

**Florida Teacher Certification Examination
Test Preparation Guide
for
Spanish K-12**



FLORIDA DEPARTMENT OF EDUCATION

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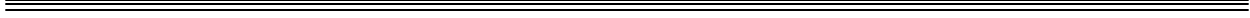
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Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Spanish K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in Spanish K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.



Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test preparation guide.**
Section 1 discusses the development of the test and test preparation guide.
Section 2 (this section) outlines test preparation steps.
Section 3 presents information about the content of the test.
Section 4 lists question formats and includes sample test items.
Section 5 offers strategies for taking the test.
Section 6 identifies sources of further information.

Self-Assessment

- **Decide which content areas you should review.**
Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

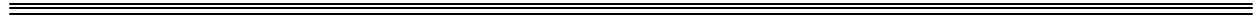
- **Study according to your needs.**
Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**
Section 4 describes types of questions you may find on the examination.
- **Answer sample test questions.**
Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- **Review test-taking advice.**
Section 5 includes suggestions for improving your performance on the examination.



3

Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Spanish K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

<i>Competency</i>	<i>Percentage of total test items</i>
Competency/Skill	%
1 Proficiency in presentational and interpersonal modes of communication (Speaking)	*
<ul style="list-style-type: none"> 1 Give in Spanish a series of classroom directions presented in English. 2 Narrate, describe, or explain in past, present, and future time. 3 Express and defend an opinion. 4 Communicate on concrete topics relating to particular interests, disciplines, or current events. 5 Respond to situations of everyday life. 6 Demonstrate ability to interact (e.g., make requests, obtain information, seek assistance). 	
2 Proficiency in presentational mode of communication (Writing)	*
<ul style="list-style-type: none"> 1 Demonstrate the ability to write effectively on a specific topic (e.g., world issues, family, travel). 	
<ul style="list-style-type: none"> * The speaking section comprises 25% of the total score; the writing section comprises 15% of the total score. 	

Skill

Competencies are areas of content knowledge.

Skills identify behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test items that represent the competencies on the test.

Table of Competencies, Skills and Percentages

Competency/Skill	%
1 Proficiency in presentational and interpersonal modes of communication (Speaking)	*
<ol style="list-style-type: none"> 1 Give in Spanish a series of classroom directions presented in English. 2 Narrate, describe, or explain in past, present, and future time. 3 Express and defend an opinion. 4 Communicate on concrete topics relating to particular interests, disciplines, or current events. 5 Respond to situations of everyday life. 6 Demonstrate ability to interact (e.g., make requests, obtain information, seek assistance). 	
2 Proficiency in presentational mode of communication (Writing)	*
<ol style="list-style-type: none"> 1 Demonstrate the ability to write effectively on a specific topic (e.g., world issues, family, travel). 2 Demonstrate appropriate style for the content through vocabulary choice, tone, and idiomatic expressions. 3 Demonstrate mastery of spelling, structure, and punctuation. 	
3 Proficiency in interpretive modes of communication (Listening and Reading)	37%
<ol style="list-style-type: none"> 1 Understand and interpret authentic broadcasts on nontechnical subjects. 2 Understand authentic conversations of a routine social nature concerning everyday topics and current events. 3 Understand the essential points of a discussion or speech on a topic in a special field of interest. 4 Understand verbal directions and instructions. 5 Demonstrate comprehension of written material on a common subject (e.g., sports, travel, movies, theatre, food, music). 6 Demonstrate comprehension of authentic news articles on current topics. 7 Identify main ideas in contemporary literature. 	

