

# MODERN LANGUAGES ASSESSMENT REPORT 2012

**1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs?**

Students completing a major in Modern Languages should:

1. Understand the spoken language, particularly where context strongly supports understanding and speech is clearly audible.
2. Respond appropriately to spoken questions and statements.
3. Understand the written language as used in practical daily life involving learned vocabulary.
4. Write the language as used in practical daily life involving learned vocabulary.
5. Demonstrate broad knowledge of Hispanic and Franco history, literature, and culture.

The SLOs are stated in the university catalogue and on the UAM website:

[http://www.uamont.edu/Arts\\_and\\_Humanities/requirements/degree/frenchlearningoutcomes.htm](http://www.uamont.edu/Arts_and_Humanities/requirements/degree/frenchlearningoutcomes.htm)

**2. Describe how your unit’s Student Learning Outcomes fit the mission of the university.**

A major in Modern Languages enhances a student’s knowledge of world history and cultures, gives a student the ability to think critically, to speak and write clearly, to use the latest computer technologies in research and in communication, and to be aware of and sensitive to global issues and trends.

	UAM MISSION STATEMENT	Unit Learning Outcomes
1	The mission the University of Arkansas at	
2	Monticello shares with all universities is the commitment	
3	to search for truth, understanding through scholastic	
4	endeavor.	
5	The University seeks to enhance and share	Program Goals 5
6	knowledge, to preserve and promote the intellectual	
7	content of society, and to educate people for critical	
8	thought.	
9	The University provides learning experiences that	
10	enable students to synthesize knowledge, communicate	Program Goals 1,2,3,4
11	effectively, use knowledge and technology with	
12	intelligence and responsibility, and act creatively within	
13	their own and other cultures.	Program Goal 5
14	The University strives for excellence in all its	
15	endeavors. Educational opportunities encompass the	
16	liberal arts, basic and applied sciences, selected	
17	professions, and vocational/ technical preparation. These	
18	opportunities are founded in a strong program of general	
19	education and are fulfilled through contemporary	

20	disciplinary curricula, certification programs, and	
21	vocational/technical education or workforce training. The	
22	University assures opportunities in higher education for	
23	both traditional and non-traditional students and strives to	
24	provide an environment that fosters individual	
	achievement and personal development.	

**3. Provide an analysis of student learning data. How is the data used as evidence of learning?**

**Spanish assessment**

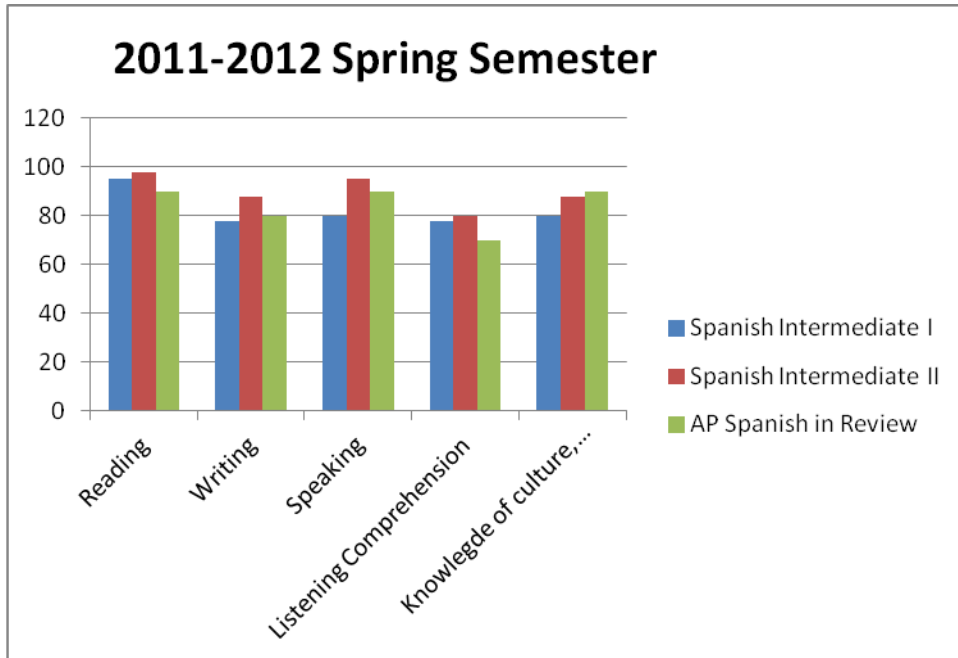
Every semester, students taking SPAN 1013 Elementary Spanish II or a higher-level course are given assessment report forms (**see Appendix A for a copy of the Assessment Report Form**). Correlated with the Expected Student Learning Outcomes as outlined in the class syllabus, this form includes student self assessment, instructor assessment of the student, and pre-test and post-test scores of each student (**see Appendix A for sample pre-tests and post-tests**).

Starting with Spanish 2203 (Intermediate Spanish I) Professor Bacon keeps an assessment portfolio for each student so as to evaluate individual student progress throughout his/her career and to use as an assessment tool in evaluating the total program.

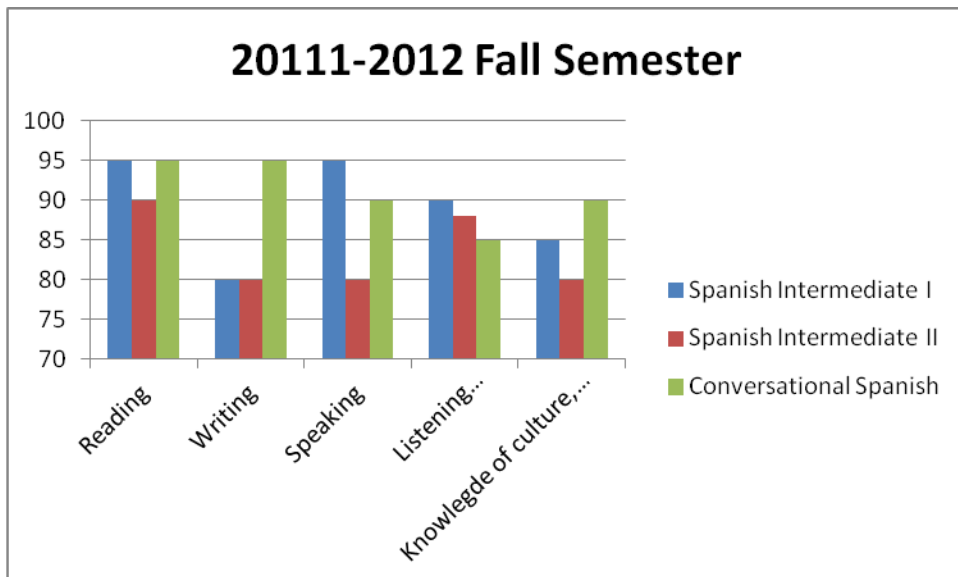
Thus, faculty members use multiple tools in their efforts to gain an accurate assessment of a student’s initial ability in the target language and to measure the student’s progress. The extent to which Spanish students demonstrate SLOs upon completion of a class determines modifications in both the program’s content and instructors’ pedagogical approaches.

*Portfolio Assessment—Average Scores by Course and by Semester*  
(Scores are out of 100)

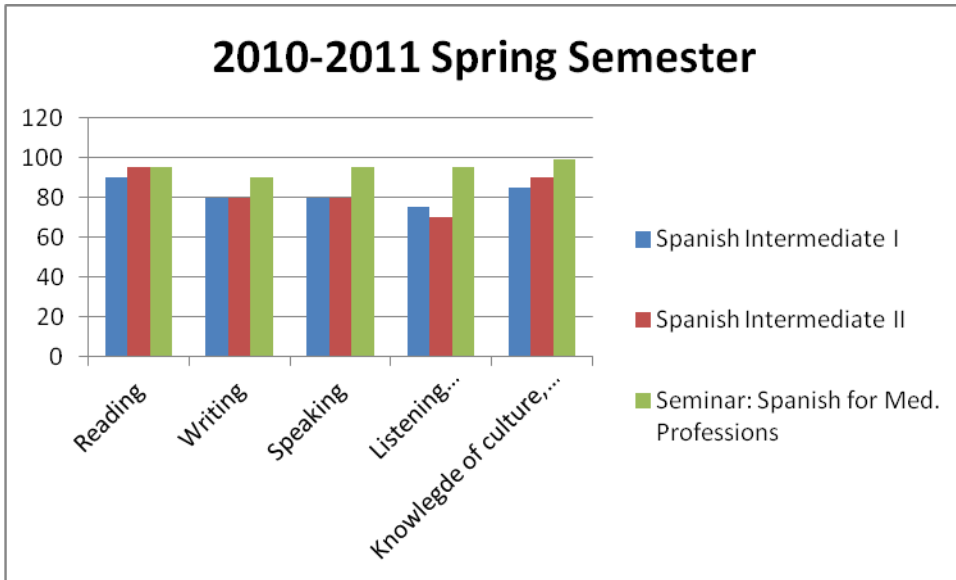
<b>Semester: Spring 2012</b>	Reading	Writing	Speaking	Listening	Cultural Knowledge
Spanish Intermediate I	95	78	80	78	80
Spanish Intermediate II	98	88	95	80	88
AP Spanish in Review	90	80	90	70	90



Semester: Fall 2011	Reading	Writing	Speaking	Listening	Cultural Knowledge
Spanish Intermediate I	95	80	95	90	85
Spanish Intermediate II	90	80	80	88	80
Conversational Spanish	95	95	90	85	90

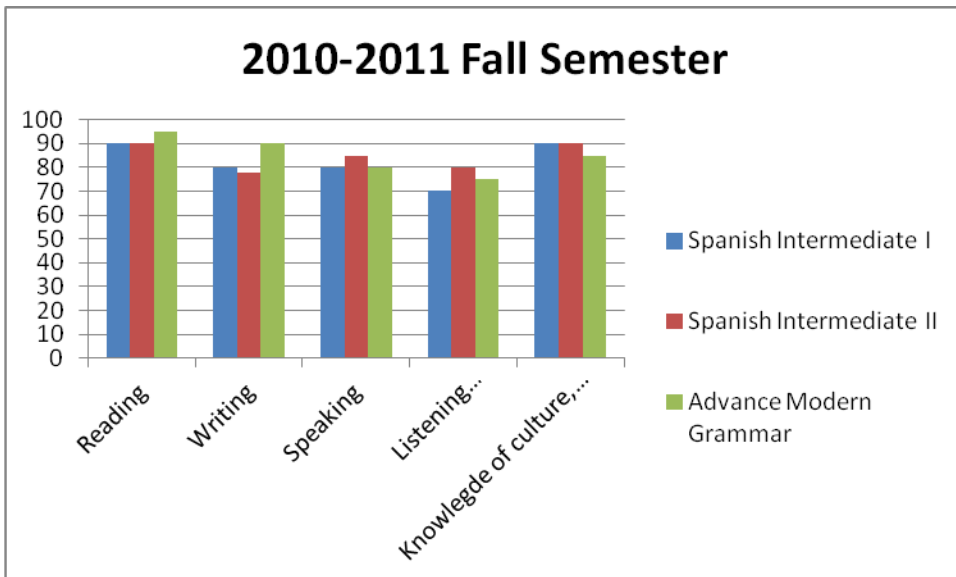


Semester: Spring 2011	Reading	Writing	Speaking	Listening	Cultural Knowledge
Spanish Intermediate I	90	80	80	75	85
Spanish Intermediate II	95	80	80	70	90
Span for Med Professions	95	90	95	95	99

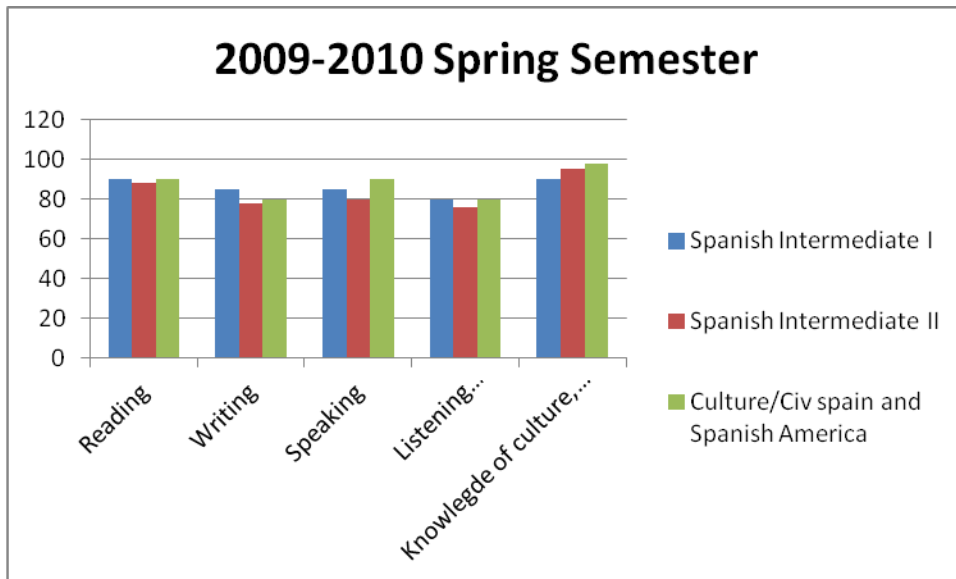


**Semester: Fall 2010**

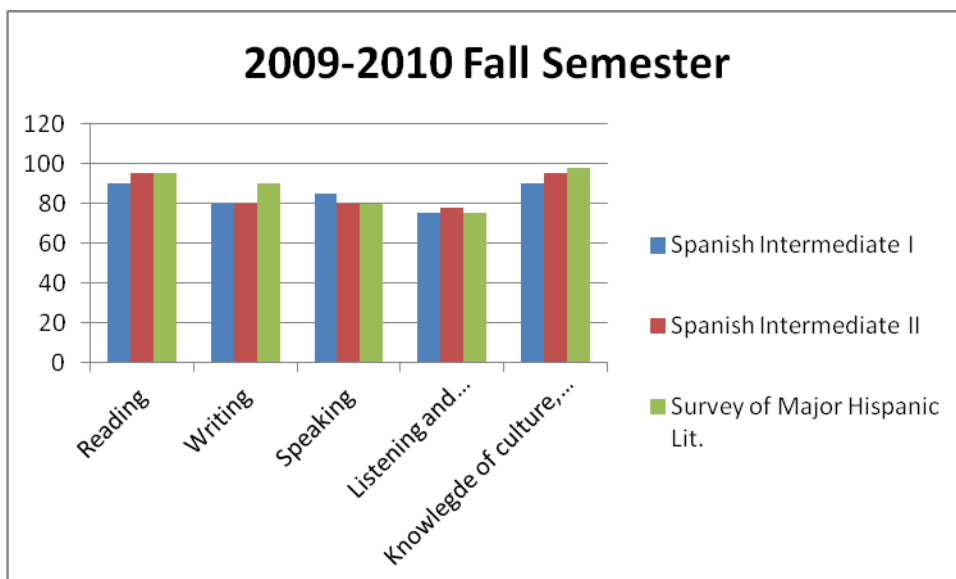
	Reading	Writing	Speaking	Listening	Cultural Knowledge
Spanish Intermediate I	90	80	80	70	90
Spanish Intermediate II	90	78	85	80	90
Advance Modern Grammar	95	90	80	75	85



<b>Semester: Spring 2010</b>	Reading	Writing	Speaking	Listening	Cultural Knowledge
Spanish Intermediate I	90	85	85	80	90
Spanish Intermediate II	88	78	80	76	95
Culture and Civilization	90	80	90	80	98



<b>Semester: Fall 2009</b>	Reading	Writing	Speaking	Listening	Cultural Knowledge
Spanish Intermediate I	90	80	85	75	90
Spanish Intermediate II	95	80	80	78	95
Survey Hispanic Literature	95	90	80	75	98



**French and Latin Assessment**

(See Appendix B for all French and Latin pre and post tests.)



