

INGLÉS

PARTE 5.1

RESPONDA LAS PREGUNTAS DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 1 – 7 marque **A**, **B** o **C** en su hoja de respuestas.

The Empire State Building

The Empire State Building is the top place to see for first-time visitors to New York City. This tall building was part of a competition between New York City businessmen Walter Chrysler and John Raskob for the title of the world's tallest building. Engineer William Lamb was paid to produce the plans for the buildings, and John Raskob and Pierre du Pond's company paid for the Empire State project.

The other project in competition for the title, 40 Wall Street, was under construction when work on the Empire State Building began on March 17, 1930. The Empire State project was completed on April 11, 1931, sooner than planned. The building was opened for business by Herbert Hoover on May 1, 1931. However, due to the great economic crisis of that time, most of the offices in the building were not rented for several years.

When visiting the Empire State Building, prepare for long ticket lines on the first floor, especially on weekends. You should wear warm clothes if it's cold and windy, so check the temperature before you go. Tourists buy one ticket to visit the 86th floor and another one for the 102nd floor, which offers interesting 360-degree views of the city. Book your tickets online to save money. To go up to the higher floor, tickets are only available on the 80th floor, where you can learn about the history of the building.



EJEMPLO:

0. The Empire State Building is popular among

- A. tourist.
B. engineers.
C. businessman.

Respuestas

0.

A

B

C

1. Who gave money to build the Empire State Building?

- A. Walter Chrysler
B. John Raskob
C. William Lamb

2. John Raskob and Pierre du Pond were

- A. business partners.
B. office workers.
C. project managers.

3. When was The Empire State Building finished?

- A. on March 17, 1930
B. on April 11, 1931
C. on May 1, 1931

4. The Empire State Building was

- A. the only project at the time.
B. a successful office building.
C. finished very early.

5. When visitors arrive, they

- A. might have to wait to enter.
B. should dress lightly.
C. must check the weather.

6. Tickets cost less if you buy them

- A. on the Internet.
B. on weekends.
C. on the first floor.

7. Where can a tourist find information about the building?

- A. on the 80th floor
B. on the 86th floor
C. on the 102th floor

PARTE 5.2

RESPONDA LAS PREGUNTAS DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas 8 – 14 marque **A**, **B** o **C** en su hoja de respuestas.

Writers

I'm Mike Darvy, a journalist, and in my articles I discuss how difficult it is to write. Last week, a foreign colleague suggested that I write a document describing the daily activities different writers follow. It immediately made me think about my own routine and Ana Fitzgerald's, a singer famous for writing songs, whose routine was quite different from mine.

Ana's days began at 4 am, weekdays and weekends. Her alarm clock had a loud ring so she could hear it. She spent half the day playing jazz and taking short notes. At 1 pm., after lunchtime, she wrote lots of lines for her songs until 6 pm. Then, she exercised for about two hours while singing her new songs. Her days always ended with a healthy dinner, and she went to bed at 10 pm.

My days are quite different. I don't have a daily plan and I don't use alarms. I usually wake up and see if I have any events for the day. If I'm free, I read the latest news on my cell phone. During the day I just let things happen. Every Friday I visit my cousins; their opinions are quite useful. In the evenings, I go for a walk, which helps me find information that I use in my writings. Then, I write for several hours after midnight. On Sundays, I spend time with my girlfriend at home.



EJEMPLO:

0. What are Mike's articles about?

- A. activities when writing
- B. his international partners
- C. well-known journalists

Respuestas

0.

A

B

C

8. Mike remembered Ana because of

- A. her usual daily actions.
- B. a song he listened to.
- C. his partner's idea.

9. Mike says that Ana

- A. always woke up early.
- B. missed her morning alarms.
- C. practiced jazz very loud.

10. Before noon, Ana played jazz while

- A. having a meal.
- B. practicing sports.
- C. writing down ideas.

11. What time did Ana finish exercising?

- A. Around 6:00 pm
- B. Around 8:00 pm
- C. Around 10:00 pm

12. As soon as Mike gets up, he starts

- A. planning his opinions.
- B. reading the news.
- C. checking his appointments.

13. Mike goes out at night so that he can

- A. work on his mobile.
- B. get ideas for articles.
- C. meet his family members.

14. How often does Mike's girlfriend stay at his place?

- A. weekly
- B. monthly
- C. daily

PARTE 5.3

RESPONDA LAS PREGUNTAS DE ACUERDO CON EL SIGUIENTE TEXTO

Lea el texto y responda las preguntas.

