

Pruebas de Aprovechamiento Académico

Prueba de Aprovechamiento Académico en Inglés

La Prueba de Aprovechamiento Académico en Inglés como Segundo Idioma (English as a Second Language Test - ESLAT) se diseñó con el propósito de medir el nivel de conocimiento del uso del idioma, de la comprensión de lectura y destrezas de redacción de los estudiantes cuya lengua vernácula es el español. Es una de tres pruebas de aprovechamiento académico que comprenden el Programa de Evaluación y Admisión Universitaria (PEAU) del College Board. Se ofrece a toda persona graduada o por graduarse de escuela superior interesada en ser admitida a una universidad o institución de educación postsecundaria en Puerto Rico. En varios estudios realizados en Puerto Rico con estudiantes universitarios de primer año, se encontró que ESLAT ha sido muy útil para la ubicación de estos estudiantes en tres niveles de competencia lingüística: básico, intermedio y avanzado.

ESLAT se compone de 50 ejercicios de selección múltiple para ser contestados en 45 minutos. Se divide en tres secciones:

Uso del idioma

En la primera sección, uso del idioma, se mide la capacidad del estudiante para manejar:

- a. Las estructuras de la oración (Word Order, Sentence Structure, and Meaning)

Se hace énfasis en el uso del idioma y no en el conocimiento de los conceptos gramaticales aislados. Por ejemplo, no se pide identificar un verbo, pero sí cómo se usa el verbo dentro de un contexto.

El contenido temático de Word Order incluye:

- ◆ Affirmative and negative statements
 - ◆ Questions and responses, including interrogative words and tag endings
 - ◆ Noun modifiers, including determiners and quantifiers
 - ◆ Placement and agreement of verb modifiers
 - ◆ Direct, indirect, and phrase objects
 - ◆ Parallel items in a series
- b. Aspectos funcionales de la lengua (Function Words)

El contenido temático de Function Words incluye:

- ◆ Prepositions
 - ◆ Pronouns, including subject, object, reflexive, relative, indefinite, and possessive
 - ◆ Connectives, including transitional words, coordinating, subordinating, and correlative conjunctions
 - ◆ Expletives
 - ◆ Modifiers
- c. Las Inflexiones (Inflections).

El contenido temático de Inflections incluye:

- ◆ Verbal tenses
- ◆ Agreement
- ◆ Voice
- ◆ Verb phrases and idioms
- ◆ Verbal and modal auxiliaries
- ◆ Comparative and superlative adjectives
- ◆ Adverbs
- ◆ Singular, plural, and possessive forms of nouns

Comprensión de lectura

En la sección de Comprensión de Lectura se presenta una selección seguida por varios ejercicios que miden comprensión del texto y destrezas, tales como:

- ◆ Locating information
- ◆ Making inferences or conclusions
- ◆ Establishing relationships
- ◆ Identifying the topic of a sentence or paragraph
- ◆ Identifying the main idea and supporting details
- ◆ Identifying the theme of the selection
- ◆ Using context clues for meaning
- ◆ Identifying sequence of events
- ◆ Discriminating between fact and opinion
- ◆ Summarizing or paraphrasing
- ◆ Identifying author's purpose and argument
- ◆ Identifying tone, mood, and mode of presentation

Destrezas de redacción evaluadas indirectamente

En la sección de Redacción Indirecta, se presenta un texto, el cual debe mejorarse, seguido por varios ejercicios de selección múltiple. Este proceso se asemeja al tipo de revisión que se debe hacer durante el proceso de redacción y mide destrezas, tales como:

- ◆ Identifying an appropriate introductory sentence
- ◆ Identifying logical sequence of sentences
- ◆ Using transitional expressions and/or connectives appropriately
- ◆ Combining separate and/or combined phrases, clauses, and sentences for clarity and conciseness
- ◆ Substituting words and phrases to achieve appropriate style, coherence, and agreement
- ◆ Identifying sentences that preserve the unity of the paragraph
- ◆ Identifying topic shift
- ◆ Identifying an appropriate concluding sentence
- ◆ Recognizing when punctuation is used appropriately
- ◆ Identifying correct usage of easily confused words and cognates
- ◆ Recognizing when writing samples may or may not require further revisions

Nota: Esta es la única sección que tiene cuatro opciones.

Ejercicios de práctica

Instrucciones: Cada uno de los siguientes ejercicios ofrece cinco opciones en inglés precedidas de las letras A, B, C, D y E. Una sola opción es correcta.

Seleccione la opción correcta y oscurezca el espacio correspondiente a su letra en la hoja de respuestas.

