Comprensión lectora – Test 3

Nombre: Clase: Fecha: Puntuación: / 20

Haz este examen en línea y comprueba tus respuestas al instante

Lee atentamente cada texto y elige la respuesta correcta (A, B, C o D) para cada pregunta.

Parte 1: Artículo de divulgación científica

Lee el artículo sobre la memoria y responde a las preguntas 1–7.

The Unreliable Archive

Ask a group of friends to describe a holiday they shared ten years ago and you are likely to hear several versions of the same week. One person remembers the storm on the second night; another is certain it came at the end. Each account is delivered with equal confidence, and each, quite possibly, is partly wrong. This is not a sign of carelessness. According to a growing body of research, it is simply how memory works.

For much of the twentieth century, the dominant metaphor for memory was the filing cabinet: experiences were stored intact and retrieved when needed. Psychologists now favour a rather less reassuring model. Every time we recall an event, we do not so much replay it as rebuild it, drawing on fragments of the original experience alongside our present knowledge, mood and expectations. The memory is then stored again, subtly altered by the act of remembering. In other words, the memories we revisit most often may be the ones that have drifted furthest from what actually happened.

Dr Helena Vásquez, who studies autobiographical memory, points out that this flexibility is not a design flaw. "A memory system that recorded everything perfectly would be enormously costly and not particularly useful," she explains. "What we need is the gist: enough to recognise danger, maintain relationships and plan ahead. Precision about the colour of someone's coat is a luxury evolution had little reason to pay for."

The consequences, however, can be serious. Studies have shown that people can be led to "remember" events that never took place simply by being asked suggestive questions or shown doctored photographs. In one well-known experiment, a significant minority of participants came to recall, sometimes in vivid detail, a childhood incident that the researchers had invented. Such findings have prompted courts in several countries to treat eyewitness testimony with greater caution than they once did.

Yet Vásquez is wary of the conclusion, popular in some media coverage, that memory is fundamentally untrustworthy. "Most of the time, our memories are accurate enough for the purposes we use them for," she says. "The problem arises when we demand from memory a kind of accuracy it was never built to provide, and then treat our confidence as proof."

That last point may be the most practical lesson. Confidence, research suggests, is a poor guide to accuracy: a vivid, emotionally charged memory feels true, but feeling true is not the same as being true. For those of us who are not witnesses in court, the implication is modest but worth holding on to. The next time a disagreement about the past threatens to spoil a family dinner, it may be worth remembering that both parties could be sincere, and both could be mistaken.

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1. Which of the following best expresses the central idea of the article?
   A Memory is so unreliable that personal recollections should generally be disregarded.
   B Memory is designed to capture the general meaning of events, so it is usually adequate but unreliable in precise detail.
   C Memories stay fixed once they are formed, but people often retrieve them incorrectly.
   D Emotional memories are more accurate than everyday ones because they are more vivid.

2. According to paragraph 2, why might the memories we recall most often be the least accurate?
   A They are stored in a separate part of the brain that fades quickly.
   B People tend to exaggerate them on purpose when telling others.
   C Each time they are recalled, they are rebuilt and stored again with small changes.
   D They are more likely to be confused with other people's memories.

3. In paragraph 4, the word 'doctored' in 'doctored photographs' is closest in meaning to:
   A altered in order to deceive
   B taken by medical professionals
   C old and badly damaged
   D carefully selected for an experiment

4. What does Dr Vásquez imply with her remark about 'the colour of someone's coat'?
   A People pay little attention to clothing when they first meet someone.
   B Humans have lost an ability to remember colours that they once had.
   C Accurate memory is only possible for people with special training.
   D Remembering precise details offered too little benefit to be worth the cost.

5. Why does the writer mention courts in paragraph 4?
   A To show that research on memory has had practical consequences beyond the laboratory.
   B To argue that most eyewitnesses deliberately lie in court.
   C To suggest that courts organised the false-memory experiments.
   D To prove that suggestive questions are now banned in all trials.

