

Spanish 1550  
Spring Semester 2013  
Study Guide for Final Exam

**A. GENERAL INFORMATION**

1. Students must take the exam only during the regularly scheduled time. Refer to your course syllabus for the specific date and time of the exam.
2. This exam will include the following components: (1) Presentation and Interview, (2) Listening Comprehension, (3) Reading Comprehension, (4) Cultural Information, and (5) Writing. Each of these components is worth 20%.
3. Although the final exam is comprehensive, meaning that students must understand the material from *Capítulos 1-7* (*Dos mundos*/7<sup>th</sup> edition & the online workbook), it focuses more heavily on the material from *Capítulos 6 and 7*.
4. A score of 70% on the final exam, as well as an overall course average of 70%, is the minimum required to get credit for this course. The final exam is 35% of the course grade.

Remember that the grading in this course is *ABC/NC*. (Refer to the attendance policy on your syllabus to see how it may affect your final grade.) If your grade in the course is A, B, or C, then you have successfully completed the elementary course and you may advance to Intermediate Spanish 2600. If your grade is NC, then you must repeat this course successfully before entering Spanish 2600. The foreign language requirement for students with Bachelor of Arts majors is the successful completion of Intermediate 2600 (See the YSU Catalogue.)

**B. GENERAL FORMAT OF FINAL EXAM**

1. PRESENTATION AND INTERVIEW (20%)

For the final exam, the speaking component will be replaced by the *Presentation & Interview*. See Guidelines for the Presentation and Interview in Part C of this study guide.

2. LISTENING COMPREHENSION (20%)

To prepare for this part, take advantage of all activities found in the *Dos mundos* program (textbook and online *Cuaderno de actividades*). In particular, review the sections called *Actividades auditivas* in *Capítulos 6-7* in the *CA*. In this section of the exam, 4 listening passages will be included from your workbook and/or other sources. Although some of the listening passages may be the same as those found in the workbook, the questions may be modified. The format will include true or false (and correction of the false statements), fill-in-the-blank, short answer, multiple choice and/or one of the other formats used in the *Actividades auditivas*.

3. READING COMPREHENSION (20%)

To prepare for the reading comprehension section of the exam, read and understand all of the passages in the textbook and the workbook (*Capítulos 6-7*). Students will be tested on 2 reading

passages. Formats to be used in testing reading comprehension skills will include true or false (and correction of the false statements), fill-in-the-blank, short answer, and/or multiple choice. Note that there is no separate vocabulary section included in this exam.

#### 4. CULTURAL INFORMATION (20%)

The textbook *Dos mundos* offers a wide variety of readings and cultural materials in every chapter. The cultural information appears particularly in the sections *Ventanas culturales*, *Ventanas al pasado*, *Enlace a la literatura / a la música / al cine*, *Lecturas*, *Vida y cultura*, and the section “¡Conozca...!”. In the *Resumen cultural* section in the workbook, as well as in supplementary exercises in the textbook and online workbook, students will find written exercises to verify their knowledge and understanding of Hispanic cultures. The final exam will focus on *Capítulos 6-7*. The formats used for testing this part include true or false (and correction of the false statements), fill-in-the-blank, short answer, and/or multiple choice. This section of the exam will be based on the cultural worksheet found in part D of this study guide. The questions on the cultural worksheet will be *similar* to the ones on the exam, but not necessarily exactly the same as those that appear on the exam.

#### 5. WRITING (20%)

In this section of the exam, students will write one short composition of a minimum of ten sentences based on a given topic. The composition will be evaluated for its grammar, vocabulary, length, organization, and content (for full credit, all of the questions and ideas in the writing prompt must be addressed and the guidelines must be followed). To prepare for the composition, take advantage of all the *Actividades escritas* (written activities found in the CA), other writing exercises (*Tareas*), and the four composition topics below. The day of the exam, students will be given two of the four topics listed below, and they will write a composition of at least 10 sentences about one of them.

*Some topics for practice:*

1. *Describa su casa y el vecindario donde usted vive.* Incluya la siguiente información: descripción de su casa y del vecindario donde vive y lugares que le gusta visitar. Luego describa su habitación favorita y los muebles y aparatos eléctricos que tiene allí. Mencione por lo menos *cuatro actividades que usted hizo allí la semana pasada.* *No repita un verbo más de dos veces.*

2. *Una experiencia memorable.* Imagine que usted desea escribir su autobiografía y quiere contar una experiencia memorable que tuvo durante una excursión o un viaje de vacaciones. Explique por qué fue buena esa experiencia. Narre lo que pasó y *diga qué cosas recuerda hoy de esa gran experiencia* (present tense). *No repita un verbo más de dos veces.*

3. *Mis actividades durante el fin de semana pasado.* Escriba un párrafo sobre lo que usted hizo el fin de semana pasado. Incluya varias actividades relacionadas con la casa, los estudios, el trabajo y las comidas. *¿Adónde fue? ¿Con quién(es)? ¿Se divirtió? Mencione por lo menos cuatro actividades que habitualmente hace* (present tense) *los domingos.* *No repita un verbo más de dos veces.*