En las preguntas **15 – 21** marque **A**, **B** o **C** en su hoja de respuestas.

Evelyn Smith

Evelyn Smith was a pilot. Her father, David, had an important company in Kansas, USA, where she was born. They later moved to Texas with her Californian mother, and there Evelyn grew up with her younger sister, Helen, who became a painter and also wrote for a newspaper there. Evelyn got interested in airplanes there when she was 20. Her uncle Jim, who was a mechanic, took her to a fair. They both got on an airplane and he flew it while she watched him. That's when she knew she wanted to learn to fly!

Evelyn later traveled to Toronto, Canada, where she helped sell medicines for sick people. In 1919, she returned to the USA and got into medical school in Philadelphia. Then, she moved to Sacramento, where she learned how to fly, along with her cousin, who sang and played popular music. During their training, Evelyn once saw a plane catch fire, but she wasn't frightened.

In 1922, Evelyn bought an airplane thanks to some money that her father lent her. Two years later, she moved to Pasadena, where her best friend helped her find a job. During this time, she was able to keep flying as a hobby.

In May 1932, Evelyn flew from Hampton, USA, and after many hours she arrived in England, becoming the second woman to fly across the ocean.



EJEMPLO:

0. From the text, it can be understood that Evelyn's dad was
- A. a businessman.
B. an artist.
C. a journalist.

Respuestas

0.

A

B

C

15. Where did Evelyn live when she was a teenager?

- A. in Kansas
B. in California
C. in Texas

16. Her first contact with planes happened thanks to

- A. David.
B. Helen.
C. Jim.

17. The first time Evelyn got on a plane, she was the

- A. pilot.
B. passenger.
C. mechanic.

18. What occupation did she have while being in a foreign country?

- A. pharmacist
B. student
C. musician

19. Where was she taught to fly a plane?

- A. in Philadelphia
B. in Toronto
C. in Sacramento

20. To get her plane, she borrowed cash from one of her

- A. parents
B. friends
C. cousins

21. Based on the text, Evelyn's life was full of

- A. adventure.
B. accidents.
C. art.

PARTE 6.1

Lea el texto y responda las preguntas.

En las preguntas **22 – 26**, marque **A, B, C o D** en su hoja de respuestas.

MY SCHOOL

My school doesn't exist anymore. The buildings were knocked down after being in service for 50 years. In 2012, Hartridge High School was renamed Llanwern High School, and the history of all us old boys and girls was lost. Llanwern is now much smaller than it used to be. The buildings now occupy a single site. I haven't been back since it was rebuilt, but the pictures look nice.

When I went there in 1968, the Hartridge school was known as one of the largest schools in the country. It had 2,000 pupils, and had three separate schools: lower (ages 11-13), middle (14-16) and upper (16-18) and covered more than 40 blocks. We liked being close to the railway line, and we were proud to have our own swimming pool.

Although it was good to have so much space, the physical environment was of little consequence; what really mattered was what we learned. We were taught everything from how to enter college to how to look after large areas of trees. We also took sport very seriously. At school, we learned to believe in ourselves and we were taught that anything was possible. My school was exactly that – teachers believed they could teach everything and everyone.

I hope they continue with the same educational system. Schools succeed when they have good teachers and ideals. Don't think attractive new purple buildings automatically promote learning. The gray, old school served us well because the people in it believed in the power of education.

22. What's the author's purpose in this article?

- A.** to compare old and new schools.
- B.** to describe the history of two schools.
- C.** to show how valuable his school was.
- D.** to explain the importance of space in schools.

23. What can a reader find out from this text?

- A.** The writer had a wide variety of classes.
- B.** His education was influenced by school colors.
- C.** The school was in the countryside.
- D.** Students were good swimmers.

24. What was the school's main objective?

- A.** to have the best building possible.
- B.** to go far beyond classroom learning.
- C.** to promote many sports.
- D.** to teach as many students as possible.

25. How has his school changed?

- A.** The color of its building is similar to other schools.
- B.** It is good but it was better.
- C.** The new building encourages knowledge better.
- D.** It has less space now.

26. A note from the writer to a classmate would be

- A.** We were lucky to be taught that we can achieve our goals.
- B.** Today, students have more opportunities to study.
- C.** We need to thank the lovely colors for our success.
- D.** I'm glad the school's architecture inspired us to trust education.