6. How does Dr Vásquez respond to the claim that memory is fundamentally untrustworthy?
   A She fully accepts it and believes the media have understated the problem.
   B She rejects it because she believes false memories almost never occur.
   C She thinks it exaggerates, since memory usually serves its everyday purposes well.
   D She refuses to give an opinion until more research has been done.

7. What does the writer suggest in the final paragraph?
   A Family arguments about the past can be settled by checking whose memory is more vivid.
   B People who remember a shared event differently may both be honest and yet both be wrong.
   C The person who feels most confident about a memory is usually right.
   D It is best to avoid discussing past events with relatives.

Parte 2: Relato breve

Lee el relato y responde a las preguntas 8–14.

The Ridge

Maren had agreed to the walk mainly because refusing would have required an explanation. Her brother Teodor had suggested it in a message so brief it felt almost rehearsed: Saturday, the old ridge path, early start. They had not spent a whole day together since their father's house was sold, and the sale (who had wanted it, who had handled it, who had been consulted too late) still sat between them like a third walker neither of them acknowledged.

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The first hour passed in safe topics. The weather, which was holding. His new job, which he described in more detail than she needed. Her daughter's exams. Teodor walked ahead, as he always had, setting a pace that was just slightly too fast, and Maren found herself irritated by how familiar the view of his back was.

Near the cairn at the halfway point, the path narrowed and the wind picked up. Teodor stopped to retie a lace that did not need retying. "Dad used to make us stop here," he said, without looking up. "He'd give us each a square of chocolate and tell us the worst part was over."

"It never was," Maren said. "The scramble at the end was always worse."

"I know. I think that was the point." He straightened. "He wasn't lying, exactly. He just knew we'd keep going if we thought the hard bit was behind us."

She considered this. It was the kind of observation she would have expected from herself rather than from him, and it unsettled her slightly, as if he had borrowed something without asking.

They reached the scramble an hour later. It was shorter than she remembered, but steeper, and halfway up Maren's foot slipped on a loose stone. Before she could steady herself, Teodor's hand was there, gripping her wrist with a firmness that surprised them both. Neither spoke until they had reached the top.

At the summit, he produced a bar of chocolate from his pocket and broke off two squares with exaggerated ceremony. Maren laughed despite herself.

"I should have asked you," he said suddenly. "About the house. Before I signed anything. I told myself there wasn't time, but that wasn't really it."

It was not quite an apology, and a year ago she would have pointed that out. Instead she took the chocolate and looked down at the path they had come up, which from here seemed far gentler than it had felt.

"The worst part's over," she said.

He glanced at her, uncertain whether she meant the climb. She was not entirely sure herself.

8. Why did Maren agree to go on the walk?
   A She had always enjoyed walking with her brother.
   B She wanted to tell him how she felt about the sale of the house.
   C Her brother had insisted that she come.
   D Saying no would have meant explaining why she did not want to go.

9. The sale of the house sat between them 'like a third walker neither of them acknowledged'. This suggests that the sale was...
   A an unresolved issue that both were aware of but neither wanted to discuss.
   B a decision their father had made while he was still alive.
   C a topic they had already discussed and settled.
   D something only Maren knew about.

10. What is suggested by the fact that Teodor 'stopped to retie a lace that did not need retying'?
    A He was tired and needed an excuse to rest.
    B His boots were not suitable for the narrow path.
    C He was finding a moment to raise something difficult.
    D He wanted Maren to walk ahead of him for a while.

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11. What has Teodor come to understand about his father's words at the cairn?
    A His father truly believed that the rest of the walk was easy.
    B His father said them to keep the children going, not because they were true.
    C His father used the chocolate to punish slow walkers.
    D His father had never really stopped at the cairn.

