

**Massachusetts  
Tests for Educator Licensure® (MTEL®)**



**Spanish (28)**

**PRACTICE TEST  
APPENDIX:**

**Multiple-Choice  
Question Analyses**



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## MULTIPLE-CHOICE QUESTION ANALYSES

*(You will see in the test booklet and hear on the recording:)*

1. **Escuche atentamente el diálogo que sigue. Escuchará el diálogo dos veces.**

*(You will hear on the recording:)*

**male:** Me siento muy orgulloso de ti, Carlita. Tus noticias me dan mucha alegría, te quiero felicitar de todo corazón.

**female:** Gracias, papi. Nunca me había imaginado que este día llegaría tan pronto. Pensaba pasar más años a tu lado oyendo tus buenos consejos. Te voy a extrañar muchísimo.

**male:** Bueno, pero lo mejor es que no van a estar lejos, y cuando regresen de la luna de miel, aquí les vamos a esperar con la cena de bienvenida.

**female:** Te agradezco que hayas aceptado a mi compañero de vida con los brazos abiertos. No es siempre así.

**Ahora conteste la pregunta.**

*(You will see in the test booklet:)*

Según el diálogo, ¿sobre qué evento está hablando Carla con su padre?

- A. el casamiento con su novio
- B. su graduación de la universidad
- C. el nacimiento de su hijo
- D. su mudanza a otra ciudad

**Correct Response: A.** Determining significant details in an oral dialogue requires close listening to establish what each speaker says. If unfamiliar vocabulary is used, contextual clues may facilitate identifying details. The verbs "extrañar" and "regresen" indicate that there will be a separation and then a return, and neither is necessarily a consequence of a birth (C) or graduation (B). The father says, "no van a estar lejos" and makes plans for a welcome dinner, which indicates that response D is incorrect. The father's use of the plural, his reference to the "luna de miel," and Carla's reference to her "compañero de vida" indicate that the event is Carla's marriage (A).

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación. Escuchará el pasaje dos veces.**

*(You will hear on the recording:)*

¡Buenos días! La "operación salida" del verano comenzó esta mañana y un año más el informe diario de la Dirección General de Tráfico nos advierte de fuertes congestiones en las principales vías de salida de Madrid que se extienden a las playas mediterráneas. Si bien todas las autopistas radiales sufren atascos, es en la carretera de la Coruña y en la carretera de Valencia, donde se localizan los mayores parones. Por eso, la carretera de Castilla es una opción para evitar la congestión en ese tramo. Es posible que se demore el tráfico unos 10 kilómetros fuera de las playas donde se construye otra salida para una nueva autopista de peaje.

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

2. En este pasaje, se puede deducir que:
- A. estos atascos se producen diariamente.
  - B. es la primera vez que se producen estos atascos.
  - C. estos atascos se producen anualmente, en época estival.
  - D. los atascos se producen solo cuando hay un informe.

**Correct Response: C.** Significant details of a message are usually indicated explicitly, so it is important to compare all the responses to references in the message. If unfamiliar vocabulary is used, contextual clues may facilitate identifying details. In the first sentence, the words "un año más" refer to an annual event (**C**). This eliminates responses **A** and **B**. The rest of the message indicates that the "atascos" are a summer phenomenon and involve beaches, so it is not true that the determining factor is an announcement (**D**).

3. Según el pasaje, para eludir el atasco en la carretera de la Coruña, el locutor propone que se tome:
- A. las calles principales a la playa.
  - B. la carretera de Valencia.
  - C. la carretera de Castilla.
  - D. la nueva autopista de peaje.

**Correct Response: C.** Significant details of a message are usually indicated explicitly, so it is important to compare all the responses to references in the message. If unfamiliar vocabulary is used, contextual clues may facilitate identifying details. The first sentence indicates that there is major congestion on "las principales vías de salida de Madrid que se extienden a las playas mediterráneas," so response **A**, the main exit road, cannot be the way to avoid the congestion. The announcement indicates that the biggest problems are on the highways to la Coruña and to Valencia, so **B** is incorrect. The last sentence indicates that the construction of a new toll road (**D**) is close to the beaches, not on a road leaving Madrid. In the sentence that mentions the Castilla highway, the speaker recommends it as an option for avoiding congestion (**C**).

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el diálogo que sigue; luego conteste las dos preguntas a continuación. Escuchará el diálogo dos veces.**

*(You will hear on the recording:)*

**male:** Paulina, ¿vas a asistir al seminario en octubre? Como somos miembros de esta organización de educadores, tenemos derecho a un descuento por inscribirnos temprano. A lo mejor, terminamos siendo colegas en esta escuela, sería una gran oportunidad para estar con otra persona conocida.

**female:** Pepe, no estoy segura de si quisiera asistir este año – sería la cuarta vez que he pasado el otoño en un seminario. Me gustaría explorar otras opciones profesionales para el próximo verano pero esta ganga puede convencerme.

**male:** Tengo el anuncio en mi oficina y podemos confirmar la fecha para conseguir esta rebaja.

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

4. ¿Cuál de las siguientes opciones es la idea principal de este diálogo?
- A. conversar sobre planes profesionales para el próximo verano
  - B. explorar un descuento máximo por estar afiliados de esta organización
  - C. beneficiarse por inscribirse temprano en el seminario
  - D. decidir qué seminarios ofrece esta organización

**Correct Response: C.** The main idea of a dialogue is stated in the dialogue and supported by relevant details. In this conversation, the reduced price for early registration (**C**) is mentioned three times. Paulina mentions that she might prefer a summer activity (**A**), but does not go into detail and Pepe speaks only of the fall conference. Pepe states that they are both members of the organization, so **B** is incorrect, and only one conference, not the choice of conference (**D**) is mentioned.

5. En este diálogo se puede asumir que:
- A. Paulina no va a este seminario por tener otras prioridades inmediatas.
  - B. Pepe tiene que convencer a Paulina para que asista.
  - C. Paulina prefiere viajar en el otoño.
  - D. Pepe nunca ha asistido solo a otras conferencias en el pasado.

**Correct Response: B.** Conclusions, inferences, and predictions take into account all the information and opinions presented in a dialogue. Response **A** is incorrect because Paulina's possible other plans would be for next summer, and she seems to be complaining about always going to a conference in the fall, so **C** is not a logical choice. Although Pepe says it would be nice to know someone else at the conference, there is no evidence for response **D**. Pepe is trying to persuade Paulina to attend (**B**), because he follows up his opening question with two reasons why it would be a good idea for Paulina to register for the conference now, and when she says she may be persuaded by the discount, Pepe encourages her to come check the deadline despite her reservations.

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el diálogo que sigue; luego conteste las dos preguntas a continuación. Escuchará el diálogo dos veces.**

*(You will hear on the recording:)*

**female:** Hola, Ricardo. ¿Qué haces aquí en la sección de libros de cocina?

**male:** Ay, Tamia, tratando de bregar con un problema alimenticio y culinario. Tú sabes cómo me gustan los granos, pero se me ha salido una alergia al trigo, y la cebada me está cayendo pesadísima.

**female:** ¡Qué suerte tienes que yo sea boliviana! . . . porque la gente de mi tierra tiene una solución nutritiva y económica a tu dilema.

**male:** Bueno, dime, porque ya me estoy cansando de arroz y más arroz.

**female:** Es un grano, cuyos orígenes son del altiplano, la quínoa. Aunque tiene el tamaño de una semilla de sésamo, tiene un valor nutritivo más alto que cualquier otro grano.

**male:** Te creo todo eso, . . . pero lo más seguro es que sepa a paja o a aserrín.

**female:** No, no; es deliciosa, y puedes cocinar con ella cualquier plato que hagas con cualquier otro grano. Puedes hacer pilau, ensaladas, sopas y hasta postres.

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

6. ¿Cuál de los siguientes granos le recomienda la muchacha al amigo?
- A. el trigo
  - B. la cebada
  - C. el arroz
  - D. la quínoa

**Correct Response: D.** Determining significant details in an oral dialogue requires close listening to establish what each speaker says. In her third remark, Tamia recommends quinoa (**D**). She says nothing about the other grains that Ricardo mentions (**A**, **B**, and **C**).



7. Según el diálogo, este grano puede ser útil porque ahora:
- A. ofrece un alimento alternativo a los que son alérgicos a comidas tradicionales.
  - B. los bolivianos pueden preparar los mismos platos que se preparan usando granos tradicionales.
  - C. se reconoce como una buena fuente de proteína completa para los vegetarianos.
  - D. los bolivianos pueden cultivar este grano en el altiplano en mayor cantidad.

**Correct Response: A.** Conclusions, inferences, and predictions take into account all the information and opinions presented in a dialogue. Although all four responses are true of quinoa and Tamia states or alludes to all of them, her motivation in talking about quinoa is to offer an alternative to Ricardo because he is allergic to wheat (**A**), making quinoa particularly "útil" for Ricardo.

(You will see in the test booklet and hear on the recording:)

**Escuche atentamente el diálogo que sigue; luego conteste las dos preguntas a continuación. Escuchará el diálogo dos veces.**

(You will hear on the recording:)

**female:** Buenas tardes, señor. Acabo de escuchar el anuncio que encontraron una cartera en el almacén. Es probable que sea la mía. La mía tiene mis iniciales, JMG.

**male:** Sí, claro, señora. ¿Puede decirme por qué piensa que la cartera es la suya?

**female:** Estaba en el tercer piso del almacén y quería devolver una bufanda que no me gustó y cambiarla por otra. Por eso necesitaba mostrar una copia del recibo que estaba en mi cartera. Al cambiarla, firmé otro recibo al dependiente. Me apuré y decidí poner todas mis compras en una bolsa. Estoy segura que dejé mi cartera en el mostrador.

**male:** ¿Puede identificar algo más de su cartera?

**female:** Déjeme ver . . . había 50 euros en efectivo, dos tarjetas de crédito, mi licencia de conducir y una receta nueva para mi alergia.

**male:** Bueno, esta cartera es definitivamente la suya. Me alegro de que se la hayamos podido devolver.

**female:** Gracias.

**Ahora conteste las dos preguntas.**

(You will see in the test booklet:)

8. Según el diálogo, ¿cuál de las siguientes afirmaciones aseveraciones es cierta sobre la cartera de la mujer?
- A. Contiene dos tarjetas de crédito.
  - B. Se la dejó en la oficina.
  - C. Se la dejó en una bolsa.
  - D. Contiene el recibo de la receta.

**Correct Response: A.** Significant details in a dialogue are usually indicated explicitly, so it is important to compare all the responses to references in the message. When the female speaker lists the contents of her wallet, the second item she mentions is two credit cards (**A**). She also includes a new prescription in the list, but no receipt (**D**). She has already said that she thinks she left the wallet on the counter, so responses **B** and **C** are incorrect.

9. Según el diálogo, ¿cuál de las siguientes opciones es más apropiada para comenzar esta conversación?
- A. "Señora, ya hemos cerrado la oficina."
  - B. "Señora, ¡Qué suerte! Todo está en oferta."
  - C. "Señora, tenemos carteras de todos los colores."
  - D. "Señora, ¿en qué puedo servirle?"

**Correct Response: D.** The customary greetings, questions, or comments that speakers use in social situations vary depending on the situation, cultural context, and the relationship between speakers. This dialogue involves a store employee and a customer who is seeking help in finding her wallet. Response **A** is not appropriate because there is no indication of rushing or encountering resistance in the customer's explanation of her problem in her first remarks and because the dialogue continues in a matter-of-fact way and at length. Response **B** is incorrect because this is clearly not a selling situation for the store employee. Response **C** is not a logical opening remark because the employee cannot know that the customer is inquiring about a wallet. Response **D** is a customary greeting that a store employee would use with a shopper in an office or at a counter.

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el diálogo que sigue; luego conteste las dos preguntas a continuación. Escuchará el diálogo dos veces.**

*(You will hear on the recording:)*

**male:** Isabel, ya nos estamos acercando al área donde nos dijeron que estaba la estación.

**female:** Paco, mira el mapa y dime si puedes encontrar la calle San Antonio. Ahora estamos en la Avenida Robles y la entrada de la estación de trenes debería estar a mano izquierda en esa calle.

**male:** Isabel, no la veo y tampoco la calle. ¿Estás segura de que la estación queda en la calle San Antonio?

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

10. ¿Cuál de las siguientes aseveraciones describe mejor la idea principal de este diálogo?
- A. el leer un horario de trenes
  - B. el conducir en la Avenida Robles
  - C. el procurar un mapa
  - D. el encontrar dónde está la calle San Antonio

**Correct Response: D.** The main idea of a dialogue is stated in the dialogue and supported by relevant details. Since the speakers have been told that the train station is "en la calle San Antonio" it is most important that they find that street (**D**). There is no mention of train times or of driving conditions on Avenida Robles, so responses **A** and **B** are incorrect. Response **C** is incorrect because it is clear that Paco has a map at hand.