Competency/Skill	%
4 Knowledge of Hispanic cultures (Spain, Latin America, and the United States)	19%
<ol style="list-style-type: none"> 1 Identify patterns of social behavior and social interactions in various settings. 2 Demonstrate general knowledge of the geography, history, arts, and literatures of the Spanish-speaking world. 3 Demonstrate knowledge of similarities and differences between the various Hispanic cultures. 	
5 Knowledge of language structure	29%
<ol style="list-style-type: none"> 1 Identify the correct usage of verb conjugations and tense/mood selection. 2 Identify the correct usage of interrogatives (e.g., <i>qué</i> vs. <i>cuál</i>, <i>cómo</i> vs. <i>qué</i>, <i>dónde</i> vs. <i>adónde</i>). 3 Identify the correct usage of prepositions (e.g., <i>por</i>, <i>para</i>, <i>en</i>, <i>a</i>). 4 Identify the correct usage of troublesome verb pairs (e.g., <i>ser</i> vs. <i>estar</i>, <i>saber</i> vs. <i>conocer</i>, <i>pedir</i> vs. <i>preguntar</i>, <i>tocar</i> vs. <i>jugar</i>). 5 Identify the usage of correct agreement (e.g., gender, number, subject-verb). 6 Identify the correct usage of pronouns (e.g., subject, object, reflexive). 7 Identify the correct usage of adjectives (e.g., shortened, position, comparative, superlative, demonstrative). 8 Identify the correct usage of definite and indefinite articles. 9 Identify the correct usage of syntax. 	
6 Knowledge of second language acquisition principles and teaching methods	15%
<ol style="list-style-type: none"> 1 Identify major concepts of language acquisition. 2 Identify effective techniques (e.g., cooperative learning, use of authentic materials, interdisciplinary approaches, total physical response, task-based teaching) for teaching proficiency in interpersonal, interpretive, and presentational modes of communication. 3 Identify effective techniques for integrating culture into language instruction. 4 Identify effective techniques for teaching a culturally and academically diverse student population. 	

Table of Competencies, Skills and Percentages

Competency/Skill	%
5 Identify effective use of technology (e.g., computers, videos, Internet, audio laboratories) in the acquisition of Spanish. 6 Identify various assessment alternatives for evaluating student proficiency in the three modes of communication (i.e., interpersonal, interpretive, and presentational).	
* The speaking section comprises 25% of the total score; the writing section comprises 15% of the total score.	



Test Format and Sample Questions

The Spanish K-12 subject area test consists of sections that test your speaking, listening, reading, and writing skills, as well as your knowledge of pedagogy and Spanish linguistic structures, vocabulary, and culture. The test includes approximately ninety questions and you will have two-and-one-half hours to complete the entire test.

For each multiple-choice question, you will choose among four response options and indicate your answer by selecting **A**, **B**, **C**, or **D**. Test questions in the speaking section require recording a spoken response. Test questions in the listening section are based on recorded passages presented on audio.

The following pages explain procedures for each section of the test and direct you to examples of each type of question among the sample items on pages 16 through 28.

Speaking Skills

In this section of the test you will perform speaking tasks *in Spanish* when presented with an example, a scenario, a situation, or statement recorded *in Spanish*. The speaking tasks will consist of responding appropriately to a variety of test items that measure the ability to satisfy the demands of school, work, and everyday situations.

You will also be expected to present cultural information, concepts, and ideas on a variety of topics.

Question Type	Sample items
Speaking section	
Classroom instructions Record <i>in Spanish</i> your response to a classroom situation. You will hear a prompt in English that also appears on the screen. You will have ten seconds to prepare your response and twenty seconds to record <i>in Spanish</i> the directions you would give to students.	Item I, page 16
Everyday situations Record <i>in Spanish</i> a description or the answer to a question. For each item, two or three topics will be presented in English on the screen and on the recording. You will have fifteen seconds to select one of the topics and prepare your response. You will then have sixty seconds to record your answer.	Item V, page 16

Scoring Guidelines: Speaking

- 6 Polished pronunciation, consistently serves as a prescriptive model; grammatical usage consistently serves as a prescriptive model; vocabulary sufficiently accurate, extensive, and nuanced to serve as a prescriptive model; speech is effortless and smooth, presenting a prescriptive model.
- 5 Rare mispronunciations, close to a prescriptive model; few grammatical errors, with competence in all patterns; vocabulary accurate and varied, and showing ability to distinguish registers; speech usually effortless, with rare repetitions or pauses.
- 4 Noticeable foreign accent and/or occasional mispronunciations which do not interfere with understanding; occasional grammatical errors showing imperfect control of some minor but no major patterns; choice of vocabulary almost always accurate and varied; speech occasionally hesitant with some unevenness caused by repetitive groping for words.
- 3 Strong foreign accent requiring concentrated listening and mispronunciations that may lead to occasional misunderstanding; frequent grammatical errors showing some major patterns uncontrolled; vocabulary frequently inaccurate; speech frequently hesitant and jerky and may be characterized by non-Spanish phatic expressions. Sentences may be uncompleted.
- 2 Very frequent gross errors in pronunciation and/or heavy accent making understanding difficult; very frequent errors in grammar showing control of very few major patterns; vocabulary limited to survival needs; speech slow and uneven except for short sentences and stock phrases.
- 1 Pronunciation usually unintelligible; grammar almost entirely inaccurate except in stock phrases; vocabulary inadequate for even the simplest conversation; halting, fragmentary speech making conversation virtually impossible.

