

TAREAS Módulo 4

Curso 2025-26
1º parcial – 1º cuatrimestre

Fecha máxima de entrega: 30 de octubre
Fecha examen: **3 de noviembre** (19:00 a 22:00 h) *Las tareas se entregarán, preferentemente, al profesor de cada materia.*



Nombre y Apellidos	
DNI	
Teléfono	
Email	
Localidad residencia	

 CEPA “Miguel de Cervantes” Vva de los Infantes	TAREAS ESPAD Inglés Módulo 4 PARTE 1 TEMA 1 “Overcome”	Curso 2025-26 1º CUATRIMESTRE
Examen 1º parcial: 3 de noviembre		
Nombre y apellidos:		

<u>ATENCIÓN:</u>	<u>SABERES MÍNIMOS:</u>
1.- Los ejercicios deben completarse en la misma hoja de tareas, a mano y a bolígrafo azul. 2.- Puede usarse corrector. 3.- Sería conveniente quedarse con una copia de las tareas para usarlas para estudiar para el examen.	- Comprensión, producción y coproducción de textos orales, escritos. - Léxico relacionado con la identidad personal, las relaciones sociales. - Estrategias para identificar, organizar las unidades lingüísticas (vocabulario, estructura gramatical)

1. Read the text and do the activities. (Lee el texto y haz las actividades)



Everyone is afraid of something. Some of us are afraid of dogs, snakes, darkness and even babies. This kind of fear is called Phobia. A phobia is a very strong irrational fear or hatred of something. You can see lots of people having a kind of phobia. Maybe you have one.

Some phobias are very interesting. Some of them are; Ailurophobia- Fear of cats, Anglophobia- Fear of England, Aurophobia - Fear of gold, Bibliophobia - Fear of books, Chaetophobia - Fear of hair, Chionophobia - Fear of snow, Ecophobia - Fear of home, Logophobia - Fear of words,

Nomatophobia - Fear of names. The names of these phobias are also very interesting, aren't they?

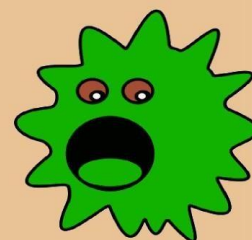
Some phobias can change our lifestyles. For example, if you have Dendrophobia (Fear of trees), you can not walk around in the forest or even in the garden. Or, if you have Heliophobia (Fear of the sun), how can you go outside in the daylight? Or, if you are afraid of speaking (Lalophobia), can you make a presentation in the class? So, some phobias affect some people in an unpleasant way.

Once I have met a man, Adam. He has Cynophobia (Fear of dogs). I asked some questions about the reason of his phobia. He told his story. He said, “When he is a student, he goes home on foot. There aren't school buses then. So, one day he is walking his home. Tom and Mary are with him. On their way, they see a dangerous big dog. It begins to bark at them. They are afraid of the dog. So, they begin to run. The dog follows them. He falls over and cuts my knee. And that big dog comes and bites his leg. Since then he is afraid of anything barking. And he is not a friend with Tom and Mary anymore :).”

I wonder if there's a phobia about the English language. Perhaps that's grammarphobia.

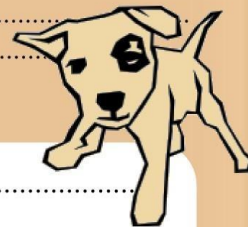
A - Match the words with the definitions

- | | |
|--------------------|--|
| reason | a) not based on clear thought or reason |
| bark | b) an event at which you describe or explain a new product or idea |
| presentation | c) to make someone feel strong emotions |
| gold | d) a valuable soft yellow metal that is used to make coins, jewellery etc. |
| affect | e) a large area of land that is covered with trees |
| irrational | f) why someone decides to do something, or the cause or explanation for something that happens |
| forest | g) when a dog barks, it makes a short loud sound or series of sounds |



B - Answer these questions

1. What does phobia mean?
2. What is Ecophobia?
3. What can't you do if you have Anglophobia?
4. What is the name of Adam's phobia?
5. How many people are there in the story?
6. What is grammarphobia?