PARTE 6.2

Lea el texto y responda las preguntas.

En las preguntas **27 – 31**, marque **A, B, C o D** en su hoja de respuestas.

Water-skiing barefoot by Dan Thomas

Have you ever been barefoot water-skiing? It's just like normal water-skiing, being pulled along behind a boat at 40 mph - but without any skis! It sounds scary but it's amazing! My cousin used to take me water-skiing, and that's where I first learnt to stand up and balance. But I moved on to barefooting when I did it for a laugh with some mates. And I loved it!

Barefoot water-skiing is one of the most popular watersports there is - to watch, anyway! When someone jumps really high and then lands, it's awesome. And you don't need expensive stuff like boards, although a wetsuit's a good idea. But catching your toes on things in the lake can hurt. I guess you can't help getting water up your nose when you start learning, too, as you have to lie almost flat in the water before you pull yourself up - but it's OK.

Now I'm experienced, I've learnt not to attempt new moves in rough water as it never goes well. Instead, I make sure I limit myself to skiing directly behind the boat, where the water's calmer. I ask the boat drivers to warn me about big waves coming, although they can't always see them.

Finding time to practise regularly is hard as I'm still at school - but then it's not as if I'm into winning prizes and stuff. But if I want to learn a new move, I need to repeat it over and over, and that's not easy in winter when it's cold. Lots of skiers say they'll continue during cold weather, but not many do. So I'm often the only one out on the lake!

27. What is Dan trying to do in this text about barefoot water-skiing?

- A.** Although not much equipment is needed, it isn't cheap.
- B.** If your feet hit something in the water, it's painful.
- C.** If you start in the wrong position, you breathe in water.
- D.** Although you jump higher without skis, it's harder to land.

28. Dan started barefoot water-skiing when

- A.** he tried it out just for fun.
- B.** he realised how easy it was to do.
- C.** he was taught how to do it by his cousin.
- D.** he was persuaded by friends to have a go.

29. What does Dan think are the disadvantages of barefoot water-skiing?

- A.** Although not much equipment is needed, it isn't cheap.
- B.** If your feet hit something in the water, it's painful.
- C.** If you start in the wrong position, you breathe in water.
- D.** Although you jump higher without skis, it's harder to land.

30. How does Dan feel about skiing in rough water?

- A.** confident that his boat drivers will keep him safe
- B.** annoyed about having to ski inside a limited area
- C.** unwilling to try anything he hasn't practised before
- D.** certain of his ability to handle difficult conditions

31. What might Dan write to a friend about his barefoot water-skiing?

- A.** I'm one of the few people who avoids going once the weather gets a bit colder!
- B.** The boat travels along in the water at quite a speed, but it's not as frightening as you'd think!
- C.** It's a fantastic water sport to watch - it's just a shame more people don't enjoy going to see it.
- D.** If I can fit enough practice of the sport in with my studies, I'm hoping to win a prize.

PARTE 6.3

Lea el texto y responda las preguntas.

En las preguntas **32 – 36** marque **A, B, C o D** en su hoja de respuestas.

Why I quit social media

In recent years, there has been plenty of research about social media. Some studies prove it could be mentally unhealthy and suggest taking a break from it. I decided to quit Facebook, Twitter, and Instagram and see for myself what benefits it could bring.

Now that I no longer have access to those networks, I get more work done and have time to do extra chores like answering more e-mails and talking to people who I can do business with. I might not get as many invitations nowadays, but the ones I get now are completely genuine. So, it's been positive.

As for my "friends", I have no idea what they all are doing, but those who really care about me are still there. I get involved with them on a real level, face to face. I listen to them without checking Facebook on my cell phone at the same time.

I do things and enjoy them without wondering how cool they will look on Instagram. Before, when I went out to eat with friends or relatives, I'd always pause to upload pictures of the food. I'd also publish online our location every time we went to whatever club or department store we visited. Now, I'm living my life for my own pleasure, not for social media.

I used to depend too much on social networks. My media was constantly full of videos and photos showing my day-to-day life. It was an awful habit—some kind of disease. Today, I feel free. I am enjoying something unexpected, which I had no idea I had lost.