SEMESTER/YEAR/COURSE	PRE-TEST (On 100%)	POST- TEST (On 100%)	GAIN ±	OBJECTIVES*				COMMENT
				25%		90%		
				YES	NO	YES	NO	
<b>FALL 2009</b>								
FRENCH 1	29.68	90.13	+60.45	✓		✓		Above expectation in pre and post-test
FRENCH 2	8.00	94.63	+86.63		✓	✓		Above expectation in post-test only
INTERMEDIATE FRENCH 1	23.25	94.5	+71.25		✓	✓		Above expectation in post-test only
INTERMEDIATE FRENCH 2	33.5	100	+66.5	✓		✓		Above expectation
INTERMEDIATE READING	55.25	95.25	+40	✓		✓		Above expectation in pre and post-test
INTERMEDIATE GRAMMER	21.25	91.5	+70.25		✓	✓		Above expectation in post-test only
INTERMEDIATE CONVERSATIO								
ADVANCED COMPOSITION								
ADVANCED CONVERSATIO								
SURVEY OF FRENCH								
FRENCH AND FRANCOPHON								
CIVILIZATION AND CULTURE								
FRENCH CINEMA								
LATIN 1	8	96.36	+88.36		✓	✓		Above expectation in post-test only
LATIN 2								

SEMESTER/YEAR /COURSE	PRE-TEST (On 100%)	POST- TEST (On 100%)	GAIN ±	OBJECTIVES*				COMMENT
				25%		90%		
				YES	NO	YES	NO	
<b>SPRING 2010</b>								
FRENCH 1	10.21	96.47	+86.26		✓	✓		Above expectation in post-test only
FRENCH 2	22.80	93.4	+70.60		✓	✓		Above expectation in post-test only
INTERMEDIATE FRENCH 1	48	96	+48	✓		✓		Above expectation in pre and post-test

INTERMEDIATE FRENCH 2								
INTERMEDIATE READING								
INTERMEDIATE GRAMMER AND COMPOSITION								
INTERMEDIATE CONVERSATION								
ADVANCED COMPOSITION								
ADVANCED CONVERSATION								
SURVEY OF FRENCH LITERATURE								
FRENCH AND FRANCOPHONIE								
CIVILIZATION AND CULTURE								
FRENCH CINEMA	3.71	94	+90.29		✓	✓		Above expectation in post-test only
LATIN 1	9.23	93.92	+84.69		✓	✓		Above expectation in post-test only
LATIN 2	34.66	95.66	+61	✓		✓		Above expectation in pre and post-test

SEMESTER/YEAR/COURSE	PRE-TEST (On 100%)	POST- TEST (On 100%)	GAIN ±	OBJECTIVES*				COMMENT
				25%		90%		
				YES	NO	YES	NO	
<b>FALL 2010</b>								
FRENCH 1	10.93	97.06	+86.13		✓	✓		Above expectation in post-test only
FRENCH 2	41.17	94.5	+53.33	✓		✓		Above expectation in pre and post-test



INTERMEDIATE FRENCH 1	39.2	94.8	+55.60	✓		✓		Above expectation in pre and post- test
INTERMEDIATE FRENCH 2	47	93	+46	✓		✓		Above expectation in pre and post- test
INTERMEDIATE READING								
INTERMEDIATE GRAMMER AND COMPOSITION								
INTERMEDIATE CONVERSATION								
ADVANCED COMPOSITION								
ADVANCED CONVERSATION								
SURVEY OF FRENCH LITERATURE								
FRENCH AND FRANCOPHONE								
CIVILIZATION AND CULTURE								
FRENCH CINEMA	7.37	90.62	+83.25		✓	✓		Above expectation in post-test only
LATIN 1	6.53	93.86	+87.33		✓	✓		Above expectation in post-test only
LATIN 2								

SEMESTER/YEAR/ COURSE	PRE- TEST	POST- TEST	GAIN ±	OBJECTIVES*				COMMENT
				25%		90%		
				YES	NO	YES	NO	
<b>SPRING 2011</b>								
FRENCH 1	7.4	90.25	+82.85		✓	✓		Above expectation in post-test only
FRENCH 2	32.00	89.83	+57.83	✓			✓	Above expectation in pre-post-test
INTERMEDIATE FRENCH 1								
INTERMEDIATE FRENCH 2	69	98	+29	✓		✓		Above expectation in pre-post-test
INTERMEDIATE READING								
INTERMEDIATE GRAMMER AND COMPOSITION								
INTERMEDIATE CONVERSATION	28.5	83	+54.50	✓			✓	Above expectation in pre-post-test
ADVANCED COMPOSITION								
ADVANCED CONVERSATION	67	97	+30	✓		✓		Above expectation
SURVEY OF FRENCH LITERATURE								
FRENCH AND FRANCOPHONE CIVILIZATION AND CULTURE	23	94	+71		✓	✓		Above expectation in post-test only
FRENCH CINEMA	8.85	93.85	+85		✓	✓		Above expectation in post-test only
LATIN 1	4.85	92.85	+88		✓	✓		Above expectation in -post-test only
LATIN 2	17.75	90	+72.25		✓	✓		Above expectation in -post-test only

SEMESTER/YEAR/ COURSE	PRE-TEST	POST-TEST	GAIN ±	OBJECTIVES*				COMMENT
				25%		90%		
				YES	NO	YES	NO	
<b>FALL 2011</b>								
FRENCH 1	5.6	93	+87.4		✓	✓		Above expectation in -post-test only

FRENCH 2	23.83	94.8	+70.97	✓		✓		Above expectation in pre and post-test
INTERMEDIATE FRENCH 1	47.13	92.33	+45.20	✓		✓		Above expectation in pre and post-test
INTERMEDIATE FRENCH 2								
INTERMEDIATE READING	52	98	+46	✓		✓		Above expectation in pre and post-test
INTERMEDIATE GRAMMER AND COMPOSITION	48	92	+44	✓		✓		Above expectation in pre and post-test
INTERMEDIATE CONVERSATION								
ADVANCED COMPOSITION	67	97	+30	✓		✓		Above expectation in pre and post-test
ADVANCED CONVERSATION								
SURVEY OF FRENCH LITERATURE								
FRENCH AND FRANCOPHONE CIVILIZATION AND CULTURE								
FRENCH CINEMA								
LATIN 1	29.77	93	+63.23	✓		✓		Above expectation in pre and post-test
LATIN 2	15.4	91.25	+75.85		✓	✓		Above expectation in pre and post-test

SEMESTER/YEAR/ COURSE	PRE-TEST	POST-TEST	GAIN ±	OBJECTIVES*				COMMENT
				25%		90%		
				YES	NO	YES	NO	
<b>SPRING 2012</b>								
FRENCH 1	13.16	87.25	+74.09		✓	✓		Above expectation in - post-test only
FRENCH 2	36.50	92.14	+55.64	✓		✓		Above expectation in pre and post-test
INTERMEDIATE FRENCH 1	47.5	94	+46.50	✓		✓		Above expectation in pre and post-test

INTERMEDIATE FRENCH 2	48.5	95.33	+46.83	✓		✓		Above expectation in pre and post-test
INTERMEDIATE READING								
INTERMEDIATE GRAMMER AND COMPOSITION								
INTERMEDIATE CONVERSATION								
ADVANCED COMPOSITION								
ADVANCED CONVERSATION								
SURVEY OF FRENCH LITERATURE								
FRENCH AND FRANCOPHONE								
CIVILIZATION AND CULTURE								
FRENCH CINEMA	13.20	91.40	+78.20		✓	✓		Above expectation in - post-test only
LATIN 1								
LATIN 2	40.4	91	+50.6	✓		✓		Above expectation in pre and post-test

**4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

Spanish Assessment

As a result of the data collected over several courses (Intermediate Spanish I and II and upper-level Spanish classes), the instructors and students have been able to analyze areas of concern and have modified lesson plans, implemented the use of Rosetta Stone computer software and Blackboard, and have increased the amount of time students receive individual tutoring.

Data show that students improve their ability to think creatively, can look at connections (similarities and differences) between their native tongue and Spanish, and are able to synthesize information about syntax, diction, dialects, literature, history, culture, as well as specialized information they receive in seminars on topics such as Spanish for medical personnel, Spanish for professionals working with Hispanic clientele, and AP Spanish in review.

One area of concern is the ability of Spanish students to listen and understand the spoken language when used in a natural setting with natives who do not always speak standard Spanish. We are hoping to enhance our laboratory facilities to provide students with access to software that enables them to communicate with speakers of various Spanish speaking countries in a natural setting. Some efforts have already been made with the help of our Fulbright scholars, such as weekly “Tertulias” (gatherings of friends). Our Fulbright scholars have also been able to connect Spanish students with native Spanish speakers via SKYPE, but our laboratory facilities need to improve to make such exchange accessible to a larger number of participants.

#### French and Latin Assessment

Because it is quick and reliable, the “Gain Scores” approach was used to measure changes in students’ behaviors toward demonstration of the Expected Student Learning Outcomes. Expected knowledge for post tests was set at 90 (A-). It could have been set at 70, or even 65 (C or D) as these are valid passing grades; but we wanted to set high standards. Students satisfying the desired direction of change from pre- to post test indicate that French and Latin program effects are positive. These students enjoy a remarkable level of learning from the start to the conclusion of each course. Students are significantly improving their knowledge and skill levels in all areas: speaking, reading, writing, and culture.

#### **5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit in improving student learning.**

#### **Early College Assessment Tests–Spanish 1013 Elementary I, years 2008-2012**

The following high schools participate in the Early College program provided by the Southeast Arkansas Educational Cooperative: Cornerstone, Dermott, Piggott, Quitman, and Star City. Student Learning Outcomes and grading standards are aligned with UAM’s.

The assessment test (**see Appendix C**) is written and is entirely in Spanish, calling for written responses, and therefore measures whether students demonstrate Student Learning Outcomes 3 and 4:

- “Understand the written language as used in practical daily life involving learned vocabulary”
- “Write the language as used in practical daily life involving learned vocabulary.”

The test is given in two parts, parts A and B, each having equal (or 50%) value. A student scoring 60% or better has demonstrated the expected outcomes. The only student

in 2012 who did not score at least 60 was caught cheating on part A of the test and received a 0 on that portion but earned an 85 on part B.

The following table illustrates assessment test scores for the past four years:

School Year	Average Score
2011-12	79.57%
2010-11	77.40
2009-10	89.50
2008-09	85.04

Clearly, Early College students are demonstrating the expected outcomes. The decline in scores the past two years is the result of a single student receiving a very low overall score because of cheating.

**6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.**

- Isabel Bacon will continue to mentor and supervise Fulbright Foreign Language Assistants and Spanish-course adjuncts and will advise them as follows:
  - Require students to use the Foreign Language Lab, where they can receive tutoring and use Rosetta Stone software.
  - Set up Blackboard shells for online class discussions and completion of various other written assignments so that more class time can be given to oral instruction and discussion of Hispanic cultures.
- Lesly Jean-Francois will begin offering French literature courses to enhance students' knowledge of Franco cultures.
- The French Foreign Language Teaching Assistant will work a greater number of hours in the Foreign Language Lab to give French students more opportunity to seek tutoring.
- Dr. Jean-Francois will train the French FLTA to use Tell-Me-More to enhance instruction in the sections taught by the FLTA.
- Yukiko Shepherd is planning a Study Abroad course for Japanese students to be conducted in Japan. This language immersion should contribute tremendously to students' ability to understand and speak Japanese.

**7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?**

- Continued participation in the Fulbright FLTA program: During the 2012-2013 academic year, Veronica Moras of Uruguay will teach Spanish, and Emmanuel Snyders of France will teach French.
- Rosetta Stone software: Rosetta Stone is now in the Foreign Language Lab to aid students of French, Spanish, Japanese, German, and Latin.
- Use of Tell-Me-More: This website is employed in all lower-level French classes. It allows instructors to monitor student use and progress and has technologically advanced features like voice recognition to help students to enunciate properly.
- Expansion of French offerings: Dr. Lesly Jean-Francois now offers French Cinema on a regular rotation and will begin offering Survey of French literature Fall Semester 2012.
- Expansion of Spanish offerings: Additional upper-level Spanish electives are being offered to accommodate Modern Language majors and Spanish minors.
- Expansion of Japanese offerings: Yukiko Shepherd, adjunct instructor, is now offering Japanese III and Japanese IV in addition to continuing to offer Japanese I and II.

#### **8. How do you ensure shared responsibility for student learning and assessment among students, faculty, and other stakeholders?**

- Student Self Assessment: All students in all Spanish classes self-assess their abilities in relation to the Expected Student Learning Outcomes.
- Faculty Meetings: Although there is no set calendar for faculty meetings, the faculty and Dean, as well as adjuncts and FLTAs meet frequently (at least once a month) to discuss special activities such as the Foreign Film Festival, technological needs, curriculum revisions, and scheduling of classes.
- Strategic Planning: Creating, implementing, and reviewing a Strategic Plan for the School of Arts and Humanities represent a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. The foreign-language faculty have submitted several goals to the SAH strategic plan as part of UAM's strategic plan. **See Appendix D.**
- Foreign Language Honor Society: The meetings and activities of this organization enhance communication between students and faculty and thereby influence decisions such as purchasing new technologies to improve instruction and offering new courses.

- Course Evaluations: Students fill out course evaluations near the end of each semester. These are reviewed by the dean before being turned over to the instructors for perusal. The potential for course revision in response to student comments exists.

**9. Describe and provide evidence of the efforts your unit is making to retain/recruit/graduate students in your unit and/or at the university.**

All of the following efforts enhance students' chances of academic success and/or help to create a sense of community and fellowship:

- Expanding both language-focused and culture-focused offerings in Spanish.
- Expanding both language-focused and culture-focused offerings in French.
- Increasing tutoring hours in the Language Lab.
- Purchasing Rosetta Stone software for all languages offered.
- Adding German to the Curriculum.
- Expanding offerings in Japanese to include Japanese III and IV.
- Offering summer classes in French and Latin.
- Implementing use of the Tell-More-More website in French
- Hosting the annual foreign-language festival for area high schools.
- Lending support to offerings of Elementary Spanish I in the Early College program.
- Sponsoring the Modern Language Club, which is open not only to foreign language students but to any UAM student interested in foreign languages and cultures.

**APPENDIX A:**  
**Spanish Assessment Report Form**  
**Sample Pre-tests and Post-tests**

**ASSESSMENT REPORT FORM**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

\_\_\_\_\_

Teacher: \_\_\_\_\_

\_\_\_\_\_

Major: Modern Languages    Other

**(For Teacher Use Only)**

Pre-Test: \_\_\_\_\_

Post-Test: \_\_\_\_\_



Minor: Spanish Other

Date: Fall Spring Summer I Summer II Year: 20\_\_

**Student Self-Assessment**

**Instructor Assessment**

	<b>Exceeds</b>	<b>Excellent</b>	<b>Meets Expectations</b>	<b>Effort Needed</b>	<b>Area of Concern</b>
<b>Reading</b>					
Understand written Text					
Recognizes vocabulary					
<b>Writing</b>					
Uses Correct Grammar					
Shows Creativity with Vocabulary					
<b>Speaking</b>					
Pronunciation & Fluidity					
<b>Listening Comprehension</b>					
<b>Cultural Knowledge</b>					

	<b>Exceeds</b>	<b>Excellent</b>	<b>Meets Expectations</b>	<b>Effort Needed</b>	<b>Area of Concern</b>

Student Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Instructor Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PRE AND POST TESTS**

**SPANISH 1013 PRE-TEST (Review)**

Name: \_\_\_\_\_

**I. Vocabulario** Write the letter of the sentence in column B that is most logically related to each question or statement in column A.

**A** \_\_\_\_\_

- \_\_\_\_\_ ¿Dónde está la tienda?
- \_\_\_\_\_ ¿Qué talla usa usted?
- \_\_\_\_\_ La tienda está de rebajas.

**B** \_\_\_\_\_

- Todo está muy barato.
- Ese color no me gusta.
- En la cartera.

- |  |                            |
|--|----------------------------|
| 4. _____ Tengo frío en las manos.<br>cortos?   | d. ¿Tiene unos más         |
| 5. _____ Voy a la playa.<br>impermeable.       | e. Necesito un             |
| 6. _____ Llueve.                               | f. La pequeña.             |
| 7. _____ ¿Qué número de zapato calza?          | g. En el centro comercial. |
| 8. _____ ¿Dónde está mi tarjeta de crédito?    | h. Necesita unos guantes.  |
| 9. _____ Es amarillo.<br>baño.                 | i. Necesitas un traje de   |
| 10. _____ Los pantalones son demasiado largos. | j. El número siete.        |

**II. Pronombres de objeto indirecto** Use the cues in parentheses to provide the correct indirect object pronoun for each sentence.

1. La dependienta \_\_\_\_\_ vendió la corbata. (a ustedes)
2. Sus amigos \_\_\_\_\_ prestaron el dinero. (a ellos)
3. Sergio y Enrique \_\_\_\_\_ dan una corbata. (a ti)
4. Nosotros \_\_\_\_\_ escribimos una carta. (a ella)
5. El vendedor \_\_\_\_\_ describió el nuevo centro comercial. (a él)

**III. En el centro comercial** Read the paragraph and write the appropriate preterite forms in the spaces provided.

El sábado pasado, Eugenia y yo fuimos (*went*) al centro comercial para comprar ropa. El centro (1) \_\_\_\_\_ (abrir) a las nueve y nosotras (2) \_\_\_\_\_ (llegar) a las nueve y media de la mañana. Primero, (3) \_\_\_\_\_ (tomar) café en la cafetería del centro comercial. Después, nosotras (4) \_\_\_\_\_ (caminar) por el centro de arriba a abajo. Luego, a las dos de la tarde, (5) \_\_\_\_\_ (volver) a la cafetería para comer algo. Yo no (6) \_\_\_\_\_ (comprar) nada, pero Eugenia (7) \_\_\_\_\_ (recibir) mucho dinero de sus padres la semana pasada y compró muchas cosas. Yo (8) \_\_\_\_\_ (ver) una falda muy bonita, pero muy corta para mí. Eugenia (9) \_\_\_\_\_ (gastar) todo su dinero: compró dos vestidos, unos zapatos, una blusa y una falda. A las nueve de la noche, nosotras (10) \_\_\_\_\_ (salir) del centro.

**IV. VOCABULARIO** WRITE THE LETTER OF THE ITEM IN COLUMN B THAT IS THE MOST LOGICAL MATCH FOR EACH ITEM IN COLUMN A.

---

**A**

1. probarse \_\_\_\_\_
2. peinarse el \_\_\_\_\_
3. levantarse \_\_\_\_\_
4. lavarse la \_\_\_\_\_
5. dormirse \_\_\_\_\_
6. preocuparse con \_\_\_\_\_
7. llamar \_\_\_\_\_
8. sentirse \_\_\_\_\_
9. sentarse \_\_\_\_\_
10. quedarse \_\_\_\_\_

**B**

- a. pelo
- b. por teléfono
- c. en la casa
- d. por la mañana
- e. alegre
- f. ropa
- g. cara
- h. por la noche
- i. un problema
- j. en la silla

**V. *GUSTAR* Y VERBOS COMO *GUSTAR* FORM COMPLETE SENTENCES USING THE CLUES PROVIDED.**

---

1. A él / aburrir / clases

\_\_\_\_\_

2. A Jorge y a mí / gustar / fiestas

\_\_\_\_\_

3. A ti / molestar / despertador

\_\_\_\_\_

4. A Juanita / importar / estudios

\_\_\_\_\_

5. A ustedes / interesar / español

\_\_\_\_\_

**VI. *SER/IR* REWRITE THE SENTENCES, CHANGING THE PRESENT TENSE VERBS TO THE PRETERITE.**

---

1. Ana es muy simpática con nosotras.

\_\_\_\_\_

2. Luis y yo vamos al cine.

\_\_\_\_\_

3. Sebastián y Andrés van a nadar.

\_\_\_\_\_

4. Ustedes son muy amables.

---

5. Usted va a bañarse.

---

**VII. TU RUTINA** WRITE A PARAGRAPH OF FIVE SENTENCES ABOUT YOUR DAILY ROUTINE. USE WORDS FROM THE FOLLOWING LIST: **DESPERTARSE, TAMBIÉN, ANTES, MOLESTAR, DUCHARSE, DORMIRSE, NUNCA, SIEMPRE, DESPUÉS, ACOSTARSE, VERSTIRSE, ENOJARSE, AFEITARSE, CEPILLARSE.**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**SPANISH 1013 – POST-TEST**

Student Name: \_\_\_\_\_

Class Time: \_\_\_\_\_

**Part I:** Dictation- Fill in the blanks of the dialogues below according the reading of your professor. (1pt. each)

<b>Diálogo 2</b> (Rafael y su hermano Manolito)
M- Hola, Rafael. ¿Qué me _____?
R- _____ de que _____ tu regalo, debes de darme un _____.
M- Por _____. Te hemos <b>extrañado</b> .
R- _____ tienes, una camiseta.
M- Sí, qué _____, pero...¿eso es todo?
R- Jaja, ¿qué te _____ una pelota de fútbol _____ por algunos de tus _____ favoritos?

