



Spanish 2 Language and Culture 4615 and 4616

Readiness Assessment Test

Thank you for considering this course for your student. Here are some tips for success in the Readiness Assessment process.

- Please do not provide your student this assessment or its contents until you are ready for him or her to complete it in a single sitting with no books, notes, or outside help. It is intended to be a spot check of retained knowledge and skill.
- Make sure you have the latest version of this assessment. Ideally, please download it and have your student complete it within one week prior to enrollment.
- Completed Readiness Assessment materials for a course should be submitted immediately after you enroll in the course.
- **Readiness Assessment materials must be submitted by uploading from the Family Account in the Enrolled Courses view.** Readiness Assessment materials are not accepted through email.
- Visit Live Chat, or email TPS Support (support@pottersschool.org) for questions or assistance.

Part I: Academic Background (to be completed by the parent)

Age/Grade

1. How old will your student be as of **October 1st** of the academic enrollment year?

2. What grade will your student be in **at the start of this course**?

Related Coursework

1. Please provide the title of the most recently completed (or in-progress) course in the same subject area or related subject area that might help assess academic readiness for this course:

Course Name:

- a. What is the student's in-progress or final course grade (numeric grade if available)?

- b. What is the name of the course provider (e.g., online provider, taught at home, local college)?

- c. What is the name of the course curriculum (title and name of publisher of primary text if known)?

- d. Is the student on-track to complete the entire course/curriculum by the end of the current year (if in-progress)?

- e. How is the course evaluated? Is the work self-checked, parent-checked, or evaluated outside the home?

- f. What percentage (if any) of the student's grade is based on assessments that are completed without access to notes or outside resources and completed in a single sitting without the opportunity for rework to improve the grade?

Additional Background

1. Is your student's first language English or a different language? If different, what is his or her language background? (**Note:** Most TPS classes are designed for native English speakers, but we also provide support at several levels for students whose first language is not English.)
2. Is there additional information that might help us better know your student and understand his or her unique abilities and needs for the best course placement and academic outcome?

Part II: Readiness Test (to be completed by the student)

Carefully write your answers in the spaces provided.

- *For multiple-choice questions, please write the **capital letter** of your selected option.*
- *For free-response questions, remember that **accents count**. If you are unable to type proper accents, type an apostrophe **AFTER** each accented letter.*

Dates: How would you say the following in Spanish? (spell out all numbers)

1. Thursday, January 11, 1875
2. Sunday, December 31, 1999

Greetings: Translate the best way to say the following phrases, based on who you are speaking to.

1. Good morning! How are you? (You are speaking to an elderly woman)
2. Good evening! How are you? (You are speaking to a young child)

Questions: What are five questions that you might ask a new acquaintance if you want to get to know them? You can ask for name, age, do you have siblings, where do you live, what do you like to do, what is your favorite book, when do you go to bed, etc. **DO NOT use the same verb in more than one question** (do you have a cat, do you have a dog, do you have a computer, etc.).

1.

2.

3.

4.

5.

Responses: Now answer the previous questions for yourself, in complete sentences. For example, if number 5 asked “do you have any siblings?” then number 10 should be “Yes, I have two brothers and one sister.”

1.

2.

3.

4.

5.

Vocabulary Matching: Match the Spanish words to their meanings.

- | | |
|-------------------|------------------|
| ___ 1. Antes | A. After |
| ___ 2. Armario | B. Also |
| ___ 3. Bastante | C. Arm |
| ___ 4. Brazo | D. Back |
| ___ 5. Cabeza | E. Before |
| ___ 6. Carne | F. Clean |
| ___ 7. Corazón | G. Closet |
| ___ 8. Corbata | H. Corn |
| ___ 9. Cuero | I. Cousin |
| ___ 10. Debajo | J. Dirty |
| ___ 11. Delgado | K. Dress |
| ___ 12. Espalda | L. Enough |
| ___ 13. Fuerte | M. First |
| ___ 14. Helado | N. Game |
| ___ 15. Hijo | O. Head |
| ___ 16. Izquierda | P. Heart |
| ___ 17. Maíz | Q. Ice cream |
| ___ 18. Nada | R. Leather |
| ___ 19. Nadie | S. Left |
| ___ 20. Partido | T. Meat |
| ___ 21. Pocos | U. Neighbor |
| ___ 22. Primo | V. Neither |
| ___ 23. Sucio | W. Never |
| ___ 24. También | X. Nobody |
| ___ 25. Tampoco | Y. Not many |
| ___ 26. Tío | Z. Nothing |
| ___ 27. Ustedes | AA. Slender |
| ___ 28. Vecino | BB. Small |
| ___ 29. Ventana | CC. Son |
| ___ 30. Vestido | DD. Strong |
| | EE. Tie |
| | FF. Uncle |
| | GG. Under |
| | HH. Window |
| | II. You (formal) |
| | JJ. You (plural) |

Grammar and Expressions: What is the MOST correct way to express the English phrase? Use caution with expressions that use “to be” in English, but use “to have”, “to do”, or “to make” in Spanish.