11. Se puede inferir que la relación entre los hablantes es:
- A. una conductora de autobuses y un pasajero.
  - B. una turista y un taxista.
  - C. dos amigos.
  - D. una mujer policía y un peatón perdido.

**Correct Response: C.** The relationship between speakers in a conversation is indicated by content, level of formality, choice of vocabulary, and idiomatic expressions as well as by tone of voice. In this dialogue, the speakers address each other using first names as well as the "tú" form, which would not be appropriate in a professional situation, so responses **A**, **B**, and **D** are incorrect and response **C** is the only logical choice.

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el diálogo que sigue; luego conteste las dos preguntas a continuación. Escuchará el diálogo dos veces.**

*(You will hear on the recording:)*

**male:** ¿Y adónde vas a ir de vacaciones este verano?

**female:** Mmmmm . . . no sé. La verdad es que quiero unas vacaciones diferentes.

**male:** ¿Cómo vas a saber? Has viajado tanto que ya no tienes sueños acerca de lugares que no hayas visitado.

**female:** ¡Mentira! Mira: me gustaría visitar un lugar que no sea muy turístico, tranquilo y que no tenga que visitar ni museos ni monumentos históricos.

**male:** Eso es fácil, vete a un lugar que tenga playa.

**female:** No sé, quiero ver algo más que mar y arena. ¿Podrías ayudarme a encontrar algo que responda a mis deseos?

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

12. Según el diálogo, ¿cuál de las siguientes opciones es la respuesta más apropiada a lo que dice la mujer?
- A. Desde luego, la ciudad ofrece muchas cosas y te va a gustar.
  - B. Por supuesto, conozco un lugar tranquilo y con actividades de ecoturismo.
  - C. Ay, claro, yo viajaré contigo porque me encantan los museos.
  - D. Bueno, gracias por la invitación. Nos vamos a divertir mucho en las vacaciones.

**Correct Response: B.** An appropriate response within a conversation will be consistent with the content and the level of formality and politeness observed in the conversation. The female speaker has asked the male to help her find a vacation destination, and in response **B**, the male agrees to help and makes a suggestion. Responses **C** and **D** would be appropriate responses to an invitation, but there is no invitation communicated here. Response **A** is not logical because there has been no mention of a city.

13. ¿Cuál de las siguientes opciones mejor describe el tono de la mujer en este diálogo?
- A. deprimido
  - B. nervioso
  - C. dudoso
  - D. preocupado

**Correct Response: C.** The tone or mood of a speaker is conveyed in an oral message by its level of formality, its content, and choice of vocabulary as well as the way it is spoken. The subject of this dialogue is the choice of a vacation destination, content that would normally not be associated with feeling depressed (**A**), nervous (**B**), or worried (**D**), and the female speaker says nothing to communicate any of those feelings. She does express uncertainty about where to go, so response **C** is the most appropriate description of her mood.

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación. Escuchará el pasaje dos veces.**

*(You will hear on the recording:)*

No es fácil estar al día con las demandas laborales y familiares y, además, encontrar tiempo para uno mismo. La vida parece fuera de control y la tranquilidad mental es un concepto foráneo. Sin embargo, es posible lograr un equilibrio razonable entre el trabajo, la familia y uno mismo. Por supuesto, habrán días en que el equilibrio se altere, eso es parte normal de la vida. Lo importante, entonces, es detenerse a pensar qué cosas son importantes y cómo darle a esas cosas el tiempo que merecen. De esta manera, usted podrá tener más tiempo para sus seres queridos y para actividades que sean satisfactorias y divertidas.

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

14. Según el pasaje, ¿cuál es el primer paso para encontrar un equilibrio entre las demandas laborales y familiares?
- A. ejercer control sobre la vida personal
  - B. buscar la paz mental, tanto personal como la de toda la familia
  - C. dar prioridad a las cosas que son más importantes
  - D. sacar más tiempo para estar con los seres queridos

**Correct Response: C.** Significant details of a message are usually indicated explicitly, so it is important to compare all the responses to references in the message. If unfamiliar vocabulary is used, contextual clues may facilitate identifying details. The message describes life as seeming "fuera de control" and does not promise that taking control is possible (response **A**). Both **B** and **D** are desirable outcomes or goals, but neither is a concrete first step. Response **C** corresponds to the suggested thought process introduced by "Lo importante" as the way to manage competing demands.



15. Es más probable que se dirija este pasaje a:
- A. estudiantes de secundaria.
  - B. personas jubiladas.
  - C. personas que trabajan.
  - D. estudiantes universitarios.

**Correct Response: C.** The intended audience of this message is indicated explicitly in the opening reference to "las demandas laborales y familiares," so response **C** is correct. High school and college students (**A** and **D**) and retired people (**B**) are not subject to the pressures of balancing employment and family life.

*(You will see in the test booklet and hear on the recording:)*

16. **Escuche atentamente el pasaje que sigue. Escuchará el pasaje dos veces.**

*(You will hear on the recording:)*

Cuando era niña, siempre íbamos de vacaciones a una isla con toda la familia y con mis abuelos también. Esos recuerdos me traen a la memoria los momentos más felices que pasé con mi hermano y mi hermana, con quienes me divertía mucho en la playa o en casa inventando juegos y actividades para pasar el tiempo. Era la única oportunidad de conocer a mis primos, que vivían lejos de nosotros y venían cada dos años para compartir un tiempito con nuestros abuelos y con nosotros. Durante treinta años, he visitado la casa que construyeron mis abuelos de vez en cuando, a veces muy a menudo y a veces con años entre visitas. Hace poco se murieron mis abuelos, y no podemos decidir qué hacer con la casa. Ahora todos mis hermanos y primos viven lejos y casi no la visitan. Pero todavía tiene un significado muy importante para todos.

**Ahora conteste la pregunta.**

*(You will see in the test booklet:)*

La hablante tiene tantos sentimientos por la casa de sus abuelos porque:

- A. tiene buenas memorias de su niñez allí.
- B. le gusta reunirse con sus primos y sus hermanos allí.
- C. le gusta visitar a sus abuelos en la casa.
- D. visita la casa de sus abuelos con mucha frecuencia.

**Correct Response: A.** A speaker's assumptions or point of view may be stated explicitly as well as indicated by the choice of supporting details and arguments. At the beginning of the passage, the speaker explicitly mentions her childhood and her memories of family vacations (**A**). Responses **B** and **C** are incorrect because both are stated as ongoing activities in the present, and she states that the grandparents are no longer alive and that her siblings and cousins almost never go to the vacation house. She says that her visits to the house over a period of thirty years were not consistently frequent, and there is no indication that this has changed in the present (**D**).

*(You will see in the test booklet and hear on the recording:)*

17. **Escuche atentamente el pasaje que sigue. Escuchará el pasaje dos veces.**

*(You will hear on the recording:)*

Gracias por llamar a la oficina de admisiones. Este mensaje incluye información que le ayudará en el proceso de solicitud de ingreso a la universidad. Primero, es importante que rellene el formulario por completo. No se procesarán solicitudes que no incluyan toda la información requerida. Segundo, la clínica de la universidad deberá recibir copias de todos sus datos personales y el nombre de su médico personal. Finalmente, cuando hayamos recibido todo, nuestra oficina le llamará para coordinar su visita al campus, y una entrevista con un representante de la oficina de admisiones. Después de la entrevista, nuestra oficina se comunicará con usted en tres semanas. Si lo aceptamos como estudiante, es importante que envíe el depósito de su matrícula a nuestra oficina lo más pronto posible para asegurar su ingreso. Si tiene preguntas adicionales, por favor permanezca en la línea hasta que uno de nuestros asistentes lo atienda.

**Ahora conteste la pregunta.**

*(You will see in the test booklet:)*

Según el pasaje, le va a llamar la oficina de admisiones para concertar una visita cuando:

- A. haya recibido el formulario.
- B. se hayan satisfecho todos los requisitos.
- C. haya sido recibido el depósito.
- D. la oficina se haya comunicado con el médico.

**Correct Response: B.** The timing and order of events can be indicated by explicit references to time and by verb tenses. In this message, the use of "Finalmente" precedes the statement about the time when the office will call (**B**). "Primero" makes it clear that completing the form and submitting medical information, responses **A** and **D**, are steps in the process. Response **D** is also incorrect because the message does not mention any communication between the admissions office and the candidate's doctor. The deposit (**C**) is to be made after acceptance, which will happen three weeks after the visit.

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el diálogo que sigue; luego conteste las dos preguntas a continuación. Escuchará el diálogo dos veces.**

*(You will hear on the recording:)*

**female:** ¡Apúrate, Adolfo! Nuestra reservación es a las siete y media, y ya son las siete.

**male:** Ya lo sé, Marcela, y te pido disculpas.

**female:** ¿En cuánto tiempo estarás listo? Nuestros hijos ya están esperándonos.

**male:** En unos quince minutos. ¿Por qué no llamas a ver si pueden mantener la reservación hasta las ocho?

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

18. ¿Cuál de las siguientes palabras mejor describe la relación entre los hablantes?
- A. amigos
  - B. hermanos
  - C. esposos
  - D. colegas

**Correct Response: C.** The relationship between speakers in a conversation is indicated by content, level of formality, choice of vocabulary, and idiomatic expressions as well as by tone of voice. The use of "tú" and the sharp command "¡Apúrate, Adolfo!" indicate an intimate family relationship, so responses **A** and **D** are less likely than **B** and **C**. Marcela says that their children are already waiting "Nuestros hijos ya están esperándonos," so Marcela and Adolfo are not siblings, (**B**). The only logical response is **C**.

19. Según el diálogo, se infiere que Adolfo y Marcela podrían:
- A. pedir una mesa más grande en el restaurante.
  - B. conseguir su reservación esta noche.
  - C. llamar a otro restaurante para pedir una reservación esta noche.
  - D. perder su mesa en el restaurante.

**Correct Response: D.** Conclusions, inferences, and predictions take into account all the information and opinions presented in a dialogue. Neither the size of the group nor the size of the table are mentioned (**A**), and no other restaurant is mentioned (**C**). It is clear that they already have a reservation, so response **B** is not logical. The male speaker suggests that they call to ask the restaurant to hold the reservation until 8:00 since they will not arrive by 7:30, so it is logical to infer that they could lose their table by being late (**D**).

*(You will see in the test booklet and hear on the recording:)*

**Escuche atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación. Escuchará el pasaje dos veces.**

*(You will hear on the recording:)*

¡Atención! Por favor, no se estacione ni deje su vehículo solo delante de la terminal. Esta es zona limitada, sólo para dejar pasajeros que necesitan ir al mostrador, o para aquéllos que tienen sus tarjetas de embarque y desean despachar su equipaje. Si desea pasar al área de espera, proceda al primer nivel, junto al área de entrega de equipajes.

**Ahora conteste las dos preguntas.**

*(You will see in the test booklet:)*

20. Según el pasaje, la razón más probable por la cual los pasajeros pueden despachar su equipaje al borde de la acera es que:
- A. tienen cómodo acceso a la terminal.
  - B. deben despachar su equipaje antes de acercarse al mostrador.
  - C. consiguen sus tarjetas de embarque antes de entrar a la terminal.
  - D. ya tienen sus tarjetas de embarque.

**Correct Response: D.** Conclusions, inferences, and predictions take into account all the information and opinions presented in a message. The message states that the area is limited to dropping off passengers who need to go to the counter and to "aquellos que tienen sus tarjetas de embarque y desean despachar su equipaje" (D). Having convenient access to the terminal (A) has no connection with being able to check baggage at the curb. The sequence in response B—checking baggage before going to the counter (most likely to check in and get a boarding pass)—is not logical, and there is no indication that boarding passes are distributed outside the terminal (C).

21. ¿Cuál de las siguientes oraciones es más probable que sea una de las intenciones del locutor en este anuncio?
- A. dar instrucciones de cómo llegar a la terminal
  - B. aconsejar sobre las zonas de estacionamiento
  - C. hacer una advertencia sobre los vehículos desatendidos
  - D. informar cómo recuperar el equipaje en el área de entrega

**Correct Response: C.** Determining the intent of a speaker may require that the listener consider implied motivation as well as explicit information. This announcement would be heard by drivers outside an airport terminal, so response **A** is incorrect. The opening word "¡Atención!" is consistent with a warning about unattended vehicles and the message explicitly states the only two legitimate uses of the area (correct response **C**). It can be implied that there are parking areas elsewhere, but the message does not give information or recommendations about them (**B**) and baggage claim is mentioned only as a location with no instructions as to its use (**D**).

*(You will see in the test booklet and hear on the recording:)*

22. **Escuche atentamente el pasaje que sigue. Escuchará el pasaje dos veces.**

*(You will hear on the recording:)*

¡Hola! En este momento, no nos encontramos en la oficina, pero nos importa mucho responder a sus preguntas. Por favor, escuche las siguientes opciones para dejar su mensaje en el buzón apropiado, y nos comunicaremos con usted lo más pronto posible. Para hacer una cita con un médico, pulse el número 1; para solicitar una receta en la farmacia, pulse el número 2; para una referencia a un especialista, pulse el número 3; para preguntas sobre su seguro o relacionadas con su cuenta, pulse el número 4; para otros asuntos, pulse el número 5. Gracias por su paciencia y que pase un buen día.