C - Write a short paragraph about one of your phobias.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Make the Present Perfect: positive, negative or question.

1. (you / keep a pet for three years)

.....

2. (you / come here before?)

.....

3. (it / rain all day?)

.....

4. (who / we / forget to invite?)

.....

5. (we / not / hear that song already)

.....

6. (he / not / forget his books)

.....

7. (she / steal all the chocolate!)

.....

8. (I / explain it well?)

.....

9. (who / he / meet recently?)

.....

10. (how / we / finish already?)

11. (he / study Latin)

12. (I / know him for three months)

13. (where / you / study Arabic?)

14. (what countries / they / visit in Europe?)

3. Match the questions on the left with the correct answer on the right.

- | | |
|---|--|
| 1. Has he finished university yet? | ___A) No, he hasn't. He's still talking. |
| 2. Have you eaten breakfast yet? | ___B) No, I haven't. My wife's still reading it. |
| 3. Have they gotten married yet? | ___C) No, he hasn't graduated yet. |
| 4. Has the president finished speaking yet? | ___D) No, it hasn't. The teacher isn't here yet. |
| 5. Has Mary watered the plants yet? | ___E) No, they haven't finished yet. |
| 6. Has the doctor seen you yet? | ___F) No, they haven't. They're still engaged. |
| 7. Has the sun come out yet? | ___G) No, she hasn't. They are still dry. |
| 8. Have they finished their homework yet? | ___H) No, I haven't. I'll eat in a few minutes. |
| 9. Has the class begun yet? | ___I) No, he hasn't. He is with another patient. |
| 10. Have you read the paper yet? | ___J) No, it hasn't. It's still raining. |

4. Read the schedule below and make 6 sentences using already and yet. Assume it is now 12:00.

Mrs. Tonner's School Day Schedule

8:30	9:00	10:00	11:00	11:30	12:15	1:00	2:00	3:00
arrive at school	take attendance; teach French class	meet with the principal	teach Spanish class	write report cards	eat lunch, go for a walk	meet with Joe's parents	take students to the library	read students' essays; go home at 4:00

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

5. Put the words below in the correct order to make grammatically correct sentences.

1. week I flu had the since have last

2. time divorced she for been long a has

3. been week absent all school from has he

4. this city apartment lived since I in this have I moved to

5. lesson already that has teacher taught the

6. Edith child since glasses was a worn has she

7. since she at broke work hasn't her been leg she

8. new very happy the their children puppy they have since got been

 CEPA “Miguel de Cervantes” Vva de los Infantes	ESPAD Inglés Módulo 4 PARTE 1 TEMA 2 “Roots”	Curso 2025-26 1º CUATRIMESTRE
Examen 1º parcial: 3 de noviembre		
Nombre y apellidos:		
<u>ATENCIÓN:</u>	<u>SABERES MÍNIMOS:</u>	
1.- Los ejercicios deben completarse en la misma hoja de tareas, a mano y a bolígrafo azul. 2.- Puede usarse corrector. 3.- Sería conveniente quedarse con una copia de las tareas para usarlas para estudiar para el examen.	- Comprensión, producción y coproducción de textos orales, escritos. - Léxico relacionado con la identidad personal, las relaciones sociales. - Herramientas de búsqueda y selección de información como diccionarios, libros de consulta. - Herramientas y plataformas educativas para apoyar la comprensión.	

1. Britain Quiz. How much do you know about Britain?

1) The sport people watch most in Britain is:

- a) cricket b) football c) tennis d) rugby

2) What is the traditional Sunday Lunch?

- a) fried eggs and bacon b) roast meat c) fish and chips d) a Cornish pasty

3) What is the name of the highest mountain in Britain?

- a) Snowdon b) Scafell Pike c) Ben Nevis

4) The capital of Northern Ireland is:

- a) Cardiff b) Dublin c) Belfast d) Edinburgh

5) How many countries are in the U.K?

- a) 1 b) 5 c) 4 d) 2

6) What is the second largest city in the UK?