Listening Skills

Recorded passages, no more than three minutes in length, are used to test your listening skills. After each passage is played, two to four questions are presented on the recording *in Spanish*. Neither the passage nor the questions appear on the screen. However, the multiple-choice response options for each question are presented *in Spanish*. You will select the best answer and indicate your choice by selecting **A**, **B**, or **C**.

Question format

Listening passage

Listen to a recorded passage in informal or formal Spanish, such as a dialogue, interview, news item, short lecture on familiar topics, or a report dealing with factual information. After each recorded question, choose one of the response options by selecting **A**, **B**, or **C**.

Multiple Choice

This section of the test consists of multiple-choice items. Read the question, select the best answer, and indicate your choice by selecting **A**, **B**, **C**, or **D**.

Question format	Sample items
Reading comprehension and vocabulary Select the response option that best identifies, summarizes, or translates a short passage.	Item 5, page 20
Culture Choose the response option that identifies features of the culture, arts and literature, history, geography, and socioeconomic and political institutions of Spain and the Hispanic world. Identify the relationships among the perspectives, products, and practices of the culture studied.	Item 10, page 23
Grammar Decide whether or not the given sentence is grammatically correct and choose the response that best explains your choice.	Item 13, page 24
Pedagogy Choose the response option that best identifies methods, materials, and technologies used for teaching Spanish or provides the best recommendation for a specific teaching situation.	Item 22, page 26

Writing Skills

Question format	
Writing sample Write a 150-word letter or passage in Spanish presenting cultural information, concepts, or ideas on familiar topics. Cues for the writing task will be given in English.	Page 28

Scoring Guidelines: Writing

The essay will be scored by two judges. The personal views you express will not be an issue; however, your use of vocabulary, grammar, syntax, and idiomatic Spanish will be very important to the scoring. Scoring criteria include, but are not limited to, verb tense (with demonstration of mastery of several past tenses, including at least the imperfect and preterite), subject-verb and noun-adjective agreement, word order, and gender.

- 5 Superior control of the language: excellent proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with very few errors. The writer presents material in an organized and logical manner using details and examples to support ideas. Overall presentation is fluid and coherent, with a native-like style appropriate to the topic.
- 4 Competent control of the language: good proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with occasional errors that do not weaken the effectiveness of the communication. The writer presents material in an organized and logical manner. Although the style is not always smooth or native-like, the overall presentation is generally coherent.
- 3 Adequate control of the language: moderate proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with few major errors, but numerous minor ones. The writer presents materials in an organized and logical manner but incorporates a number of false cognates and calques (literal translation of idioms) to present ideas. Overall presentation may be stilted and highly marked by regional or nonstandard forms and expressions.

-
-
- 2 Limited control of the language: very little proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure, with many errors. The writer lacks ability to communicate ideas effectively. Although the writer's ideas may address the topic and are presented in an organized manner, numerous mechanical errors and heavy use of anglicisms force the reader to work at interpretation.
 - 1 Inadequate control of the language; completely lacking proficiency and variety in vocabulary, punctuation, spelling, and general grammatical structure. Significant mechanical errors and lack of vocabulary resources interfere with the writer's presentation. The writer lacks ability to communicate ideas or does not address the topic. Overall presentation is incoherent.

An essay of clearly insufficient length (less than half the suggested length) or with excessive repetitions will be rated a 3 or lower. An essay that fails to treat the topic will automatically be rated a 1. The coherence, organization, or inventiveness and creativity of the essay may be the deciding factor in the case of a borderline rating.