4. *Un día típico.* Describa un día típico en su casa y en su vecindario. *¿Vive con otras personas, con su familia o solo/a? ¿Le gusta? ¿Por qué? ¿Cuáles son sus obligaciones en casa? ¿Cuál es su actividad favorita? ¿Cuál es la actividad que le gusta menos? ¿Qué quehaceres domésticos hizo el fin de semana pasado.* *Mencione por lo menos cuatro y no repita un verbo más de dos veces.*

## C. PRESENTATION AND INTERVIEW

### General Guidelines

In Elementary Spanish courses, the Presentation and Interview is used to assess a student's ability to speak and understand Spanish. It involves a short presentation followed by a one-on-one interview with the instructor that takes place in classroom during the last week of classes. A sign-up sheet will be passed around before the last week of classes. This speaking component is part of the Final Exam and is worth 20%. The total amount of time allowed for the Presentation and Interview is 10 minutes.

The Presentation and Interview will consist of four main parts.

1. *Warm-up.* It begins with a brief warm-up conversation in Spanish (responding to greetings and polite social questions) to help the student relax and think in the language before beginning with the presentation. This portion should not last more than *a minute*.

2. *Presentation (10%).* This part should begin with a short presentation about the student: name, place where s/he lives, major at the university, a typical day in his/her life, what s/he likes, some household chores, job, favorite pastimes, plans for the holidays, main activities s/he did last weekend, and other brief comments s/he may want to add. For full points, the student must address all of the topics and speak only in Spanish. The student is not allowed to read or to refer to notes. Visual aids can be used only if they are appropriate to support the presentation and do not have any words on them. This part should last about *three minutes*.

3. *Questions & Answers (10%).* The purpose of this portion of the exam is to evaluate the student's ability to function at the level of proficiency required for this course. In this part, the student is asked to answer a minimum of 5 questions using a variety of grammatical constructions. Most questions are directly related to material studied in the course and to items the student talked about in the presentation. To prepare for this section, you should review the *Actividades comunicativas* and *Entrevistas* in *Dos mundos*. This part should last about *two minutes*.

4. *Termination of the Interview.* This portion serves to end the interview in a natural and pleasant way, as most authentic conversations normally end.

Grading of Presentation and Interview. It will be graded based on the following categories: Comprehensibility, Content of information, Fluency and Pronunciation, Accuracy of Language (Vocabulary and Grammar), and Ability to Understand and Answer the Questions.

#### D. CULTURAL INFORMATION

1. ¿Qué crítica Alfonsina Storni en su poema “Cuadrados y ángulos” y por qué? (p. 221)
2. ¿Cómo son las casas del poema de Storni? (p. 221)
3. ¿En qué historia de la Biblia se basa la tradición de las posadas? Se basa en la historia de \_\_\_\_\_ y \_\_\_\_\_ (p. 230)
4. ¿Cuándo se celebra la tradición de las posadas? (p. 230)
5. Durante las posadas, los niños llevan \_\_\_\_\_ e imitan la búsqueda de (search for) \_\_\_\_\_ (p. 230)
6. ¿En qué lugares de los EE.UU. se celebra la tradición de las posadas? (p. 230)
7. Según la lectura “Las hermosas ciudades hispanas”, ¿cómo son las ciudades hispanas? (pp. 232-233)
8. ¿Qué significa la expresión “zonas mixtas” (o “áreas mixtas”)? (p. 232-233)
9. En muchas ciudades hispanas, se hacen las compras lejos de la casa. **Cierto / Falso.** Corrígalo si es falso. (p. 232-233)
10. Nombre tres calles famosas identificadas en la lectura: 1. \_\_\_\_\_ en la ciudad de México, México, 2. \_\_\_\_\_ en Madrid, España, y 3. \_\_\_\_\_ en Buenos Aires, Argentina. (p. 232-233)
11. En comparación con las ciudades hispanas, ¿cómo son las ciudades norteamericanas?
12. En México otra palabra para referirse a ‘*plaza*’ es \_\_\_\_\_ y el D.F. se refiere a \_\_\_\_\_.
13. Otra palabra que se usa para referirse a “los costarricenses” es \_\_\_\_\_.
14. La capital de Argentina es \_\_\_\_\_ y los habitantes de esta ciudad se llaman también \_\_\_\_\_.
15. ¿A quiénes se les llamaban ‘criollos’? (p. 257)
16. ¿Quién quería hacer de los países suramericanos un solo país, fuerte y unido? ¿Qué países liberó este héroe? (p. 257)
17. ¿Cómo se llaman las famosas ruinas de la cultura incaica y en qué país andino están? (p. 259-260)
18. ¿Qué es el Camino Inca? (p. 259-260)
19. ¿Qué medios de transporte se pueden utilizar para llegar a Machu Picchu? (p. 259-260)
20. ¿Por qué se considera Machu Picchu un lugar misterioso? (p. 259-260)