1. Everyone thought the poem was written - - - - Henry.
(A) at
(B) by
(C) in
(D) of
(E) on
2. Gloria doesn't work here any more, - - - - ?
(A) she does
(B) she doesn't
(C) does she
(D) doesn't she
(E) didn't she
3. All of my cousins - - - - from college during the past two years.
(A) are graduating
(B) is graduating
(C) was graduating
(D) has graduated
(E) have graduated
4. - - - - did the students take the College Board exam? Last Saturday.
(A) Who
(B) Why
(C) What
(D) When
(E) Where
5. - - - - of us was assigned a different part of the chapter to summarize.
(A) All (B)
Each (C)
Every (D)
Some (E)
Several
6. Whenever I have free time, I love
(A) to surf the Internet, listen to music, and play video games.
(B) to surf the Internet, listening to music, and playing video games.
(C) to surf the Internet, listen to music, and playing video games.
(D) surfing the Internet, listening to music, and to play video games.
(E) surfing the Internet, listen to music, and playing video games.

NOTA: Las lecturas para esta prueba se tomaron de material impreso que presenta planteamientos significativos para el análisis o evaluación. Las ideas contenidas en estas son responsabilidad exclusiva de sus autores.

Instrucciones: Los ejercicios siguientes están basados en el contenido de las lecturas. Después de leerlas, seleccione la mejor respuesta para cada ejercicio y oscurezca el espacio de la letra correspondiente en la hoja de respuestas. Conteste todos los ejercicios basándose en lo que éstas afirman o implican.

Los ejercicios del 7 al 12 se basan en la siguiente lectura:

Zorro is my friend, my companion, my Saint Bernard, my dog. I have had him since he was a month old. Now that I think about it, we have been together for over ten years.

But unlike most dogs, Zorro is also a volunteer and

- (5) works at a couple of different places. One of them is Memorial Hospital, where he has worked most Monday nights since he was two. We usually start in the Emergency Room and then go throughout the hospital, floor by floor, room by room and almost always end up
- (10) in the playroom. For the past three weeks, we kept going into little Andy's room. Andy he just had a blank look on his face. He didn't seem to react to anything around him. However, yesterday when we went in, something seemed to click in this boy. Zorro was, as usual, nudging his
- (15) arm, trying to get his attention. Suddenly, Andy looked at him and actually smiled as he touched Zorro's face. His mom was ecstatic! I know it may not sound like much, but to the boy's mom it meant the world. You have no idea how good that made me feel!
- (20) One of the other places we visit is a special education school nearby. In one particular classroom, the students can only communicate in sign language. It just so happens that I have been teaching Zorro commands by sign language. Last month, I, along with several other
- (25) volunteers, was ready to go into the school with Zorro, of course, first in line. When the children saw us, they immediately got up from their seats. The teacher ran to the front of the class, and gave the sign for "sit." Zorro looked at her and obeyed. The teacher thought this was great and, needless to say, the students were delighted.

7. According to the selection, Zorro has been volunteering at the hospital for
- (A) just a very short time.
- (B) the past three weeks.
- (C) close to three years.
- (D) about eight years.
- (E) over ten years.

8. The word "nudging" (line 14) is closest in meaning to
- (A) pushing gently.
- (B) biting lightly.
- (C) moving slowly.
- (D) bending slightly.
- (E) locating carefully.
9. Which of the following characteristics does NOT apply to Zorro?
- (A) Intelligent
- (B) Indifferent
- (C) Outgoing
- (D) Obedient
- (E) Patient
10. According to the selection, Zorro's owner could BEST be described as a - - - - person.
- (A) shy
- (B) strict (C) serious (D) courteous (E) generous
11. Which would be a good title for this selection?
- (A) Zorro and Me
- (B) My Dog and My Dream
- (C) Caring and Sharing
- (D) Teaching and Learning
- (E) Hospitals and Schools
12. The tone of this selection could best be described as
- (A) analytical.
- (B) critical.
- (C) impartial.
- (D) philosophical.
- (E) inspirational.

Los ejercicios del 13 al 16 se basan en la siguiente lectura:

An analysis of the popular expression “generation gap” reveals some very interesting facts. First of all, we discover that the majority of people young and old – do not try to solve problems that exist between the older and younger generations. Instead they simply say, “Oh yes, there’s a generation gap” or “Young people don’t understand old people” or “Old people don’t understand young people.”

Unfortunately, this attitude does not help our world, which faces serious problems in all the major areas. Every day, pollution attacks the ecological balance of this planet. Our natural resources disappear at an alarming rate. The world economy is uncertain. Spiritual and moral values are not respected. To solve these problems, we need complete understanding between the younger and older generation. We need the experience of our older people, and we need the fresh ideas and the energy of our younger people.

An older person often says to a young man or woman, “You simply don’t know about suffering. You don’t know about the Great Depression and World Wars. You have all the advantages of the affluent society. I remember poverty and a major war; therefore, I am an expert on world problems.” The young man or woman often answers, “You live entirely in the past. You believe that solutions from years ago are perfect for our problems today. You believe that surviving wars and a depression give you the right to dictate to us. Well, today’s problems are different and modern ideas are necessary, and we, the young people, are experts on modern ideas and solutions.”

Does experience always produce experts? No, experience does not always produce experts. There is a saying: “We learn by our mistakes,” but we know that some people never learn. They live and die and never understand the real value in life. Does youth always produce experts on modern solutions? Unfortunately, the answer is again in the negative. There are many young people with interesting ideas and solutions, but also, there are many who need help from others.