RECORDED PORTION

SPEAKING SECTION

DIRECTIONS: For items I-VII, record your response in Spanish according to the instructions provided on the recording.

For items I-III, you will have approximately 15 seconds after the statement has been read in English to prepare your response in Spanish, then you will have 20 seconds to record your response.

I. Tell your students to get into groups of three and answer the questions from the reading.

II. What do you think the world will be like in 10 years?

OR

Describe your favorite teacher from elementary or secondary school.

III. What role should the United States play in global affairs?

OR

What is your opinion regarding bilingual education in the United States?

For items IV-VI, you will have approximately 15 seconds after the statement has been read in English to prepare your response in Spanish, then you will have 60 seconds to record your response.

IV. Describe how you celebrated a recent traditional holiday.

OR

Describe a current event you have read or heard about on the news.

V. Apologize to a relative or friend for having forgotten his or her birthday.

OR

Explain to a colleague how to get from work to your home.

VI. Ask your child about his or her day in school.

OR

Request information from the office of tourism in Madrid.

LISTENING SKILLS SECTION

DIRECTIONS: On the exam, each of the listening questions will include a passage and a set of questions presented on the recording but not presented on the screen. For each question, you will choose the best response option and indicate your choice by selecting A, B, or C.

1. [Question in Spanish on the recording, followed by recorded discourse or speech of 50 seconds or less, then question repeated in Spanish.]

¿De qué se trata el artículo?

Chicharrones de pescado, . . . pastelón de amarillos y queso, bolitas de pescado o mofonguitos. Todas estas recetas son deliciosas, con un toque de sabor latino y muy fáciles de preparar, si se sigue al pie de la letra las instrucciones de Giovanna Huyke.

Ese es justamente el espíritu detrás La Cocina de Giovanna . . . , el nuevo libro de la *chef* y experta culinaria puertorriqueña . . . , que contiene 240 recetas, tan placenteras como minuciosas, y que lanzará hoy, . . . la librería Barnes & Noble. .

..

La experta tiene en su haber 16 recetarios . . . , además de haber realizado demostraciones en espacios televisivos. . . . Su trabajo ha sido documentado en revistas y diarios. . . .

From "Nuevo libro de cocina," by Miguel A. Sirgado, January 24, 2004. In *El Nuevo Herald, The Miami Herald*. Retrieved January 29, 2004 from

http://www.miami.com/mld/elnuevo/entertainment/performing_arts

¿De qué se trata el artículo?

- A. la presentación de un nuevo libro
- B. cómo preparar pastelón de amarillos y queso
- C. la cocina puertorriqueña

-
2. [Question in Spanish on the recording, followed by recorded discourse or speech of 50 seconds or less, then question repeated in Spanish.]

¿Cuál es el problema de la señora?

A: ¡Hola, Bárbara! ¿Qué tal?

B: Bien, ¿y tú?

A: Bueno, bastante bien, pero tengo un tremendo lío. He invitado a veinte personas para cenar mañana y la criada se me fue ayer. ¿No conoces a nadie que me pueda ayudar a limpiar hoy y a cocinar y a servir mañana?

B: No conozco a nadie. ¡Qué apuro! ¿Quieres que yo te ayude? Yo no tengo nada urgente que hacer hoy. Puedo estar en tu casa dentro de media hora.

A: ¡Ay, chica! ¿Cómo crees? ¡No te puedo pedir que hagas eso!

B: Pues, ¿Por qué no? Somos amigas y si yo tuviera un problema parecido, sé que me ayudarías. Voy para allá.

A: Bueno, te espero. Mil gracias, amiga. Hasta pronto.

¿Cuál es el problema de la señora?

- A. necesita alguien que le ayude
- B. no puede pedirle ayuda a nadie
- C. no tiene amigas para ayudarle

3. [Question in Spanish on the recording, followed by recorded discourse or speech of 50 seconds or less, then question repeated in Spanish.]

¿Cuál es el tema principal de este discurso?

El ejercicio físico es muy importante para la persona que quiere mantenerse en buena salud. Además, la dieta tiene mucho que ver con la condición física de las personas. Así es que hay que tener en cuenta, no sólo lo que uno come, sino lo que uno hace.