**Ahora conteste la pregunta.**

*(You will see in the test booklet:)*

Probablemente se escucha este mensaje en:

- A. una farmacia.
- B. un dentista.
- C. un veterinario.
- D. una clínica.

**Correct Response: D.** Indications of the social or cultural context of an oral message include its level of formality, its content, and choice of vocabulary as well as the way it is spoken. The reference to "una cita con un médico" would not apply to a pharmacy or a dentist's office (responses **A** and **B**). Although there may be veterinary practices that have a pharmacy and deal with insurance (**C**), those services are more commonly found in a health center or "clínica" (**D**).



(You will see in the test booklet and hear on the recording:)

23. **Escuche atentamente el diálogo que sigue. Escuchará el diálogo dos veces.**

(You will hear on the recording:)

**male:** Paco no se ha levantado esta mañana, Adriana. Sabes que él tiene que tomar un examen en su clase de historia en una hora y no puede perderlo. Ahora, no será posible que él tome el autobús porque el último salió hace 20 minutos.

**female:** Manolo, él me ignoró cuando traté de despertarlo. Se acostó muy tarde anoche, dando prioridad a sus videojuegos en vez de estudiar. Además, lo conoces bien, siempre aprovecha dormir lo más tarde posible.

**male:** ¡Claro que sí lo conozco bien! ¡Más que nada me parece que Paco prefiere hacerse el dormido en vez de llegar a tiempo para su examen de historia!

**Ahora conteste la pregunta.**

(You will see in the test booklet:)

Según el diálogo, ¿qué significa la frase *hacerse el dormido*?

- A. dormir bien
- B. pretender estar dormido
- C. tener insomnio
- D. caminar sonámbulo

**Correct Response: B.** The meaning of an idiom or other figurative language may depend to some extent on the context in which it is used. Here the speakers are discussing the priorities and choices that have resulted in Paco's being in danger of missing a history test. Paco is not suffering from insomnia or sleepwalking (**C** and **D**). Response **A** is not logical—if Paco preferred to sleep well, he would not stay up late playing video games. Correct response **B** is consistent with the speakers' portrayal of Paco as having made the choice not to be prepared and on time for his history test.

(You will see in the test booklet and hear on the recording:)

**Escuche atentamente el diálogo que sigue; luego conteste las tres preguntas a continuación. Escuchará el diálogo dos veces.**

(You will hear on the recording:)

**female:** Ay, Eduardo. ¡Qué suerte que nos encontremos esta tarde! Estaba por telefonearte para . . .

**male:** Bueno, Rosalía. Estoy contento de verte también. Sabes, tengo buenas noticias de la solicitud que entregué. Me ofrecieron una entrevista.

**female:** Sí, claro, son buenas noticias. ¡Felicitaciones! Pero, ¿recuerdas los folletos de la compañía que te presté antes de que entregaras la solicitud?

**male:** Por supuesto, pero no puedo discutir esos detalles mientras esté tan alegre por mis buenas noticias.

**female:** Eduardo, por favor, los necesito ahorita porque esta semana yo voy a solicitar un puesto administrativo allá también. ¿Cuándo puedo contar con ellos? Me parece que estoy esperando a que las ranas críen pelo.

**male:** Está bien, está bien. Te los devuelvo en cuanto pueda.

**Ahora conteste las tres preguntas.**

(You will see in the test booklet:)

24. ¿Cuál de las siguientes opciones explica mejor la frase *esperar a que las ranas críen pelo*?
- A. tener éxito
  - B. llegar tarde
  - C. esperar mucho
  - D. estar preocupado

**Correct Response: C.** The meaning of an idiom or other figurative language may depend to some extent on the context in which it is used. Rosalia speaks with a sense of urgency about needing Eduardo to return brochures to her. Clearly she feels as though she is having to wait a long time (C). She does not feel successful (A), is not talking about going somewhere and arriving late (B), and is expressing impatience and annoyance, not worry (D).

25. ¿Cuál de las siguientes oraciones describe mejor la actitud de Eduardo para con Rosalía en la conversación?
- A. Se interesa por los pensamientos de ella.
  - B. No presta atención a lo que dice ella.
  - C. Expresa indiferencia hacia las preguntas de ella.
  - D. Se siente molesto porque ella no lo llamó.

**Correct Response: B.** The tone or mood of a speaker is conveyed in an oral message by its level of formality, its content, and choice of vocabulary as well as the way it is spoken. Eduardo is completely focused on his own good news. Responses **A** and **D** both suggest that Eduardo is concerned with Rosalia's thoughts and actions, but he is not. He does acknowledge Rosalia's questions with minimal responses, so his attitude is not indifferent (**C**). However, his statement that he can't discuss minor details and his promise to return the brochures whenever he can demonstrate that he has not been paying attention to Rosalia's urgent request (**B**).

26. Cuando Eduardo le devuelva los folletos a Rosalía, ella podrá:
- A. obtener un puesto en esta compañía.
  - B. conseguir una entrevista en una semana.
  - C. saber más detalles de la compañía.
  - D. aceptar su nuevo puesto administrativo.

**Correct Response: C.** A prediction for the possible outcome of a situation discussed in a spoken dialogue should be consistent with the information expressed in the dialogue. Rosalia needs the brochures back because she is going to apply for a job at the company this week. Response **D** is incorrect because she has not had a job offer. Getting a job (**A**) or being invited for an interview (**B**) may or may not happen once Rosalia has the brochures. She will, however, be able to learn details about the company after Eduardo returns the brochures to her (**C**).

**Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.**

Buñol, España, es un pueblo con más de 50 mil años de historia de ocupaciones romanas, árabes y francesas. Sin embargo, hoy en día se conoce por La Tomatina, celebración de poco más de 60 años de tradición. A fines de agosto comienzan a llegar al pueblo de 9.000 habitantes una invasión de unos 30 o 40 mil turistas. Las 200 toneladas de tomates muy maduros que se necesitan para esta batalla de verduras de una hora de duración las provee el ayuntamiento. En 1945, durante un desfile comunal se desató una batalla campal cuyos proyectiles fueron las hortalizas de los puestos del mercado. El episodio fue tan memorable que desde entonces se celebra anualmente La Tomatina en la plaza del pueblo, y miles de personas luchan con proyectiles de tomates muy maduros y aplastados hasta que las autoridades dan la orden de cese.

27. Según el pasaje, La Tomatina comenzó a celebrarse hace:
- A. más de 50 mil años.
  - B. 200 años.
  - C. poco más de 60 años.
  - D. 9.000 años.

**Correct Response: C.** Significant details of a passage are usually indicated explicitly, and if unfamiliar vocabulary is used, contextual clues may facilitate identifying details. Each of the responses includes a figure that is used in the text; however, response **A** refers to the age of the village, response **B** refers to the number of tons of tomatoes used, and response **D** refers to the number of inhabitants in the village. The correct response, **C**, is taken from the phrase in the passage that refers to the age of the Tomatina, "celebración de poco más de 60 años."

28. La ironía de la situación en el pasaje es que:
- A. un pueblo con tanta tradición histórica se conozca por La Tomatina.
  - B. vengan tantos turistas a un pueblo tan pequeño.
  - C. La Tomatina se celebre anualmente en la plaza del pueblo.
  - D. en un pueblo pacífico se festeje una lucha.

**Correct Response: A.** Figures of speech and other stylistic choices highlight and reinforce the author's perceptions and may reinforce the reader's understanding of the emotional or sensory content of the passage. Irony uses contrasts or opposites to highlight incongruities or inconsistencies that run counter to the reader's expectations. Here the author begins with a summary of the 50,000-year history of the village of Buñol before introducing its most famous event, "sin embargo," which is only 60 years old (**A**). There is contrast as well between the size of the village and the number of tourists (**B**), however the irony is expressed more subtly. There is no irony or incongruity in the fact that the battle happens every year (**C**) and the author does not refer to the village as peaceful (**D**).

**Lea atentamente el pasaje que sigue; luego conteste las tres preguntas a continuación.**

14 de marzo 2008

Señora Laura Mendoza  
Plaza Mayor #5, puerta 2A  
Lima, Perú

Estimada Sra. Mendoza:

Hemos concluido con el proceso de revisión del Programa de Becas de la Universidad Central. Lamento comunicarle que no le hemos otorgado la beca a la que usted se postuló. Sin embargo, el Comité quiere comunicarle lo mucho que ha apreciado su solicitud.

Tan pronto como obtenga su título, esperamos que consulte las ofertas laborales de nuestras diferentes sedes. Nos gustaría, además, compartir sus intereses en las áreas de enseñanza e investigación con comités de búsqueda en áreas relacionadas a la suya.

Todos los miembros del Comité queremos agradecerle el habernos dado la oportunidad de conocer su investigación. Le deseamos éxito en su trabajo académico.

Atentamente,

Luis Méndez  
Director del Consejo de Investigaciones

29. ¿Cuál es el propósito principal de esta carta?
- A. animar a la Sra. Mendoza a solicitar una beca el próximo año
  - B. felicitar a la Sra. Mendoza por su calidad académica
  - C. comunicar la negación de una beca solicitada por la Sra. Mendoza
  - D. informar a la Sra. Mendoza sobre posibles ofertas de trabajo

**Correct Response: C.** The main idea of a passage is stated in the text and supported by relevant details. The first paragraph states clearly that the committee has finished reviewing grant applications and is sorry to refuse funding to Sra. Mendoza (**C**). The letter goes on to encourage Sra. Mendoza to check job listings after she finishes her degree (**D**) and offers to spread the word about her work with other committees, implying that her work is of high quality (**B**), but these references are somewhat vague. Finally, the committee wishes her success, but Sr. Méndez does not mention any future possibilities for funding (**A**).

30. Es más probable que una consecuencia de que la Sra. Mendoza termine su carrera universitaria sea que:
- A. la hagan miembro del comité de revisión de programas de becas.
  - B. tenga más oportunidades de empleo en esa agencia.
  - C. tenga más posibilidades de que le den esa beca.
  - D. le otorguen una beca en otra área de investigación.

**Correct Response: B.** The timing and order of events can be indicated by explicit references to time and by verb tenses or explanations. Response **B** is the most likely since Sr. Méndez encourages Sra. Mendoza to look at job listings after she finishes her degree. Although he says he would like to share information about her research with search committees in related areas, this is in the context of postgraduate employment, not research funding (**D**). There is no reference to committee membership or possible future funding (**A** and **C**).



31. ¿Cuál de los siguientes adjetivos mejor describe el tono de esta carta?
- A. coloquial
  - B. informal
  - C. formal
  - D. jocoso

**Correct Response: C.** The tone or mood of a passage is conveyed by its level of formality, content, and choice of vocabulary as well as its context and the way it is composed. This is a formal letter from an academic committee (**C**). Sr. Méndez addresses Sra. Mendoza as "usted" and uses appropriately professional vocabulary in well-formulated sentences. It would be inappropriate for the writer to use a colloquial, informal, or joking tone in such a text (**A, B, D**), and although the letter is encouraging, it is impersonal.

Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.

A: Nuestros Clientes

De: Martín@verdesi.com

Tema: Una Invitación Personal

La Conferencia sobre Tecnologías Ecológicas está dirigida a las empresas y personas que estén interesadas en aumentar la eficacia energética y reducir el consumo de energía. Si les interesa asistir, por favor envíennos su nombre y dirección. Por primera vez, un aliciente: la entrada es gratuita si se inscribe por la red. Pueden hacerlo desde [www.verdesi.com/conferencia/gratuita.html](http://www.verdesi.com/conferencia/gratuita.html). ¡Pueden estar seguros de que no daremos su información a otras empresas!

La conferencia está planeada con fines educativos y en ella se exponen varios aspectos del tema de la ecología. Este año, se centrará en la eficacia de las "energías verdes", la producción de la "energía verde", las inversiones corporativas y las iniciativas gubernamentales. Otros seminarios que continúan los temas del año pasado son el papel del viento en las tecnologías verdes, las energías renovables, la huella de carbón, el reciclaje y los biocombustibles. Además, hemos agregado exhibiciones de tecnologías del año pasado para reducir al mínimo la producción de basura o agentes contaminantes.

¡Esperamos verlos a todos ustedes!

Nicolás Martínez  
Martín@verdesi.com

32. ¿Cuál de las siguientes opciones representa uno de los seminarios nuevos este año en la conferencia?
- A. la disminución de contaminantes del medio ambiente
  - B. el reciclaje corporativo
  - C. el viento como energía renovable
  - D. las iniciativas ecológicas gubernamentales

**Correct Response: D.** Significant details of a passage are usually indicated explicitly, and if unfamiliar vocabulary is used, contextual clues may facilitate identifying details. This question asks the reader to identify a conference session that is new for this year. Response **A** is mentioned as the subject of an "exhibición" not a "seminario," and response **B** is not mentioned at all. Response **C** refers to a session that will continue a theme from last year. Only response **D** figures in the list of this year's conference themes.