**Part II:** Give the diminutive and augmentative forms of the following words. (2 pts. each)

DIMINUTIVE

AUGMENTATIVE

- |             |       |       |
|-------------|-------|-------|
| 1. viejo    | _____ | _____ |
| _____       |       |       |
| 2. lanza    | _____ | _____ |
| _____       |       |       |
| 3. hermano  | _____ | _____ |
| _____       |       |       |
| 4. silla    | _____ | _____ |
| _____       |       |       |
| 5. pantalla | _____ | _____ |
| _____       |       |       |

**Part III:** Use the conjunctions below to complete the following sentences in a logical way. Use a different conjunction for each sentence. (3 pts. each)

para que – so that / in order that	con tal (de) que – provided that
a condición de que – on the condition that	sin que – without
a menos que – unless	en case de que – in case
cuando – when	después (de) que – after
<del>tan pronto como – as soon as</del>	si – if
aunque – even though / even if	en cuanto – as soon as
hasta que – until	mientras – while

Model: Mi novio quiere que yo lo llame **tan pronto como** llegue a mi casa.

1. Debes viajar al parque \_\_\_\_\_
- \_\_\_\_\_
2. Es mejor que estudies ahora \_\_\_\_\_
- \_\_\_\_\_
3. Tú necesitas venir \_\_\_\_\_
- \_\_\_\_\_
4. Sus padres le prohíben que llueges \_\_\_\_\_
- \_\_\_\_\_
5. Mamá dice que podemos salir \_\_\_\_\_
- \_\_\_\_\_

Rafael		Papá
Ask your father for a new cell phone.	→	Tell Rafael to turn off (apagar) the TV so that you can hear him. Ask what's wrong with his cell phone.
Tell your father that your cell phone is old and that you want the latest model (último modelo).	↙	Say that money doesn't grow (crecer) on trees and not to worry about what others (otros) think.
Say that you have a "very big" phone while all your friends have "little bitty" phones.	→	Tell Rafael that a big phone is more difficult to lose than a little phone.
Say that you will look for a job and buy a	↘	Tell him that he can work full time (tiempo

**Part IV:** Conjugate the verbs in the paragraph below in the preterite, imperfect or present subjunctive as needed following the context of the story. (2 pts. each)

Juan está alegre. Él vive con su mamá y la quiere mucho. Un día su mamá le \_\_\_\_\_ (**decir**), "Juan, necesito que me \_\_\_\_\_ (**traer**) agua del río." Juan \_\_\_\_\_ (**ir**) río y \_\_\_\_\_ (**poner**) el agua en una canasta (*basket*) porque ésta \_\_\_\_\_ (**ser**) más liviana (*lighter*) que un cubo (*bucket*). Cuando \_\_\_\_\_ (**llegar**) a su casa, Juan no \_\_\_\_\_ (**tener**) agua. Otro día su mamá le \_\_\_\_\_ (**decir**), "Juan, ve al pueblo y lleva el burro porque quiero que me \_\_\_\_\_ (**comprar**) un jamón y una botella de miel (*honey*). Juan \_\_\_\_\_ (**tomar**) el burro y \_\_\_\_\_ (**caminar**) con él, halándolo (*pulling*) hasta llegar al pueblo. Su mamá \_\_\_\_\_ (**estar**) muy preocupada por Juan porque ya \_\_\_\_\_ (ser) noche y Juan no \_\_\_\_\_ (**regresar**) a casa. Al fin \_\_\_\_\_ (**volver**) Juan y le \_\_\_\_\_ (**contar**) a su mamá que como no \_\_\_\_\_ (**poder**) halar el burro y cargar la botella de miel y el jamón al mismo tiempo y al caer la noche \_\_\_\_\_ (**decidir**) atar (tie) bien el burro, la botella de miel y el jamón a un árbol y regresar a su casa. Cuando la mamá \_\_\_\_\_ (**oír**) ésto, \_\_\_\_\_ (**decidir**) no pedirle a Juan más favores.

new phone when you find a job.

completo) this summer while he is on vacation.

**Part V:** Write a dialogue in Spanish following the prompts below. (15 pts. total)

D: \_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D: \_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D: \_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D: \_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part VI: Culture-** Write an essay in English about one of the countries you visited (Bolivia, Equatorial Guinea, the Southwest U.S.) on your recent trip –saying what you did and say. Use factual information about the country. (10 pts.)

---

---

---

---

---

---

---

---





- 8) to iron (clothes)  
 A. Lavarse      B. Planchar      C. Hacer ropa      D. Estirar
- 9) to hug  
 A. Amar      B. Abrazar      C. Colgar      D. Besar
- 10) to fight (argue)  
 A. Alquilar      B. Zapatear      C. Pelear      D. Intercambiar
- 11) brave  
 A. Valiente      B. Bravo      C. Socarrón      D. Callado
- 12) sun-burn  
 C. Caluroso      D. Oscuro      A. Calentador      B. Quemado
- 13) straight  
 A. Directo      B. Nudoso      C. Liso      D. Pálido
- 14) dream  
 A. Adormecido      B. Despierto      C. Ilusión      D. Sueño
- 15) fear  
 A. Fervor      B. Fiebre      C. Aporte      D. Temor
- 16) to risk, take a chance  
 A. Enfrentar      B. Arriesgarse      C. Viajar      D. Dedicarse
- 17) knife  
 A. Cubierto      B. Abierto      C. Cuchillo      D. Cubeta
- 18) oil  
 A. Oler      B. Oír      C. Alcance      D. Aceite
- 19) to broil, roast  
 A. Pelar      B. Asar      C. Sacar      D. Moler
- 20) come in.  
 A. Venga aquí      B. Adelante      C. Disculpe      D. Avance
- 21) to boil  
 A. Calentar      B. Aliñar      C. Hervir      D. Alistar
- 22) napkin  
 A. Servicio      B. Papelillo      C. Regalo      D. Servilleta
- 23) slice (of bread, etc.)  
 A. Rebanada      B. Tajo      C. Pedazo      D. Pizca

24) A can  
A. Una botella      B. Una lata      C. Una pena      D. Una lima

25) place  
A. Seco      B. Puesto      C. Cambio      D. Paso

**II. Cambie las siguientes oraciones del presente a los tiempos indicados.**

(1) Yo bailo todos los fines de semana.

Presente perfecto: \_\_\_\_\_

Futuro: \_\_\_\_\_

(2) Susana escribe una carta.

Condicional: \_\_\_\_\_

Presente perfecto: \_\_\_\_\_

(3) Tú hablas con Carlos.

Imperativo: \_\_\_\_\_

Presente perfecto: \_\_\_\_\_

(4) Ud. lee el periódico todos los días?

Presente del subjuntivo: El profesor quiere que  
\_\_\_\_\_

Futuro: \_\_\_\_\_

(5) Juan limpia el garaje.

Pres. Sub.: Su mamá quiere que \_\_\_\_\_

Conditional: \_\_\_\_\_

SPANISH 2203 (INTER. I)  
POST-TEST

Nombre: \_\_\_\_\_

SELECCIONE LA RESPUESTA MÁS LÓGICA

1. No conozco a nadie que \_\_\_\_\_ al gimnasio.  
A) vengo      B) vaya      C) hable      D) quiere ir
2. Cuando lo vi, Enrique \_\_\_\_\_ regalos para todos.  
A) has preparado      B) puesto      C) había comprado      D) ha viajado
3. Mientras \_\_\_\_\_ sonó la alarma.  
A) me levanto      B) me baje      C) estudiaba      D) miramos
4. La semana pasada \_\_\_\_\_ la clase.  
A) prepare      B) toque      C) terminó      D) bostezo
5. \_\_\_\_\_ un accidente en el carro.  
A) tuve      B) vimos      C) íbamos      D) Estábamos
6. Me dejas \_\_\_\_\_ tu pasaporte?  
A) llamas      B) ver      C) miro      D) he visto
7. En caso de que le \_\_\_\_\_ la cabeza, tiene que tomar este medicamento.  
A) tenga      B) puede      C) duela      D) entre
- 8) Un anciano que haga ejercicios \_\_\_\_\_ menos problemas del corazón.  
A) tendrá      B) va a hacer      C) tomará      D) estará
- 9) Su madre \_\_\_\_\_ a ayudar.  
A) me quiere      B) te dijo      C) le llamo      D) se ofreció
- 10) \_\_\_\_\_ (he is short of) dinero.  
A) se disgusta      B) le falta      C) le disgusta      D) te encanta
- 11) adelgazar  
A) to get along      B) to design      C) to dress      D) to lose weight
- 12) respiración  
A) sweat      B) breathing      C) mood      D) lifestyle
- 13) jarabe  
A) dance      B) painkiller      C) syrup      D) blood

14. Flu  
A) debajo      B) foco      C) receta      D) gripe
15. Cough  
A) tos      B) estrellado      C) golpe      D) calmante
16. Mareado  
A) notice      B) dizzy      C) good nature      D) cheap
17. Bandage  
A) venda      B) trapo      C) sacudidor      D) blanqueador
18. Pastilla  
A) cast      B) pill      C) diet      D) injury
19. Aviso  
A) airplane      B) confused      C) notice      D)complaint
20. Ponerse  
A) bound for      B) to fasten      C) to become      D) to pass
21. Valid  
A) hoy      B) permiso      C) vigente      D) valioso
22. Timetable  
A) todos completo      B) mesa de hora      C) horario      D) tiempo
23. Quejarse  
A) to complain ones teeth      B) to shave      C) to try on      D) to brush
24. To delay  
A) retrasar      B) voltear      C)desilucionarse      D) pasarlo
25. Facilities  
A) aduanas      B) billetera      C) servicios      D) fácilmente
26. Embarcar  
A) to emerge      B) to sail      C) to fly      D) to board
27. Alojarse  
A) to leave      B) to stay      C) to go across      D) to be full
28. Farewell  
A) despedida      B) llanto      C) viaje      D) maleta
29. Olas  
A) springs      B)Shores      C) sea      D) waves

30. Scuba-diving  
 A) bajar al mar      B) caer profundo      C) dar serenata      D) buceo
31. Extrañar (a alguien)  
 A) to warn someone      B) to miss someone      C) to take someone to deceive someone
32. Arreglarse  
 A) to get ready      B) to arrange      C) to take time      D) to become tired
33. Cotidiano  
 A) on time      B) daily      C) advise      D) cut
34. Pesadilla  
 A) bill      B) skillfully      C) nightmare      D) flexible
35. Cheap  
 A) barato      B) ganga      C) rebaja      D) cuenta
36. Hardly; scarcely  
 A) enfrentar      B) simpatía      C) rebuscar      D) apenas
37. To hung up  
 A) colgar      B) dejar      C) enlazar      D) subir
38. Masticar  
 A) to take out      B) to chew      C) to clean      D) to defeat
39. To turn off  
 A) desocupar      B) apagar      C) cancelar      D) pagar la cuenta
40. Encender  
 A) to fire someone      B) to turn on      C) to elevate      D) to select
41. Quehaceres  
 A) chores      B) to make      C) to prepare      D) to pick up
42. Hervir  
 A) to fry      B) to bake      C) to boil      D) to weed
43. To tend to  
 B) escoger      B) soler      C) acampar      D) remar
44. Sufficiently  
 A) solfeo      B) bastante      C) sumamente      D) de costumbre

45. Gritar  
 A) to grasp                      B) to understand                      C) to earn                      D) to shout
46. Apuesta  
 A) bet                      B) tip                      C) stroll                      D) fair
47. Premier; debut  
 A) primavera                      B) estreno                      C) espectáculo                      D) atracción
48. Hurly burly  
 A) billar                      B) ocio                      C) bullicio                      D) pasatiempo
49. Unsociable  
 A) agobiado                      B) carino                      C) inseguro                      D) huraño
50. To flirt  
 A) coquetear                      B) estar orgulloso                      C) enrojecer                      D) enamorarse

II. ESCRIBA LAS SIGUIENTES ORACIONES A LOS TIEMPOS INDICADOS Y HAGA LOS CAMBIOS NECESARIOS PARA FORMAR ORACIONES LÓGICAS.

1. Yo bailo todos los fines de semana

Imperfecto: \_\_\_\_\_

Subjuntivo: \_\_\_\_\_  
 \_\_\_\_\_

2. Susana escribe una carta.

Imperativo: \_\_\_\_\_

Presente perfecto: \_\_\_\_\_

3. Tú hablas con Carlos.

Pretérito: \_\_\_\_\_

Presente perfecto: \_\_\_\_\_

4. Ud. lee el periódico todos los días?

Presente del subjuntivo: El profesor quiere que  
 \_\_\_\_\_

Pretérito: \_\_\_\_\_

5. Juan limpia el garaje.

Imperfecto: \_\_\_\_\_

Presente progresivo: \_\_\_\_\_

## Spanish 2213 Pre-Test

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

### I. A escuchar

**Paco se va a Puerto Rico** Escucha la historia con atención y después contesta las preguntas

usando oraciones completas. (3 pts. each \_ 24 pts.)

1. ¿Qué quiere hacer Paco el próximo fin de semana?
2. ¿Cómo irán a Puerto Rico?
3. ¿A qué hora llegarán?
4. ¿Por qué tendrán mala suerte?
5. ¿Qué harán el sábado?
6. ¿Qué harán el domingo por la mañana?
7. ¿Qué harán cuando el tiempo mejore?
8. ¿Qué harán el domingo por la tarde?

### II. Gramática

**Comparaciones** Compara la información de estas oraciones. Sigue el modelo.

(25 \_ 2 pts. each \_ 50 pts.)

**Por o para** Completa las oraciones con **por** o **para** según el contexto. (8 \_ 1 pt. each \_ 8 pts.)

1. La semana que viene salimos \_\_\_\_\_ Puerto Rico.
2. \_\_\_\_\_lo general, viajamos poco.
3. Mira, no es \_\_\_\_\_ tanto. Llama a la aerolínea y pregunta si podemos llevar al perro.
4. Mañana \_\_\_\_\_ la mañana, pasaré ti camino al aeropuerto.
5. He conseguido comprar los billetes de avión \_\_\_\_\_ sólo 300 dólares.
6. Tengo miedo de volar y \_\_\_\_\_eso quiero que viajes conmigo.
7. Tu secretaria ha venido \_\_\_\_\_ darte los papeles y, lo visto, ya se ha ido.



8. Mi tío trabaja \_\_\_\_\_ esta aerolínea.

**Para estar más sano** Reescribe estas frases en forma de mandatos para decirles a tus amigos

Pedro y Mati qué deben hacer para estar sanos y felices. (6 \_ 1.5 pts. each \_ 9 pts.)

Mati (tú o usted):

1. no preocuparse por cosas triviales

2. levantarse temprano

3. tener cuidado con la comida grasienta

Pedro y Mati (Uds.):

4. dejar de fumar

5. hacer favores a sus amigos

6. no salir hasta muy tarde

Linda come poco. Pablo come mucho.

**Linda come menos que Pablo.**

1. Javier corre muy rápido. Alberto corre muy rápido también.

2. Yo tengo 19 años. Mi hermano tiene 17 años.

3. Sonia tiene dolor de estómago. Su hermana tiene dolor de estómago y dolor de garganta.

4. Mi gimnasio no es muy caro. Tu gimnasio no es caro tampoco. Cuestan lo mismo.

5. Alejandro es bueno jugando al fútbol, pero Rodolfo es buenísimo jugando al fútbol.

**Completa** Completa las oraciones de manera lógica. Utiliza el presente de indicativo, el presente de subjuntivo o el infinitivo, según el contexto.)

1. Necesito un carro que \_\_\_\_\_, ¡pero no existe!

2. Acaban de lanzar (*launch*) un carro que \_\_\_\_\_

3. No vamos a resolver los problemas a menos que \_\_\_\_\_

4. Este tipo de pez necesita vivir en aguas que \_\_\_\_\_

5. Tan pronto como \_\_\_\_\_, iré al parque.

6. Recuerda pedir permiso antes de \_\_\_\_\_

### III. Conversación

**Un viaje** Tu mejor amigo va a viajar a un lugar que tú ya conoces. Escríbele un mensaje de correo electrónico recomendándole adónde puede ir y dándole consejos sobre el viaje. Escribe una breve composición de seis oraciones usando mandatos y el presente de subjuntivo. (2 pts. each \_ 10 pts.)

1. Vivo en una ciudad/un pueblo que...
2. Todos los días camino por calles/barríos/parques que...
3. Algún día quiero vivir en un lugar que...
4. Espero tener una casa/un apartamento que..
5. \_\_\_\_\_

**Cuando tenga setenta años** Describe cómo cuidarás tu salud cuando tengas setenta años. Compara lo que harás a esa edad con lo que haces ahora. Escribe al menos cuatro oraciones. (4 pts. each \_ 16 pts.)