- a) Birmingham b) Cardiff c) Plymouth d) Brighton

7) Which country in Britain has road signs written in two languages:

- a) Wales b) England c) Scotland

8) Who is the patron saint of England?

- a) St David b) St George c) St Patrick d) St Andrew

2. Match these words to their meanings.

- | | |
|-------------|---------------------|
| 1. a quid | ___a) a cup of tea |
| 2. a cuppa | ___b) a short sleep |
| 3. a telly | ___c) an umbrella |
| 4. a loo | ___d) £1 |
| 5. a brolly | ___e) a television |
| 6. a kip | ___f) a toilet |

3. Match the places to the reason they are famous:

- | | |
|--------------------|---------------------------------------|
| 1. Wimbledon | ___a) a famous football pitch |
| 2. Cambridge | ___b) tennis |
| 3. Wembley Stadium | ___c) horse racing |
| 4. Ascot | ___d) the home of Sherlock Holmes |
| 5. Baker Street | ___e) an international music festival |
| 6. Glastonbury | ___f) an old university town |

4. Fill in the correct form of the verb in brackets: Past Simple or Present Perfect Simple

1. The weather around here _____ terrible in the last few weeks. (BE)
2. Maria _____ her suitcase last night. (PACK)
3. I _____ volleyball since I was a teenager. (NOT PLAY)
4. We _____ wash the dishes. They're all clean now (HELP)
5. They _____ the factory. - Really? When _____?
(CLOSE, THAT HAPPEN)
6. _____ yet? (YOUR BUSINESS COURSE - START)
7. How long _____ that camera? - About a month. I
_____ it because it was on sale just before Christmas. (YOU HAVE, BUY)
8. _____ last week's magazine? - It must be here because I
_____ it on Monday. (YOU SEE, BUY)
9. The books you ordered _____. The delivery service
_____ them an hour ago. (ARRIVE, BRING)
10. The Queen _____ her two-week tour through Australia yesterday.
(START)
11. The plane from New York _____. The passengers are getting out. (JUST
LAND)
12. We _____ a party at school for ages. (NOT HAVE)

5. Choose the correct verb form to complete the sentences

- 1 - He.....there when he was a child
 - a) has lived
 - b) lived
- 2 - Iher since last year
 - a) haven't seen
 - b) didn't see
- 3 - Theya few minutes ago
 - a) left
 - b) have left
- 4 - She..... unemployed since she left school
 - a) has not been
 - b) was not
- 5 - Theythe contract last week
 - a) finalised
 - b) have finalised
- 6 - The filmyet
 - a) hasn't started
 - b) didn't start
- 7 - She..... ill since Thursday
 - a) was
 - b) has been
- 8 - Ithe project last night
 - a) have finished
 - b) finished
- 9 - Look- someone.....their handbag in the room
 - a) left
 - b) has left
- 10to Rome?
 - a) Did you ever go
 - b) Have you ever been
- 11 - I can't get into my house because Imy keys
 - a) lost
 - b) have lost
- 12 - Nobody..... the phone when it rang
 - a) answered
 - b) has answered

 CEPA “Miguel de Cervantes” Vva de los Infantes	ESPAD Inglés Módulo 4 PARTE 1 TEMA 3 “Going Global”	Curso 2025-26 1º CUATRIMESTRE
Examen 1º parcial: 3 de noviembre		
Nombre y apellidos:		
<u>ATENCIÓN:</u>	<u>SABERES MÍNIMOS:</u>	
1.- Los ejercicios deben completarse en la misma hoja de tareas, a mano y a bolígrafo azul. 2.- Puede usarse corrector. 3.- Sería conveniente quedarse con unacopia de las tareas para usarlas para estudiar para el examen.	- Comprensión, producción y coproducción de textos orales, escritos. - Léxico relacionado con la identidad personal, las relaciones sociales. - Herramientas de búsqueda y selección de información como diccionarios, libros de consulta. - Herramientas y plataformas educativas para apoyar la comprensión.	