33. ¿Cuál de las siguientes opciones describe mejor la intención del autor al ofrecer un incentivo?
- A. proporcionar la posibilidad de matricularse en persona
  - B. asegurar que un público más amplio reciba el anuncio
  - C. atraer un mayor número de participantes este año
  - D. demostrar la disponibilidad de páginas Web para inscribirse

**Correct Response: C.** Determining the intent of a writer may require that the reader consider implied motivation as well as explicit information. By offering free participation in the conference for online registrants and providing the web address in this e-mail, the author is making registration for the conference as appealing and easy as possible. The logical result would be a larger number of attendees than in the past (**C**). Rather than providing instructions or encouragement for registering in person (**A**), the message promotes the alternative. Nothing in this message refers to the distribution of this e-mail (**B**), and the enthusiastic ending makes it clear that the writer hopes to get readers to sign up, not just to explore the registration page (**D**).

**Lea atentamente el pasaje que sigue; luego conteste las tres preguntas a continuación.**

Los huevos son un alimento de alto contenido nutritivo, lo que significa que éstos proveen una alta proporción de las necesidades diarias de nutrientes a la vez que constituyen una baja proporción de las necesidades calóricas. Son una fuente excelente de proteína de alta calidad. De hecho, los huevos son uno de los pocos alimentos que dan fuentes naturales de vitamina D. El color de la cáscara no tiene nada que ver con el valor nutritivo, calidad o sabor del huevo. Las gallinas de diferentes razas ponen huevos de diferentes colores. Un huevo grande constituye el 10% del valor diario basado en una dieta de 2.000 calorías. Debido a su alta cantidad de proteína, los huevos están clasificados en la Guía de la Pirámide Alimenticia en la misma categoría que la carne roja, las aves, el pescado, los frijoles secos y las nueces. La yema y la clara tienen muchos minerales nutritivos que se necesitan consumir a diario e incluyen el fósforo, el hierro, el cobre, el magnesio, etc. La yema contiene toda la grasa, el colesterol y el 44% de la proteína del huevo.

Además de ser una fuente de nutrición para todas las personas de todas las edades, los huevos no son caros, son fáciles de adquirir y fáciles de preparar. Sin embargo, hay que conservar los huevos con cuidado. Es necesario almacenar los huevos en el refrigerador hasta cocinarlos. Aunque se los cocine bien, no se debe arruinar su valor nutritivo cocinándolos con grasa adicional. Es preferible hervirlos en vez de freírlos.

34. Según este pasaje, se puede resumir que los huevos tienen:
- A. todas las vitaminas naturales.
  - B. proteína de alta calidad que le provee toda la cantidad requerida a diario.
  - C. muchas sustancias nutritivas.
  - D. más proteína compleja que la carne roja, el pescado, las aves y los frijoles.

**Correct Response: C.** Significant details of a passage are usually indicated explicitly, so it is important to compare all the responses to references in the text. If unfamiliar vocabulary is used, contextual clues may facilitate identifying details. Response **A** is incorrect because the passage mentions only vitamin D. The passage states that eggs contain high quality protein and that they are in the same food group as red meat, fish, poultry, and beans, but it does not indicate the percentage of the daily recommended quantity of protein that an egg contains (**B**) and does not compare the protein content of eggs to the other foods in the same category (**D**). Response **C** correctly summarizes the information in this passage about the nutritional content of eggs.

35. Según este pasaje, ¿cuál de las siguientes acciones disminuye los beneficios para la salud de los huevos?
- A. cocinarlos añadiendo grasa
  - B. comerlos con otros tipos de proteína
  - C. conservarlos en el refrigerador
  - D. comer solamente la yema

**Correct Response: A.** Significant details of a passage are usually indicated explicitly, and if unfamiliar vocabulary is used, contextual clues may facilitate identifying details. In the next-to-last sentence, cooking eggs with additional fat is presented as a way to "arruinar su valor nutritivo," so response **A** is correct. There is no mention of combining eggs with other forms of protein in the passage (**B**), and storing eggs in the refrigerator is recommended without reference to the health benefits of eggs (**C**). The passage states that the yolk contains only 44% of the protein, so it is possible to infer that eating only yolks would reduce the health benefits of eggs (**D**), but the passage explicitly states the deleterious effect of cooking with added fat, so **A** is the best response.

36. ¿Cuál de las siguientes aseveraciones es el punto de vista del autor en este pasaje?
- A. Un huevo contiene toda la grasa necesaria en una dieta diaria.
  - B. El sabor de un huevo es el mismo independientemente del color de la cáscara.
  - C. El sabor y el color mejoran al hervir un huevo.
  - D. Un huevo provee toda la cantidad requerida de proteínas complejas.

**Correct Response: B.** A writer's assumptions or point of view may be stated explicitly as well as indicated by the choice of supporting details and arguments. Response **B** paraphrases the fourth sentence of the passage and thus clearly represents the author's point of view. The author does discourage cooking eggs with added fat, but makes no claim that an egg contains a full day's allowance of fat (**A**). Responses **C** and **D** are not stated, implied, or supported in the passage.

**Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.**

Señor Jorge Bustamante  
Calle Sandoval, 28  
Valparaíso, Chile

Estimado Señor Bustamante:

Como Ud. ha demostrado ser muy buen cliente, quisiéramos hacerle una oferta especial. Le ofrecemos un teléfono gratis (tras el reembolso por correo) al activar una línea de servicio adicional en un plan de llamadas calificado. Esta es una excelente oferta ¡y sólo tiene que llamar al número indicado abajo!

Este teléfono le encantará y viene con las últimas tecnologías:

- Mensajes de texto
- Cámara digital
- Correo electrónico
- Juegos y tonos agradables
- Uso sin límite durante la noche y el fin de semana

Acepte su teléfono con cámara llamando al 1-800-422-1272. No se demore, llame hoy mismo para recibir todo.

Atentamente,

Mercedes Jiménez  
Directora Ejecutiva

37. Según el pasaje, el señor Bustamante recibió esta carta de Mercedes Jiménez porque él:
- A. solía enviar mensajes electrónicos por teléfono.
  - B. ya tenía una cuenta telefónica corriente con esta compañía.
  - C. había expresado interés por recibir ofertas especiales de esta compañía.
  - D. quería conseguir otro teléfono con muchas funciones.

**Correct Response: B.** Significant details of a passage are usually indicated explicitly, and if unfamiliar vocabulary is used, contextual clues may facilitate identifying details. The opening line of the letter establishes that Sr. Bustamante is already a customer of this telephone company (**B**). Responses **A**, **C**, and **D** may be true, but there is no reference to them in the letter.

38. Según el pasaje, el señor Bustamente conseguirá su teléfono con tal que:
- A. pida un reembolso de la compañía hoy día.
  - B. compre minutos ilimitados.
  - C. active una línea de servicio adicional.
  - D. envíe un correo electrónico a la directora.

**Correct Response: C.** Conclusions, inferences, and predictions take into account all the information and opinions presented in a passage. The second sentence of the letter explicitly states that activating an additional service line (**C**) on a qualifying calling plan is the action required in order to receive a free telephone. The customer must reimburse the company for shipping costs, so response **A** is incorrect. There is no mention of buying unlimited minutes (**B**) in the letter, and response **D** is incorrect because the letter instructs Sr. Bustamante to respond by telephone, not e-mail.



**Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.**

Se invita a aquellos miembros de la asociación SML que lleven más de tres años de afiliación a enviar propuestas al Consejo Editorial del PSML, sobre publicaciones poco conocidas y que atraigan la atención de un amplio número de lectores. Especialmente se busca material de archivo de cualquier período y en cualquier idioma que no exceda las 9.000 palabras. Además, si el documento no está escrito originalmente en inglés y si el proponente desea traducirlo o elegir al traductor de su preferencia (quien también debe ser miembro del SML), la propuesta debe incluir una muestra de 1.000 palabras de la traducción; de no ser así, el traductor será elegido por los miembros del Consejo Editorial. El Consejo Editorial será el encargado de aceptar o rechazar las propuestas.

39. ¿Cuál de los siguientes documentos debe entregarse al pasar la primera etapa de este pasaje?
- A. una copia del documento
  - B. una muestra de la posible traducción
  - C. un resumen del documento
  - D. un permiso del autor para publicarlo

**Correct Response: B.** Determining significant details and the timing and order of events requires attention to explicit references, verb tenses, and explanations. The passage is a request for suggestions of documents. The form in which the suggestions are to be submitted is not specified, so responses **A** and **C** are incorrect. The passage does request a sample translation of 1,000 words for documents that were not originally written in English (**B**). The passage does not mention copyright or author's permission (**D**).

40. Es más probable que se dirija este pasaje:
- A. al Consejo Editorial de la asociación SML.
  - B. a los miembros nuevos de la asociación SML.
  - C. a cualquier miembro que desee hacer una propuesta.
  - D. a los miembros establecidos en la asociación.

**Correct Response: D.** The intended audience of this passage is indicated explicitly in the first sentence, "aquellos miembros de la asociación SML que llevan más de tres años de afiliación" (**D**). New members (**B**) and any member (**C**) are thus not included in the invitation. Response **A** is incorrect because the invitation is being issued by, not to, the editorial council.

Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.

El Colegio Notarial

- busca profesores con experiencia destacada como notarios/as en la elaboración de los Índices Informatizados y
- personas licenciadas que deseen adquirir experiencia en este campo

El candidato

- debe estar muy familiarizado/a con los documentos notariales y aquellos contenidos relevantes para el Índice Informatizado.
- pasará a formar parte de un equipo de personas especializadas en la elaboración de los Índices.

Salario depende de la experiencia del candidato

41. Se puede resumir que el Colegio Notarial:
- A. licencia a personas que tienen experiencia con los Índices.
  - B. busca gerentes que deseen dirigir un equipo de elaboración.
  - C. necesita personas que puedan enseñar informática a otros candidatos.
  - D. provee instrucción a personas que deseen elaborar Índices.

**Correct Response: D.** An accurate summary of a passage should contain only events, information, and opinions expressed in the passage and reflect the order and logical connections among events. Although the first part of this notice states that the Colegio Notarial is seeking teachers with experience as notaries creating computerized indices, the job description in the second section states that the candidate will become part of a team specializing in the creation of computerized indices, not providing instruction (**C**). Response **A** is incorrect because the notice does not mention granting diplomas. Response **B** is incorrect because the Colegio Notarial seeks team members, not managers. The correct response, **D**, corresponds to the second bullet point in the notice: since the Colegio is seeking to hire people with diplomas who wish to acquire experience in creating indices, it is logical to conclude that the Colegio will be providing instruction to them.

42. Es más probable que la audiencia para este pasaje sean personas que:
- A. se han graduado recientemente del Colegio Notarial.
  - B. consideran cambiar sus puestos en informática.
  - C. están altamente calificadas en informática.
  - D. han trabajado para el Colegio Notarial antes.

**Correct Response: C.** The intended audience of this message is indicated by the phrase "experiencia destacada" in the first bullet point, since a person with outstanding experience or a diploma is highly qualified (**C**). The notice does not specify that candidates have any previous connection at the Colegio Notarial (**A** and **D**). The notice is addressed to people with deep experience in working with computerized indices as well as to graduates who wish to gain experience in this field. Neither group is likely to be currently employed in and seeking to move out of some other area of computer science (**B**).

43. **Lea atentamente el pasaje que sigue; luego conteste la pregunta a continuación.**

La vida cotidiana del pueblo del estado de California incluye el frecuente fenómeno de los temblores y las sacudidas que los acompañan. En California, los temblores están vinculados con las fallas geológicas. Los terremotos ocurren cerca de las fallas porque la corteza de la Tierra está formada por placas independientes que están separadas por sistemas de fallas. Estas placas tectónicas están siempre en movimiento, pero estos movimientos son normalmente lentos e imperceptibles. Cuando una de las placas se mueve bruscamente contra otra se registra un terremoto. La ciudad de San Francisco se encuentra cerca de un sistema de fallas que demarca el borde oeste de la placa norteamericana. Aunque la litósfera está sujeta a movimientos regulares cerca de las fallas, afortunadamente muy pocos llegan a un nivel de terremoto destructivo.

Según el pasaje, ¿cuál de las siguientes opciones es la razón por la cual la mayoría de los seísmos en California no son destructivos?

- A. La mayoría de los terremotos ocurren a gran profundidad y por eso las vibraciones no causan temblores perceptibles en la superficie.
- B. La mayoría de los seísmos ocurren en lugares deshabitados donde el daño es mínimo.
- C. La mayoría de los movimientos de las placas tectónicas son lentos y constantes y los temblores no pueden percibirse.
- D. La mayoría de los movimientos de las placas tectónicas no están asociados con las fallas geológicas.

