

Nombre: _____

Sistema de evaluación de Ohio



Lectura

Folleto de prueba del estudiante

Mayo de 2008

Esta evaluación fué originalmente administrada a estudiantes en Mayo del 2008. Este material público es apropiado para uso por parte de maestros en Ohio en situaciones de enseñanza. Esta evaluación está alineada con los Criterios Académicos de Contenido para Inglés de Ohio.

This test was originally administered to students in May 2008. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards for English Language Arts.

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Reading

Directions:

Today you will be taking the Ohio Grade 8 Reading Achievement Test. Three different types of questions appear on this test: multiple choice, short answer and extended response.

There are several important things to remember:

1. Read each question carefully. Think about what is being asked. Look carefully at graphs or diagrams because they will help you understand the question.
2. For short-answer and extended-response questions, use a pencil to write your answers neatly and clearly in the space provided in the answer document. Any answers you write in the Student Test Booklet will not be scored.
3. Short-answer questions are worth two points. Extended-response questions are worth four points. Point values are printed near each question in your Student Test Booklet. The amount of space provided for your answer is the same for two- and four-point questions.
4. For multiple-choice questions, shade in the circle next to your choice in the answer document for the test question. Mark only one choice for each question. Darken completely the circles on the answer document. If you change an answer, make sure that you erase your old answer completely.
5. Do not spend too much time on one question. Go on to the next question and return to the question skipped after answering the remaining questions.
6. Check over your work when you are finished.

Instrucciones:

Hoy vas a tomar la Prueba de Competencia de Lectura para Octavo Grado de Ohio (*Ohio Grade 8 Reading Achievement Test*). En la prueba aparecen tres clases de preguntas: de opción múltiple, respuesta corta y respuesta larga.

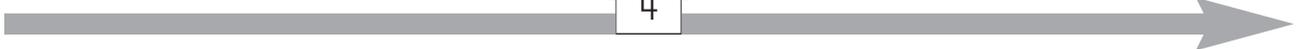
Hay varias cosas importantes que debes recordar:

1. Lee cada pregunta con cuidado. Piensa en lo que se te está preguntando. Lee las gráficas o los diagramas con cuidado porque te ayudarán a entender la pregunta.
2. Para las preguntas de respuesta corta y respuesta larga, utiliza un lápiz para escribir tus respuestas cuidadosa y claramente en el espacio que se ofrece en el documento de respuestas (*answer document*). Las respuestas que escribas en el Folleto de prueba del estudiante (*Student Test Booklet*) no serán calificadas.
3. Las preguntas de respuesta corta valen dos puntos. Las preguntas de respuesta larga valen cuatro puntos. En el Folleto de prueba del estudiante se indica al lado de cada pregunta los puntos que vale la misma. La cantidad de espacio que se ofrece para las respuestas es el mismo para las preguntas de dos y cuatro puntos.
4. Para las preguntas de opción múltiple, rellena en el documento de respuestas el círculo que está al lado de la opción que elijas para la pregunta de la prueba. Marca sólo una opción para cada pregunta. Oscurece los círculos completamente en el documento de respuestas. Si cambias una respuesta, asegúrate de borrar completamente tu respuesta anterior.
5. No pases demasiado tiempo en una pregunta. Pasa a la siguiente pregunta y vuelve a la pregunta que saltaste después de contestar las preguntas restantes.
6. Revisa tu trabajo cuando hayas terminado.

R

Reading

Items 1–15 have not been slated for public release
in 2008.



Las preguntas 1 a la 15 no han sido marcadas para ser hechas públicas en el 2008.