1. Put in WHO / WHICH :

1. I met a womanwho..... can speak six languages.
2. What's the name of the man.....lives next door?
3. What's the name of the river..... goes through the town?
4. Everybody..... went to the party enjoyed it very much.
5. Do you know anybody want to buy a car?
6. Where is the picture..... was on the wall?
7. She always asks me questionsare difficult to answer.
8. I have a friendis very good at repairing cars.

2. Choose the correct relative pronoun.

- a) The dog..... barking you can hear is our neighbour's dog.
• who • which • whose
- b) This is the purseI am looking for.
• what • that • whose
- c) Could you tell me the name of the boy is sitting opposite us?
• that • which • whom
- d) My mother,..... worked as a nurse, is retired now.
• that • who • which
- e) I don't know the phone number is used in case of emergencies.
• what • which • who

2. Read the following text and do the activities.

Growing up equal

Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely mandated by public policy and law. However, old-fashioned ideas and a lot of prejudice are still part of our culture and present challenging questions for parents.

Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A "feminine" girls should be insecure, accommodating and a little illogical in her thinking. A "masculine" boy should be strong, unemotional, aggressive, and competitive.

How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments, when girls speech,

teachers tend to focus on the behavior. It's more important how the girls act rather than what they say.

Blue and Pink

The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby's clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets.

There's nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex but not the other.

According to Heather J. Nicholson, Ph.D., director of the National Resource Center for Girls, Inc., this kind of practice prevents boys and girls from acquiring important skills for their future lives.

The Sorting Machine

"The fact is," says Nicholson, "that society functions as a kind of

sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work"

If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously.

Gender stereotypes inevitably are passed to our children. However, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas. To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond what society's fixed ideas about differences of sex are.

3. Match the words with the definitions.

- | | |
|------------------|--|
| 1. old-fashioned | () abilities |
| 2. gender | () to obtain; to gain |
| 3. stereotype | () to be considered |
| 4. to acquire | () to arrange according to kind, rank, etc. |
| 5. skills | () image, idea, character, etc., that has become fix in a conventional form without considering individuality |
| 6. to sort | () the division of male or female; sex |
| 7. to be deemed | () old or no longer in use |

4. Match the answers with the questions.

- | | |
|--|---|
| 1. What do parents want for their children? | () They are often treated differently in school, for example. |
| 2. How are children exposed to gender stereotypes? | () It functions as a sorting machine. |
| 3. What are the consequences of exposing boys and girls to gender stereotypes? | () They want their sons and daughters to have equal chances of success. |
| 4. What's the role of society in the differentiation of sexes? | () They prevent boys and girls from acquiring important skills for their future lives. |

5. True or False?

1. Equality of the sexes is largely discouraged by law. _____
2. It is all right to give dolls to girls and construction sets to boys. _____
3. Researches David and Myra Sadker found out that boys and girls are treated equally by the teachers. _____
4. 58% of eight-grade girls and 6% of boys made money taking care of younger children. _____
5. 63% of boys and 3% of girls didn't earn money doing lawn work. _____

6. Rewrite the underlined words using MINE, YOURS, HIS, HERS, OURS, THEIRS:

1. This is Ayşe's coat.
.....

2. It is my chocolate. Don't eat!
.....

3. That red book is not Peter's book. His book is blue.
.....

4. A: Look at these keys. Are they our keys?
.....

B: No, they are not your keys. They are my mother's keys.
.....

5. A: Are those your glasses or my glasses on the table?
.....

B: I think, they are your glasses. My glasses aren't on the table. They are in my bag.
.....

 CEPA “Miguel de Cervantes” Vva de los Infantes	TAREAS ESPAD Inglés Módulo 4 PARTE 2 TEMA 1 “Bargains”	Curso 2025-26 1º CUATRIMESTRE
Examen 1º parcial: 3 de noviembre		
Nombre y apellidos:		

<u>ATENCIÓN:</u>	<u>SABERES MÍNIMOS:</u>
1.- Los ejercicios deben completarse en la misma hoja de tareas, a mano y a bolígrafo azul. 2.- Puede usarse corrector. 3.- Sería conveniente quedarse con una copia de las tareas para usarlas para estudiar para el examen.	- Comprensión, producción y coproducción de textos orales, escritos. - Léxico relacionado con la identidad personal, las relaciones sociales. - Herramientas de búsqueda y selección de información como diccionarios, libros de consulta. - Herramientas y plataformas educativas para apoyar la comprensión.