**Correct Response: C.** Conclusions, inferences, and predictions take into account all the information and opinions presented in a passage. The correct response, **C**, corresponds to the fourth and fifth sentences of the passage, which state that tectonic plates move constantly but slowly and imperceptibly and that a noticeable earthquake occurs when there is sudden contact between plates. Response **D** contradicts the second sentence of the passage, and response **A** is also illogical since the plates form the crust or surface of the Earth. The only specific area subject to earthquakes that is mentioned in the passage is the city of San Francisco, so the reference to "lugares deshabitados" in response **B** does not reflect the content of the passage.

**Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.**

Ser vegetariano significa no comer ningún producto animal, ni pescado, ni aves. Hay muchos estudios que demuestran los beneficios para la salud de una dieta vegetariana en vez de una de carne. Algunos se preocupan de que una dieta vegetariana no pueda cumplir con los requisitos nutritivos del cuerpo humano. Por ejemplo, los que no comen ni carne, ni huevos, ni productos lácteos, pueden desarrollar un déficit de vitamina B12, que abunda en la carne. La realidad es que es fácil mantener una dieta balanceada que garantice una cantidad suficiente de proteínas con productos y raíces, como el miso y el tempeh, que crecen en la tierra.

44. Según este pasaje, una persona que sigue un régimen vegetariano:
- A. debe eliminar productos lácteos.
  - B. tiene que tomar un suplemento vitamínico.
  - C. necesita proteínas complejas.
  - D. puede estar sana por comer verduras y raíces.

**Correct Response: D.** Conclusions, inferences, and predictions take into account all the information and opinions presented in a passage. The passage is not proscriptive, so response **A** is incorrect. Although the passage mentions the risk of vitamin B12 deficiency in vegetarians who consume no animal products, it does not mention supplements (**B**). The concluding sentence of the passage is restated in the correct response, **D**. Response **C** contradicts response **D**.

45. ¿Cuál de las siguientes oraciones describe mejor la intención del autor de este pasaje?
- A. exponer los beneficios de un régimen vegetariano
  - B. aclarar ideas equivocadas sobre dietas vegetarianas
  - C. resumir las razones por las cuales se debe tomar vitaminas
  - D. persuadir al público de que deje su régimen de carne

**Correct Response: B.** Determining the intent of an author may require that the reader consider implied motivation as well as explicit information. In this passage, almost equal space is devoted to explaining some of the criticisms of vegetarianism in the section beginning, "Algunos se preocupan...". The author responds to the concerns beginning with the phrase, "La realidad es...", which demonstrates his intention to correct misconceptions (**B**). This balanced presentation is not characteristic of the sort of polemic text that corresponds to responses **A** and **D**. Since the author does not mention supplements and states that a plant-based diet can be balanced and sufficient in protein, response **C** is incorrect.

**Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.**

Buenos Aires, una ciudad metropolitana de influencia europea, se abre a orillas del Río de La Plata. Es una gran selva urbana con avenidas tan importantes como la calle Santa Fe y la Avenida Corrientes, la calle que nunca duerme. En este lugar se hace una gira gastronómica mundial, especialmente con restaurantes italianos que ofrecen platos típicos y representativos de la Argentina. También hay lugares como los cafés de la Plaza Dorrego y los restaurantes-bodegones donde se come el mejor asado y se disfruta del mejor vino en copas distintas, costumbre muy italiana entre los porteños. La capital es un centro financiero y cultural de vanguardia, y a la vez, se mantiene la variedad de edificios en un ambiente histórico. En cuanto al diseño de su arquitectura, los amantes del urbanismo la categorizan como un ícono de referencia internacional. La capital es además escenario de museos bien conocidos como el Museo de Arte Latinoamericano. Allí hay obras significativas de Joaquín Miró y Frida Kahlo. Igualmente la capital ofrece museos especializados como el Museo de Eva Perón y el Museo del Cine.

46. ¿Cuál de los siguientes adjetivos refleja mejor el tono del autor en este pasaje?
- A. crítico
  - B. preventivo
  - C. suplicante
  - D. tentador

**Correct Response: D.** The tone or mood of a passage is conveyed by its level of formality, content, and choice of vocabulary as well as its context and the way it is composed. Here the content and vocabulary are exclusively descriptive and laudatory, possibly tempting the reader to visit Buenos Aires (**D**). The absence of any negative or contentious content makes response **A** incorrect, and since there is no mention of dangers or risks, response **B** is also incorrect. The author does not beg the reader to do anything (**C**).



47. Según el pasaje, *ícono de referencia internacional* implica que Buenos Aires:
- A. es una ciudad cosmopolita que recibe al extranjero y lo incita a divertirse allí con los porteños.
  - B. tiene un estilo arquitectónico que refleja las influencias tradicionales y, a la vez, es precursor de lo contemporáneo.
  - C. se compara a otras grandes ciudades mundiales donde hay influencias contemporáneas, culturales y artísticas similares.
  - D. ofrece una variedad de cocinas mundiales preparadas al estilo porteño.

**Correct Response: B.** Figures of speech and other stylistic choices highlight and reinforce the author's perceptions and may reinforce the reader's understanding of the emotional or sensory content of the passage. The author's use of "ícono" to emphasize the uniqueness of the architecture of Buenos Aires conveys the significance of its combination of "vanguardia" and "variedad" in an "ambiente histórico," and its importance as a world capital (**B**). Response **A** refers to the social life of the city and **D** to gastronomy rather than to its architecture. By referring to Buenos Aires as an icon, the author stresses its singularity, not its similarity to other cities (**C**).

**Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.**

¿Por qué la sal es un problema? El cloruro de sodio, o más comúnmente llamado sal, retiene el agua en el cuerpo, lo que hace que las piernas se hinchen, que los pulmones se llenen de fluidos y que el corazón funcione con más intensidad. Aunque le parezca difícil, con unos pocos cambios, se puede transformar un régimen con alto contenido de sal a uno que tenga bajo contenido de sal y que además sea sabroso. De pronto, se dará cuenta que la reducción de comidas con alto contenido de sal podrá mejorarle la salud y estimularle las papilas gustativas.

Para controlar la ingestión de sal, debe seguir estas recomendaciones:

- Escoja comidas como las carnes frescas, verduras y frutas de temporada y que tengan naturalmente un bajo contenido de sal.
- Cocine sus comidas favoritas con poca sal o sin sal adicional.
- Use una mezcla de especias con bajo contenido de sal que agregue sabor y sazón.
- Disminuya el consumo de los alimentos procesados que incluyen las comidas preparadas o congeladas "con sal agregada" en el supermercado o en los almacenes.

48. Es más probable que se dirija este pasaje a:
- A. los fabricantes de comida procesada.
  - B. los entrenadores.
  - C. los interesados en la salud.
  - D. los cocineros.

**Correct Response: C.** The intended audience of this message is indicated by the list of recommendations. The suggested actions would be part of an individual's or a family's daily life, not a particular commercial or professional activity (**A** and **B**). Only two of them refer to cooking, so response **D** is only partially correct. Response **C** is the most inclusive and general of the options.

49. Según este pasaje, el punto de vista del autor es que:
- A. el adoptar una dieta de alto contenido de sal no será fácil para muchas personas.
  - B. los sabores de las comidas cambian para muchas personas cuando se elimina el alto contenido de sal de una dieta.
  - C. las comidas de bajo contenido de sal no están disponibles fácilmente en todos los sitios.
  - D. el adquirir la costumbre de usar alimentos sustituidos con bajo contenido de sal beneficia la salud a largo plazo.

**Correct Response: D.** A speaker's assumptions or point of view may be stated explicitly as well as indicated by the choice of supporting details and arguments. Response **D** corresponds best to the concluding sentence of the opening paragraph of the passage, in which the author summarizes his reasoning in favor of reducing consumption of salt before providing suggestions. Response **A** refers to a fact that the author acknowledges in passing. Response **B** states a point that the author uses as a positive argument—reducing salt can stimulate the taste buds, so although flavors may change, a reduced-salt diet is still "sabroso." Although the adjective "difícil" may refer to the scarcity of foods containing less salt in some places, the author does not explicitly mention, much less emphasize, this potential obstacle to changing to a more healthful diet (**C**).

**Lea atentamente el pasaje que sigue; luego conteste las dos preguntas a continuación.**

La vanguardista casa Lineski ha lanzado al mercado una nueva línea que hará subir las temperaturas de las pistas del mundo entero.

El esquí de tonos escarlata *Rayo* combina la suave flexibilidad de sus múltiples sectores anteriores y posteriores con la necesaria rigidez de su revolucionario refuerzo central. Ligerero, y aun así todo terreno, el *Rayo* favorece el movimiento biomecánico natural del pie.

Y para dar todavía más tono al esquí carmesí, Lineski ha producido la bota de slalom *Alada*, única en su género en precisión, equilibrio, y velocidad. La posibilidad de flexionar la parte anterior del pie se cuenta entre sus muchas ventajas.

Y es que no hay mejor modo de saludar a la estación invernal que con un juego de esquís del color de la pasión.

50. Según el pasaje, se puede inferir que el propósito es proveer:
- A. una descripción literaria de ficción.
  - B. un mensaje publicitario.
  - C. un manual de instrucciones.
  - D. un texto de divulgación científica.

**Correct Response: B.** The theme or purpose of a passage is conveyed by content and choice of vocabulary as well as by the way it is composed. This passage contains descriptions of skis and boots from a new product line. The language is laudatory and vivid, and creates an alluring image of the products with many strong adjectives (vanguardista, suave, multiples, necesaria, revolucionario, única) consistent with a goal of publicity and selling (**B**). Although there are references to the engineering, design, and biomechanics of the new skis and boots, these are used as supporting details and not the focus of the passage (**D**). No specific instructions are given (**C**). The style of the passage is somewhat literary in its repeated and varied evocations of the color red, but it is clear that the subject is a real product, not a fictional creation (**A**).

51. ¿Cómo debe interpretarse la expresión, *una nueva línea que hará subir las temperaturas de las pistas del mundo entero*?
- A. El color vivo y la novedad harán popular a este producto.
  - B. El producto se podrá usar en cualquier montaña.
  - C. Las ventajas tecnológicas del producto aumentarán su precio.
  - D. Este producto permitirá esquiar incluso cuando la nieve se derrita.

**Correct Response: A.** Figures of speech and other stylistic choices highlight and reinforce the author's perceptions and may reinforce the reader's understanding of the emotional or sensory content of the passage. This expression cleverly engages the reader's curiosity. Raising the temperature on ski slopes all over the world is a dramatic notion, and here it introduces the series of references to the (hot) color red throughout the text up to the final phrase, "del color de la pasión." It evokes excitement about the skis as well as their color (**A**) rather than any of the concrete aspects of the skis stated in responses **B** and **D**. There is no reference in the passage to the cost of the skis or the boots (**C**).

52. **Lea atentamente el pasaje del *Soneto al Rey Nuestro Señor* de Hernando de Acuña; luego conteste la pregunta a continuación.**

Ya se acerca señor, o es ya llegada  
La edad gloriosa, en que promete el cielo  
Una grey, y un pastor, solo en el suelo,  
Por suerte a vuestros tiempos reservada.

Ya tan alto principio en tal jornada  
Os muestra el fin de vuestro santo zelo,  
Y anuncia al mundo para más consuelo  
Un Monarca, un Imperio y una Espada.

Se puede inferir que el tema primordial de este poema es:

- A. la glorificación reflejada en el orgullo patriótico.
- B. imágenes que conectan la política con la naturaleza.
- C. énfasis en la idea de unidad bajo control militar.
- D. una visión del mundo estable y armoniosa.

**Correct Response: A.** The theme or purpose of a passage is conveyed by content and choice of vocabulary as well as by the way it is composed. Figures of speech and other stylistic choices highlight and reinforce the author's perceptions and may reinforce the reader's understanding of the emotional or sensory content of the passage. This passage begins and ends with non-standard syntax, with the subject following the verb in the opening and closing sentences, thus emphasizing "La edad gloriosa" and "Un Monarca, un Imperio y una Espada" (**A**). References to nature are minimal and do not clearly allude to politics (**B**). The sword in the final line is not sufficient to establish military control as the central theme of this passage (**C**) and there is no strong evocation of stability and harmony (**D**).

53. **Lea atentamente el pasaje que sigue; luego conteste la pregunta a continuación.**

El sacramento del bautismo, aparte de todo lo que significa para la iglesia, creó uno de los vínculos afectivos más fuertes que existen en la cultura de América Latina: el compadrazgo. El compadrazgo es una institución en el pueblo que parte con la elección de los compadres, la que se hace algunas veces entre parientes, como para reforzar lazos familiares, y otras veces entre los amigos. Son parientes que tienen un papel muy importante en la vida familiar de los hispanos y por eso están encargados de velar por la educación de los hijos en el lamentable caso del fallecimiento prematuro. Las personas que aceptan esa enorme responsabilidad lo hacen porque les une un gran afecto a los padres del bebé a quien van a bautizar. Hay diferentes tipos de compadrazgo: *Compadre/Comadre de boquilla* y *Compadre/Comadre de barriga*. Éste comienza con el embarazo, es decir se le ha entregado el niño antes de su nacimiento y lleva obligaciones. Aquél es cuando dos personas acuerdan llamarse compadres sin compromiso mayor.