Autumntime

- 1 I saw my first tree today. Dad finally broke down and took us to East Boston Urban Center after Mom had been harping on it for the past two weeks. I think he was glad we went after all, because he was smiling quietly all during the trip back.
- 2 Dad used to tell me stories about the trees that still existed when he was a boy. There weren't very many even then, with the urbanization program in full swing, but most people had seen at least one tree by the time they started school. It wasn't like nowadays, at any rate. Oh, I've seen the plastic trees; practically every street has a few of them. But you can tell the plastic ones are artificial just from looking at pictures in the microdot library.
- 3 This morning when we got up, the house was all excited. Mom dialed a light breakfast of toast and synthetic milk so that we wouldn't waste time eating. And when finished, the three of us took an elevator-bus up to the fourth level, where we caught the air track to Brooklyn. From there we took another elevator-bus down to main level, rode the monorail to Intercity Subway Station 27, and caught the second sublevel AA train to Boston. Our expectations were so high that Dad and I didn't mind it when Mom told us again how the tree was discovered.
- 4 The O'Brien home was one of the few examples of old-style wooden structures that hadn't been demolished in Boston's urban-renewal campaign at the turn of the century. The family had been able to avoid this because of its wealth and political influence, and the house was passed on through several generations to the present. Old man O'Brien had no heirs, so when he died the family home went up for auction, and the Urban Center bought it. When local officials arrived for an appraisal, they discovered that the house had a back yard, which is forbidden by zoning restrictions.
- 5 In the yard was a live tree—an *oke* was what Mom called it. When the news of the tree's discovery leaked out, quite a few sightseers stopped by to have a look at it, and the local government, realizing the money-making potential, began charging admission and advertising the place. By now it had become a favorite spot for school field trips and family excursions such as ours.
- 6 When we arrived in main Boston we rode the elevator-bus up to ground level and caught a monorail out to East Boston Urban Center 3. An air-cush taxi took us the rest of the way to the residence.
- 7 The home itself was unimpressive. It had none of the marble gloss or steely sheen of modern buildings, but was rather a dull white color, with the paint peeling in places. Dad paid the admission fee, and we spent the next fifteen minutes on a dull guided tour of the house. The rooms were roped off to keep people from touching anything, but there were no windows facing the illegal back yard anyway, so it really didn't matter that I couldn't enter the rooms on that side.

- 8 My mind was on the tree, and I thought the inside tour would never end, but soon we were walking through a doorway hidden in one of the bookshelves and into the back yard. The yard was big—at least ten by twenty feet—and I was surprised to find real grass growing on the sides of the concrete walkway built for tourists. The grass didn't distract me for long, however, because I just couldn't help noticing the tree!
- 9 It was located at one end of the yard, and there was a mesh fence around it for protection. It was similar in form to the plastic trees I'd seen, but there was much more to it than that. You could see details more intricate than in any artificial plant. And it was alive. Long ago someone had carved their initials in the bark, and you could see where the wound had healed. But best of all was the smell. It was a fresh, living odor, alien to the antiseptic world outside with all its metal, plastic, and glass. I wanted to touch the bark, but the fence prevented me from doing so. Mom and Dad just breathed deeply and stared up with smiles on their faces. The three of us stood there for a moment, and then the tour guide told us to make room for the next group. I didn't want to go—in fact, I felt almost like crying.
- 10 On the way back home, Mom and Dad were silent, and I read through one of the brochures the guide had passed out. When I came to the part that said the O'Brien home would be open only for the rest of this year, I was sad. They intend to tear down the place to make room for some kind of insurance building, and the tree will have to go, too.
- 11 For the rest of the trip, I just sat still, fingering the object in my pocket which I had picked off the grass in the O'Brien's back yard. I think it's called an acorn.

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Use the passage to answer questions 16 – 24.

16. What does the setting suggest about the narrator’s life?

- A. It is exciting.
- B. It is artificial.
- C. It is inspiring.
- D. It is dangerous.

17. This passage is classified as science fiction. Provide four examples from the passage that support this classification and explain how each example shows that the passage is science fiction.

Write your answer in the **Answer Document**. (4 points)

18. What does the first paragraph of this passage lead the reader to expect the story will do?

- A. provide clues to solve a mystery
- B. keep the reader on edge with suspense
- C. describe an unusual family experience
- D. explain how the narrator travels in the city

19. “Dad finally broke down and took us to East Boston Urban Center after Mom had been **harping on it** for the past two weeks.”

What does the phrase **harping on it** imply about the narrator’s mom?

- A. She was proud of it.
- B. She was upset about it.
- C. She was insistent about it.
- D. She was unaware of it.

20. What does using the first-person point of view allow the author to do?

- A. analyze relationships among members of the family
- B. describe experiences only through the eyes of the narrator
- C. compare the effects of experiences on the emotions of family members
- D. explain motivations of characters from the viewpoint of an outside observer

Utiliza el pasaje de lectura para responder a las preguntas 16 a 24.