1. **Correré menos que ...** \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### SPANISH 2213 – Post Test

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

#### I. A escuchar

**Un fin de semana cultural** Begoña y Raúl están hablando sobre sus planes para el fin de semana. Después de escuchar la conversación, completa el cuadro y contesta las preguntas que escucharás. (3 pts. each \_ 15 pts.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

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

**II. Vocabulario** Empareja cada palabra o frase de la columna A con la oración o frase de la columna B con la que mejor se relacione. (5 \_ 2 pts. each \_ 10 pts.)

1. Historia central de una novela. \_\_\_\_\_
2. Estilo que sigue un grupo de artistas de la misma generación. \_\_\_\_\_
3. Período caracterizado por los hechos que ocurren en él. \_\_\_\_\_
4. Los políticos pronuncian esto con frecuencia. \_\_\_\_\_
5. Que hace llorar a los lectores. \_\_\_\_\_

- a. argumento
- b. cargo público
- c. colonia
- d. corriente
- e. cubismo
- f. ejército
- g. embajador
- h. época
- i. discurso
- j. trágico
- k. oprimido/a

**III. Gramática** (15 \_ 2 pts. each \_ 30 pts.)

**Preposiciones** Completa la conversación con una de las preposiciones o frases de la lista.

- de
- de repente
- de todos modos
- de vuelta
- desde
- en
- entre
- hasta
- sin

**TOMÁS** 1) \_\_\_\_\_ tú y yo, no estoy preparado para el examen de historia.

**ANA** ¿Por qué? Tuvimos más \_\_\_\_\_ 2) dos semanas para prepararlo.

**TOMÁS** Sí, ya lo sé, pero perdí el libro cuando iba 3) \_\_\_\_\_ motocicleta

a clase.

**ANA** ¿De veras? 4) \_\_\_\_\_ el libro no puedes estudiar.

**TOMÁS** ¿Me puedes ayudar?

**ANA** Sí, claro. Te presto mi libro cuando estemos \_\_\_\_\_ 5) en el dormitorio.

**TOMÁS** Gracias, pero 6) \_\_\_\_\_ voy a necesitar tu ayuda; aunque tenga el libro, el material es muy difícil.

**ANA** No entiendo qué te ha pasado. 7) \_\_\_\_\_ que te conozco, siempre me pareciste un chico muy listo, y ahora, 8) \_\_\_\_\_, necesitas ayuda para el examen... Muy bien, te ayudo, pero sólo puedo quedarme 9) \_\_\_\_\_ las tres porque tengo clase.

**Pasiva** Reescribe estas oraciones utilizando la voz pasiva.

1. El general recibió a los soldados con honores.
2. Un arquitecto famoso diseñará el museo.
3. Miles de personas han leído su novela.
4. El museo había comprado dos obras de Picasso.
5. El sacerdote va a bendecir a todos el domingo.
6. Los conquistadores invadieron la isla caribeña.

**Las elecciones** Completa la conversación con la forma correcta del verbo entre paréntesis eligiendo entre el **subjuntivo**, el **indicativo** o el **infinitivo**, según el contexto. (15 \_ 1 pts. each \_ 15 pts.)

**PACO** ¿Ya 1) (saber) \_\_\_\_\_ a qué candidato vas a votar en las elecciones del sábado?

**FERNANDO** No, todavía no. Es posible que no 2) (votar) \_\_\_\_\_. Para mí es muy

difícil 3) (decidir) \_\_\_\_\_ quién será el mejor representante.

Y tú, ¿ya 4) \_\_\_\_\_ (tomar) una decisión?

**PACO** Sí. Mi profesor de estudios sociales nos aconsejó que 5)

(leer) \_\_\_\_\_ la entrevista que le hicieron al candidato Rodríguez la semana pasada en el diario Tribuna. En cuanto la leí, 6) (saber) \_\_\_\_\_ que

7) (yo, poder) \_\_\_\_\_ confiar en él.

**FERNANDO** ¿Hablas en serio? Espero que lo 8) (tú, pensar) \_\_\_\_\_ muy bien.

El diario Tribuna no siempre es objetivo. No vas a tener una idea clara de las habilidades de cada candidato a menos que 9) \_\_\_\_\_ (comparar) información de distintas fuentes.

**PACO** Y sí, tienes razón, hoy en día no hay ningún medio de comunicación que 10) (decir) \_\_\_\_\_ toda la verdad de forma independiente.

Tengo una idea. ¿Por qué no 11) \_\_\_\_\_ (nosotros, ir) esta noche a mi casa para 12) (ver) \_\_\_\_\_ juntos el debate de los dos candidatos por televisión.

**FERNANDO** Me parece una idea muy buena, pero creo que 13) (ser) \_\_\_\_\_ una

pérdida (*waste*) de tiempo. Además, tengo que 14) (trabajar) \_\_\_\_\_ hasta tarde.

**PACO** No te preocupes. Lo voy a grabar para que 15) (tú, poder) \_\_\_\_\_ verlo más tarde.

**IV: A escribir** (6 \_ 3 pts. each \_ 18 pts.)

**Un cambio radical** ¿Te ha ocurrido alguna vez un acontecimiento que cambió tu vida o te forzó(*forced*) a tomar una decisión importante? ¿Has pensado cómo habría sido tu vida si ese acontecimiento no hubiera ocurrido? Puedes escribir sobre una situación imaginaria. Escribe una composición breve de al menos seis oraciones utilizando el condicional perfecto. Ejemplo:

*Hace dos años me fracturé la pierna y no pude jugar fútbol por seis meses. Si no me hubiera roto la pierna, habría jugado para el equipo ganador y habría...*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Imagínate el futuro** Imagina cómo será tu vida dentro de diez años. Escribe cuatro oraciones describiendo qué cosas ya habrán ocurrido o habrás hecho para entonces. Utiliza el futuro perfecto y utiliza por lo menos cuatro verbos distintos. (4 \_ 3 pts. each \_ 12 pts.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## **APPENDIX B**

### **French and Latin Pre-Tests/Post-Tests**

#### **ELEMENTARY FRENCH I**

#### **Pre-Test-Post-Test**

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

### 1. SAYING WHERE THINGS ARE: PREPOSITIONS OF LOCATION:

— Complete the sentences with a preposition. Do not forget to use an article before each common noun.

- La mairie est \_\_\_\_\_ bibliothèque. Le professeur est \_\_\_\_\_ la classe de français. Le tableau est \_\_\_\_\_ moi.

### 2. TALKING ABOUT EVERYDAY ACTIVITIES: REFLEXIVE VERBS:

— Choose the appropriate verb and write its correct form. Be sure to apply the rules associated with the use of reflexive verbs. (se brosser; se lever; se préparer; se dépêcher; se promener; se doucher; s'habiller; se réveiller

- Papa \_\_\_\_\_ et \_\_\_\_\_ maman \_\_\_\_\_ h et \_\_\_\_\_ immédiatement. Maman \_\_\_\_\_ pour le travail: elle \_\_\_\_\_ et \_\_\_\_\_. Pendant ce temps, Papa \_\_\_\_\_ les enfants et \_\_\_\_\_ le petit-déjeuner. Moi, je ne \_\_\_\_\_ pas tout de suite: j'aime bien \_\_\_\_\_ un peu avec mes jeux électroniques. Clarisse et Marise \_\_\_\_\_ les cheveux devant le miroir et \_\_\_\_\_ dans leur chambre. Charles, lui, aime \_\_\_\_\_ le chien le matin. Emmanuel essaie de dormir aussi longtemps que possible. Il \_\_\_\_\_ toujours en retard. Maman nous \_\_\_\_\_ dit toujours: «Vous ne \_\_\_\_\_ pas assez! Allez, hop!»

### 3. USING VERBS LIKE «PRENDRE»

— Albert envoie un courrier (e-mail) à son ami de la Californie (California).

Compléte the sentences utilise verbe prendre, apprendre ou comprendre à la forme appropriée.

- Ce semestre je \_\_\_\_\_ un risque: j'ai cinq cours au lieu de (instead of) quatre. Mon colocataire (roommate) Denis et moi \_\_\_\_\_ l'autobus pour aller à l'université. À l'université, le cours de français est mon cours préféré. Dans la classe de M<sup>me</sup> Martin, les étudiants \_\_\_\_\_ parce qu'elle parle très lentement. Elle \_\_\_\_\_ son temps pour expliquer les notions et pour s'assurer que les étudiants \_\_\_\_\_ bien.

### 4. EXPRESSING NECESSITY: «IL FAUT» AND THE VERB «DEVOIR»

— Complete the sentences with the correct spelling of «Il faut» or «devoir».

- En voiture, on \_\_\_\_\_ s'arrêter au feu rouge. Vous \_\_\_\_\_ pas stationner dans une zone interdite. Je \_\_\_\_\_ avoir de la patience pendant les heures de pointe. Sur la route, un conducteur \_\_\_\_\_ savoir réagir rapidement.

## 5. POINTING THINGS OUT: DEMONSTRATIVE ADJECTIVES

— Mettez (put) l'article démonstratif à la forme appropriée. *Utilisez (use): Ce Cet Cette Ces. Note : m=masculine & f=feminine*

- \_\_\_\_ restaurant (m) est très populaire dans la ville. Je fais régulièrement mes courses dans \_\_\_\_ magasins (m). Je trouve Albert à la terrasse de \_\_\_\_ café (m). Il faut tourner à droite au coin de \_\_\_\_ rue (m). \_\_\_\_ épicerie (f) offre une grande sélection de produits végétariens.

## 6. EXPRESSING QUANTITIES: PARTITIVE ARTICLES

— Louis et Barbara parlent encore des préparatifs de la fête pour M<sup>me</sup> Martin. Complétez les phrases avec du, de la, de l', des, de, un ou une.

- Louis: Combien \_\_\_\_\_ personnes viennent?
- Barbara: Beaucoup! Mais nous avons \_\_\_\_\_ place dans la salle de classe.
- Barbara: Denise va acheter \_\_\_\_\_ eau minérale, champagne (m.) et \_\_\_\_\_ boissons gazeuses.
- Louis: D'accord, moi, j'apporte \_\_\_\_\_ café (m.), \_\_\_\_\_ thé (m.), \_\_\_\_\_ sucre (m.) et \_\_\_\_\_ crème (f.).

## 7. THE VERBS «SORTIR» AND «DORMIR»

— Choisissez le verbe qui convient et conjuguez-le à la forme appropriée. Here are the verbs: dormir, s'endormir, mentir, sentir, servir, sortir

- En général, les gens \_\_\_\_\_ huit heures par jour. À chaque fois que nous arrivons, tu \_\_\_\_\_. Au restaurant, le serveur \_\_\_\_\_ les clients. Ces enfants \_\_\_\_\_ à leurs parents.

## 8. THE VERB «COURIR»

— Conjuguez le verbe courir à la forme appropriée.

- Michael ne \_\_\_\_\_ pas souvent.
- Nous, nous \_\_\_\_\_ au moins trois fois par semaine.
- Tu aimes \_\_\_\_\_ quand il pleut?
- Les étudiants \_\_\_\_\_ pour réduire le stress des examens.
- Toi, tu \_\_\_\_\_ seulement le week-end.

## 9. ABILITIES AND DESIRES: THE VERBS «POUVOIR», «VOULOIR», AND «SAVOIR»

— Conjugate the verbs in parentheses.

- Je \_\_\_\_\_ (savoir) jouer du piano et Daniel \_\_\_\_\_ (vouloir) m'accompagner à la guitare. Toi, Louis, tu \_\_\_\_\_ (pouvoir) envoyer des invitations si tu \_\_\_\_\_ (vouloir). Jacqueline \_\_\_\_\_ (savoir) faire de très bons hors-d'œuvre; elle \_\_\_\_\_ (pouvoir) en préparer pour tout le monde.

## ELEMENTARY FRENCH II

### Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

#### I. "PASSÉ COMPOSÉ" WITH "AVOIR":

INSTRUCTIONS: Below is some information on Sarah Thomas upon her arrival in France. Put the text in the compound past (Passé composé).

- Quand Sarah (décide) \_\_\_\_\_ de déménager (to move) en France, elle (cherche) \_\_\_\_\_ un appartement avant de partir.

#### II. NEGATIVE EXPRESSIONS:

INSTRUCTIONS: Answer for Barbara. Complete the dialogue by using negative expressions.

- Louis asks: Est-ce que Daniel a joué en public?
- Barbara answers: Non, il \_\_\_\_\_ en public.

#### III. PASSÉ COMPOSÉ OF REFLEXIVE VERBS:

INSTRUCTIONS: Transform the following sentences from the singular into the plural or from the plural into the singular, as the case may be.

- Modèle: Tu t'es réveillé \_\_\_\_\_ Vous vous êtes réveillés
- Je me suis levé \_\_\_\_\_
- Tu t'es préparé \_\_\_\_\_

#### IV. THE VERBS "DIRE" AND "LIRE":

INSTRUCTIONS: Conjugate the following verbs to the appropriate form of Passé composé.

- Daniel et Louis \_\_\_\_\_ (dire) qu'ils ont bien étudié. Le dimanche matin, nous \_\_\_\_\_ (lire) le journal au café.

#### V. PAST: PASSÉ COMPOSÉ OU IMPARFAIT?

INSTRUCTIONS: Marie Lasalle remembers his childhood. Conjugate the verbs in brackets in the compound past or in the imperfect.

- Je \_\_\_\_\_ (naître) les 4 mai 1923 à Mantes-la-Jolie, à cinquante kilomètres de Paris. Tous les jours, je (j') \_\_\_\_\_ (aller) à l'école à pieds.

## ELEMENTARY LATIN I



## Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

1. TRANSLATE THE FIRST PARAGRAPH INTO ENGLISH AND ANSWER THE QUESTIONS WITHOUT TRANSLATING THE SECOND PARAGRAPH.

postridie quintus et horatia et gaius maturè ad ludum adveniunt, sed decimus sèrò advenit. flavius ‘cur sèrò ad ludum venis, decime?’ inquit. decimus respondet: erràs, magister. ego nòn sèrò veniò. ceteri màtùrius adveniunt.’ flavius valde iràtus est; ‘impudèns es, decime,’ inquit; iubet eum sedere et diligenter labòrère.

mox pueri litteràs scribunt. diligenter laborant. tandem horatia ‘magister,’ inquit, diligenter laboramus et litteràs diù scribimus. fessì sumus. itaque debès fàbulam nòbis nàrrère.’ flavius ‘ita vèrò,’ inquit, ‘diligenter labòratis quod boni pueri estis, volò fabulam nàrrère. iubet eos attendere et sè audire.

HINT:

postridiè- the next day; matùrè-early; sèrò-late; màtùrius-too early; nòbis-us (1st plural); ita vèrò-yes; volò-I am willing;se-him (himself); impudèns-shameless; eum-him; itaque-and so, therefore

### — ANSWER QUESTIONS 1 TO 4 IN ENGLISH.

1. What do the children do when the lesson starts?

---

---

---

2. What does Horatia ask Flavius to do, and why?

---

---

---

3. Quis casam intrat?

---

4. Cur horatia iràta est

2. COMPLETE THE FOLLOWING CHART WITH THE APPROPRIATE DECLENSION ENDINGS:

	1ST DECLENSION		2ND DECLENSION		3RD DECLENSION	
	SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATI VE						
GENITIVE						
DATIVE						
ACCUSATI VE						
ABLATIVE						
VOCATIVE						

3. CONJUGATE THE FOLLOWING VERBS IN PRESENT TENSE AND THE APPROPRIATE PERSONS AND NUMBERS:

	PARÀRE	MANÈRE	REGERE	AUDIRE	CUPERE	ESSE	ÌRE
(HE/SHE)							
(THEY)							

4. TRANSLATE INTO LATIN

1. The girl is tired (1.1).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Diner is not ready (1.2).

---

---

---

3. Quintus enters the field and calls flaccus (3.1).

---

---

---

4. What are you doing, horatia?

---

---

---

5. Are you coming home, flavius.

---

---

---

## ELEMENTARY LATIN II

### Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

I. TRANSLATE THE FIRST PARAGRAPH INTO ENGLISH AND ANSWER THE QUESTIONS WITHOUT TRANSLATING THE OTHER TWO PARAGRAPHS.

— Dum Flaccus ad comitia procèdit, Quintus in ludo sedebat. Flaccus arithmetiam docebat; dic mihi, Gàì, inquit; ‘Si dè quinque remotus est ùnus, quid superset?’ Gaius respondit: quattuor.’ Flavius ‘euge!’ inquit, ‘tu potes rem tuam servare. multi puerorum etiam nunc numeros nec addere nec deducere poterant. Quintus iamdùdum numeròs didicerat litteràsque facile legebat. nunc igitur pictùràs scribèbat, saepe hiàbat, interdum dormièbat. Tandem Flavius pueros domum dimisit.

Illi laetì in viam festinàverunt. Quintus cum amicis ambulabat, cum accedit Decimus; ille Quintò invièbat quod ingeniòsus erat. Ad pugnam eum vocavit. Ille resistere temptavit, Decimus tamen eum facile superavit. Ad terram cecidit; tunica scissa erat, sanguis è nàribus effluèbat. Surrèxit et domum cucurrit.

Ubi domum rediit, Scintilla eum rogavit: ‘ Quinte cur tam sordidus es? Cur tunica scissa est? Quintus matrì omnia narràvit. Illa nihil respondit sed casam trìstis intràvit.

---

---

---

---

---

---

1. Why was Decimus envious of Quintus?
2. How did Quintus come off in the fight?
3. What did Scintilla ask him when he got home?
4. How did she react to his reply?