Según el pasaje, ¿cuál de las siguientes aseveraciones explica mejor la importancia fundamental del compadrazgo?

- A. Crea una afiliación familiar que honra a la persona que cuida a los niños.
- B. Demuestra la unidad entre familias a la que las personas dan prioridad.
- C. Asegura a los hijos que sus padres les han proporcionado lo necesario para la vida.
- D. Destaca la importancia de conectar lazos familiares con la educación y el cuidado de los hijos.

**Correct Response: D.** An author's assumptions or point of view may be stated explicitly as well as indicated by the choice of supporting details and arguments. In the second and third sentences, the author makes a connection between being a significant relative or friend and taking responsibility for the care and upbringing of children (**D**). The text emphasizes the responsibilities rather than the honor of being a godparent (**A**). The priority is not to demonstrate family ties (**B**), and although godparents accept responsibility for the child's care if the parents die, choosing godparents does not ensure that the parents have provided all the necessities of life (**C**).

54. Comprehensible-input activities in a third-year Spanish language class would typically include activities in which students interpret second-language information that is:
- A. slightly above their current knowledge level.
  - B. at a knowledge level equal to their current second-year understanding.
  - C. slightly below their current knowledge level.
  - D. at a first-year knowledge level that they can easily understand.

**Correct Response: A.** Comprehensible input is a concept central to Stephen Krashen's theories of language acquisition, in particular to his Input Hypothesis, according to which language acquisition occurs when the learner understands input (i) containing structures slightly beyond the learner's current level of proficiency (i+1) as described in response **A**. For a third-year Spanish language class, the input described in responses **B**, **C**, and **D** would not present a challenge and so understanding it would not lead to language acquisition.



55. Stephen Krashen hypothesized that second-language acquisition can be inhibited by:
- A. proactive interference of the primary language.
  - B. overextension of single words to cover concepts.
  - C. affective filtering during communication.
  - D. limitations imposed by fixed developmental sequences.

**Correct Response: C.** According to Krashen's Affective Filter Hypothesis, anxiety, motivation, and self-confidence are affective factors that can affect language acquisition. In the case of anxiety or low motivation, the learner may have a mental block—or affective filter—that impedes language acquisition (**C**). Responses **A** and **B** refer to cognitive processes that Krashen associates with language learning as opposed to language acquisition. Krashen is also more concerned with order of acquisition, his Natural Order Hypothesis, than with stages of development (**D**).

56. A child learning English as her first language produces the word *drived* to indicate the past tense of *drive*. The child's use of the word *drived* most likely results from the child's:
- A. out-of-context imitation of overheard speech.
  - B. misunderstanding of the past tense.
  - C. overgeneralization of a previously learned rule.
  - D. imaginative exploration of language.

**Correct Response: C.** A verb form such as "drived" is not used by proficient native speakers, so a child would not hear and then imitate it (A). Furthermore, "drived" is close enough to correct verb forms such as "walked" or "pushed" that it is unlikely to be the random product of playing around with language (D). The single word "drived" is not sufficient evidence for misunderstanding of the past tense (B); evidence for that would come from the context in which the word was used (e.g., "Nana drived home tomorrow" as opposed to "Nana drove home last night"). Adding the ending "-ed" to an English verb to create the past tense is a valid morphological process, and changing "drive" to "drived" is an example of overgeneralization, the overextension of a previously learned rule (C).

57. Which of the following goals and strategies for second-language teaching would be the best way to take advantage of similarities between first- and second-language acquisition?
- A. encouraging the development of an extensive vocabulary through writing and dictionary usage
  - B. developing native-like pronunciation and grammatical accuracy through drills
  - C. encouraging communication of meaning through holistic learning methods
  - D. developing a sophisticated understanding of literature through intensive reading

**Correct Response: C.** First-language acquisition occurs before the learner is able to read or write, so neither **A** nor **D** represents or exploits a similarity between first- and second-language acquisition. Repetition and the focused practice that drills provide can improve pronunciation and mastery of fixed phrases (**B**), and although they may figure in some learners' first-language acquisition, they are typical of language learning situations, which differ from the extended process of first-language acquisition. Intrinsic to both first- and second-language acquisition is the process of expressing, understanding, and negotiating meaning through language in the context of interaction with others, as described in response **C**.

58. Providing direct instruction in the grammar of a language and making corrections to a learner's mistakes are most likely to be helpful to:
- A. young children learning a first language.
  - B. adults in the process of learning a new language.
  - C. young children being raised to speak two languages.
  - D. adults learning to speak a different dialect of their first language.

**Correct Response: B.** Many adult language learners find direct grammar instruction helpful since they are usually comfortable with analytical thinking and may become anxious in the absence of explanation of language patterns (**B**). Whether direct grammar instruction is necessary or helpful for language acquisition, as opposed to language learning, is a point of controversy. However, direct grammar instruction does not promote first- or second-language acquisition by young children because it does not mesh well with their stage of cognitive development (**A** and **C**). In the case of adults learning to speak a different dialect of their native language, the differences between the two versions of the language are likely to be in vocabulary and pronunciation, not grammar (**D**).

59. Which of the following best characterizes the comprehension stage of second-language development?
- A. production of partially correct structures when speaking
  - B. inconsistent use of correct grammatical constructions
  - C. speaking in simplified but accurate sentences to express ideas
  - D. interpretation of the language with little or no production

**Correct Response: D.** Response **D** expresses the essential element of the comprehension stage of second-language development. According to Stephen Krashen's input hypothesis, the process of working to understand input that is slightly more complex than the learner's level of mastery leads to language acquisition, and this is a receptive and perhaps silent process. Although the types of language production described in responses **A**, **B**, and **C** may occur during the comprehension stage, they are concurrent, not central, to comprehension.

60. In second-language acquisition, intermediate proficiency is characterized by which of the following properties?
- A. dependence on props for communicating
  - B. ability to negotiate meaning in conversation and other daily interactions
  - C. cautious use of vocabulary limited to concrete objects and simple phrases
  - D. reading and speaking skills similar to those of a native speaker

**Correct Response: B.** Response **B** best represents the intermediate level of proficiency as described in documents such as the Massachusetts Foreign Languages Curriculum Framework and the ACTFL Proficiency Guidelines 2012. Responses **A** and **C** describe novice-level proficiency, and response **D** corresponds to a distinguished or superior level in the ACTFL Proficiency Guidelines.

61. A high school Spanish teacher is teaching a course that includes students with many different backgrounds, experiences, and learning styles. Which of the following types of assignments would best accommodate the diverse needs of the students?
- A. exercises from the students' textbook
  - B. cooperative and collaborative assignments
  - C. individual Internet and computer work
  - D. presentational projects prepared at home

**Correct Response: B.** Well-designed cooperative and collaborative assignments (**B**) include opportunities for a wide range of students to apply and improve their skills and understanding, with a variety of tasks or steps necessary in order to complete a process or a product that requires contributions from each student. Having a diverse group of students complete the same textbook exercises (**A**) will most likely simply highlight strengths and weaknesses. Assigning individual Internet and computer work (**C**) could accommodate varied interests and strengths, but would not address the students' need to develop interpersonal communication skills. Presentational projects to be prepared at home (**D**) usually make differences in ability and the extent and type of resources and support that each student has at home more apparent, and also do not exploit the opportunities for group interaction that the classroom offers.

62. In which of the following ways could a Spanish teacher apply concepts of language acquisition and literacy development to help students understand a newspaper article in Spanish?
- A. conducting pre-reading activities with students before they read the article
  - B. providing students with an English translation of the article
  - C. asking students questions about significant details after they have finished reading the article
  - D. directing students to take turns reading the article aloud to a partner

**Correct Response: A.** At the intermediate level, students often find newspaper articles and other authentic materials intimidating at first, but the experience of negotiating meaning with an appropriate level of support can build confidence and motivation in addition to promoting language acquisition. When the teacher identifies unfamiliar vocabulary in the document that is either essential to the topic or a potential roadblock for the students, and then presents these words to the students before they read the text, students are able to work more comfortably to grasp the content of the text (**A**). Providing an English translation (**B**) sidesteps the process of negotiating meaning for the students. Reading the article aloud (**D**) may be useful for gaining familiarity with the text, but, again, it does not require students to fully engage in the process of understanding the text. Response **C** is an effective way to build on comprehension to promote analytical skills.



63. Which of the following sentences is grammatically correct?
- A. Manolo estaba eufórico porque se había elegido a este puesto municipal.
  - B. Manolo estaba eufórico por haber sido elegido para este puesto municipal.
  - C. Manolo estaba eufórico a causa de haber elegido a este puesto municipal.
  - D. Manolo estaba eufórico por haberse elegido a este puesto municipal.

**Correct Response: B.** In response **B**, the passive voice is used correctly to say that Manuel is "eufórico" to have been elected to or chosen for a municipal office. In response **C**, the verb form, active past infinitive, indicates that Manuel has chosen a municipal office, and the "a" should not follow "elegido." Responses **A** and **D** are incorrect because the reflexive passive cannot be used if the subject of the passive verb is a person.

64. Which of the following sentences correctly combines the two sentences below while preserving the meaning of the original sentences?

Los estudiantes no han contestado todas las preguntas. No hay por qué darles una buena nota.

- A. Los estudiantes no han contestado todo, como consecuencia no sacarán buenas notas.
- B. Los estudiantes han contestado todo, como resultado no tendrán buenas notas.
- C. Como consecuencia de no haber contestado todo, los estudiantes obtendrán buenas notas.
- D. Hay razón para darles buenas notas porque contestaron todo.

**Correct Response: A.** The original sentences establish that the students did not answer everything and implies that they will not receive good grades because there is no reason why they should. Response **A** is the only version that communicates this situation and the logical connection between the two original sentences. Responses **B** (Students have answered everything so they will receive bad grades), and **C** (As a consequence of not having answered everything, students will receive good grades) are illogical. Response **D** expresses the contrary of what the two original sentences convey.

65. In Spanish, some nouns can function as adverbs when they are preceded by which of the following words?
- A. sumamente
  - B. muy
  - C. con
  - D. más

**Correct Response: C.** Responses **A**, **B**, and **D** are adverbs, which can modify verbs or adjectives but not nouns. A noun preceded by "con" can indicate the manner of doing something (e.g., "Abuelita nos saludó con gran alegría") and thus function as an adverb (**C**).

66. Which of the following changes corrects an error in the sentence below?

Me di cuenta que no he apagado el teléfono celular cuando estaba para empezar el concierto a las dos de la tarde.

- A. Me di cuenta → Me daba cuenta
- B. he apagado → había apagado
- C. estaba → estuvo
- D. de → por

**Correct Response: B.** Response **B** uses the pluperfect tense correctly to indicate that the speaker had not turned off his cell phone before the moment when he realized it. Response **A** is incorrect in using the imperfect tense because realizing something is the sort of momentary, completed action that the preterite verb "Me di cuenta" expresses. The preterite "estuvo" in response **C** is incorrect because the sentence refers to an ongoing condition and describes the concert and thus requires the imperfect tense, "estaba." In telling time, the preposition "de" precedes the part of the day ("de la mañana, de la noche"). "Por" is used when discussing what happened during a part of the day, so **D** is not an appropriate change.

67. Which of the following options is a more accurate way to restate the question in the dialogue below?

Camarero: Tenemos todo tipo de mariscos: almejas, camarones, cangrejos y langostas.

Cliente: ¿En cuál método están cocinados?

- A. ¿Cómo los preparan?
- B. ¿De qué manera en la que los prepara?
- C. ¿Cómo se los prepara?
- D. ¿Podría hacerme el favor de explicar cómo las prepara?

**Correct Response: A.** Response **A** uses the appropriate direct object pronoun ("los"), and the implied subject of "preparan" would be an indefinite "they" (e.g., the cooks, "ustedes"). In the construction "en la que" used in response **B**, the use of the relative pronoun is both incorrect and redundant, since it has already been used at the beginning of the question. In response **C**, "se" represents a third-person indirect object—the equivalent of "for him," "for her," or "for them." In this conversation, the client would probably ask, "¿Cómo me los prepara?" ("How do you prepare them for me?") The pronoun "las" in response **D** is incorrect as a replacement for either the masculine plural noun "mariscos" or the list of mixed gender nouns "almejas, camarones, cangrejos y langostas."

68. Which of the following options corrects the sentence below?

El perro se escapó de la puerta después de la niña lo dejó abierto.

- A. El perro se escapaba por la puerta después de que la niña la dejaba abierta.
- B. El perro se escapó de la puerta cuando la niña la había abierto.
- C. El perro se escapaba de la puerta cuando la niña la ha abierto.
- D. El perro se escapó por la puerta después de que la niña la dejó abierta.