16. ¿Qué sugiere el escenario sobre la vida del narrador?
- A. Es emocionante.
 - B. Es artificial.
 - C. Es inspiradora.
 - D. Es peligrosa.
17. Este pasaje de lectura está clasificado como ciencia ficción. Proporciona cuatro ejemplos del pasaje de lectura que apoyen esta clasificación, y explica de qué manera cada ejemplo muestra que el pasaje es de ciencia ficción.
- Escribe tu respuesta en el **Documento de respuestas**.
(4 puntos)
18. El primer párrafo de este pasaje de lectura lleva al lector a esperar que la historia
- A. dé pistas para resolver un misterio.
 - B. lo mantenga en vilo con suspenso.
 - C. describa una experiencia familiar poco común.
 - D. explique cómo viaja el narrador por la ciudad.
19. "Dad finally broke down and took us to East Boston Urban Center after Mom had been **harping on it** for the past two weeks."
- ¿Qué insinúa la frase **harping on it** sobre la mamá del narrador?
- A. Estaba orgullosa de ello.
 - B. Estaba disgustada con ello.
 - C. Insistía con ello.
 - D. No era consciente de ello.
20. ¿Qué le permite hacer al autor la utilización del punto de vista de la primera persona?
- A. analizar las relaciones entre los miembros de la familia
 - B. describir experiencias sólo a través de los ojos del narrador
 - C. comparar los efectos de las experiencias sobre las emociones de los miembros de la familia
 - D. explicar las motivaciones de los personajes desde el punto de vista de un observador externo



R

Reading

21. “The O’Brien home was one of the few examples of old-style wooden structures that hadn’t been **demolished** in Boston’s urban-renewal campaign at the turn of the century.”

In this sentence from paragraph 4, what does **demolished** mean?

- A. demonstrated
 - B. designed
 - C. destroyed
 - D. developed
22. In paragraph 9, how does the author help the reader share the narrator’s emotional experience of viewing the tree?
- A. by suggesting the need to protect the rare tree
 - B. by hinting that the tree soon will be destroyed
 - C. by using sensory details to describe the tree and its effects on the narrator
 - D. by emphasizing the requirement for the narrator to move away from the tree

23. Do you think that “Autumntime” is an appropriate title for this passage? Support your answer with information from the passage.

Write your answer in the **Answer Document**. (2 points)

24. The O’Brien home is open for tours because the local government views the site in which way?
- A. as an educational resource
 - B. as a good source of income
 - C. as a piece of architectural history
 - D. as an example of illegal development

21. "The O'Brien home was one of the few examples of old-style wooden structures that hadn't been **demolished** in Boston's urban-renewal campaign at the turn of the century."

En esta oración del párrafo 4, ¿qué quiere decir **demolished**?

- A. demonstrated
 - B. designed
 - C. destroyed
 - D. developed
22. En el párrafo 9, ¿cómo ayuda el autor al lector a compartir la experiencia emotiva del narrador al ver el árbol?
- A. sugiriendo la necesidad de proteger al singular árbol
 - B. insinuando que el árbol pronto será destruido
 - C. utilizando detalles sensoriales para describir el árbol y sus efectos en el narrador
 - D. enfatizando el pedido hecho al narrador de alejarse del árbol

23. ¿Crees que "Autumntime" es un título apropiado para este pasaje de lectura? Apoya tu respuesta con información del pasaje de lectura.

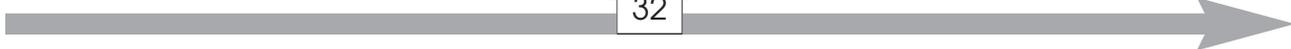
Escribe tu respuesta en el **Documento de respuestas**.
(2 puntos)

24. La casa O'Brien está abierta a las visitas turísticas porque el gobierno local considera que el lugar es
- A. un recurso educativo
 - B. una buena fuente de ingresos
 - C. una pieza de la historia arquitectónica
 - D. un ejemplo de desarrollo ilegal

On the May 2008 Grade 8 Reading Achievement Test, items 25–30 are field-test items, which are not released.

En la Evaluación de Rendimiento de Lectura de Octavo Grado, administrada en Mayo del 2008, las preguntas 25 a la 30 son de prueba de campo, lo cual significa que no es material público.