II. TRANSLATE QUESTIONS 5 TO 8 INTO LATIN.

1. Horatia was shutting (claudère) the door when the mother called her.  
\_\_\_\_\_
2. Quintus and Horatia were hurrying to the school, but they stay in the street and played with friends (amicus).  
\_\_\_\_\_
3. We were walking on the street, suddenly we saw Sherita.  
\_\_\_\_\_
4. Cicero had always tried to defend the republic (21.3.5).  
\_\_\_\_\_

**INTERMEDIATE FRENCH I**

**Pre-Test-Post-Test**

FIRST AND LAST NAME  
HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your

knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

I. THE FOLLOWING SENTENCES ARE IN PRESENT TENSE. CHANGE EACH OF THEM INTO THE “PASSÉ COMPOSÉ”.

1. Il se bat pour obtenir les meilleurs prix.  
\_\_\_\_\_
2. Son agence de voyage le déçoit un peu.  
\_\_\_\_\_
3. Lui et d'autres amis prennent un cours de français.  
\_\_\_\_\_
4. Mon ami m'écrit une lettre. \_\_\_\_\_
5. Il m'offre de venir le rejoindre.  
\_\_\_\_\_

II. FOR EACH VERB BETWEEN PARENTHESES, DECIDE WHETHER YOU NEED TO USE “PASSÉ COMPOSÉ” OR “IMPARFAIT”.

D'habitude, quand Yasmine \_\_\_\_\_ (sortir) de l'école, Rachid l' \_\_\_\_\_ (attendre) toujours. Mais la semaine dernière, c'est sa mère qui \_\_\_\_\_ (venir) la chercher. Camille \_\_\_\_\_ (vouloir) voyager avec Louise, mais malheureusement elles \_\_\_\_\_ (ne pas pouvoir) faire ce voyage. Louise \_\_\_\_\_ (ne pas vouloir) laisser partir Antoine, mais elle \_\_\_\_\_ (ne plus dîner) ensemble depuis longtemps. Après leur dîner, Camille \_\_\_\_\_ (faire) des confidences importantes à Bruno.

III. THE FOLLOWING SENTENCES ARE IN PRESENT TENSE. CHANGE EACH OF THEM INTO THE FUTURE SIMPLE.

1. Mon ami va en France.  
\_\_\_\_\_
2. Il choisit une belle région.  
\_\_\_\_\_
3. Je vois son itinéraire.  
\_\_\_\_\_
4. Nous parlons de son voyage.  
\_\_\_\_\_

I. FILL THE BLANKS. DECIDE WHETHER YOU NEED TO USE FUTURE SIMPLE OR ANTERIOR FUTURE. FOR YOUR CONVENIENCE, HERE ARE THE VERB FORMS YOU WILL NEED TO CHOOSE FROM THE FOLLOWING:

AURA PARLÉ, AURA REPRIS, AURA TROUVÉ, AURONT COMPRIS, EXPLIQUERA, RENTRERA, SE SENTIRA, SERONT.

Dès que Camille \_\_\_\_\_ les renseignements qu'elle veut, elle \_\_\_\_\_ à Paris. Quand elle \_\_\_\_\_ son travail, elle \_\_\_\_\_. Aussitôt qu'ils \_\_\_\_\_, ils ne \_\_\_\_\_ plus fâchés avec Camille.

II. INDEFINITE ADJECTIVES. HERE'S A LITTLE TEST ON FRENCH INDEFINITE ADJECTIVES. TRANSLATE THE PHRASES INTO FRENCH AS APPROPRIATE.

Each time \_\_\_\_\_ plusieurs fois \_\_\_\_\_ certain things \_\_\_\_\_ all the girls \_\_\_\_\_ chaque maison \_\_\_\_\_ tous les hommes \_\_\_\_\_

IV. JOIN DEPENDENT CLAUSES TO MAIN CLAUSES. TRANSLATE IN FRENCH THE FOLLOWING :

1. I want to do it, but I don't have any money.  
\_\_\_\_\_
2. I \_\_\_\_\_ said that I \_\_\_\_\_ like \_\_\_\_\_ apples.  
\_\_\_\_\_

## INTERMEDIATE FRENCH II

### Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

I. TRANSLATE THE FOLLOWING INTO FRENCH. THINK CAREFULLY ABOUT WHETHER EACH SENTENCE NEEDS THE SUBJUNCTIVE. SOME VERBS HAVE REGULAR FORMS WHILE OTHERS HAVE IRREGULAR FORMS.

1. I            want            you            (vous)            to            do            it.  
\_\_\_\_\_
2. She            thinks            we            are            crazy.  
\_\_\_\_\_
3. They'll            leave            after            I            finish            my            homework.  
\_\_\_\_\_
4. It's            doubtful            that            they            love            each            other.  
\_\_\_\_\_

II. FRENCH CONJUNCTIONS. NAME THE CONJUNCTION IN EACH OF THESE SENTENCES AND DECIDE WHETHER IT IS COORDINATING (C) OR SUBORDINATING (S). CIRCLE "C" IF THERE IS A CONJUNCTION OF COORDINATION OR "S" IF THERE IS A CONJUNCTION OF SUBORDINATION.

5. Je pense que la chimie est difficile.  
C or S
6. Hélène et Marie vont au cinéma.  
C or S
7. Bien que sa famille soit riche, elle travaille à plein temps.  
C or S

III. FRENCH ADVERBS ENCORE AND TOUJOURS. FILL THE BLANKS WITH THE BEST WORD. SOME SENTENCES MAY BE ABLE TO TAKE EITHER WORD, SO BE SURE TO PAY ATTENTION TO THE TRANSLATION OF THE DESIRED RESPONSE PROVIDED (IN PARENTHESES).

- A. Nous n'avons pas \_\_\_\_\_ décidé. (We havn't decided yet)
  - A. encore
  - B. toujours
- B. Cette idée est \_\_\_\_\_ plus stupide. (This idea is even stupider.)
  - A. encore
  - B. toujours
- C. Simone de Beauvoir a \_\_\_\_\_ aimé Jean-Paul Sartre. (Simone de Beauvoir always loved Jean-Paul Sartre)
  - A. encore
  - B. toujours

IV. THE FOLLOWING SENTENCES ARE IN PRESENT TENSE. CHANGE EACH OF THEM INTO THE "PASSÉ COMPOSÉ".

1. Mon            ami            m'écrit            une            lettre.  
\_\_\_\_\_

2. Il \_\_\_\_\_ m'offre \_\_\_\_\_ de \_\_\_\_\_ venir \_\_\_\_\_ le \_\_\_\_\_ rejoindre.

V. FOR EACH VERB BETWEEN PARENTHESES, DECIDE WHETHER YOU NEED TO USE "PASSÉ COMPOSÉ" OR "IMPARFAIT".

Camille \_\_\_\_\_ (vouloir) voyager avec Louise, mais malheureusement elles \_\_\_\_\_ (ne pas pouvoir) faire ce voyage. Louise \_\_\_\_\_ (ne pas vouloir) laisser partir Antoine, mais elle \_\_\_\_\_.

VI. FRENCH DEMONSTRATIVE PRONOUNS. CHOOSE THE CORRECT PRONOUN TO USE IN PLACE OF THE PHRASE GIVEN, OR THE BEST CHOICE TO FILL IN THE BLANKS.

1. J'ai acheté la robe du Mexique et Lise, \_\_\_\_\_ de Costa Rica

- A. celui
- B. celle
- C. celui-

2. Cet ami

- A. Celui
- B. Celle
- C. ceux
- D. celles

3. Ces maisons

- A. Celui
- B. Celle
- C. Ceux
- D. celles

## INTERMEDIATE FRENCH READING

### Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.



## COMMENT SE DÉPLACER À MONTRÉAL

## DES PONTS ET DES AUTOROUTES À CONNAÎTRE



Montréal est une île au milieu du fleuve St-Laurent. La voie maritime et le Port de Montréal sont ouverts toute l'année. D'ailleurs le premier capitaine à ancrer son bateau à Montréal à chaque année se voit offrir la canne au pommeau d'or. On trouve aussi plusieurs clubs de navigation et de voile tout autour de l'île et des banlieues.

Il y a deux aéroports : Montréal-Dorval, un des 10 meilleurs au monde selon l'International Air Transport Association, et Montréal-Mirabel, aéroport-vacances dans les Laurentides. On accède à Dorval par la 20 ou la 40 et à Mirabel par la 15.

Montréal est en quelque sorte une ville nord-américaine typique car ses rues forment un quadrillage presque parfait. Elle est coupée est-ouest par la rue St-Laurent que d'aucuns appelaient autrefois "la Main". Cette rue est très intéressante à visiter. Toutefois, il faut éviter de l'emprunter en auto car elle semble toujours encombrée par des camions de livraison, des taxis, des cyclistes et des piétons qui sont partout. Il est toujours préférable de passer par l'avenue du Parc. Encore mieux, les autoroutes sont plus rapides même aux heures de pointe.

### AUTOROUTES EST-OUEST:

1. Bonaventure et la 20 (220) au sud
2. L'autoroute 40 (transcanadienne, métropolitaine, Félix-Leclerc) au nord
3. L'autoroute de Laval (440)
4. La 640 au nord de Laval
5. Les routes 132, 20 et 30 sur la rive sud

### AUTOROUTES NORD-SUD :

- La 15 (Décarie) vers les États-Unis et les rives nord et sud, Laval et les Laurentides
- La 13 vers Laval et les Laurentides
- La 117 de Laval aux Laurentiens
- La 25 et 125 (25 à Laval) à l'est, vers les rives nord et sud
- La 19, la 335 et la 148 à Laval
- La 10 sur la rive sud vers l'Energie.

### PONTS:



1. Le pont Jacques-Cartier vous amène de Longueuil à Montréal en passant au-dessus du parc des îles, du parc Jean-Drapeau, de l'île Ste-Hélène et de La Ronde.
2. Le pont Honoré Mercier dessert LaSalle et le territoire Mohawk de Kahnawake. Il s'embranche à la 20 et à la 132.
3. Le pont Champlain relie les municipalités de Brossard et de Verdun, passe au-dessus de l'île des Sœurs et mène aux autoroutes Bonaventure et Décarie ainsi qu'aux routes des États-Unis et de Québec sur la rive sud.

- Le pont Victoria est le plus ancien et relie St-Lambert aux anciens quartiers industriels près du Vieux-Port où s'est installée la Cité du Multimédia.
- Il y a aussi l'Estacade à côté du pont Champlain mais en temps normal, il n'est pas ouvert à la circulation.
- Le pont-tunnel Louis-Hyppolite-Lafontaine relie Boucherville à Montréal par la 25
- Le pont Pierre-Le-Gardeur se trouve à l'extrémité est vers Le Gardeur.
- Le pont Louis-Brisson Bridge, c'est celui sur la 13 qui relie l'Ouest de l'île de Montréal à Laval
- Le pont de l'île aux Tourtes se retrouve sur la 40 à l'extrémité ouest de l'île en direction d'Ottawa.
- Le pont Galipeault relie Montréal à l'île Perrot par la 20

## POUR PIÉTONS ET AMATEURS DE VÉLO OU DU TRANSPORT EN COMMUN:



Tous les trajets d'autobus, de métro et de train de banlieue peuvent être obtenus en ligne grâce à TOUS AZIMUTS sur le site de la [STM](http://www.stm.com). Plusieurs autres services sont aussi disponibles sur ce site lauréat d'un Web d'or. Les cyclistes disposent également d'un important réseau de pistes cyclables.

## QUESTIONS ON THE TEXT:

- Answer the following questions on the text by checking “Vrai” or “Faux” (true / false)?
  1. Il est impossible d'aller à Montréal en bateau en hiver.  
Vrai\_\_\_\_\_ faux\_\_\_\_\_
  2. Montréal-Mirabel est un des meilleurs aéroports du monde.  
Vrai\_\_\_\_\_ faux\_\_\_\_\_
  3. Il y a toujours des embouteillages sur la rue St-Laurent.  
Vrai\_\_\_\_\_ faux\_\_\_\_\_

4. Il y a 5 rues est-ouest.  
Vrai \_\_\_\_\_ faux \_\_\_\_\_
5. L'autoroute 40 s'appelle aussi Félix-Leclerc.  
Vrai \_\_\_\_\_ faux \_\_\_\_\_
6. Il y a deux routes qui sont reliées par le pont Honoré Mercier.  
Vrai \_\_\_\_\_ faux \_\_\_\_\_
7. Le pont Estacade est toujours ouvert.  
Vrai \_\_\_\_\_ faux \_\_\_\_\_
8. Le pont de l'Île aux Tourtres est à l'est de Montréal.  
Vrai \_\_\_\_\_ faux \_\_\_\_\_
9. Il y a un métro à Montréal.  
Vrai \_\_\_\_\_ faux \_\_\_\_\_
10. Montréal n'est pas une bonne ville pour les cyclistes.  
Vrai \_\_\_\_\_ faux \_\_\_\_\_

## INTERMEDIATE GRAMMAR AND COMPOSITION

### Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

#### I. WRITTEN QUESTIONS

— Translate into French the English sentences below.

1. Fast-food establishments use films and popular TV programs to attract children.

\_\_\_\_\_

2. Advertisers use all sorts of techniques to make you buy their products.

\_\_\_\_\_

\_\_\_\_\_

3. Show them how the work of advertisers consists of exploiting feelings of insecurity and dissatisfaction.

---

4. One of the most important things that we could teach young people is to use their money intelligently.

---

5. Marketing campaigns consist of selling an enormous amount of spin-off products.

---

6. They target teenagers in insisting on seduction and what is in fashion.

---

## II. MATCHING QUESTIONS

— Choose from the pool of answers below a letter to match the following sentences:

1. Réalité et rêve, concordent-ils?
2. Les enfants ont des difficultés à distinguer la publicité de la réalité.
3. Il faut mettre en évidence leur langage trompeur.
4. En raison de leur énorme pouvoir d'achat et de l'influence qu'ils exerceront une fois adultes.
5. Croient-ils que les objets dont ils rêvent leur apporteront le bonheur?
6. Notre culture de consommation les pousse à dépenser sans compter et toujours davantage.

### Pool of answers for question II:

1. Reality and dreams, do they agree?
2. Do they think that the objects that they dream of will bring them happiness?
3. Children have difficulties distinguishing advertising from reality.
4. We must take into account their misleading language.
5. Because of their enormous buying power and the influence they have one they are adults.
6. Our consumer culture pushes them to spend without counting and it's constantly increasing.

## III. MULTIPLE CHOICE QUESTIONS

— Circle the French statement that best interprets the English sentence.

1. We must talk to them about the consequences of mass consumption on the environment. |
  1. Il faut mettre en évidence leur langage trompeur.
  2. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.
  3. Encouragez-les à chercher comment réduire leur consommation de biens non-essentiels.
  4. Il faut leur parler des conséquences de la consommation de masse sur l'environnement.
  
2. They must learn to compare the prices from one shop to another.
  1. Il faut leur parler des conséquences de la consommation de masse sur l'environnement.
  2. Il faut qu'ils apprennent à comparer les prix d'un magasin à l'autre.
  3. Il faut mettre en évidence leur langage trompeur.
  4. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.
  
3. Find some examples of the way in which the advertisements try to develop brand loyalty.
  1. Montrez-leur comment le travail des publicitaires consiste à exploiter les sentiments d'insécurité et d'insatisfaction.
  2. Trouvez des exemples de la façon dont les publicitaires tentent déjà de développer une fidélité à leur marque.
  3. Croient-ils que les objets dont ils rêvent leur apporteront le bonheur?
  4. En leur parlant de la manière dont elle fonctionne, nous pouvons aider les jeunes à devenir les consommateurs avertis.
  
4. In talking to them about the way in which it works, we can help young people to become aware consumers.
  1. Il faut leur parler des conséquences de la consommation de masse sur l'environnement
  2. En leur parlant de la manière dont elle fonctionne, nous pouvons aider les jeunes à devenir les consommateurs avertis.
  3. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.
  4. Montrez-leur comment le travail des publicitaires consiste à exploiter les sentiments d'insécurité et d'insatisfaction.
  
5. Explain to the young people how they prepare food before photo shoots where they appear in a perfect light.
  1. Il faut mettre en évidence leur langage trompeur.
  2. Encouragez-les à chercher comment réduire leur consommation de biens non-essentiels.

3. Ils visent adolescents en insistant sur la séduction et ce qui est à la mode.
  4. Expliquez aux jeunes comment on prépare la nourriture avant les séances de photo de façon à ce qu'elle apparaisse sous un jour absolument parfait.
6. Encourage them to find out how to reduce their consumption of non-essential goods.
1. Il faut mettre en évidence leur langage trompeur.
  2. Encouragez-les à chercher comment réduire leur consommation de biens non-essentiels.
  3. Croient-ils que les objets dont ils rêvent leur apporteront le bonheur?
  4. Il faut leur parler des conséquences de la consommation de masse sur l'environnement.