**Correct Response: D.** The errors in the sentence are "de" (which should be "por"), the omission of "que" after "después de," and "lo" used to replace "la puerta." Both preterite verbs, "escapó" and "dejó," express discrete completed past actions. Response **A** correctly uses "por la puerta" and "después de que" but incorrectly changes both verbs to imperfect. Response **B** retains "de la puerta" and has the girl simply opening the door rather than leaving it open, and the verb forms used in response **C** make it illogical ("The dog was escaping from (not "por"—"through") the door when the girl opened it"). Response **D** corrects the three errors in the original sentence and retains the correct verb forms.

69. Which of the following sets of demonstrative pronouns correctly completes the sentence below?

Bolívar y San Martín son dos héroes de la independencia sudamericana. \_\_\_\_\_ era argentino, \_\_\_\_\_, venezolano.

- A. Éste / ése
- B. Éste / aquél
- C. Eso / aquello
- D. Ése / aquél

**Correct Response: B.** The masculine singular indefinite demonstrative pronouns ("eso" and "aquello") are used to refer to an unknown thing, not to an identified person such as Bolívar or San Martín, so response A and C are incorrect. The definite demonstrative pronouns "este" and "aquel" are used to refer to previously mentioned nouns and to indicate their order in the previous mention. The one mentioned first, the former, will be represented by a form of "aquel" because it is more distant in time (or, on paper, in space) and the one mentioned second, the latter, will be represented by a form of "este." In addition, "este" is always used before "ese" or "aquel." Thus the first blank requires "Este" to represent the Argentinian hero San Martín, so response D is incorrect. Response B correctly completes the sentence.

70. Which of the following sets of words correctly completes the dialogue below?

Dependiente: Buenas tardes, señor. ¿\_\_\_\_\_?

Cliente: Me gustaría ver las camisas que están rebajadas, señora. ¿Las tiene de lino y de algodón?

Dependiente: Sí, señor. Las tenemos. \_\_\_\_\_ en el probador que está detrás del cajero.

- A. ¿En qué puedo servirle? / Pruébatelas
- B. ¿Qué buscas Ud.? / Ud. puede ponérselas
- C. ¿Hay algo que busque? / Póngaselas
- D. ¿En qué puedo servirle? / Ud. puede probárselas

**Correct Response: D.** The correct words, phrases, or clauses to complete a sentence or passage are consistent with the structures and vocabulary in the text as well with the situation represented. In a conversation between a store clerk and a customer, polite or formal address is appropriate, and conventional greetings and language may be used. Responses **A** and **D** begin with an appropriate stock question; response **C** is less conventional, but still appropriate. Response **B** incorrectly pairs the familiar "tú" verb form with "Ud." and the question is too abrupt and direct for the situation. For the second blank, response **A** is inappropriate because of the familiar object pronoun and the use of the command form. Response **C** is also inappropriate due to use of the command form. Response **D** is the correct response because both parts are grammatically correct and maintain the appropriate level of politeness in wording and structure.



71. Which of the following options correctly transforms the sentence below into an affirmative sentence?

Nunca veía a nadie en ese teatro por la tarde.

- A. Veía a todos en ese teatro por la tarde.
- B. Siempre veía a alguien en ese teatro por la tarde.
- C. Tampoco veía a todos en este teatro por la tarde.
- D. Veía a alguien en ese teatro por la tarde.

**Correct Response: B.** The original sentence contains two negative expressions, "nunca" and "nadie," which both must change in order to transform the sentence into the affirmative. Affirmative counterparts for "nunca" include "siempre," "con frecuencia," and "a menudo," and "nadie" can be used to negate "todos," "alguien," or other references to people. Responses **A** and **D** are incomplete because there is no temporal expression to replace "nunca." Response **B** correctly replaces both negations. Response **C** includes the negative expression "tampoco" and so is still a negative sentence and also does not correspond to the meaning of the original sentence.

72. Which of the of the following sentences contains an example of the sound [ŋ] as in the English word *singing*?
- A. Están nerviosos.
  - B. Son famosas.
  - C. Han ganado.
  - D. Prefieren mudarse.

**Correct Response: C.** In responses **A**, **B**, and **D**, the /n/ at the end of the third-person plural verb form is an alveolar nasal sound, [n] in the International Phonetic Alphabet (IPA). This pronunciation changes to the velar nasal [ŋ] when /n/ is followed by the velars [x], [k], [g], or [ɣ] as in "Han ganado" (**C**).

73. In which of the following words is the first letter pronounced in some Spanish-speaking areas like /h/ in the English word *hockey*?
- A. hambre
  - B. jirafa
  - C. gordo
  - D. hombro

**Correct Response: B.** Responses **A** and **D** begin with /h/, a letter that is never pronounced in Spanish. The initial /g/ in response **C** precedes the vowel /o/ and, as before the vowels /a/ and /u/, has a sound approximating the hard /g/ in English. Before /e/ or /i/, /g/ has the sound [x] which resembles the /h/ in the English word "hockey." In response **B**, "jirafa" is pronounced [xi'rafa] and so is the correct response.

74. Which of the following sets of Spanish words best completes the sentence below with a meaning equivalent to the English words underlined in the first sentence?

Barbara decided to study law with that group of distinguished faculty.

Bárbara decidió estudiar \_\_\_\_\_ con ese grupo de distinguidos \_\_\_\_\_.

- A. derecho / profesorados
- B. leyes / facultad
- C. ley / facultades
- D. derechos / profesorado

**Correct Response: A.** The English noun "law" has two equivalents in Spanish, "la ley" denoting a rule or statute, and "el derecho" which refers to the study of laws and rights or to a right or prerogative. The plural, "los derechos," is the equivalent of English "rights" as in "rights and privileges" or "human rights" ("los derechos humanos") (**D**). At a university, one studies "derecho" (**A**), and law school is "la facultad de derecho." The English noun "faculty," meaning teaching staff, is a false cognate of the Spanish "facultad," which has the meanings of a division of a university or the ability or power to do something. Responses **B** and **C** are incorrect because they use "facultad" to refer to a group of professors.

75. Which of the following responses includes both the best verb to complete the sentence below and a correct rationale for its use?

Cuando la tormenta empezó, de repente el cielo \_\_\_\_\_ muy oscuro.

- A. *estaba*—indicates a changeable physical, mental or emotional state
- B. *se volvió*—means a sudden change in the physical environment
- C. *se puso*—shows changes in physical, mental, or emotional states
- D. *era*—indicates a physical description of the environment

**Correct Response: C.** The adverb "de repente" indicates that the verb following "el cielo" will represent a sudden event or change, and preterite form of the verb "empezó" indicates that the event occurred in the past. The appropriate tense is preterite. Responses **A** and **D** are in the imperfect tense, which is used for descriptions and ongoing conditions in the past. Responses **B** and **C** are both in the preterite tense, but the rationale in **B** is incorrect because the verb "volverse" can also be used to indicate mental and emotional changes. The correct response is **C**.

76. A literary character who is referred to as *quixotic* is most likely someone who is:
- A. foolish.
  - B. practical.
  - C. idealistic.
  - D. driven.

**Correct Response: C.** The English adjective "quixotic" is derived from Don Quixote, the hero of the masterwork of Miguel de Cervantes Saavedra, *El Ingenioso Hidalgo Don Quixote de la Mancha*. Although many of the actions of Don Quixote as he sets off to right wrongs and injustices are not practical (**B**) and seem foolish (**A**), they are inspired by the ideals of chivalry (**C**). Response **D** conveys Don Quixote's deluded passion for his quest, but a driven person usually has a narrower focus than the many and varied episodes of Don Quixote's quest suggest.

77. The word *peso* can be traced etymologically to:
- A. monetary units.
  - B. weight of currency.
  - C. shape and form of money.
  - D. currency exchange.

**Correct Response: B.** "Peso" is related etymologically to the verb "pesar" (to weigh); both are derived from the Latin "pensum" (past participle of *pendo*, *pendere*, to pay or to weigh out). The predominant coin used in 16th century Spain and its American colonies was called the "Real a la ocho" or "peso duro," defined as containing 27.5 grams of silver, so response **B** is correct. Responses **A**, **C**, and **D** refer to characteristics of pesos or contexts in which "peso" is used.

78. In general, use of *usted* would be most appropriate in which of the following situations?
- A. a mother talking to her grown child
  - B. a sister talking to her older brother
  - C. a girl talking to her boyfriend
  - D. a child talking to an elderly woman

**Correct Response: D.** The personal pronoun "usted" is used to convey respect, courtesy, unfamiliarity, or subordination toward the person being addressed, while "tú" is used to address someone in a familiar, egalitarian, or intimate way. The pairs mentioned in responses **A**, **B**, and **C** would not in general use "usted" with each other, but it is appropriate to use "usted" when addressing an older person (**D**), especially outside the family.



79. In U.S. stores, customers may be greeted informally when transacting business. Which of the following statements would most likely be used by a vendor when a customer enters a store or shop in Latin America?
- A. ¡Hola! Todo está en oferta.
  - B. Buenos días. ¿En qué puedo servirle?
  - C. Buenas tardes. Permítame el honor de servirle en esta tienda.
  - D. Pasa, por favor. ¿Qué buscas?

**Correct Response: B.** Initial greetings in a commercial or professional situation in Latin America are customarily polite and somewhat formal. Responses **A** and **D** would be inappropriately abrupt and familiar, and response **C** is more elegant and flowery than necessary. Response **B** contains a polite greeting and offers assistance in a formal, businesslike register.

80. The presidency of Augusto Pinochet in Chile (1973–1988) is most closely associated with which of the following developments?
- A. the creation of a regional trade network
  - B. the rise of ethnic and religious conflict
  - C. the globalization of the regional economy
  - D. the suppression of democratic liberties

**Correct Response: D.** Augusto Pinochet came to power in Chile through a military coup that unseated the democratically elected president Salvador Allende. Pinochet's subsequent rule was marked by political repression by means of torture and extrajudicial killings. While Pinochet's government achieved economic liberalization in Chile, neither creation of a regional trade network (**A**) nor globalization of the regional economy (**C**) is considered the most prominent feature of his presidency. Ethnic and religious conflict (**B**) did not notably increase during his presidency.

81. After gaining independence, South American nations experienced slow economic development for half a century primarily because of:
- A. climatic variations due to natural disasters.
  - B. poor trade connections with countries other than Spain.
  - C. a lack of significant natural resources.
  - D. internal and regional conflicts over leadership and territory.

**Correct Response: D.** In the first half-century after independence, South American nations suffered from frequent wars and revolutions over land and leadership, which hindered economic growth. Natural disasters (**A**) were not unusually common in this period and so did not have a particularly large effect on the economy. Although South America suffered from a scarcity of coal, a lack of natural resources is not considered the primary reason for its slow economic development (**C**). Similarly, poor trade connections with countries other than Spain (**B**) are not often cited as a cause for South America's slow economic growth.

82. Which of the following best describes a significant contribution of Benito Juárez to the development of Mexico?
- A. As president, he led a movement that overthrew foreign rule and sought to create a democratic federal republic in Mexico.
  - B. He led a revolution that ended a 27-year dictatorship and restored civil liberties.
  - C. He commanded the military resistance of the Maya against elite oppression of indigenous peoples in the Yucatán region of Mexico.
  - D. Under his dictatorship, the Mexican economy expanded and the standard of living improved.

**Correct Response: A.** One of Benito Juárez's greatest achievements was to successfully resist the French occupation of Mexico of the 1860s as the leader of a liberal political faction. Juárez did not lead a revolution that ended a 27-year dictatorship (**B**), nor did he lead a resistance effort by the Maya in the Yucatán region (**C**). Although he supported liberal economic policies that encouraged economic expansion (**D**), Juárez is primarily remembered and celebrated for his resistance to the French occupation.

83. In which of the following ways has the Andes Mountain Range most affected agricultural production in Colombia?
- A. The mountain slopes provide an extensive region for growing coffee as a major export crop.
  - B. Steep and rugged terrain makes mechanized agriculture impossible and limits production to small-market and subsistence crops.
  - C. Terraced hillsides and abundant streams enable production of wheat for the export market.
  - D. The mountains' stony and thin soils are suitable primarily for grazing sheep, goats, and llamas that provide wool for textile industries.

**Correct Response:** **A.** Colombia is one of the world's largest producers of coffee, which it grows mostly for export on the slopes of the Andes Mountain Range (**A**). Although mechanized agriculture has proved difficult to employ in the mountains, it has been introduced on a small scale into savanna regions. Furthermore, this difficulty has not limited Colombia's agriculture to small-market and subsistence crops overall—rather, coffee is its largest export (**B**). Wheat is not a major export crop for Colombia (**C**). Colombia's mountainous areas are primarily used for production of coffee, not wool (**D**).

84. Spain's democratic system of government in the early twenty-first century is primarily a result of:
- A. a military coup that overthrew the monarchy in the early twentieth century.
  - B. efforts of Francisco Franco to modernize and develop the country following World War II.
  - C. constitutional changes initiated by King Juan Carlos after the death of Francisco Franco in the 1970s.
  - D. a coalition formed between the Communist Party and the Socialist Party in the late twentieth century.