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An Excerpt from John Glenn: A Memoir

1 This was something I had been looking forward to, a sunset in space. All my life I have remembered particularly beautiful sunrises or sunsets; in the Pacific islands in World War II; the glow in the haze layer in northern China; the two thunderheads out over the Atlantic with the sun silhouetting them the morning of Gus's¹ launch. I've mentally collected them, as an art collector remembers visits to a gallery full of Picassos, Michelangelos, or Rembrandts. Wonderful as man-made art may be, it cannot compare in my mind to sunsets and sunrises. Here on Earth we see the beautiful reds, oranges, and yellows with a luminous quality that no film can fully capture. What would it be like in space?



- 2 It was even more spectacular than I imagined, and different in that the sunlight coming through the prism of Earth's atmosphere seemed to break out the whole spectrum, not just the colors at the red end but the greens, blues, indigos, and violets at the other. It made *spectacular* an understatement for the few seconds' view. From my orbiting front porch, the setting sun that would have lingered during a long Earthly twilight sank eighteen times as fast. The sun was fully round and as white as a brilliant arc light, and then it swiftly disappeared and seemed to melt into a long thin line of rainbow brilliant radiance along the curve of the horizon.
- 3 I added my first sunset from space to my collection.
- 4 I reported to the capcom² aboard the ship, the *Ocean Sentry*, in the Indian Ocean that was my fifth tracking link, "The sunset was beautiful. I still have a brilliant blue band clear across the horizon, almost covering the whole window."
- 5 "The sky above is absolutely black, completely black, I can see stars up above."
- 6 Flying on, I could see the night horizon, the roundness of the darkened Earth, and the light of the moon on the clouds below. I needed the periscope to see the moon coming up behind me. I began to search the sky for constellations.
- 7 Gordo Cooper's familiar voice came over the headset as *Friendship 7* neared Australia. He was the capcom at the station at Muchea, on the west coast just north of Perth. "That sure was a short day," I told him.

From JOHN GLENN, *A MEMOIR* by John Glenn and Nick Taylor, copyright © 1999 by John Glenn. Used by permission of Bantam books, a division of Random House, Inc. Photograph © NASA/Roger Ressmeyer/CORBIS.

¹**Gus Grissom:** an astronaut who flew aboard the Gemini 3 in 1965.

²**capcom:** capsule commander. A capcom is an individual on Earth who talks directly with the crew.

R

Reading

Use the passage to answer questions 31 – 36.

31. John Glenn intended this passage to be read by which group?

- A. scientists studying aeronautics
- B. capcoms stationed around the world
- C. art dealers looking for unusual photographs
- D. people interested in experiences of space flight

32. John Glenn wrote, "I added my first sunset from space to my **collection**."

To what does the **collection** refer?

- A. his memories
- B. an art gallery
- C. his photographs
- D. a scientific record

33. The passage portrays John Glenn in which way?

- A. cautious
- B. lonely
- C. orderly
- D. sensitive

34. Which is the overall organization of this passage?

- A. a list of scientific observations
- B. a series of details in order of importance
- C. a personal opinion supported with evidence
- D. a process for performing a series of tasks

Utiliza el pasaje de lectura para responder a las preguntas 31 a 36.

31. ¿Cuál de estos grupos esperaba John Glenn que leyera este pasaje de lectura?
- A. los científicos que estudian aeronáutica
 - B. los comandantes de las estaciones de telemando de cápsulas (*capcoms*) en todo el mundo
 - C. los vendedores de arte que buscan fotografías poco comunes
 - D. la gente que está interesada en las experiencias de los vuelos espaciales
32. John Glenn escribió: “*I added my first sunset from space to my **collection***”.
- ¿A qué hace referencia **collection**?
- A. his memories
 - B. an art gallery
 - C. his photographs
 - D. a scientific record
33. ¿De qué manera describe a John Glenn el pasaje de lectura?
- A. cauteloso
 - B. solitario
 - C. ordenado
 - D. sensible
34. ¿Cuál es la organización global de este pasaje de lectura?
- A. una lista de observaciones científicas
 - B. una serie de detalles en orden de importancia
 - C. una opinión personal apoyada con pruebas
 - D. un proceso para realizar una serie de tareas

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Reading

35. How was the sunset John Glenn viewed from *Friendship 7* different from most sunsets that are viewed from Earth? Using information from the passage, describe the differences between the sunsets.