## INTERMEDIATE CONVERSATION

### Pre-Test-Post-Test

FIRST AND LAST NAME  
HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

1. DESCRIBE ORALLY EXHIBITS A-D. USE ONLY THE PRESENT TENSE.

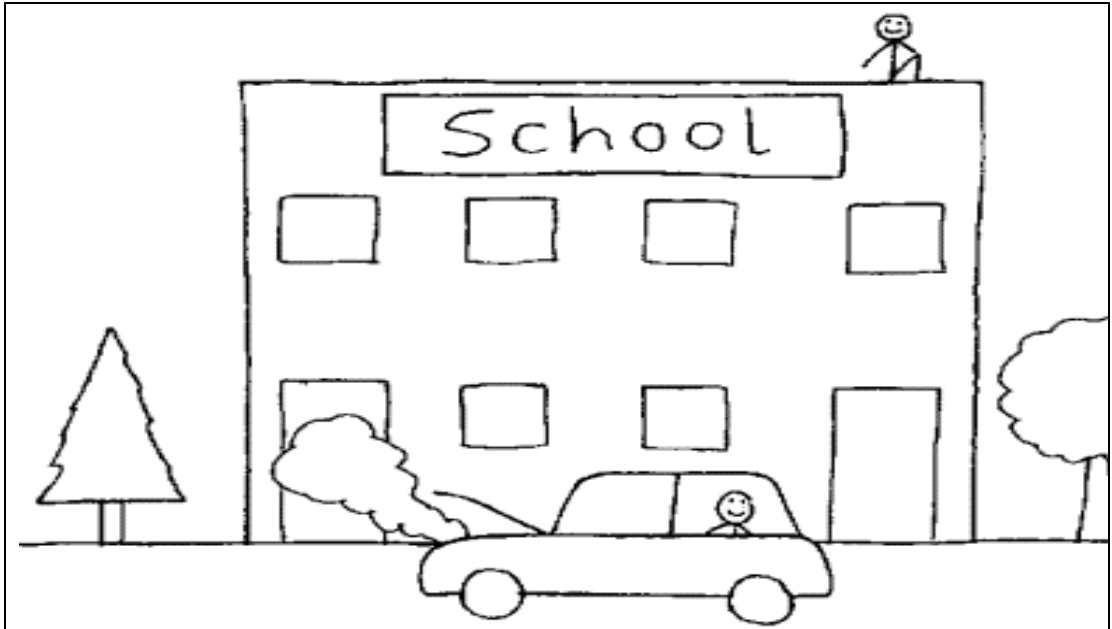


EXHIBIT 1-A

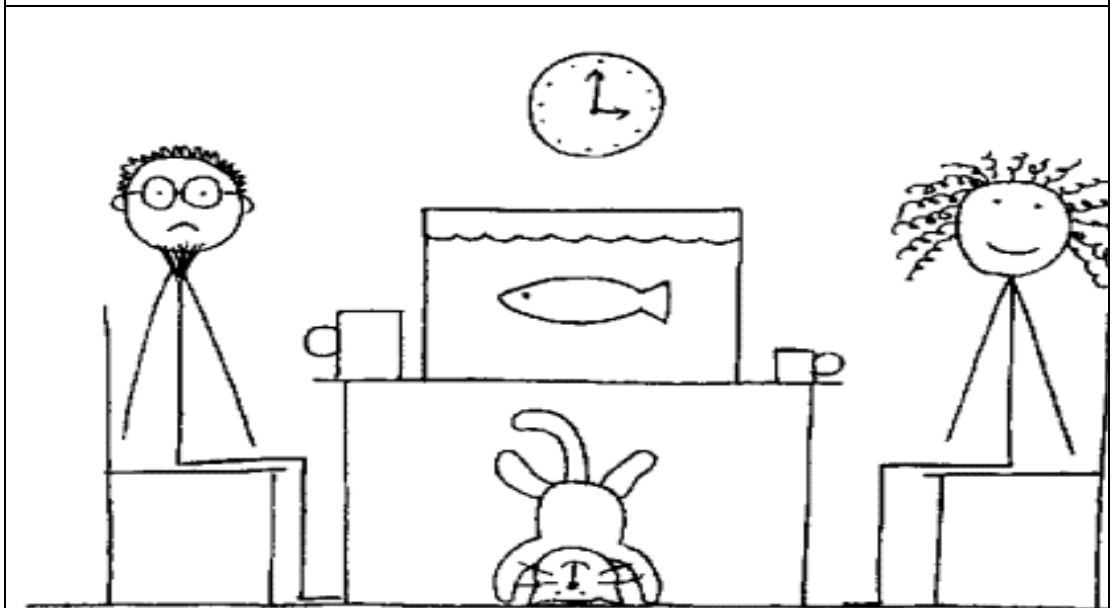


EXHIBIT 1-B

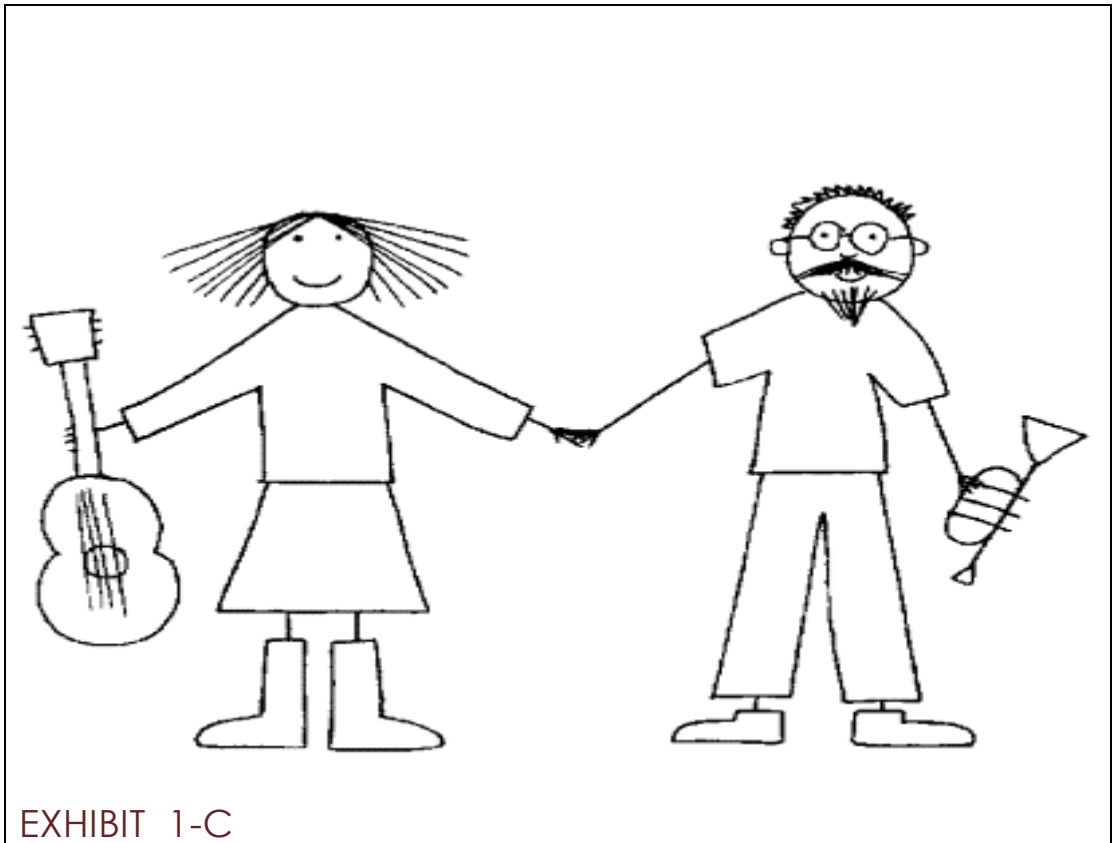


EXHIBIT 1-C

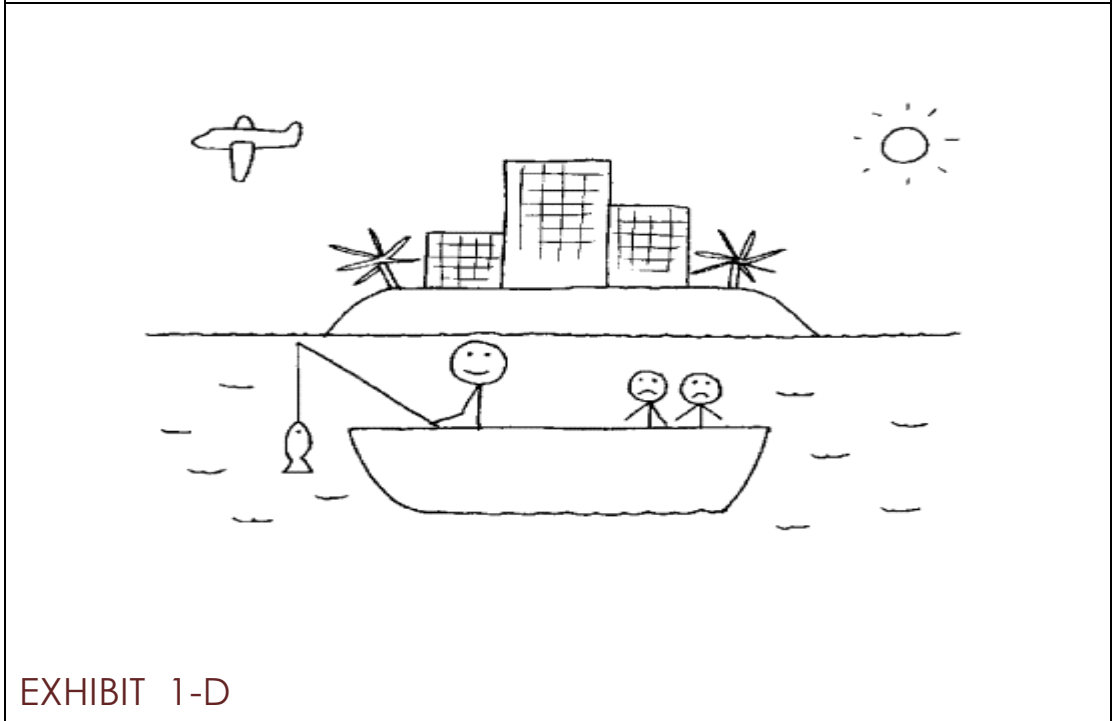


EXHIBIT 1-D



2. DESCRIBE ORALLY SCENES A AND B. BE SURE TO USE ONLY THE PRESENT AND THE PAST TENSE.

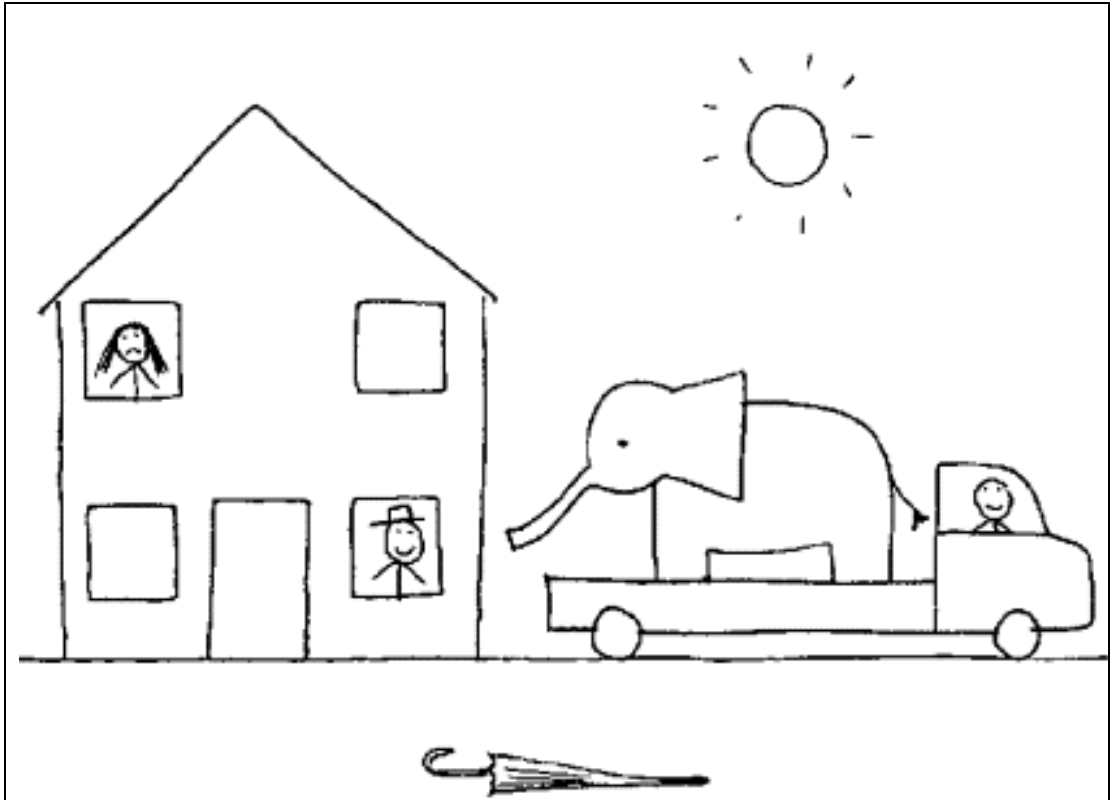


EXHIBIT 2-A



EXHIBIT 2-B

3. DESCRIBE ORALLY SCENES A AND B. BE SURE TO USE THE FUTURE TENSE.

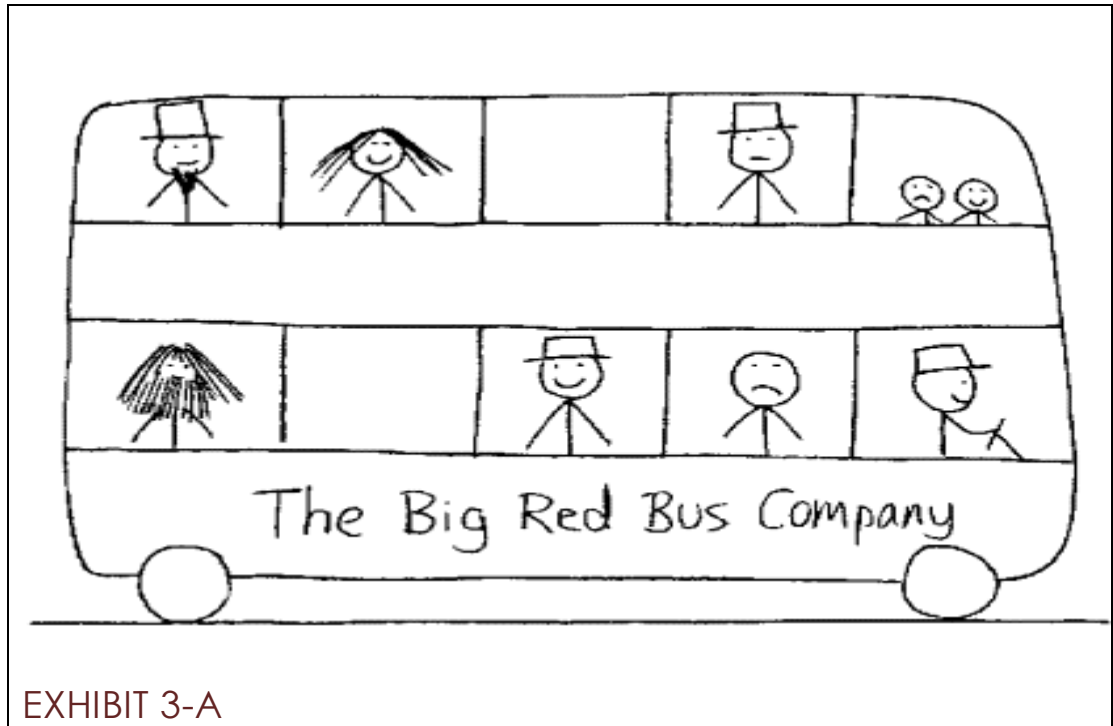


EXHIBIT 3-A

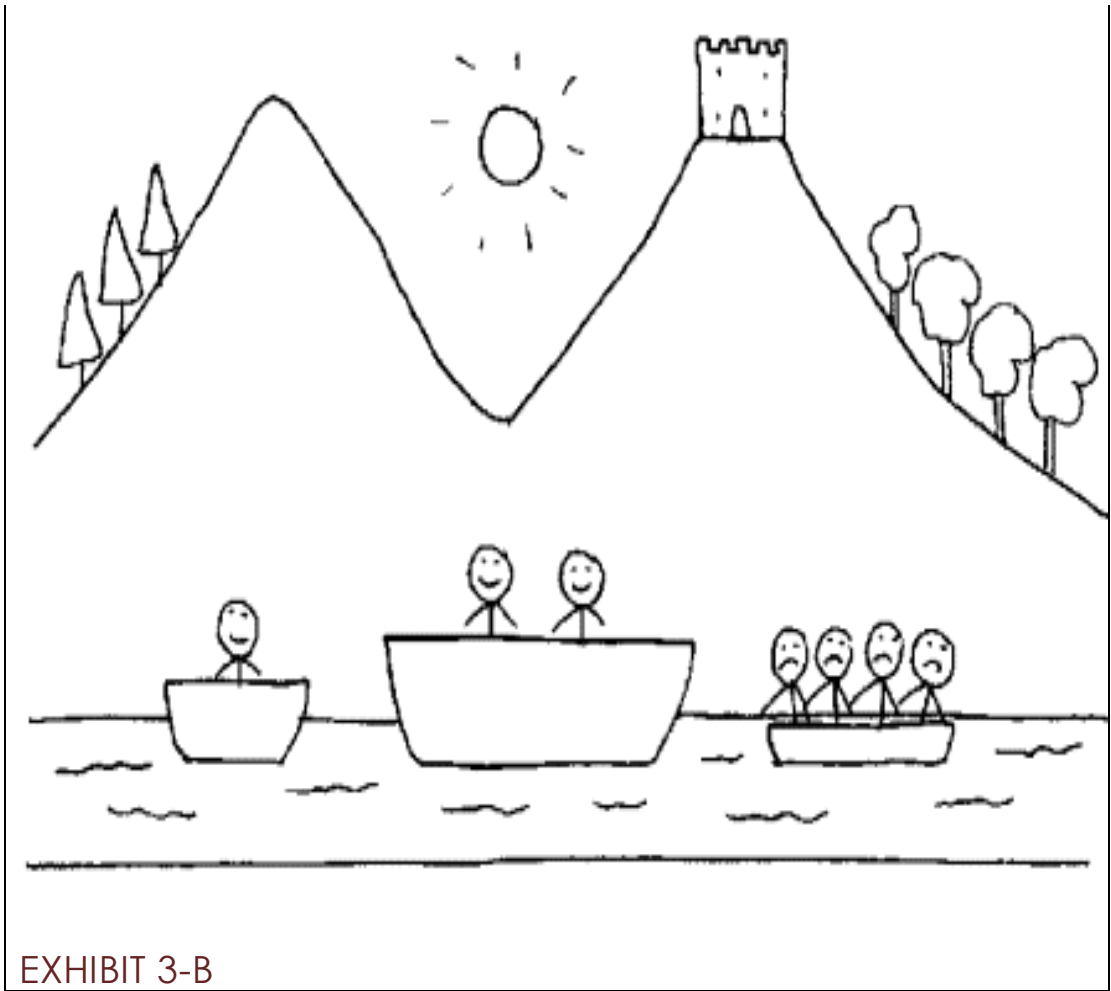


EXHIBIT 3-B

©

# ADVANCED COMPOSITION

## Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

### I. WRITTEN QUESTIONS

---

1. Transform the following sentences into French. Try to be as original as you can be.

1. He was small and had white hair.

\_\_\_\_\_

2. I used to hate fruit, bread and milk

\_\_\_\_\_

3. He loved dog biscuits

\_\_\_\_\_

4. I used to live in a big house with a big backyard but my family moved

\_\_\_\_\_

5. I used to love art but I couldn't draw

\_\_\_\_\_

I USED TO LOVE BANANAS AND YOGURT

\_\_\_\_\_

### II. MULTIPLE CHOICE QUESTIONS

---

2. Circle the letter that best translate the English sentence.

1. I used to dance.

- A. J'allais à danse samedi et mardi.
  - B. Je faisais de la danse.
  - C. J'aimais les bananes et le yaourt.
  - D. Il était très amusant mais timide.
2. I used to be good at English but not math.
- A. J'aimais les bananes et le yaourt.
  - B. J'adorais le dessin mais je ne pouvais pas dessiner.
  - C. J'étais douée en anglais, mais pas en mathématiques.
  - D. J'allais à danse samedi et mardi.
3. I used to hate dancing but I got to wear very pretty dresses.
- A. J'adorais le dessin mais je ne pouvais pas dessiner.
  - B. Je détestais des fruits, le pain et le lait.
  - C. Je détestais la danse mais je portais des très belles robes.
  - D. Il était le meilleur chien dans le monde.
4. I had a dog named Beebe.
- A. J'avais un chien qui s'appelait Bébé.
  - B. J'adorais le dessin mais je ne pouvais pas dessiner.
  - C. J'aimais les bananes et le yaourt.
  - D. J'allais à danse samedi et mardi.
5. He was very funny but timid.
- A. Il était petit avec les poils blancs.
  - B. Je faisais de la danse.
  - C. Il était le meilleur chien dans le monde.
  - D. Il était très amusant mais timide.
6. My family used to visit my grandparents often.
- A. Je faisais de la danse.
  - B. Ma famille rendrait visite à mes grands-parents souvent.
  - C. Il aimait les biscuits pour les chiens.
  - D. Il était petit avec les poils blancs.
7. I used to watch the wiggles then bananas in pajamas.
- A. J'aimais les bananes et le yaourt.
  - B. Il était petit avec les poils blancs.
  - C. Je regardais The Wiggles, puis Bananas in Pyjamas.
  - D. Je faisais de la danse.
8. My favorite films were bananas in pajamas one and two because the girl was very pretty and tall.
- A. Mes films favoris étaient « Princess Diaries » un et deux parce que la fille était très belle et grande.
  - B. J'adorais le dessin mais je ne pouvais pas dessiner.
  - C. Je détestais des fruits, le pain et le lait.

D. Je détestais la danse mais je portais des très belles robes.

## ADVANCED CONVERSATION

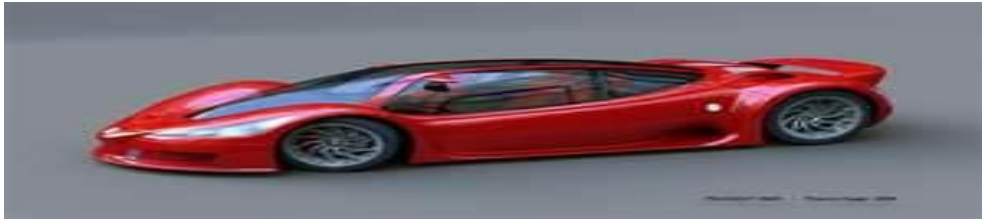
### Pre-Test-Post-Test

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

#### 1. **CARS:**



You are the interviewer. Ask the underlined question to begin. Ask extra questions as necessary. Use the questions below or think of your own.

— COULD WE BE LESS DEPENDENT ON CARS?

1. What kind of people needs cars the most?

\_\_\_\_\_

2. What kind of people needs cars least?

\_\_\_\_\_

#### 2. **TEENAGERS:**



You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

— HOW COULD THIS AREA BE MADE MORE INTERESTING FOR TEENAGERS AND YOUNG ADULTS?

1. What makes an area interesting for young people?

---

2. What do the young people in your area most need?

---

3. What can happen when young people don't have enough to do?

---

### 3. PETS



You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

— WHY DO SO MANY PEOPLE LIKE TO KEEP PETS?

1. Why are dogs the most popular pet?

---

2. What problems can be caused by dogs?

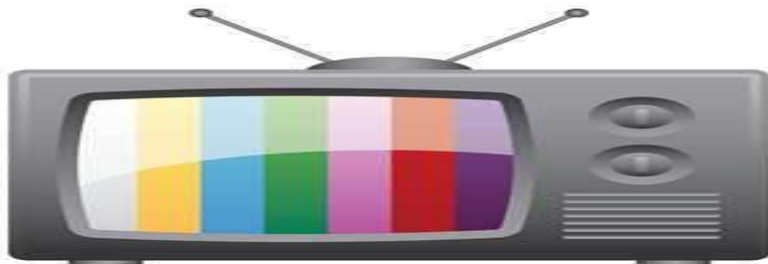
---

3. How is having a cat different to having a dog?

---

4. Why are some animals more suitable as pets than others?

---



### 4. TELEVISION:

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

— HOW IMPORTANT TO OUR LIVES IS TELEVISION?

1. Can television change the way people think?

---

---

2. Why is television so popular?

---

---

3. Do people watch too much television?

---

---



**5. EDUCATION**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

— WHAT IS THE PURPOSE OF EDUCATION?

1. Do you think schools should teach fewer subjects, but teach them in more detail?

---

---

2. How much difference can teachers make to their pupils lives?

---

---

3. Could schools in your area be improved? How?

---

---



**6. SMOKING**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.



— WHAT DO YOU THINK ABOUT SMOKING?

1. What are the disadvantages of smoking?

---

---

2. In your country, where is smoking prohibited?

---

---

3. In your country, is smoking increasing or decreasing? Why?

---

---



4. **CHILDREN**

You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

— WOULD YOU LIKE TO WORK WITH YOUNG CHILDREN?

1. What kind of person do you need to be to work with children?

---

---

2. What is the best age to start school, do you think?

---

---

3. **WORK**



You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

— WHAT MAKES PEOPLE HAPPY IN THEIR WORK?

1. What kind of jobs tend to have the happiest workers?

---

---

2. Is pay the most important factor?

---

3. What other factors make worker happy?

---

---

#### 4. **FAME**



You are the interviewer. Ask the underlined question. Ask extra questions as necessary. Use the questions below or think of your own.

— WHAT DO YOU THINK IT'S LIKE TO BE FAMOUS?

1. What is the price of fame?

---

2. Is the price of fame worth paying?

---

3. Should famous people have more privacy?

---

4. Can fame and money make you happy?

---

---

## **FRENCH AND FRANCOPHONE CIVILIZATION AND CULTURE**

### **Pre-Test-Post-Test**

FIRST AND LAST NAME

HERE \_\_\_\_\_ DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

## I. GENERAL CULTURE QUESTIONS

(Circle a letter to show your answer. No explanation is necessary.)

- 1 - The population of France is about
  - A. 27.5 million
  - B. 58 million
  - C. 80 million
  - D. 100 million
  
- 2 - France is
  - A. the largest country in Europe
  - B. larger than Italy but smaller than Spain
  - C. twice as large as Germany
  - D. as large as the state of Nevada
  
- 4 - Which of these mountain ranges is not French?
  - A. The Alps
  - B. The Vosges
  - C. The Carpathians
  - D. The Pyrennes
  
- 7 - The three largest French cities are
  - A. Paris, Lyon, Marseille
  - B. Paris, Lille, Marseille
  - C. Paris, Bordeaux, Marseille,
  - D. Lille Marseille, Bordeaux
  
- 8- The Rhine
  - A. runs only in France
  - B. has its source in France
  - C. traverses the Pas de Calais
  - D. borders Alsace
  
- 10- The city of Strasbourg is found
  - A. in Germany
  - B. in Alsace
  - C. in Lorraine
  - D. in Provence

## II. QUESTIONS ABOUT THE REGIONS OF FRANCE

(Circle a letter to show your answer. No explanation is necessary.)

11. The Cote d'Azur is found
  - A. in Normandy
  - B. in Languedoc-Roussillon
  - C. in Provence
  - D. in the Massif Central
  
- 12- The Pyrennes are found
  - A. only in France
  - B. in France and in Spain

- C. in France and in Italy
- D. in France and in Germany

13- What city in the Rhone-Alpes region hosted the Olympic Games in winter of 1992?

- A. Grenoble
- B. Val Thorens
- C. Courcheval
- D. Albertville