- 32.** What is the writer doing in this article?
- convincing people to stop using all Internet apps
 - teaching readers how to use different Internet apps
 - encouraging people to use some social media in a different way
 - showing readers how important it was to leave social media for him
- 33.** What can a reader find out from this text?
- the benefits that leaving social media provides
 - how to avoid using your e-mail account all the time
 - that people depend too much on the Internet
 - which types of people are more likely to use social media
- 34.** After quitting social media, the writer
- has been working more.
 - still receives many invitations.
 - has more friends in his social networks.
 - is learning more about his business.
- 35.** With the sentence in paragraph four "I'm living my life for my own pleasure, not for social media", the author means that he
- enjoys checking other people's posts on social media.
 - is willing to publish photos of the food he eats online.
 - is worried about sharing his location on social media.
 - cares about himself rather than others' opinions online.
- 36.** Which of these sentences would the writer most likely say?
- Use social networks more, daily.
 - You must learn how to have more friends online.
 - I won't go back to Facebook.
 - I won't get health issues anymore.

PARTE 6.4

Lea el texto y responda las preguntas.

En las preguntas **37 – 41** marque **A, B, C o D** en su hoja de respuestas.

Environmental Education

To the editor:

I will mention my position on Environmental Education (EE) in our society.

The ability to work together towards a common goal is absolutely essential and I consider it appears in childhood, when kids get involved in positive experiences. I have personally discovered how nature acts positively in their development. I used to organize expeditions to natural reservations with my son and daughter and we would discover magnificent landscape from which we learned a lot. Those occasions were marvelous.

Vincent Simmons, author of "The Natural Rule", argues how family environmental organizations are a suitable way to get families outside to learn from nature and to consider the importance of protecting the planet. Families are more likely to go to natural spaces if another family arrangers to go with them.

In Simmons' opinion, getting involved in such experiences create suitable conditions for working together, and I agree. Children will feel more comfortable being outside if others their age are involved too. This new approach can also be transferred to schools where children realize the importance of wildlife and its protection. Students will get to actually see the animals and habitats they are learning about in subjects such as biology or science.

Active involvement in EE should be applied in the classrooms because kids will learn better and recognize its real world application so the would be able, for instance, to confirm in what region penguins are normally located. Such involvement may be introduced in academic events aiming at discussing environmental education, so kids could gain more knowledge of how our planet works and what they can do to take care of it.

- 37.** The writer talks about EE in order to
- explain in what ways kids can protect our planet.
 - describe its advantages on social relationships in children.
 - persuade peoples that this method is good to teach children.
 - encourage students to learn about animals natural environment.
- 38.** According to the text,
- exploring nature leads kids to promote EE in their families.
 - EE helps children to get involved in animal life easily.
 - EE is essential for children to understand school programs.
 - students are encouraged to admire nature through EE instruction.
- 39.** The text suggests that in our current world, EE needs
- more classroom teaching about our planet.
 - parents to be involved in their children's education.
 - more engaged students in our real environment.
 - teachers with essential biology knowledge.
- 40.** What can a reader find out from this text?
- The effects of nature on parents and children's relationships.
 - The situations in which the project can be carried out.
 - The role of parent involved in environmental groups.
 - The activities families can perform together in excursions.

41. A neat way to recommend this system for teachers would be

- A. Allow your students to develop a sense of responsibility with our planet. Provide them with broad and realistic opportunities to face environmental issues.
- B. Environmental instruction is a recent trend to make your students improve their academic performance in science subjects. Give them that opportunity.
- C. An advantage of EE is that kids will employ this knowledge to favor their social demands. Accompany them in this extraordinary action.
- D. Encourage the children in your classes to use EE in order to create environmental organizations. Our planet will thank your effort.

PARTE 6.5

Lea el texto y responda las preguntas.

En las preguntas 42 – 45, marque **A, B, C o D** en su hoja de respuestas.

BENEFITS OF EXERCISING

If you want to be healthy and live longer, you must learn about exercising. Recently I have read a lot about this topic and I have put into practice a program, which has improved not only my energy levels but also my feelings. I strongly recommend that everybody do at least one hour of physical activity everyday because through it, people will have the same benefits.

Exercising helps both body and mind. It makes people feel happy and more peaceful. Since starting my exercise program, I can say that I have been sleeping well, and feeling better about myself. It also helps one look fit because it burns calories and reduces your weight. Thanks to my exercise plan, I have lost five kilos in a few months and look fantastic.

Another important benefit is the lower probability of developing certain conditions such as diabetes and heart problems.