¿Cuál es el tema principal de este discurso?

- A. la comida
- B. el ejercicio
- C. la salud

-
4. [Question in Spanish on the recording, followed by recorded discourse or speech of 50 seconds or less, then question repeated in Spanish.]

¿Para qué son estas instrucciones?

No cojas la cuchara con la mano izquierda.

No pongas los codos en la mesa.

Dobla bien la servilleta.

Eso, para empezar.

(Celaya, G. 1976. *Biografía*, Taken from Blanco, Dellinger, García, Yáñez (2003). *Ventanas*. Boston: MA. Vista Higher Learning. p 100)

¿Para qué son estas instrucciones?

- A. Cómo mantenerse en buena salud
- B. Cómo comportarse durante la cena
- C. Cómo poner la mesa

MULTIPLE-CHOICE SECTION

DIRECTIONS: For items 5-6, read the following passage and select the correct response.

El Greco

Entre los nombres de los grandes artistas españoles, y aún del mundo, figura prominentemente el de Domenicos Theotocópoulos, popularmente conocido como El Greco. [Como se notará por el apellido y el apodo, no nació el artista en España.] Nació en la isla de Creta. No se sabe mucho de sus primeros años. De joven fue a Italia donde dicen que fue alumno de Tiziano y que conoció a Miguel Angel. Allá para el año 1577 se trasladó a España, estableciéndose por fin en Toledo donde murió en 1614.

No hay muchos datos disponibles sobre la vida personal del artista. Lo poco que sabemos lo sacamos de cartas de sus contemporáneos, o lo deducimos del testamento que dejó. No obstante, leyendo entre líneas los documentos que nos quedan, sabemos que el gran pintor español era un hombre muy apasionado, de temperamento independiente, de genio chistoso y de gustos lujosos.

5. ¿De qué trata este artículo?
- A. una explicación de la obra maestra de un gran pintor
 - B. un análisis del estilo de El Greco
 - C. una introducción a los grandes artistas de España e Italia
 - D. una introducción a la vida personal y profesional de un artista
6. Lo que sabemos de su vida viene, en parte, de
- A. muchos datos disponibles.
 - B. su testamento personal.
 - C. su temperamento independiente.
 - D. su vida profesional.

DIRECTIONS: For items 7-8, read the following passage and select the correct response.

Actualmente se sabe que la compañía de los perros facilita el aprendizaje y el desarrollo de la autoestima en los chicos, crea lazos emocionales más sólidos y contribuye a resolver una amplia gama de problemas físicos, psíquicos y sociales que abarcan desde el autismo, la depresión, la hipertensión arterial, hasta la violencia carcelaria, la sensación de aislamiento en los mayores y la rehabilitación de enfermedades crónicas. . . .

El Instituto Nacional de Salud de los Estados Unidos cuenta con un programa de Terapia Asistida pro Animales, que procura calmar la ansiedad de las personas internadas. Así se obtienen mejores resultados terapéuticos y se acelera el proceso de recuperación.

La presencia canina durante los procedimientos médicos es una de las estrategias más utilizadas, especialmente en la población infantil, ya que en los chicos la hospitalización suele generar altos niveles de estrés y conductas de retraimiento. . . .

Los perros, y también los gatos, pueden cubrir los vacíos de ternura y camaradería, particularmente en las personas mayores que viven solas. . . .

Los chicos también aprenden de ese modelo de relación afectiva, que revaloriza valores humanos no siempre presentes en la sociedad. . . .

From an article by Ignacio Escribano, January 27, 2004. In *El Nuevo Herald, The Miami Herald*. Retrieved January 29, 2004 from

<http://www.miami.com/mld/elnuevo/living/people/family/7802253.htm?template=content...>

7. El enfoque de este artículo es

- A. los animales tienen poderes medicinales muy valiosos.
- B. los perros son mejores que los gatos para los niños.
- C. los animales influyen en la salud de los seres humanos.
- D. los perros son mejores para los chicos que para los ancianos.

8. ¿En que se benefician las personas mayores con este tipo de terapia?