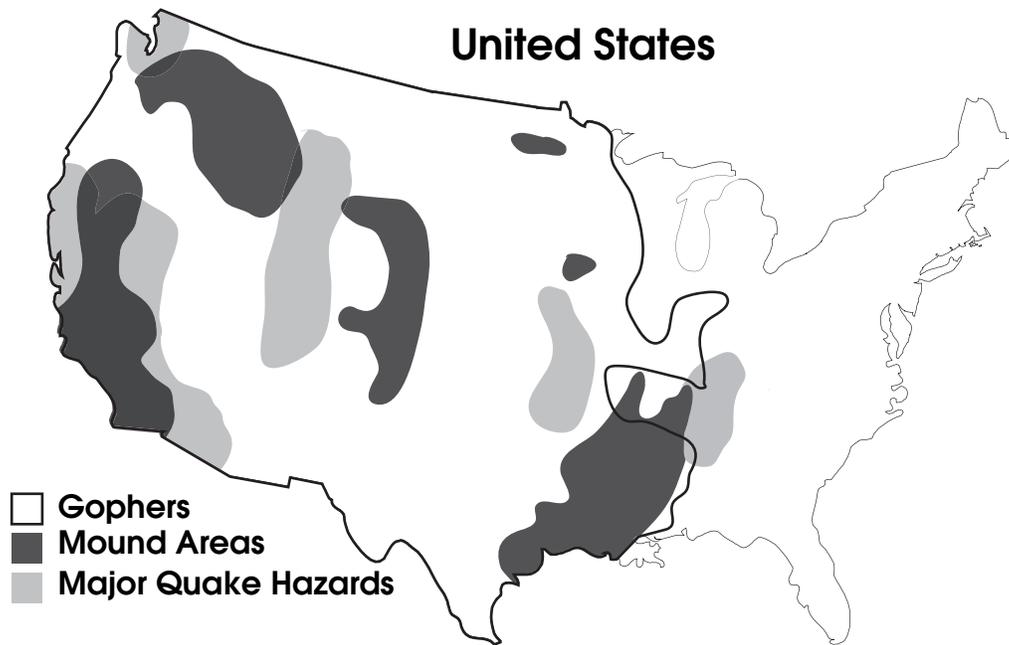
Write your answer in the **Answer Document**. (2 points)

36. Which statement from the passage is an example of bias on the part of John Glenn?
- A. "This was something I had been looking forward to, a sunset in space."
 - B. "Wonderful as man-made art may be, it cannot compare in my mind to sunsets and sunrises."
 - C. "Gordo Cooper's familiar voice came over the headset as *Friendship 7* neared Australia."
 - D. "I needed the periscope to see the moon coming up behind me."

35. ¿En qué se diferenció la puesta del sol que vio John Glenn desde el *Friendship 7* en relación con la mayoría de las puestas del sol que se ven desde la Tierra? Con la información del pasaje de lectura, describe las diferencias entre las puestas del sol.

Escribe tu respuesta en el **Documento de respuestas.**
(2 puntos)

36. ¿Qué enunciado que aparece en el pasaje de lectura es un ejemplo de parcialidad por parte de John Glenn?
- A. "This was something I had been looking forward to, a sunset in space."
 - B. "Wonderful as man-made art may be, it cannot compare in my mind to sunsets and sunrises."
 - C. "Gordo Cooper's familiar voice came over the headset as *Friendship 7* neared Australia."
 - D. "I needed the periscope to see the moon coming up behind me."



Mystery of the Mima Mounds

CAN YOU SOLVE THE MYSTERY?

- 1 It's one of the weirdest landscapes in the United States. Hundreds of grassy hillocks form an eerie field of bumps stretching as far as the eye can see. Located on the Mima Prairie in Washington State, the bumps are called Mima (MEE-mah) mounds.
- 2 Where did the weird bumps, also known as prairie pimples and hogwallows, come from? How long have they existed? Why are they so uniformly distributed? Those questions have been baffling geologists for more than a century.