If you decide to start an exercise program, I advise you to make it interesting and fun. When you set up your own timetable, make sure you can afford it. Once you have organized your schedule, I suggest talking to an expert and asking for recommendations regarding your target level of fitness.

Don't forget to show your doctor your exercise plan to make sure it's not too much.

I'll definitely keep up my exercise program and the great thing about it is that it's never too late to start. Why don't you give it a try? It's a great way to change your life!

42. What is the writer trying to do in the text?

- A. Force people to feel happy.
- B. Help people lose weight.
- C. Explain a strict exercise program.
- D. Encourage people to exercise.

43. By exercising the writer has realized that he

- A. will live for many more years.
- B. has more self-respect now.
- C. can sleep longer every night.
- D. needs to exercise for hours.

44. What other relevant benefit does the exercise program offer?

- A. It reduces the possibility of illness.
- B. It tells people how to have fun.
- C. It helps people deal with diabetes problems.
- D. It makes you know about some diseases.

45. According to the author, what is the right age to start exercising?

- A. When it changes people lives.
- B. When someone thinks it's a challenge.
- C. When anyone decides to start.
- D. When it is too sick.

LECTURA CRÍTICA II

RESPONDA LAS PREGUNTAS 46 Y 47 DE ACUERDO CON LA SIGUIENTE INFORMACIÓN

UN SEÑOR MUY VIEJO CON UNAS ALAS ENORMES

Al tercer día de lluvia habían matado tantos cangrejos dentro de la casa, que Pelayo tuvo que atravesar su patio anegado para tirarlos al mar, pues el niño recién nacido había pasado la noche con calenturas y se pensaba que era causa de la pestilencia. El mundo estaba triste desde el martes. El cielo y el mar eran una misma cosa de ceniza, y las arenas de la playa, que en marzo fulguraban como polvo de lumbre, se habían convertido en un caldo de lodo y mariscos podridos. La luz era tan mansa al mediodía, que cuando Pelayo regresaba a la casa después de haber tirado los cangrejos, le costó trabajo ver qué era lo que se movía y se quejaba en el fondo del patio. Tuvo que acercarse mucho para descubrir que era un hombre viejo, que estaba tumbado boca abajo en el lodazal, y a pesar de sus grandes esfuerzos no podía levantarse, porque se lo impedían sus enormes alas.

Asustado por aquella pesadilla, Pelayo corrió en busca de Elisenda, su mujer, que estaba poniéndole compresas al niño enfermo, y la llevó hasta el fondo del patio. Ambos observaron el cuerpo caído con un callado estupor. Estaba vestido como un trapero. Le quedaban apenas unas hilachas descoloridas en el cráneo pelado y muy pocos dientes en la boca, y su lastimosa condición de bisabuelo ensopado lo había desprovisto de toda grandeza. Sus alas de gallinazo grande, sucias y medio desplumadas, estaban encalladas para siempre en el lodazal. Tanto lo observaron, y con tanta atención, que Pelayo y Elisenda se sobrepusieron muy pronto del asombro y acabaron por encontrarlo familiar. Entonces se atrevieron a hablarle, y él les contestó en un dialecto incomprensible pero con una buena voz de navegante. Fue así como pasaron por alto el inconveniente de las alas, y concluyeron con muy buen juicio que era un náufrago solitario de alguna nave extranjera abatida por el temporal. Sin embargo, llamaron para que lo viera una vecina que sabía todas las cosas de la vida y la muerte, y a ella le bastó con una mirada para sacarlos del error.

—Es un ángel —les dijo—. Seguro que venía por el niño, pero el pobre está tan viejo que lo ha tumbado la lluvia.

Al día siguiente todo el mundo sabía que en casa de Pelayo tenían cautivo un ángel de carne y hueso. Contra el criterio de la vecina sabia, para quien los ángeles de estos tiempos eran sobrevivientes fugitivos de una conspiración celestial, no habían tenido corazón para matarlo a palos. Pelayo estuvo vigilándolo toda la tarde desde la cocina, armado con un garrote de alguacil, y antes de acostarse lo sacó a rastras del lodazal y lo encerró con las gallinas en el gallinero alumbrado. A media noche, cuando terminó la lluvia, Pelayo y Elisenda seguían matando cangrejos. Poco después el niño despertó sin fiebre y con deseos de comer.