14- What is the name of the long underground passages which run beneath the houses in the oldest part of Lyon?

- A. The Andronnes
- B. The Traboules
- C. The Magre
- D. The Zymans

15- The Loire is

- A. a river
- B. a castle
- C. a department
- D. a chocolate cake

16- The "Tour de France" always finishes in

- A. Marseille
- B. Boulogne sur Mer
- C. a different city
- D. Paris

### III. HISTORICAL QUESTIONS

(Circle a letter to show your answer. No explanation is necessary.)

17- Which Roman general conquered Gaul?

- A. Scipio Africanus
- B. Crassus
- C. Caesar

18- Which is the ancestor of the kings of France?

- A. Odoacer
- B. Merovee
- C. Genseric

19- Where did Joan of Arc battle the English army?

- A. Domremy
- B. Azincourt
- C. Orleans

20- Which king of France bought the paintings of Leonardo de Vinci?

- A. Louis XI
- B. Louis XIII

C. Francois I

21- How did Saint Louis, King of France, die?

- A. He caught a cold while attending Mass
- B. He contracted the plague
- C. He was killed by an assassin sent by his enemies

22- During the Revolution of 1789, Charlotte Corday, a young royalist, stabbed

- A. Marat
- B. Robespierre
- C. Danton

23- What was the name of Napoleon's soldiers?

- A. The "Poilus"
- B. The "Grogards"
- C. The "Sans Culottes"

24- Which French general stopped the Germans at Verdun in 1916?

- A. Joffre
- B. Foch
- C. Petain

25- Which President of the Fourth Republic was assassinated?

- A. Sadi Carnot
- B. De Gaulle
- C. Michel Sardou

## **SURVEY OF FRENCH LITERATURE**

### **Pre-Test-Post-Test**

FIRST AND LAST NAME HERE \_\_\_\_\_

DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

LET'S BEGIN:

- I. It may not be a literary work in the strict sense of the word, but what is generally regarded as the first piece of writing in French?
- The Strasbourg Oaths
  - The Life of Saint Alexis
  - The Sequence of St Eulalia
  - The Song of Roland
- II. Which celebrated medieval poem is the work of the Norman poet Bérout?
- La Chanson de Roland
  - Le Roman de Tristan
  - Aucassin et Nicolette
  - Renaud de Montauban
- III. Born in Paris in 1431, he became a Master of Arts of the university. He was pardoned for the manslaughter of a cleric in 1455, and left Paris in 1456 after being involved in a robbery. Returning to the city about 1462, after various scrapes in the provinces, he was soon in trouble again, and was sentenced to death in 1463 for involvement in the killing of a notary. He was reprieved and exiled, after which we hear no more of him. His most notable poems are the "Lais" and the "Testament". What was his name?
- Eustache Deschamps
  - François Villon
  - Guillaume de Lorris
  - Jean de Meung
- IV. In the works of François Rabelais, what is the name of the giant who is the son of Grandgousier and the father of Pantagruel?
- Gargamelle
  - Gargantua
  - Picrochole
  - Alcofribas Nasier
- V. Generally regarded as the leading poet of the school known as the Pléiade, this man is perhaps best remembered for the poem "À Cassandre", beginning "Mignonne, allons voir si la rose". Who was he?
- Étienne Jodelle
  - Joachim du Bellay
  - Pierre Ronsard
  - Pontus de Tyard
- VI. Which of the following plays is not by Pierre Corneille?
- Le Cid
  - Horace
  - Cinna
  - Phèdre

- VII. Jean Racine is celebrated for his tragedies, but he also produced a comedy satirizing the law. What was it called?
- Les Plaideurs
  - Les Avocats
  - Les Juges
  - Le Procès
- VIII. Which of Molière's plays is an attack on religious hypocrisy?
- L'École des Maris
  - Tartuffe
  - L'École des Femmes
  - Le Misanthrope
- IX. "We are all strong enough to bear the misfortunes of others". "The only thing that should surprise us is that we can still be surprised". "We are never so fortunate nor so unfortunate as we think we are". These are among the 600-odd "maxims" of which 17th-century writer?
- La Fontaine
  - La Rochefoucauld
  - Descartes
  - Pascal
- X. What is the title of Voltaire's satire on the philosophy of optimism, i.e. the doctrine that "all is for the best in the best of all possible worlds"?
- Micromégas
  - Zadig
  - Candide
  - Zaire
- XI. Which of Victor Hugo's plays has a preface which has been described as the manifesto of romanticism?
- Hernani
  - Le Roi s'amuse
  - Cromwell
  - Ruy Blast
- XII. "Vingt ans après" by Alexandre Dumas the elder is a sequel to which of his other novels?
- La Dame de Monsoreau
  - La Reine Margot
  - Les Trois Mousquetaires
  - Le Collier de la Reine

- XIII. Prosper Merimee wrote a novella set in Spain which was the inspiration for an opera by Bizet. The novella and the opera have the same title, which is...?  
— Answer: \_\_\_\_\_ (One Word - 6 letters)
- XIV. In the title of Stendhal's novel "le rouge et le noir", what do red and black symbolize?  
— Life and death  
— Hope and despair  
— The army and the church  
— Day and night
- XV. Who was the author of "les fleurs du mal", a collection of poems which enjoyed a "succès de scandale" when it was published in the 1850s?  
— Théophile Gautier  
— Charles Baudelaire  
— Alfred de Vigny  
— Alfred de Musset
- XVI. Colette's earliest novels, the "Claudine" tetralogy, were written in collaboration with her husband and originally published under his pen-name. What was the pen-name?  
— Willy  
— Trilby  
— Wally  
— Guillaume
- XVII. Which is the first volume in Proust's "Roman-Fleuve" "à la recherche du temps perdu"?  
— "Sodome et Gomorrhe"  
— "À l'ombre des jeunes filles en fleurs"  
— "Du côté de chez Swann"  
— "Le côté de Guermantes"
- XVIII. In one of Ionesco's plays the central character, Bérenger, has to defend his humanity in a world in which everyone is turning into a particular species of animal. Which animal?  
— Elephant  
— Rhinoceros  
— Monkey  
— Sheep
- XIX. What was the nationality of Georges Simenon, the creator of the Parisian detective Maigret?  
— Belgian



- Swiss
- French
- Canadian

XX. Which writer was the first woman to be elected to the académie française?

- Nathalie Sarraute
- Françoise Sagan
- Simone de Beauvoir
- Marguerite Yourcenar

## FRENCH CINEMA

### Pre-Test-Post-Test

FIRST AND LAST NAME HERE \_\_\_\_\_

DATE \_\_\_\_\_

**WARNING:** The grade for this test will not be used in your passing grades. It will in no way hurt you. I just want to evaluate your knowledge of the subject before covering the material. The result will be used only to guide my teaching. The same test will be given to you as a post-test after the material is covered.

#### I. WRITTEN QUESTIONS

1. 1895 in a Parisian  
café \_\_\_\_\_
2. An actor who studies the background of the character in depth to immerse himself in the  
role \_\_\_\_\_
3. A short documentary by the Lumières  
Brothers \_\_\_\_\_
4. Director of Un Chien Andalou  
\_\_\_\_\_
5. Invented by Lumières brothers who had worked making photography equipment  
previously \_\_\_\_\_

#### II. MATCHING QUESTIONS

1. Zoetrope Thomas
  2. Edison Louis and Auguste lumière
  3. How did viewers react to the Lumières' Train Coming into Station?
  4. Short Answer: Two differences between Méliès and Lumière productions
-

ANSWER POOL TO MATCH QUESTION #II:

- 
- A. Modified the kinetoscope to a much lighter machine that functioned as a camera and projector
  - B. Invented the phonograph, first camera, and kinetoscope in 1888
  - C. Screaming and ducking
  - D. The Lumières filmed on location whereas Méliès filmed on set. The Lumières made plot-less documentaries whereas Méliès used a structured plot.
  - E. Made in 1834, this early scientific toy provided animated scenes and relied on "retention of image"
- 

III. MULTIPLE CHOICE QUESTIONS

1. An art movement that challenged traditional reason and sought inspiration:
  - George Méliès
  - Zoetrope
  - Surrealism
  - Cameo

---

2. Directed Trip to the Moon (1902) and Man with Rubber Head (1901)
  - George Méliès
  - Thomas Edison
  - Surrealism
  - Rene Magritte

---

3. Puzzling, shocking, defying interpretation
  - The Man with the Rubber Head What does
  - Le Chien Andalou lack?
  - Louis and Auguste Lumières In the book, how is
  - Le Chien Andalou Described?

