



INGLÉS II

Después de leer atentamente el examen, combine las preguntas de la siguiente forma:

- Elija uno de los textos y responda EN INGLÉS a las preguntas 1, 2, 3, 4 y 5 del texto elegido.
- Responda EN INGLÉS una pregunta a elegir entre las preguntas 6.A y 6.B.
- Responda EN INGLÉS una pregunta a elegir entre las preguntas 7.A y 7.B.

TIEMPO Y CALIFICACIÓN: 90 minutos. Las preguntas 1ª, 2ª, 3ª, 4ª, 5ª y 6ª se calificarán con un máximo de 1 punto. La pregunta 7ª se calificará con un máximo de 4 puntos.

El estudiante deberá indicar la agrupación de preguntas que responderá. La selección de preguntas deberá realizarse conforme a las instrucciones planteadas, no siendo válido seleccionar preguntas que sumen más de 10 puntos, ni agrupaciones de preguntas que no coincidan con las indicadas, lo que puede conllevar la anulación de alguna pregunta que se salga de las instrucciones.

TEXTO A: Body language

We start forming impressions of people we meet from the moment we set eyes on them. A large part of the initial impression that you create comes from your body language. We all interpret body language all the time on a subconscious level. The face is the most expressive part of the body. If you are feeling anxious, then your facial expression may lead you to appear unfriendly, disapproving, or disinterested. You can break this misrepresentation by making a conscious effort to smile. Your smile is one of the strongest tools you have in meeting new people. It will help you appear warm, open, friendly, and confident. Your hands are also very expressive. Open gestures tend to make you appear open and honest. By pointing your finger or moving your hands closer together, you can draw emphasis to what you are saying. Used in moderation, hand gestures can make you seem enthusiastic and committed to your topic. Making too many gestures can make you appear nervous and uncontrolled. Squeezing your hands or touching your sleeves, face, etc. can make you appear tense, nervous, and sometimes dishonest. The way you hold yourself, your posture, makes a big contribution to your body language. By orienting your body towards someone, you show attentiveness. By falling away from them or leaning back, you show a lack of interest and some level of reserve. When we are feeling low in confidence and want to hide away, we keep our heads down. A relaxed body posture will help you to appear and feel more relaxed and confident.

In summary, our face, hands (gestures), and posture express what is going on inside of us. They give clues to others and to us as to whether the words we say are in agreement with what we are really feeling. Being aware of our body language can allow us to send a consistent message. Smiling, making eye contact, using open gestures, and using good posture can bring up our level of self confidence.

QUESTIONS. Do not copy literally from the text.

1. Why is body language important in interpersonal communication?
2. How does your body language show that you are nervous?
3. What is the effect of a smile on someone who does not know you?
4. What body postures give a positive impression of you?
5. Fill in the gaps with the correct, most appropriate word in each case.

Body language is the unspoken element of communication that we use to (A) _____ our true feelings and emotions. It can help us to understand the complete message of (B) _____ someone is (C) _____ to say to us. We can also use it to adjust our own body language (D) _____ that we appear more positive and outgoing.

6-A. Rephrase the following sentences so that their meaning is as similar to the original as possible.

- a) I bought some red wine; it tasted like ink. // The red wine...
- b) She is unhappy because she is ill. // She wishes...



- c) I played tennis when I was a young boy. // I haven't...
- d) This notice has been altered. // Someone...

7-A. Write a composition about the following topic (100-120 words): Are you aware of your body language? What do you do non-verbally to appear nice to other people?

TEXTO B: Kids and food

Fiona Harrogate, a childhood nutrition instructor, knows firsthand that children can be fussy eaters, but even she was surprised by a preschooler last year who ate a mostly chocolate diet. While most parents have not resorted to the chocolate diet, they can relate to the daily challenge of finding foods that children will eat. Although obesity dominates the national discussion on childhood health, many parents are also worried that their child's preferred diet of nuggets and noodles could lead to a nutritional deficit.

Parents tend to send their children out of the kitchen. With hot stoves, boiling water and sharp knives at hand, it is understandable that parents do not want children in the kitchen when they are making dinner. But studies suggest that involving children in meal preparation is an important first step in getting them to try new foods.

Demanding that a child eat at least one bite of everything seems reasonable, but it is likely to bring unwanted results. Studies show that children react negatively when parents pressure them to eat foods, even if the pressure offers a reward. In one study at Pennsylvania State University, researchers asked children to eat vegetables and drink milk, offering them stickers and television time if they did. Later in the study, the children expressed dislike for the foods they had been rewarded for eating. The best approach is to put the food on the table and encourage a child to try it.

Calorie-counting parents often serve plain, steamed vegetables, so it is no wonder children are reluctant to eat them. Nutritionists say parents should not be afraid to dress up the vegetables; adding a little butter, cheese sauce or brown sugar to a vegetable dish can significantly improve its kid appeal.

Ms. Harrogate said she has often heard parents say, 'My kid would never eat that.' While it may be true right now, she noted that eating preferences often change with time.

QUESTIONS. Do not copy literally from the text.

1. What foods are mentioned in the text that kids generally like and dislike?
2. What do parents think about kitchens and children? Why should they change their minds about it?
3. Explain why offering kids a reward for eating certain foods is not a successful strategy.
4. How can vegetables become less boring to children?

5. Fill in the gaps with the correct, most appropriate word in each case.

Kids are far more likely to try foods (A) _____ they see their mother or father eating them. A Cambridge study of parent and child food preferences found that preschoolers tended to like or reject the (B) _____ fruits and vegetables their parents liked or didn't like. Given this powerful effect, parents should be aware of (C) _____ their dieting habits can influence a child's perceptions (D) _____ food and healthy eating.

6-B. Rephrase the following sentences so that their meaning is as similar to the original as possible.

- a) The weather was so bad that we couldn't go sailing. // The weather was not...
- b) Although it was raining, we worked in the garden. // Despite...
- c) I like travelling by train more than going by plane. // I'd rather...
- d) 'I won't answer any questions,' said the criminal. // The criminal refused...

7-B. Write a composition about the following topic (100-120 words): My eating habits and plans to enjoy a healthy lifestyle.



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