1. Put the verb into the correct form: INFINITIVE or GERUND.

1. She avoided _____ (tell) him about her plans.
2. I would like _____ (come) to the party with you.
3. He enjoys _____ (have) a bath in the evening.
4. She helped me _____ (carry) my suitcases.
5. I've finished _____ (cook). Come and eat!
6. He decided _____ (study) biology.
7. I dislike _____ (wait).
8. He asked _____ (come) with us.
9. I promise _____ (help) you tomorrow.
10. She agreed _____ (bring) the pudding.
11. I don't recommend _____ (take) the bus. It takes forever!
12. We hope _____ (visit) Amsterdam next month.
13. She suggested _____ (go) to the museum.
14. They plan _____ (start) college in the autumn.
15. I don't want _____ (leave) yet.

A Day at the Mall

Today is a beautiful Saturday morning, and Sarah is excited because she's planned a shopping trip with her friends. They've decided to meet up at the local mall, which is buzzing with activity as they arrive.

Sarah loves shopping. She enjoys exploring different stores, trying on clothes, and searching for the best deals. As they enter the mall, the first stop is the clothing department. Sarah's friends head to their favorite stores, but Sarah is drawn to a boutique she's never been to before. The display window showcases elegant dresses and stylish tops. Intrigued, she steps inside.

The boutique is filled with soft music and the scent of lavender. Sarah browses through racks of clothing, running her fingers over the fabrics. She selects a few items to try on—a flowy dress, a cozy sweater, and a pair of tailored pants. In the fitting room, she admires herself in the mirror, experimenting with different looks.

After making her purchases, Sarah rejoins her friends, who are now in the accessories section. They're trying on hats, sunglasses, and statement jewelry. Sarah joins in the fun, trying on a funky pair of sunglasses and a sparkly necklace. They laugh and take photos, enjoying each other's company.

Next, they head to the food court for lunch. They grab slices of pizza and refreshing drinks before finding a table. As they eat, they chat about their purchases and share stories from their shopping adventures.

After lunch, they continue exploring the mall. They visit a bookstore, a cosmetics store, and a gadget shop. Sarah finds a book she's been wanting to read for ages and a new lipstick shade that complements her complexion perfectly.

As the afternoon wears on, Sarah and her friends start to feel tired from all the walking. They decide to make one last stop at the ice cream parlor for a sweet treat before heading home. They sit at a table, savoring scoops of creamy ice cream and reliving their favorite moments of the day.

As Sarah drives home, she reflects on the fun-filled day she's had. She's grateful for her friends, the laughter, and the new additions to her wardrobe. Today was more than just a shopping trip—it was a memorable adventure she'll cherish for years to come.

Answer the questions:

1. What activity did Sarah plan with her friends for the Saturday morning?
2. Where did Sarah and her friends decide to meet up?
3. Describe Sarah's attitude towards shopping.
4. What caught Sarah's attention as soon as she entered the mall?
5. What did Sarah purchase from the boutique?

True or False? Check the false ones.

1. Sarah planned a shopping trip with her friends for a Sunday morning. _____
2. Sarah's friends decided to meet up at a park instead of the local mall. _____
3. Sarah dislikes shopping and prefers to stay home. _____
4. Sarah was immediately drawn to a boutique she had visited before. _____
5. Sarah only tried on clothes at the boutique and didn't make any purchases. _____
6. Sarah and her friends spent their time at the food court discussing their favorite movies. _____
7. Sarah found a book she had been wanting to read at the bookstore. _____
8. Sarah and her friends skipped dessert at the ice cream parlor because they were too full. _____
9. Sarah drove home feeling disappointed and regretful about her day at the mall. _____
10. The day at the mall was memorable for Sarah because of the fun she had with her friends and the new items she purchased. _____