- ____ 1. My neighbor’s car.
A. Mi vecino’s carro.
B. El vecino carro.
C. El carro de mi vecino.
D. El carro vecino’s.
- ____ 2. He is going to swim.
A. Él ir a nadar.
B. Él va nadar.
C. Él voy a nadar.
D. Él va a nadar.
- ____ 3. We are twelve years old.
A. Somos dos años.
B. Somos doce años.
C. Estamos doce años.
D. Tenemos doce años.
- ____ 4. They like to play sports.
A. Ellos gustan jugando los deportes.
B. Les gusta jugando a los deportes.
C. Les gusta jugar a los deportes
D. Ellos gustan jugar los deportes.
- ____ 5. He is cold.
A. Él es frío.
B. Él tiene frío.
C. Él está frío.
D. Él gusta frio.
- ____ 6. My sister is short.
A. Mi hermana es baja.
B. Mi hermana son baja.
C. Mi hermana está baja.
D. Mi hermana está bajo.
- ____ 7. Sofia’s hair is longer than mine.
A. El pelo de Sofía es más largo que mi pelo.
B. El pelo de Sofía es tan largo que mi pelo.
C. Sofía’s pelo es más largo que yo pelo.
D. El pelo de Sofía es más largo como mi pelo.

- ____ 8. She is hungry.
A. Ella es hambre.
B. Ella es hombre.
C. Ella está hambre.
D. Ella tiene hambre.
- ____ 9. You are tired.
A. Tú estás cansado.
B. Tú eres cansado.
C. Tú eres canso.
D. Tú estás cansar.
- ____ 10. Do you like cats?
A. ¿Tú gustas los gatos?
B. ¿Te gusta gatos?
C. ¿Te gustan los gatos?
D. ¿Hace te gustas gatos?
- ____ 11. It's warm outside.
A. Hace calor.
B. Es caliente.
C. Hay calor.
- ____ 12. They are sick.
A. Ellos están enfermo.
B. Ellos son enfermos.
C. Ellos son enfermeros.
D. Ellos están enfermos.
- ____ 13. My teachers are nice.
A. Mis maestras son simpática.
B. Mis maestras están simpática.
C. Mi maestras están simpático.
D. Mis maestras son simpáticas.
- ____ 14. They will sing in church tomorrow.
A. Van a cantan en la iglesia mañana.
B. Ir a cantar en la iglesia mañana.
C. Van a cantar en la iglesia mañana.
- ____ 15. You are taller than I am.
A. Eres más alto que yo.
B. Estás más alto que mi.
C. Tienes más alto que yo.
D. Estás más alto que yo.

- ____ 16. It's not prepared yet.
A. No está preparado todavía.
B. No está preparado ya.
C. No está preparado cerca.
D. No está preparado fuera.
- ____ 17. The oldest brother.
A. El hermano menor.
B. El hermano mejor.
C. El hermano mayor.
D. El muy viejo hermano.
- ____ 18. He shaves every morning.
A. Él se afeita cada mañana.
B. Él afeita cada mañana.
C. Él afeitase cada mañana.
D. Él afeita sí en la mañana.
- ____ 19. That disc is my brother's.
A. Ese disco es de mi hermano.
B. Ese disco es mi hermano's.
C. Que disco es mi hermano's.
D. Que disco es de mi hermano.

Conjugations: Conjugate the following verbs for the pronouns given (present tense). Caution: some verbs are irregular. Example: caminar – yo camino

1. Comer – ellos (they eat)
2. Ir – ella (she goes)
3. Conocer – yo (I know)
4. Poder – tú (you can)
5. Salir – yo (I leave)
6. Venir – ustedes (you all come)
7. Construir – él (he builds)

Verb Matching: Match the Spanish verbs to their meanings.

- | | | |
|---------|-----------|---------------------------|
| ___ 1. | Tocar | A. to bring |
| ___ 2. | Ver | B. to buy |
| ___ 3. | Traer | C. to touch/to play music |
| ___ 4. | Conocer | D. to put, place, set |
| ___ 5. | Poner | E. to wake |
| ___ 6. | Saber | F. to know (an idea) |
| ___ 7. | Comprar | G. to know (a person) |
| ___ 8. | Dar | H. to see |
| ___ 9. | Despertar | I. to believe |
| ___ 10. | Decir | J. to give |
| ___ 11. | Creer | K. to tell |

Pronouns: Which word best completes the translation?

- ___ 1. I want to tell you something.
Yo ___ quiero decir algo.
A: se B: te C: me D: tú
- ___ 2. She cuts my hair.
Ella ___ corta el pelo.
A: mi B: yo C: me D: le
- ___ 3. They sent her a letter.
Ellos ___ mandaron una carta.
A: les B: se C: le D: te
- ___ 4. He cuts it on Saturday. (the "it" is el papel)
Él ___ corta el sábado.
A: le B: se C: la D: lo

Translation: Use the present progressive tense to translate the following phrases. The necessary verb is provided for you.

1. He is washing. (lavar)
2. We are eating. (comer)

Adverbs: Turn the following adjectives into adverbs. (“sad” becomes “sadly,” etc.)

1. Lento
2. Triste