---

4. A short documentary film by the Lumières brothers (1895)
  - Method Actor
  - Feeding Baby
  - Character Actor
  - Workers Leaving Factory

---

5. A brief role played by a well-known person
  - Surrealism
  - Cameo
  - Thomas Edison
  - Zoetrope

IV. TRUE/FALSE QUESTIONS

1. The Man with the Rubber Head → Méliès background as a magician helped make this the first example of special effects and editing in film. 1901
    - True \_\_\_\_\_ False \_\_\_\_\_

---

  2. What does Le Chien Andalou lack? → A logical plot
    - True \_\_\_\_\_ False \_\_\_\_\_
-

3. Rene Magritte → Invented by Lumières brothers who had worked making photography equipment previously  
— True \_\_\_\_\_ False \_\_\_\_\_

---

4. Character Actor → An actor who almost always plays the same type of role in every film  
— True \_\_\_\_\_ False \_\_\_\_\_

---

5. Salvador Dali → Surrealist artist who co-wrote the script for Un Chien Andalou  
— True \_\_\_\_\_ False \_\_\_\_\_

---

## APPENDIX C:

### Early College Assessment Test

Español Elemental  
16 de abril de 2012

Nombre \_\_\_\_\_ Apellido Paterno \_\_\_\_\_ Apellido Materno \_\_\_\_\_

Contestar **negativamente** las preguntas con oraciones completas.

1. ¿Siempre utilizas la taquigrafía?
  
2. ¿Saben ustedes algo del vodevil?

Completar los párrafos siguientes con las formas correctas del **pretérito** o el **imperfecto** de los infinitivos indicados.

Los domingos mis amigos y yo \_\_\_\_\_ (escuchar) discos en la sala. [Yo] \_\_\_\_\_ (Arrancar) muchas veces la manivela de la victrola. Entonces \_\_\_\_\_ (poner) la aguja en el brazo y \_\_\_\_\_ (tocar) un disco. Un día nuestro perro Quito \_\_\_\_\_ (escuchar) la victrola, que \_\_\_\_\_ (estar) en la mesa. Él \_\_\_\_\_ (girar) la cabeza hacia un lado y \_\_\_\_\_ (empezar) a ladrar. ¡De repente, \_\_\_\_\_ (saltar) en la bocina de la victrola! Quito y la máquina \_\_\_\_\_ (chocar) en el suelo. Claro que el perro \_\_\_\_\_ (romper) en mil pedazos el disco y la victrola, pero él y la bocina \_\_\_\_\_ (sobrevivir).

En cada una de **cinco (5)** oraciones completas, compara dos medios de comunicación masiva. Favor de escribir comparaciones diferentes, respecto a la **edad**, el **tamaño**, la **calidad** y el **realismo**. Puedes utilizar las fotos de páginas 2-3 como inspiración y/o puedes hacer comentarios acerca de otros medios de comunicación masiva.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

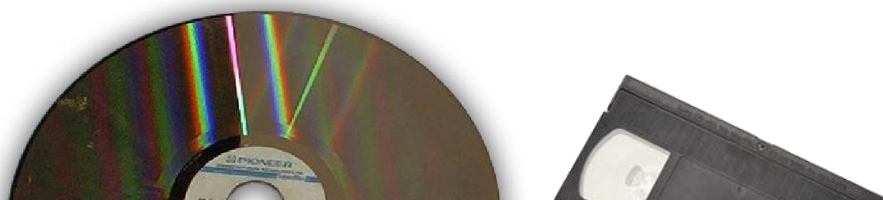
*Las cintas*



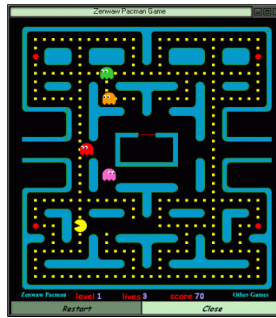
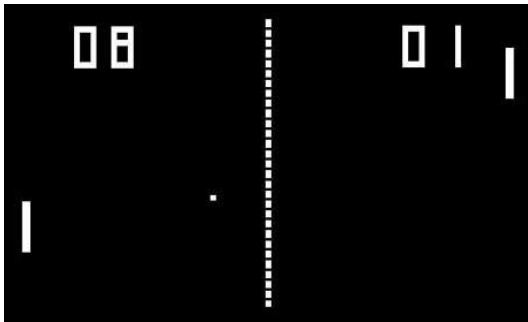
*Los radios*



*Los medios de video*



*Los videojuegos*



*El telégrafo*



*Los medios de audio*



Español Elemental  
2 de mayo de 2012

---

Nombre

Apellido Paterno

Apellido Materno

*Tu criada (criado) hace muchas preguntas. Contéstala (Contéstalo) con **mandatos afirmativos** y **pronombres de complementos** apropiados.*

--¿Necesito barrer el patio?

---

--¿Debo planchar la ropa?

---

*Completar las oraciones con las formas correctas del **subjuntivo**.*

1. Busco un condominio que

---

2. Quiero que la criada (el criado)

---

*Contestar con oraciones completas las preguntas siguientes acerca de la lectura “La Fortaleza”, que aparece en página 2 de este examen.*

1. ¿Quién se quedó en la mansión en 1598?

2. ¿Cuándo fue construida La Fortaleza?

3. ¿Qué presidente estadounidense visitó Puerto Rico en 1961?

*Utilizando los **participios pasados como adjetivos**, describir en **tres (3)** oraciones completas los dibujos en página 3 y/u otras condiciones domésticas.*

1.

---

2.

---

3.

---

## ***La Fortaleza***

La Fortaleza es la actual residencia oficial del Gobernador de Puerto Rico. Fue construida entre 1533 y 1540 para defender el puerto de San Juan. La Fortaleza fue la primera en una serie de fuertes militares, que incluyen al Morro y al Fuerte de San Cristóbal.



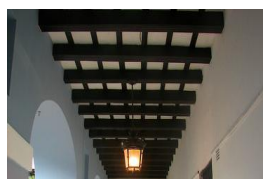
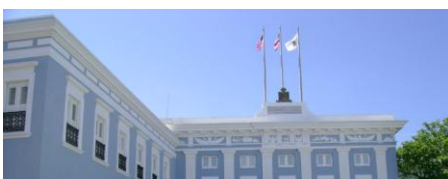
Desde el siglo XVI, La Fortaleza ha servido como residencia oficial del gobernador, siendo así la mansión ejecutiva de más uso continuo en las Américas. La mansión atravesó por una reconstrucción masiva en 1846 para cambiar su apariencia militar a una más ejecutiva. Aproximadamente 170 gobernantes han ocupado la mansión.

En su historia colonial, San Juan sufrió varios ataques militares de otros países y por lo tanto, La Fortaleza fue ocupada dos veces por fuerzas invasoras. En 1598, George Clifford, el Conde de Cumberland, se quedó en la mansión, durante una ocupación inglesa de Puerto Rico que sólo duró dos semanas. En 1625, el holandés Balduino Enrico pasó un mes en La Fortaleza durante su ocupación corta.

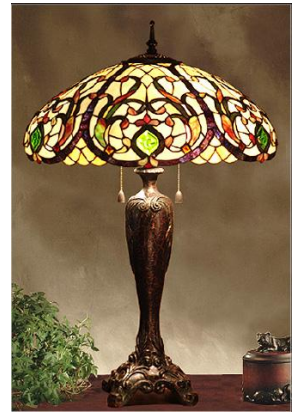
En 1898, los norteamericanos tomaron posesión del edificio, después de su invasión de Puerto Rico, durante la Guerra Hispano-Estadounidense. Terminó 390 años del colonialismo español la conversión de Puerto Rico como un territorio de los Estados Unidos. En 1950, nacionalistas puertorriqueños atacaron la mansión, pero fueron arrestados por la policía.

En 1961, el presidente estadounidense John F. Kennedy y su esposa Jackie visitaron La Fortaleza. En aquellos tiempos, Luis Muñoz Marín era gobernador de Puerto Rico. Él era el líder del Partido Popular Democrático (PPD), que prefería conservar el estatus territorial de Puerto Rico.

Se llamaba Sila Calderón la primera gobernadora femenina de la isla. La política del PPD vivió en la mansión de 2001 a 2005. Luis Fortuño es el actual Gobernador ocupante de La Fortaleza. Él es el líder del Partido Nuevo Progresista (PNP), el grupo político que aboga por la estidadad.









# APPENDIX D

## STRATEGIC PLANNING (Goals pertaining to Modern Languages are highlighted)



Strategic Plan 2012/13  
 School of Arts and Humanities  
 UAM is Dedicated to Providing Educational  
 Opportunities

Strategic Goals	Objectives	Strategies-Measures-Owners
Enhancement of Resources	<ul style="list-style-type: none"> <li>▪ Recruit, develop and retain a quality faculty and staff.</li> <li>▪ Build partnerships through networking and collaboration.</li> <li>▪ Enhance the university's image, visibility, and influence.</li> <li>▪ Develop internal and external resources.</li> <li>▪ Recruit, retain and graduate students.</li> </ul>	<ul style="list-style-type: none"> <li>○ See page 2</li> </ul>
Enhancement of Academics	<ul style="list-style-type: none"> <li>▪ Improve academic quality standards.</li> <li>▪ Share academic opportunities across units.</li> <li>▪ Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.</li> <li>▪ Improve internal and external communications.</li> <li>▪ Provide the latest technology to our students and faculty.</li> <li>▪ Accommodate the diverse needs of students.</li> <li>▪ Enhance UAM's image.</li> </ul>	<ul style="list-style-type: none"> <li>○ See page4</li> </ul>
Enhancement of Quality of Life	<ul style="list-style-type: none"> <li>▪ Accommodate the diverse needs of students.</li> <li>▪ Develop and implement a comprehensive student retention plan.</li> <li>▪ Promote healthy lifestyles for students, employees, and communities</li> </ul>	<ul style="list-style-type: none"> <li>○ See page 6</li> </ul>

**School of Arts and Humanities**

**Strategic Goal 1:**

**Enhancement of Resources**

Objectives	Strategy	KPI/Measure/Target	Strategy Owner
<p>1.1 Recruit, develop, and retain a quality faculty and staff.</p>	<p>1.1A Apply to Fulbright/IIE to host two Fulbright International Teaching Assistants.</p>	<p>Host one Spanish and one French FLTA for the academic year.</p>	<p>Dean, Bacon, Francois</p>
	<p>1.1B Determine critical-need areas and seek qualified Graduate Assistants through class announcements and advertisements.</p>	<p>Employ two Graduate Assistants in any of the disciplines of SAH and employ one Debate-Communication GA.</p>	<p>Dean, SAH GA Selection Committee, Director of Forensics</p>
	<p>1.1C Seek Faculty Mentors for MFA program whose qualifications meet AWP Hallmarks of at least one book, graduate degree, and successful university teaching experience.</p>	<p>Have a pool of 6 to 12 Mentors.</p>	<p>Dean, MFA Director</p>
	<p>1.1D Employ part-time Writing Center Director until full-time faculty position is available.</p>	<p>Have budget in place for 2012-2013 to employ part-time Director.</p>	<p>Dean</p>
	<p>1.1E Hire a full-time Communication Instructor.</p>	<p>Receive budget approval, advertise, hire by August 2012.</p>	<p>Dean, Communication Faculty</p>
<p>1.2 Build</p>	<p>1.2A Enhance</p>	<p>Lead professional-</p>	<p>Bloom, Walter,</p>

<p>partnerships through networking and collaboration.</p>	<p>communication and collaboration with secondary schools in the region with the purpose of recruiting and of enhancing the preparation of high-school students for college.</p>	<p>development workshops for public-school English teachers. And host visiting scholars or writers whose areas of expertise go beyond the disciplines of SAH, thus leading to collaboration with other academic units.</p>	<p>Borse, Dean</p>
<p>1.3 Enhance the university's image, visibility, and influence.</p>	<p>1.3A Plan and organize events that attract the public and particularly high-school students.</p>	<p>Host a high-school debate tournament, a foreign-language festival, a documentary film festival, a foreign-language film festival, and art exhibitions.</p>	<p>Director of Forensics, Bacon, Moore, Richard, Lykens, Jean-Francois</p>
	<p>1.3B Continue to offer the summer debate institute/camp.</p>	<p>Accommodate interests of high school debaters regarding styles of debate and individual events.</p>	<p>Director of Forensics</p>
<p>1.4 Develop internal and external resources.</p>	<p>1.4A Generate funds from custom-published Composition, World Literature, and Spanish texts with the purpose of using funds in ways that will benefit significant numbers of students and faculty.</p>	<p>Earn royalties of at least \$2,000 and spend those royalties on equipment and scholarships.</p>	<p>Dean</p>

**School of Arts and Humanities**

**Strategic Goal 1:**

**Enhancement of Resources**

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
1.4 Develop internal and external resources (Continued).	1.4B Seek Higher Learning Commission approval of online/low-residency MFA in Creative Writing.	Host HLC visit, provide required information, and documents. Gain approval by fall 2012.	Chancellor, Provost, Associate Vice Chancellor for Academic Affairs, Dean, MFA Director, MFA faculty
	1.4C Implement online/low-residency MFA in Creative Writing.	Enroll first cohort Spring Semester 2013. Minimum of 5 students. Enrollment cap of 10.	MFA Director
	1.4D Maintain the size of the debate team.	Continue to have current number of students travel to tournaments.	Director of Forensics
	1.4E Seek Curriculum and Standards approval of new Art major concentration in Art History.	Gain approval Fall 2012 and implement new concentration in Spring 2013.	Richard, Lykens, Dean
1.5 Recruit, retain and graduate students.	1.5A Increase number of Modern Languages majors.	Have 20 majors by Spring Semester 2013.	Bacon, Francois
	1.5B Increase number of graduates in Communication and Art.	Have 8 Communication graduates and 3 Art graduates in 2013.	Speech Faculty Art Faculty
	1.5C Increase the number of Communication, Art, and English majors.	Have 30 Communication majors, 30 Art majors, and 60 English majors by Spring Semester 2013.	Speech Faculty Art Faculty English Faculty
	1.5D Reach program viability standard for graduates in	Graduate 4 Modern Languages majors in 2013.	Bacon, Francois

	Modern Languages.		
--	-------------------	--	--

*School of Arts and Humanities*

*Strategic Goal 2:*

*Enhancement of Academics*

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
2.1 Improve academic quality standards.	2.1A Revise and update the custom-published Comp I and II text or replace with standard commercially published text.	Have new edition by Fall Semester 2013.	Bloom
	2.1B Pilot McGraw-Hill online remediation program.	See marked improvement in end-of-course testing (ASSET) and supplement or replace Fundamentals of English with McGraw-Hill online program.	Provost, Dean, Fundamentals faculty, Writing Center Director
	2.1C Further revitalize the English program by placing emphasis on close readings, theory, grammar, and writing.	Have assessment data show improved performance of English majors in the areas of literary history and close readings.	Dean, English Faculty
	2.1D Strengthen Creative-Writing track of English major.	Develop single-genre workshop courses, strengthen requirements for Senior Project.	Payne
	2.1E Require all new online instructors to successfully complete "T.O.P" (Teaching Online Program) training.	Confirm Blackboard certification of all new online instructors.	Dean
2.2 Share	2.2 Promote the	Have at least 5	Borse,

academic opportunities across units.	interdisciplinary film-studies concentration and the professional-writing concentration within the English major.	English majors elect the Film Studies concentration and at least 5 the Professional Writing.	Stewart, Dean
2.3 Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.	2.3A Develop additional articulation agreements with off-campus sites for placement of Communication interns.	Place students in internships as a result of at least one new agreement.	Evans, Sitton
	2.3B Support faculty professional growth.	Support faculty through travel funds and recognition of professional achievement (publicity, annual evaluations, salary increases).	Dean

***School of Arts and Humanities***

***Strategic Goal 2:***

***Enhancement of Academics***

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
2.3 Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities (Continued).	2.3C Create a “reading” series for students and faculty who wish to give presentations of scholarly or creative work, especially in preparation for giving presentations at regional or national conferences.	Have one such “reading” each semester.	Stewart, Borse, Sitton, Evans, Francois
2.4 Improve internal and external communications.	2.4 Revise and keep updated SAH “Let’s	Publish new “Let’s Communicate” each year.	Meeks

		Communicate” web page.			
2.5	Provide the latest technology to our students and faculty.	2.5	Increase number of “SMART” classrooms.	Add at least one Smart room to Wells or MCB.	Dean
2.6	Accommodate the diverse needs of students.	2.6A	Maintain offerings in Japanese language and culture.	Offer one Japanese class each semester.	Shepherd
		2.6B	Maintain offerings in Latin classes.	Offer one or two Latin classes each semester.	Francois
		2.6C	Maintain the number of French classes offered.	Offer six distinct sections of French courses each semester.	Francois
		2.6D	Maintain offerings of German classes.	Offer one German class each semester.	Strong
		2.6E	Offer Special Topics Art courses related to regional internship opportunities.	Provide an internship to at least one student per year.	Richard, Lykens
2.7	Enhance UAM’s image.	2.7	Continue series of nonmusical plays.	Produce one play a year.	Walter

*School of Arts and Humanities*

*Strategic Goal 3:*

*Enhancement of Quality of Life*

<b>Objectives</b>	<b>Strategy</b>	<b>KPI/Measure/Target</b>	<b>Strategy Owner</b>
3.1 Accommodate the diverse needs of students.	3.1A Expand offerings of online classes, including upper-level classes in all disciplines.	Add at least two new online courses.	Dean
	3.1B Maintain offerings of night sections of general-education required courses	Have one section of each freshman composition course in the schedule each semester.	Dean

		in composition.				
	3.1C	Expand the number of hybrid courses.	Offer at least two hybrid courses.	Dean		
3.2		Develop and implement a comprehensive student retention plan.	3.2	Retain students through a variety of strategies.	See improvement in university retention.	Dean, Faculty
3.3		Promote healthy lifestyles for students, employees, and communities.	3.3A	Increase support to The Creative Society in its sponsorship of Mocha Madness, an evening of music, poetry, fiction, and humor held once each semester.	Increase publicity and funding.	Dean
			3.3B	Provide career information to students.	Post information and links regarding career information to the Arts and Humanities Facebook page.	Payne