Tomado de: Gabriel Gracia Marquez, "Un señor muy viejo con alas enormes", en *La increíble y triste historia de la cándida y su abuela desalmada*. Bogotá, Oveja Negra, 1972. pp. 7-8

46. El texto sugiere que Pelayo y Elisenda atribuyen las fiebres de su niño a la pestilencia basados en

- A. las propiedades de los cangrejos.
- B. las creencias populares.
- C. un dogma de fe.
- D. una conjetura.

47. La vecina sabia está segura de que el anciano alado **NO** es

- A. la muerte que viene por el niño enfermo.
- B. un peligro que es preciso exterminar.
- C. un ángel rebelde que huyó del cielo.
- D. un náufrago extranjero.

RESPONDA LAS PREGUNTAS 48 A 52 DE ACUERDO CON LA SIGUIENTE INFORMACIÓN

Jésica Migliavacca va con una amiga en el auto de su amigo Óscar Avendaño. Son casi las seis de la mañana cuando llegan a la esquina de Belgrano y Lamadrid [dos calles de Buenos Aires, Argentina] y por la ventana ven a un tipo con un BMW blanco hablando con el de un furgón de reparto de una panadería. Parecen intercambiar documentación después de haber chocado. El que maneja el BMW le dice algo a una de las chicas, quizás a Jésica, o tal vez a la amiga, no queda claro. Lo que se sabe es que Avendaño, probablemente molesto por el comentario, baja del auto, saca del baúl una escopeta 12.70 y forcejea con el conductor del BMW. Jésica espera en el auto. De la 12.70 sale un tiro. La bala entra en el ojo derecho de Jésica.

Ese día los medios ilustraron la información con una foto de ella, tomada de su Facebook. En la imagen se la ve en una situación similar a la del momento de su muerte: Por la noche, dentro de un auto y con amigos.

En su último cumpleaños, de sus 333 amigos en la red social, solo once le desearon feliz cumpleaños.

No sé si hago bien en escribirte por acá, porque soy de los que hablan solos o con ángeles. Uno sos vos. Quiero decirte que es muy fuerte ver tus fotos. No puedo imaginarme que sos vos. Y también es muy fuerte sentir que estás ahí mirando y riéndote de todo. Te quiero mucho.

El internauta parece incómodo. Como si el dolor y la tristeza no encajaran en este espacio que todo el tiempo propone diversión y recreación. Uno de los grandes dilemas de la empresa Facebook: la imagen de perfil de los muertos permanece vital y fresca, aunque de manera ilusoria y muchas veces dolorosa para los seres queridos. En ocasiones esta estampa de la persona fallecida es descrita como "perturbadora", "espeluznante" o "macabra", tanto para dolientes como para otros usuarios que circunstancialmente se topan con esos perfiles cuando la plataforma sugiere amigos o recuerda cumpleaños.

Para la red, morir no es necesariamente un problema. Las cuentas no se cierran por inactividad como ocurre con los mails. Los perfiles de los muertos permanecen abiertos y tan disponibles como su propietario haya determinado en vida. Solo aquel que tenga la contraseña, puede acceder, publicar o darlo de baja como si fuese el usuario original. En la mayoría de los casos, el perfil permanece tal como la persona lo dejó.

La compañía creada por Mark Zuckerberg estima que en Argentina más de 500.000 usuarios de su red social (de un total de 20 millones en el país) tienen 65 años o más y la edad promedio ronda los 40 años. Si se tiene en cuenta la esperanza de vida nacional, en una década esos usuarios podrían estar muertos. Habría, en ese caso, medio millón de perfiles flotando en la web. Fantasmas virtuales, o como quieran llamarlos.

Tomado de: Moya, M. y Enns, V (2013, agosto). Los fantasmas del Facebook. *Revista Anfibia*. Recuperado de: <https://www.revistaanfibia.com/los-fantasmas-del-facebook/>

48. Por medio de la expresión "Fantasmas virtuales" el autor hace referencia a

- A. los piratas informáticos que flotan en la red.
- B. las víctimas de crímenes cibernéticos sin resolver.
- C. los perfiles en redes sociales de personas fallecidas.
- D. los usuarios que se esconden detrás de falsos perfiles.

49. Considere el siguiente fragmento:

No sé si hago bien en escribirte por acá, porque soy de los que hablan solos o con ángeles. Uno sos vos. Quiero decirte que es muy fuerte ver tus fotos. No puedo imaginarme que sos vos. Y también es muy fuerte sentir que estás ahí mirando y riéndote de todo. Te quiero mucho.