- A. les alivia la sensación de soledad y la falta de afecto
- B. previene el desarrollo del autismo
- C. mejora la comunicación entre ellos y los niños
- D. revaloriza los valores anticuados

DIRECTIONS: For item 9, read the following passage and select the correct response.

Dos meses después de la primera carta, llegó otra. Esta segunda carta, que le leyó a doña Milla el mismo vecino porque estaba en inglés igual que la primera, decía que Moncho Ramírez había aparecido. O, mejor dicho, lo que quedaba de Moncho Ramírez. Nosotros nos enteramos de eso por los gritos que empezó a dar doña Milla tan pronto supo lo que decía la carta. Aquella tarde todo el ranchón se vació en las dos piezas de doña Milla. Yo no sé cómo cabíamos allí, pero allí estábamos toditos, y éramos unos cuantos como quien dice. A doña Milla tuvieron que acostarla las mujeres cuando todavía no era de noche porque de tanto gritar, mirando el retrato de Moncho en uniforme militar entre una bandera americana y un águila con un mazo de flechas entre las garras, se había puesto como tonta.

Bretz, Mary Lee; Dvorak, Fusha; Kirschner, Carl; Pasajes-Literatura "Una caja de plomo que no se podía abrir,": José Luis González. Segunda edición; Random House, New York, NY: 1987, p.190.

9. ¿De qué nos enteramos a través de la segunda carta?
- A. Moncho desapareció recientemente.
 - B. Se puede morir fácilmente en las guerras.
 - C. Moncho había muerto, tal vez en una batalla.
 - D. Los hispanos reaccionan emocionalmente ante la muerte.

DIRECTIONS: For items 10-12, select the correct response.

10. Which of the following is true?

- A. During the quinceañera, the daughter dances with her father.
- B. The church service honoring the quinceañera is normally held after the party.
- C. The quinceañera only accepts gifts from her family.
- D. The quinceañera is usually dressed in black.

11. Diego Rivera is best known for his

- A. music.
- B. writing.
- C. painting.
- D. acting.

12. The use of vos as the familiar singular form of you is most widely used throughout

- A. Spain.
- B. Mexico.
- C. Argentina.
- D. Cuba.

DIRECTIONS: For items 13-20, decide whether the statement is correct or incorrect, then select the appropriate grammatical rule or explanation.

13. Mientras comimos llegó Teresa.

STATEMENT	GRAMMAR RULE
A. Incorrect.	The imperfect tense is used when telling a story.
B. Incorrect.	The imperfect tense sets the stage for something to happen.
C. Correct.	The preterite tense is used to tell time in the past.
D. Correct.	The imperfect tense is used to indicate past action.

14. ¿Dónde vas?

STATEMENT	GRAMMAR RULE
A. Incorrect.	The verb <i>ir</i> requires the use of <i>a</i> .
B. Incorrect.	Location is already stated.
C. Correct.	Location is already stated.
D. Correct.	Question asks "where from?"

15. Tomás estudiará para una hora.

STATEMENT	GRAMMAR RULE
A. Incorrect.	<i>Por</i> is used for a time in the future.
B. Incorrect.	<i>Por</i> is used for duration of time.
C. Correct.	<i>Para</i> is used to indicate destination.
D. Correct.	<i>Para</i> is used to indicate a specific time.

16. ¿Dónde es la fiesta?

STATEMENT	GRAMMAR RULE
A. Correct.	<i>Ser</i> is used for permanent conditions.
B. Incorrect.	<i>Estar</i> is used for location.
C. Correct.	<i>Ser</i> is used for the location of an event.
D. Incorrect.	<i>Estar</i> is used for a temporary event.

17. Carlos, Ana, y Raquel son ricas.

STATEMENT	GRAMMAR RULE
A. Correct.	An adjective modifying two or more feminine nouns is in the feminine plural.
B. Correct.	Adjectives agree in number and gender with the nouns they modify.
C. Incorrect.	An adjective modifying two or more masculine nouns is in the masculine plural.
D. Incorrect.	An adjective modifying two or more nouns of a different gender is in the masculine plural.