**Correct Response: C.** After the death of the dictator Francisco Franco in 1975, power passed to his official successor, King Juan Carlos. Juan Carlos subsequently oversaw Spain's transition from an authoritarian to a democratic system of government through constitutional and legal changes (**C**). The military coup of the early twentieth century (**A**) and Franco's modernization and development program following World War II (**B**) led to entrenchment of his dictatorship, not democracy. Any involvement of the Communist party in politics (**D**) could only occur after the party was legalized as part of Juan Carlos's democratic reforms.

85. In seventeenth- and eighteenth-century North America, Spanish colonial settlement differed significantly from British colonial settlement because the Spanish were more likely to:
- A. incorporate indigenous people into their society through religious conversion and employment as a labor force.
  - B. negotiate with indigenous groups as sovereign nations for the purchase of territory and settlement rights.
  - C. limit interactions with indigenous people to trade relations and military alliances.
  - D. provide opportunities for indigenous leaders to receive education and assume roles in the administration of territorial government affairs.

**Correct Response: A.** In addition to territorial and commercial expansion, spreading Christianity by converting indigenous people to Catholicism was a major goal of the Spanish conquests and colonization in North and South America. Most of the Spanish expeditions included Franciscan, Dominican, or Jesuit priests. Groups of indigenous people became a labor force through the "encomienda" in which they were "entrusted" ("encomendados") by the Spanish monarch to a colonist or conquistador, the "encomendero." The Spaniard was to provide protection from other tribes and pirates, religious and language instruction, and infrastructure in exchange for the labor and tribute payments from the indigenous group. Rather than a balanced exchange, the system resembled slavery or serfdom. Under pressure from priests, most famously Fray Bartolomé de las Casas, the system evolved to something more like "employment as a labor force" (**A**). **B** is incorrect because no negotiations or purchase of territories occurred; the indigenous groups often remained in possession of their traditional lands, and the indigenous people certainly were not viewed as sovereign nations. Response **C** does not correspond to the state of dependency that the "encomienda" created, and there was no attempt to educate indigenous peoples for full participation in the Spanish regime (**D**).

86. Which of the following aspects of Peru's architectural heritage is preserved at Machu Picchu?
- A. elaborate Spanish colonial cathedrals and public buildings
  - B. the small stone and timber structures typical of indigenous village life
  - C. stonework and terracing of an Inca political and ceremonial center
  - D. the main house and outbuildings of a typical Spanish colonial hacienda

**Correct Response: C.** Machu Picchu is the best-known remnant of Inca civilization. It contains a system of ramps and terraces and ceremonial buildings built of massive stones using no mortar. Although there are houses in Machu Picchu, it is too large and complex to be considered an indigenous village (**B**). Machu Picchu predates the Spanish colonial period (**A** and **D**) and in fact seems to have been abandoned after the conquest of the Incas and to have remained unknown to the Spanish colonizers.



87. A study of the literary contributions of Rubén Darío would be most useful for developing understanding of which of the following aspects of literature?
- A. the ways in which literature reflects national beliefs and identity
  - B. the character of early twentieth-century modernist literature
  - C. the influence of folklore on literary traditions
  - D. the themes of late nineteenth-century romantic literature

**Correct Response: B.** The Nicaraguan poet, diplomat, writer, and journalist Rubén Darío lived from 1867 to 1916, and is considered to be the central figure in Modernist literature of the early 20th century in Spain and Latin America (**B**). Although Darío's early work shows marked romantic influence, his later works, for which he is best known, shifted toward modernism (**D**). National beliefs and identity and folklore are not considered the primary themes of Darío's literary work (**A** and **C**).

88. In which of the following everyday cultural practices in the United States is Hispanic influence most prevalent?
- A. popular music
  - B. detective novels
  - C. technology
  - D. television commercials

**Correct Response: A.** People of Hispanic origin play a large role in American popular music, as exemplified by many successful singers and musicians of the past several decades, including Carlos Santana, Selena, Jennifer Lopez, Ricky Martin, Christina Aguilera, and Shakira (**A**). Hispanic influence is not particularly evident in American detective novels (**B**). Television commercials and technology show a Hispanic influence that is not distinctively large but is increasingly commensurate with the size of the U.S. Hispanic population (**C** and **D**).

89. The epic poem *El gaucho Martín Fierro* by José Hernández portrays the Argentine gaucho as a character whose solitary life in the open taught him self-reliance, courage, indifference to hardship, and love of the land. The popularity of this poem during Argentina's early national period can best be attributed to its:
- A. celebration of Argentina's indigenous population in vivid and sensitive descriptions.
  - B. affirmation of the value of progress in Argentina's agricultural production.
  - C. embodiment of Argentine character and the essence of the national soul.
  - D. descriptions of political conflicts in the Argentine wilderness.

**Correct Response: C.** *Martín Fierro* is best known for illustrating the unique Argentine national character as exemplified by the gauchos, men who worked ranching cattle on the vast Argentine plains (C). It was published while Argentina was in the process of developing a unique national character after independence from Spain. Although the character of *Martín Fierro* has several interactions with the native population, celebration of this population is not the epic poem's central feature (A). Although the ranching lifestyle defines the life of the gauchos, agricultural production is just one contextual detail important to *Martín Fierro*'s character (B). While conflict in the wilderness is one theme of the epic poem, it is also just one contextual detail rather than the central reason it became popular (D).

90. Which of the following best describes a major aim of the novelists, essayists, and poets of Spain's Generation of 1898?
- A. to expand the meaning of culture through a blending of myth, magic, and realism
  - B. to establish a synthesis of religious and secular elements in Spanish culture
  - C. to explore the artistic value of language through experiments with symbolic representation
  - D. to promote public debate on the nature of Spain, its people, and its government

**Correct Response: D.** The Generation of 1898 was defined by the moral, political, and social crisis that Spain experienced in the wake of losing Cuba, Puerto Rico, and the Philippines in the Spanish-American War. This disaster produced public debate over Spain's future, in the context of a Europe populated by much more powerful and advanced imperialist countries. The writers associated with the Generation of 1898 exemplified this debate (**D**). These writers concerned themselves with political and social issues, not purely artistic and literary ones (**A** and **C**). They were not particularly interested in religious matters (**B**).

91. Which of the following is a distinctive characteristic of twentieth-century Latin American literature?
- A. the use of elaborate, sensory and rhythmic language as an expression of artistic medium
  - B. themes that are focused on cultural relativity and regional identity
  - C. the use of narrative strategies that combine elements of fantasy and myth with authentic storylines
  - D. emphasis on historical consciousness and reflection

**Correct Response: C.** Magical realism, one of the most popular movements of twentieth-century Latin American literature and exemplified most famously by Gabriel García Márquez, combined elements of fantasy with more realistic storylines (C). Although other genres were prevalent as well, magical realism distinguished the twentieth century more than any other, representing most clearly a departure from previous literary forms (A, B, and D).

92. Use the information below to answer the question that follows.

- Rudolfo Anaya, *Bless Me, Ultima*
- Sandra Cisneros, *The House on Mango Street*
- Richard Rodriguez, *Hunger for Memory*

One major theme common to works of Chicano literature in the late twentieth century, such as those listed in the box above, is a focus on the:

- A. sense of loss and cultural dislocation experienced by immigrants in a new country.
- B. perspectives and consequences of political struggles in Latin American countries.
- C. challenges of negotiating a Latino cultural identity in a non-Hispanic society.
- D. social tensions of class, race, and ethnicity in contemporary Latin American societies.

**Correct Response: C.** Chicano literature, referring to literature by Mexican-Americans, primarily concerns Hispanic life in the United States, not in Latin American countries (**B** and **D**). Chicano literature of the late twentieth century deals primarily with issues of fitting in culturally in a dominant non-Hispanic culture (**C**). In this way it focuses on negotiating life in America, rather than on the loss of leaving Mexico (**A**). Many Chicano writers, in fact, including the three whose works are listed above, were born and raised in the U.S., not Mexico.

93. Which line in the chart below correctly matches a style of music with the Latin American country in which it originated?

Line	Style of Music	Latin American Country
1	salsa	Mexico
2	corridos	Colombia
3	samba	Guatemala
4	tango	Argentina

- A. Line 1
- B. Line 2
- C. Line 3
- D. Line 4

**Correct Response:** D. Salsa originated in the United States, not Mexico, with Cuban and Puerto Rican influences (A). Corridos originated and flourished primarily in Mexico and Central America, not Colombia (B). Samba originated in Brazil, not Guatemala (C). Tango originated in Argentina, as Line 4 indicates correctly (D).

94. In which of the following ways do traditional Spanish family practices tend to differ most from the practices of families in the United States?
- A. Spanish youths are more likely to live with their parents until they marry.
  - B. Individuals in Spain are less likely to engage in leisure activities that include other family members.
  - C. Spanish parents are less likely to support their children through college.
  - D. Young children in Spain are more likely to remain home when older family members dine out.

**Correct Response: A.** Unlike in the United States, young Spaniards tend to live with their parents until they marry, at which time they start a new household with their spouse (**A**). There is little indication that Spanish people are less likely to socialize with family members (**B**), that Spanish parents are less likely to support their children through college (**C**), or that young children in Spain often stay home when older family members eat out (**D**).



95. In Mexico, addressing a person by the title *Licenciado* is most appropriate when the individual:
- A. is a medical doctor.
  - B. has served in the military.
  - C. is a civil servant.
  - D. has a university degree.

**Correct Response: D.** *Licenciado* refers to a university graduate, no matter his or her field of study (D). It is not the proper way to address a medical doctor (A), someone who has served in the military (B), or a civil servant (C).

96. Cultural practices in which of the following Latin American countries most reflect the influence of African cultures?
- A. Bolivia
  - B. Chile
  - C. Dominican Republic
  - D. Argentina

**Correct Response: C.** Among the above countries, only the Dominican Republic has a large population with substantial African origins. The many people there with African ancestry translates to great African cultural influence (**C**). Bolivia's population is mostly Amerindian and European in origin, with a very small African population (**A**). Chile's population is mostly of European and Amerindian descent (**B**), while Argentina's is mostly European (**D**).

97. During the late twentieth century, Puerto Rico became one of the world's leading manufacturers of pharmaceuticals. Which of the following factors was most significant in the development of Puerto Rico's pharmaceutical industry?
- A. the mineral and biological resources of the island's Cordillera Central and tropical forests
  - B. the island's political and economic relationship with the United States
  - C. the presence of energy resources in the island's coastal plains and coastal ocean territory
  - D. the island's large and highly skilled labor pool

**Correct Response: B.** Puerto Rico, as a commonwealth of the United States, attracted many pharmaceutical companies in the late twentieth century due to a large tax break passed by the U.S. government for companies establishing operations there. Thus, the development of Puerto Rico's pharmaceutical manufacturing industry came about as a result of the island's ties to the U.S. (**B**). Puerto Rico's natural resources and labor force did not contribute significantly to the development of its pharmaceutical industry (**A**, **C**, and **D**).

98. According to traditional naming conventions in Spanish-speaking countries, the children of José Pérez Montilla and Alicia Abascal Blanco would have which of the following surnames?
- A. Pérez Blanco
  - B. Montilla Abascal
  - C. Pérez Abascal
  - D. Montilla Blanco

**Correct Response: C.** In Spanish-speaking countries, a person's two-part family name contains the name of the father's father's family followed by the name of the mother's father's family. Only the paternal family names are passed on to the children. In the example given, José Pérez Montilla got the name Pérez from his father (his mother was señorita Montilla) and Alicia Abascal Blanco got the name Abascal from her father. Their children would be named Pérez Abascal (**C**). Responses **A**, **B**, and **D** are incorrect because they include names from the maternal lineage, and those are not passed along to children.

99. In Spanish-speaking countries, when a woman marries and chooses to add her husband's last name, it is preceded by:
- A. a.
  - B. y.
  - C. de.
  - D. con.

**Correct Response: C.** After marriage in Spanish-speaking countries, a woman's birth name does not change. Her official name continues to be her given name(s), followed by the family name of her father's father and the family name of her mother's father. The husband's name can be joined to her name with "de"—thus, for example, Sra. López's full name may be Josefina Rodríguez Carreras de López (**C**). The conjunction "y" (**B**) and the prepositions "a" and "con" are not used in this context (**A** and **D**).

100. An Argentine restaurant in the United States is more likely than a Mexican restaurant to focus its menu on the use of:
- A. potatoes.
  - B. rice and beans.
  - C. beef.
  - D. hot peppers.

**Correct Response: C.** Central to the culture, economy, and cuisine of Argentina is the production and cooking of high-quality beef (**C**). Another major culinary tradition in Argentina is Italian cuisine, due to the large number of immigrants from Italy who settled in Buenos Aires. Caribbean cooking often features rice and beans (**B**) and hot peppers are popular in Mexico and are likely to be featured on a Mexican restaurant menu (**D**). Although the potato is cultivated and eaten in most parts of the world now, it originated in the Andes in Peru and Bolivia and is featured in many dishes there (**A**).