12. At the summit, Teodor breaks off the chocolate 'with exaggerated ceremony'. This means he does it...
    A carefully, so that none of it is wasted.
    B quickly, without thinking about it.
    C reluctantly, as if it were a sacrifice.
    D in a deliberately formal, almost theatrical way.

13. 'It was not quite an apology, and a year ago she would have pointed that out.' What does this sentence imply about Maren?
    A She is now more willing to accept his words than she would once have been.
    B She has forgotten why she was upset about the house.
    C She believes his apology is complete and perfect.
    D She plans to criticise him once they get home.

14. What is the effect of the story's final lines?
    A They show that Teodor is annoyed with Maren for copying their father.
    B They reveal that Maren is certain the way down will be easy.
    C They suggest that Maren's words could refer both to the climb and to the conflict between them.
    D They indicate that Maren has decided to stop seeing her brother.

Parte 3: Carta al director

Lee la carta dirigida a un periódico y responde a las preguntas 15–20.

Dear Editor,

I read Daniel Forsythe's article "Time to Let the Pen Go" (14 March) with interest, and with some sympathy for its central frustration. Anyone who has watched a class of ten-year-olds labour over joined-up letters while the clock ticks towards lunch will understand the appeal of his argument: that in an age of keyboards and voice recognition, schools should stop devoting precious hours to a skill most adults barely use. I would, however, urge readers to treat his conclusion with considerable caution.

Mr Forsythe presents handwriting as a purely mechanical skill, a means of putting words on paper that can be replaced by a faster, tidier alternative. This is where his case is weakest. A considerable body of research suggests that forming letters by hand engages the brain differently from pressing keys. Students who take notes by hand, for instance, tend to write less than those who type, yet they often recall and understand the material better, apparently because the slower pace forces them to summarise rather than transcribe. Handwriting, in other words, may be less about the page than about the thinking that happens on the way to it.

Nor is it obvious that the time saved would be well spent. Mr Forsythe suggests that the hours freed up could go to coding or digital literacy. Both are valuable, but they are not substitutes for the fine motor control, patience and attention to detail that handwriting practice develops, particularly in younger children. As an occupational therapist who works with primary schools, I see every week the difficulties faced by children whose hands have had too little practice at precise, controlled movement, and these difficulties extend well beyond writing.

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None of this means that schools should cling to every traditional practice. The insistence on a single, uniform style of joined-up writing, for example, seems to me far less defensible than the teaching of legible handwriting in general, and I would happily see it relaxed. Equally, there is no reason why pupils should not become fluent typists as well; the two skills are complementary rather than competing.

What concerns me most is the article's underlying assumption that if a technology can perform a task, the human skill behind it has become obsolete. Calculators did not make mental arithmetic worthless, and spell-checkers have not made spelling irrelevant. We should be wary of discarding a skill before we fully understand what else it was quietly teaching us.

Yours faithfully,

Grace Mbeki

Occupational therapist

15. Why has Grace Mbeki written to the newspaper?
    A To support the article and suggest how its proposal could be put into practice.
    B To question the article's conclusion while recognising why its argument is attractive.
    C To complain that the newspaper published inaccurate research figures.
    D To argue that schools should stop teaching typing and focus only on handwriting.

16. In paragraph 4, the writer says handwriting and typing are 'complementary rather than competing'. This means that the two skills...
    A support each other, and each adds something the other lacks.
    B are both free for schools to teach.
    C are equally difficult for children to learn.
    D will eventually replace each other.

17. According to the letter, why do students who take notes by hand often understand the material better?
    A They write down more words than students who type.
    B Handwritten notes are easier to read later.
    C Teachers check handwritten notes more carefully.
    D The slower pace makes them summarise ideas instead of copying everything.

18. Why does the writer mention that she is an occupational therapist who works with primary schools?
    A To suggest that Mr Forsythe is not qualified to write about education.
    B To advertise her services to local schools.
    C To show that her views are based on direct experience with children.
    D To explain why she has no interest in new technology.