18. Tengo a dos amigos.

STATEMENT	GRAMMAR RULE
A. Correct.	The preposition <i>a</i> is used before the direct object of a verb if the direct object is a definite person.
B. Correct.	The preposition <i>a</i> is used before the direct object of a verb.
C. Incorrect	The preposition <i>a</i> is used before the direct object of a verb if the direct object is a pronoun referring to a person.
D. Incorrect.	The personal <i>a</i> is not used when the verb <i>tener</i> appears before the direct object.

19. El señor Gómez tiene un bueno trabajo.

STATEMENT	GRAMMAR RULE
A. Correct.	Descriptive adjectives regularly follow the noun they modify.
B. Incorrect.	Certain adjectives are shortened in the singular when they precede the masculine noun.
C. Incorrect.	Certain adjectives change meaning when they precede the noun.
D. Correct.	Adjectives are always shortened in the singular when they precede the noun.

20. El pobre Juan está enfermo.

STATEMENT	GRAMMAR RULE
A. Correct.	The definite article is used when a proper noun is modified.
B. Correct.	The definite article is used with parts of the body.
C. Incorrect.	The definite article is used with title.
D. Incorrect.	The definite article is used with days of the week.

DIRECTIONS: For items 21-26, select the correct response.

21. Lowering the affective filter is defined as

- A. limiting the required response time.
- B. encouraging full-sentence response.
- C. reducing student anxiety.
- D. promoting individual recitations.

22. A teacher in a multilevel class wants to improve the communication skills of the students. Select the most effective technique for promoting improved communication.

- A. providing language laboratory programs with drills for patterning and modeling
- B. providing computer-generated tutorials with auto-correct components
- C. using direct instruction paired with video instruction for authentic speech
- D. using cooperative learning groups with negotiated discourse

23. Which of the following is the best example of actively integrating culture and language in the Spanish classroom?

- A. watching a Spanish film about a bullfight
- B. role-playing oral greetings with Hispanic gestures
- C. listening to music played by a Spanish classical guitarist
- D. tasting a variety of Hispanic foods

24. Which of the following techniques would be the most effective method to instruct mainstreamed students who are auditory learners?

- A. assigning a group research project
- B. asking students to interpret literary works
- C. assigning recorded tapes for independent practice
- D. providing a written syllabus and assignments

25. A teacher wants to create a multidisciplinary unit in which students will be able to identify Spanish artists and describe their works. What technology would be most effective to achieve this goal?

- A. an online Spanish chat room
- B. a threaded discussion in Spanish
- C. a virtual tour of a Spanish museum
- D. an electronic mail inquiry to the Ministry of Culture

26. Which of the following is the most effective means of assessing student progress in all phases of language acquisition?

- A. Students role-play ordering at a restaurant.
- B. Students present a portfolio of their work.
- C. Students write a term paper on a cultural topic.
- D. Students analyze and discuss a literary work.

WRITING SECTION

DIRECTIONS: Write an essay in Spanish of at least 150 words on ONE of the two topics below.

The essay will be scored by two judges. The personal views you express will not be an issue; however, your ability to communicate effectively, using vocabulary and style appropriate to the topic, will be very important to the scoring.

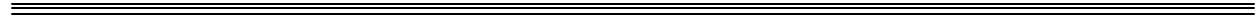
Scoring criteria will include, but will not be limited to, the following: the appropriate use of verb tenses and moods, the demonstration of correct spelling, and punctuation, and the use of correct idiomatic expressions.

Take a few minutes to organize your thoughts and plan your essay. Leave time for editing and revising after you have completed your essay. Use the bottom of this page for planning, outlining, and notes. This portion of the test is not timed. Twenty minutes is the recommended time.

1. **State your opinion about the social, economic, and political issues that affect Latin America today.**

OR

2. **Discuss why it is important for Americans to learn a second language.**



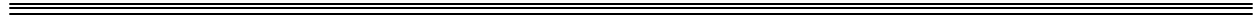
Answer Key

1. A	10. A	19. B
2. A	11. C	20. A
3. C	12. C	21. C
4. B	13. B	22. D
5. D	14. A	23. B
6. B	15. B	24. C
7. C	16. C	25. C
8. A	17. D	26. B
9. C	18. D	



Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in “Identification Policy”
 - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.





Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>