THE EVIDENCE

- 3 Mima mounds aren't exclusive to Washington State. They also exist in Arkansas, California, Louisiana, Texas, and Wyoming, and in other countries, including Mexico, Canada, Argentina, and Kenya. However, Washington boasts "the most conspicuous, best-developed" mounds, said Bernard Hallet, a geologist at the University of Washington. "But why they're the biggest here," he confessed, "frankly, I have no idea."
- 4 Excavations of the Washington mounds show that underneath their blankets of prairie grass lies a mixture of loose sand, fine gravel, and decayed plants. What's unusual about this, Hallet explained, is that most land surfaces have a top layer of *organic material*—dead plants and animals—no more than half a meter (1.6 feet) thick. The question is, what caused all the soil to heap up? The theories range from plausible¹ to wildly improbable. You be the judge.

¹plausible: believable

FISH, SOIL, ANTS, WATER

- 5 One theory holds that the mounds are the remains of giant nests built by fish when the area was submerged by water many years ago. Another theory holds that the mounds are remnants of frozen chunks of soil left behind when the glaciers receded at the end of the last ice age, 10,000 years ago.
- 6 Some scientists theorize that the mounds are vacated anthills or began as uprooted trees that then collected other organic debris. Others suggest the mounds were whipped into shape by *helical*, or spiral, flows of groundwater.

SEISMIC ACTIVITY

- 7 One of the more popular theories was hatched by Andrew Berg of Spokane, Washington, formerly a geologist with the U.S. Bureau of Mines. Berg's theory came to him shortly after the Mount Saint Helens volcanic eruption in 1980, while he was building a doghouse. As he hammered together sheets of plywood coated with volcanic ash, he noticed that the hammering vibrations caused the ash to heap into small mounds that looked a lot like miniature Mima mounds.
- 8 From that observation, Berg hypothesized that vibrations from violent earthquakes could have formed the Mima mounds. According to Berg, the soil on the Mima Prairie is like volcanic ash, and the layer of rock below that is like a plank of wood. When *seismic waves*—shock waves produced by an earthquake—move through the hard ground and bump into *faults*, or large fractures in the ground, the waves bounce backward. Those ricocheted² waves collide with other seismic waves from the quake, and between the collision points, the soil rises and forms mounds.
- 9 Berg claims that Mima mounds occur only in *seismically active areas*—areas where the ground is unstable and many earthquakes occur. The area where the Washington Mima mounds are found experienced a major earthquake about 1,000 years ago, he notes.

POCKET GOPHERS

- 10 A rival theory is that the prime suspects in the Mima mound mystery are *pocket gophers*—small, burrowing rodents with fur-lined “pockets,” or pouches, in their cheeks. The theory is that gophers tunneling into loose soil run into a gravel layer below. Unable to burrow any farther, the gophers start building upward and outward. Many years and gophers later: gopher domes!
- 11 Sound far-fetched? The theory's author, George Cox, a recently retired zoologist at San Diego State University, says that a gopher family of ten can move up to 5 tons of earth a year. That's one-twentieth of the soil in an average Mima mound. What's more, Cox asserts, most North American mounds are in gopher territory, and many

²**ricocheted:** ('rik ə shād): rebounded or bounced back

R

Reading

gophers actually live in mounds—except the ones in Washington State! The only pocket gophers ever spotted on Mima Prairie built their burrows between the mounds, not in them.

- 12 Cox’s theory includes a chicken-and-egg problem. Did gophers create the mounds, or did the gophers migrate to them because the mounds provided handy tract homes³? Even Cox has admitted he’s never seen a bunch of gophers building a mound.
- 13 Commented Hallet, “There are no animals currently in the Washington mounds that may have played a role in their formation.”

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³**tract homes:** similar homes built on a strip of land

Use the passage to answer questions 37 – 44.

37. Why does the author ask a series of questions in the second paragraph of the passage?
- A. to find out how much the reader already knows about the Mima mounds
 - B. to increase the reader’s curiosity about the subject of Mima mounds
 - C. to establish the author’s attitude toward the topic of the passage
 - D. to model the way that information in the passage will be organized
38. Andrew Berg based his mound theory on an observation he made while
- A. building a dog house.
 - B. studying pocket gophers.
 - C. experiencing an earthquake.
 - D. watching a volcanic eruption.

Utiliza el pasaje de lectura para responder a las preguntas 37 a 44.

