2 points each)

*Answers will vary.*

**VIII. ¡A escuchar! (10 points)**

(2 points each)

1. falso

2. falso

3. falso

4. falso

5. cierto

**¡A conversar!** (Optional speaking section not included in 100-point test above)

The instructor can administer this section to individual students. If you need to administer a speaking section to a group of students, you would give each student in the group a different picture to describe.

Because it is not part of the 100-point test, you may decide how you want the speaking section weighted in relation to the rest of the exam. A suggestion is 10 points.

The section should be graded holistically, with appropriate attention to verb forms, pronunciation, vocabulary, or other points of language that you have emphasized with your students.