In today’s world, there is no time for arguments or “gaps” between the generations. Today’s world needs capable people, young and old!

13. The word “affluent” (line 22) refers to people with
 - (A) time.
 - (B) ideas.
 - (C) money.
 - (D) attitudes.
 - (E) experience.
14. According to the selection, what is needed to resolve the serious problems facing the world?
 - (A) Controlling resources
 - (B) Respecting moral values
 - (C) Maintaining ecological balance (D) Strengthening the global economy (E) Achieving complete understanding
15. What is the main idea of the selection?
 - (A) Young people don’t respect old people.
 - (B) Old people don’t understand young people.
 - (C) Mistakes and experience are closely related.
 - (D) The world is faced with challenges, both good and bad.
 - (E) The world needs competent people, regardless of age.
16. The purpose of the author is to
 - (A) establish a mood.
 - (B) criticize young people.
 - (C) classify age groups.
 - (D) persuade the reader.
 - (E) entertain both generations.

Instrucciones: A continuación, encontrará los borradores de varios textos que requieren corrección desde el punto de vista de la redacción. Léalos detenidamente y conteste los ejercicios que le siguen.

NOTA: Esta sección contiene sólo cuatro opciones.

Los ejercicios del 17 al 22 se basan en el siguiente texto:

(1) Often college students live on their own, in the dormitory or in an apartment. (2) College tuition can be very expensive. (3) This means students are free to come and go as they like. (4) Their parents can't tell them when to get up when to go to school and when to come home. (5) Most students like the freedom they have in college. (6) It also means that students are free to wear what they like. (7) That means that they can dress with the latest fashions. (8) Students no longer have to wear the school uniform. (9) There are no parents to comment about their hairstyles or their dirty jeans. (10) They are free to listen to their favorite music without interference from parents. (11) - - - , students can decide when to study, when to work, and when to socialize.

17. Which sentence would be most appropriate to begin the text?
(A) 1
(B) 5
(C) 9
(D) 10
18. Which of the following words is used INCORRECTLY?
(A) The word This in sentence 3
(B) The word There in sentence 4
(C) The word That in sentence 7
(D) The word They in sentence 10
19. Which sentence does NOT have correct punctuation?
(A) 4
(B) 6
(C) 9
(D) 10
20. Which of the following words or phrases should be inserted in sentence 11?
(A) Nevertheless
(B) Otherwise
(C) In contrast
(D) In addition
21. Which sentence does NOT belong in the text?
(A) 2
(B) 5
(C) 8
(D) 10
22. Which of the following is a good concluding sentence?
(A) In general, parents fear this freedom.
(B) In conclusion, freedom is necessary.
(C) Definitely, freedom and college go together.
(D) Finally, students have free time for parties.

Los ejercicios del 23 al 25 se basan en el siguiente texto:

(1) He, of course, is a picture of careless and fluid engineering. (2) He doesn't even look at the ball. (3) I didn't either at his age. (4) My nine-year old son stands 60 feet away waiting for our friendly game of catch to begin. (5) It is just there in his hands, and then it's gone again. (6) We go back and forth in an essential gesture of sports. (7) A ball travels between two people. (8) Each seeking a moment of understanding from the other across the yard and the years. (9) The world needs more understanding to achieve peace. (10) Playing a game of catch is not like pitching to a batter. (11) You do not throw to trick, confuse, or evade. (12) You want to be understood.

23. Which sentence should begin the text?
(A) 2
(B) 4
(C) 7
(D) 10
24. Which sentence should NOT be in the text?
(A) 2
(B) 6
(C) 9
(D) 10
25. Which would be an appropriate concluding sentence?
(A) Fathers and sons always practice catching and pitching.
(B) Sons always look to their fathers for pitching instructions.
(C) Pitching and catching are always great pastimes for a father and a son.
(D) A game of catch can build essential connections between a father and son.

Hoja de respuestas

1	A	B	C	D	E
2	<input type="radio"/>				
3	A	B	C	D	E
4	<input type="radio"/>				
5	A	B	C	D	E
6	<input type="radio"/>				
7	A	B	C	D	E
8	<input type="radio"/>				
9	A	B	C	D	E
10	<input type="radio"/>				
11	A	B	C	D	E
12	<input type="radio"/>				
13	A	B	C	D	E
14	<input type="radio"/>				
15	A	B	C	D	E
16	<input type="radio"/>				
17	A	B	C	D	E
18	<input type="radio"/>				
19	A	B	C	D	E
20	<input type="radio"/>				
21	A	B	C	D	E
22	<input type="radio"/>				
23	A	B	C	D	E
24	<input type="radio"/>				
25	A	B	C	D	E

Respuestas correctas para los ejercicios de práctica

1. B
2. C
3. E
4. D
5. B
6. A
7. D
8. A
9. B
10. E
11. C
12. E
13. C

14. E
15. E
16. D
17. B
18. B
19. A
20. D
21. A
22. C
23. B
24. C
25. D