37. ¿Por qué hace una serie de preguntas el autor en el segundo párrafo del pasaje de lectura?
- A. para determinar cuánto sabe ya el lector sobre los montículos Mima (*Mima mounds*)
 - B. para aumentar la curiosidad del lector sobre el tema de los montículos Mima
 - C. para establecer la actitud del autor hacia el tema del pasaje de lectura
 - D. para modelar la manera en que se organizará la información en el pasaje de lectura
38. Andrew Berg basó su teoría sobre los montículos en una observación que hizo mientras
- A. construía una casa para perros.
 - B. estudiaba las taltuzas (*gophers*).
 - C. experimentaba un terremoto.
 - D. observaba una erupción volcánica.

R

Reading

39. "One of the more popular theories was **hatched** by Andrew Berg of Spokane, Washington, formerly a geologist with the U.S. Bureau of Mines. Berg's theory came to him shortly after the Mount Saint Helens volcanic eruption in 1980."

Which meaning of **hatched** is used in this sentence?

- A. produced from an egg
 - B. brought into existence
 - C. included thin parallel lines in a drawing
 - D. inserted contrasting material into other materials
40. Why might the pocket gopher theory proposed by George Cox fail to hold true in Washington State?
- A. The gophers could not have created such enormous mounds.
 - B. The mounds are too close together to be created by gophers.
 - C. The gophers live between the mounds rather than in them.
 - D. The mounds exist in areas where gophers have not lived.

41. The author uses language to create a sense of mystery. Provide four examples from the passage that support this statement. Write your answer in the **Answer Document**. (4 points)

42. Why does the author use italics throughout the passage?
- A. to emphasize terms that are followed by definitions
 - B. to explain how to pronounce unfamiliar words
 - C. to highlight topics to consider for further research
 - D. to cite sources of information presented in the passage

39. "One of the more popular theories was **hatched** by Andrew Berg of Spokane, Washington, formerly a geologist with the U.S. Bureau of Mines. Berg's theory came to him shortly after the Mount Saint Helens volcanic eruption in 1980."

¿Qué significado de **hatched** se utiliza en esta oración?

- A. produced from an egg
- B. brought into existence
- C. included thin parallel lines in a drawing
- D. inserted contrasting material into other materials

40. ¿Por qué podría no resultar verdadera en el estado de Washington la teoría de las taltuzas propuesta por George Cox?

- A. Las taltuzas no pudieron haber creado montículos tan enormes.
- B. Los montículos están demasiado cerca uno del otro para que los hayan creado las taltuzas.
- C. Las taltuzas viven entre los montículos y no dentro de ellos.
- D. Hay montículos en regiones donde no han vivido taltuzas.

41. El autor utiliza el lenguaje para crear una sensación de misterio. Proporciona cuatro ejemplos del pasaje de lectura que apoyen este enunciado. Escribe tu respuesta en el **Documento de respuestas**. (4 puntos)

42. ¿Por qué el autor usa *bastardillas* a lo largo del pasaje de lectura?

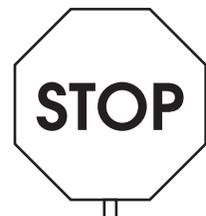
- A. para enfatizar los términos que están seguidos de definiciones
- B. para explicar cómo pronunciar las palabras poco conocidas
- C. para destacar los temas que interesa considerar más a fondo
- D. para citar fuentes de información presentadas en el pasaje de lectura



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Reading

43. The first heading in the passage is different from the other headings in that the first heading is intended to
- A. state the author's opinion.
 - B. arouse the reader's curiosity.
 - C. provide a warning to the reader.
 - D. compare views about the topic.
44. What is the overall organizational pattern of this passage?
- A. problem and solution
 - B. cause and effect
 - C. comparison and contrast
 - D. opinion and support



43. El primer título del pasaje de lectura se diferencia de los demás títulos en que el primer título intenta
- A. expresar la opinión del autor.
 - B. despertar la curiosidad del lector.
 - C. hacer una advertencia al lector.
 - D. comparar puntos de vista sobre el tema.
44. ¿Cuál es el patrón de organización global de este pasaje de lectura?
- A. problema y solución
 - B. causa y efecto
 - C. comparación y contraste
 - D. opinión y apoyo



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