Este fragmento fue originalmente escrito por

- A. algún amigo de Jésica en Facebook.
- B. el amigo con quien se encontraba Jésica cuando murió.
- C. un periodista de la prensa local, el día de la muerte de Jésica.
- D. Jésica, y estaba dirigido a uno de sus 333 amigos en Facebook.

50. ¿Cuál es el problema central que aborda el texto?

- A. El uso irresponsable de las redes sociales.
- B. La falta de privacidad en las redes sociales.
- C. Los perfiles virtuales de los usuarios fallecidos.
- D. Los numerosos crímenes que aún quedan impunes.

51. Según el texto, la expectativa de vida de los argentinos

- A. ronda los 40 años de edad.
- B. es superior a los 85 años de edad.
- C. es inferior a los 40 años de edad.
- D. es inferior a los 80 años de edad.

52. El anterior texto es un fragmento de

- A. un artículo de revista de interés general.
- B. un diccionario informático sobre redes sociales.
- C. los términos y condiciones generales de Facebook.
- D. un proyecto de ley sobre derechos y privacidad en la red.

RESPONDA LAS PREGUNTAS 53 A 55 DE ACUERDO CON LA SIGUIENTE INFORMACIÓN

COMER CARNE ES UN ALARDE BESTIAL DE PODER

En las últimas décadas el consumo de carne aumentó el doble que la población, el consumo de huevos tres veces más. Hacia 1950 el mundo comía unas 50 millones de toneladas de carne por año; ahora, casi seis veces más —y se prevé que vuelva a duplicarse en 2030.

La ganadería ya usa el 80 por ciento de la superficie agrícola del mundo, el 40 por ciento de la producción mundial de cereales, el 10 por ciento del agua del planeta. La carne es fuerte.

La carne es la metáfora perfecta de la desigualdad.

Pero el momento de la carne puede estar terminando. Lester Brown, pionero ecólogo, dice que cuando le preguntan cuánta gente puede alimentar nuestro planeta, él pregunta a su vez con qué dieta. «Si todos comiéramos como los estadounidenses, que se tragan entre 800 y 1.000 kilos de granos al año por persona, sobre todo a través de las carnes que esos granos produjeron, la cosecha mundial de cereales podría alimentar a 2.500 millones de personas. Si todos comiéramos como los italianos, que consumen dos veces menos carne, unos 400 kilos de cereales por año, se podría alimentar a 5.000 millones de personas. Si todos comiéramos el régimen vegetariano de los indios podríamos alimentar a 10.000 millones de personas».

La carne es estandarte y es proclama: el mundo solo se puede usar así si lo usamos unos pocos. El mundo no funciona si todos quieren usarlo por igual. La exclusión es una condición necesaria —y nunca suficiente.

Pero en la India la mayoría de vegetarianos se cree que lo elige. Los indios consumen cinco kilos de carne por año y por persona: cinco kilos, diez veces menos que los chinos. Y se creen que lo eligen: son los milagros de las ideologías.

Tomado y adaptado de: Caparrós, M. (2005). *El hambre*. Editorial Anagrama.

53. ¿Qué evidencias presenta el autor para mostrar que "La carne es estandarte y es proclama"?

- A. Cifras sobre el aumento exponencial del consumo de carne en Estados Unidos.
- B. Indicadores sobre las creencias relacionadas con el consumo de carne en países como India.
- C. Datos sobre el impacto que tienen las distintas dietas nacionales en relación con la alimentación mundial.
- D. Información sobre la historia del consumo de carne en la China.

54. ¿Cuál de las siguientes opciones presenta un juicio de valor del autor del texto?

- A. Si todos comiéramos el régimen vegetariano de los indios podríamos alimentar a 10.000 millones de personas.
- B. Los indios consumen cinco kilos de carne por año y por persona: cinco kilos, diez veces menos que los chinos.
- C. El consumo de carne es un acto que trae consigo una exhibición bestial de poder.
- D. La ganadería ya usa alrededor del 80 por ciento de la superficie agrícola del mundo.

55. ¿Cuál es el propósito del autor del texto

- A. Exponer la inequidad y exclusión que hay alrededor del consumo de carne.
- B. Enseñar al lector las ventajas de eliminar el consumo de carne de la dieta.
- C. Demostrar cómo se puede alimentar a más personas si se utilizan granos.
- D. Responsabilizar de la escasez alimentaria mundial a Estados Unidos e Italia.