19. Which traditional practice would the writer be happy to see changed?
    A The requirement that all pupils use one uniform style of joined-up writing
    B The teaching of legible handwriting in general
    C Typing lessons in primary schools
    D Activities that develop fine motor control

20. Why does the writer refer to calculators and spell-checkers in the final paragraph?
    A To argue that both should be banned from classrooms.
    B To show that a machine doing a task does not make the related human skill worthless.
    C To prove that technology has damaged children's abilities.
    D To predict that handwriting will disappear just as mental arithmetic has.

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Soluciones – Comprensión lectora – Test 3

1 B	2 C	3 A	4 D	5 A	6 C	7 B	8 D	9 A	10 C
11 B	12 D	13 A	14 C	15 B	16 A	17 D	18 C	19 A	20 B

Explicaciones

1. **B** – El artículo sostiene que la memoria reconstruye lo esencial de los hechos, lo cual suele bastar, aunque no es preciso.
2. **C** – El texto afirma que cada vez que recordamos algo, el recuerdo se reconstruye y vuelve a almacenarse «subtly altered».
3. **A** – «Doctored» significa «manipulado» de forma deshonesta; aquí, para que la gente crea algo falso.
4. **D** – La autora califica esa precisión de «a luxury evolution had little reason to pay for», es decir, no era lo bastante útil para la supervivencia.
5. **A** – La mayor cautela de los tribunales demuestra que los hallazgos han influido en la práctica real.
6. **C** – La autora afirma que, la mayor parte del tiempo, nuestros recuerdos son «accurate enough for the purposes we use them for».
7. **B** – El autor concluye que «both parties could be sincere, and both could be mistaken».
8. **D** – La primera frase indica que aceptó «mainly because refusing would have required an explanation».
9. **A** – Como un acompañante al que se ignora, el asunto estaba presente y se notaba, pero se evitaba mencionarlo a propósito.
10. **C** – La acción innecesaria, seguida de que él hable «without looking up», refleja incomodidad ante un tema emocional.
11. **B** – Teodor dice que su padre «knew we'd keep going if we thought the hard bit was behind us».
12. **D** – «Exaggerated ceremony» describe una actuación exageradamente solemne en tono de broma, que aquí imita el ritual del padre y hace reír a Maren.
13. **A** – Ella se da cuenta de que la disculpa es incompleta, pero decide no protestar, lo que muestra que su actitud se ha suavizado.
14. **C** – Ninguno de los hermanos sabe con certeza si «the worst part» se refiere a la subida o a su desacuerdo, así que las palabras tienen un doble sentido.
15. **B** – La autora reconoce «some sympathy» por la frustración que expresa el artículo, pero pide a los lectores que tomen su conclusión «with considerable caution».
16. **A** – «Complementary» se refiere a cosas que funcionan bien juntas y se complementan, lo contrario de competir entre sí.
17. **D** – La autora dice que el ritmo más lento «forces them to summarise rather than transcribe».
18. **C** – Utiliza su experiencia profesional semanal como prueba para respaldar su argumento sobre la motricidad fina.
19. **A** – Califica la insistencia en un único estilo uniforme de «far less defensible» y dice que «would happily see it relaxed».
20. **B** – Los ejemplos cuestionan la idea de que una habilidad queda obsoleta en cuanto la tecnología puede realizar la tarea.

Notas para el profesor: Puede usar este test como simulacro de examen cronometrado o trabajar un texto por clase. Las preguntas se centran en los errores típicos del nivel C1: elegir una respuesta porque repite palabras del texto, interpretar literalmente el lenguaje figurado y confundir la opinión del autor con las opiniones ajenas que este recoge. Después, pida a los alumnos que subrayen en el texto la prueba exacta de cada respuesta. Como actividad de ampliación, pueden escribir su propia carta de respuesta a Grace Mbeki o continuar el relato desde el punto de vista de Teodor.

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