

PRIMER CUATRIMESTRE**ACTIVIDADES 2ª EVALUACIÓN****ÁMBITO: INGLÉS****MÓDULO: 4****TEMAS: Units 8, 9 & 10****NOMBRE y APELLIDOS:** _____**D.N.I.** _____**Tutora:** Mercedes Padilla Lara**Tutoría colectiva:** **MARTES 16:55 – 17:50****Contacto:** enviando un mensaje a través de la plataforma EDUCAMOS CLM o e-mail: espaespad.aco2@gmail.com

IMPORTANTE: Leed atentamente toda la información que hay en el interior de este cuadernillo, encontraréis las actividades, las preguntas del examen y los contenidos que hay que estudiar de cada tema.

Utilizad este cuadernillo y esta portada para presentar las actividades que tienen que estar **HECHAS A MANO** en los espacios destinados a ello. El resto del cuadernillo es información para el alumno.

No se podrá entrar al examen con reloj inteligente, únicamente con reloj digital o analógico.

Para poder superar la asignatura será **OBLIGATORIO** presentarse a los exámenes de las **DOS EVALUACIONES**.

ES OBLIGATORIO PRESENTAR EL DNI PARA REALIZAR AL EXAMEN.

No escribáis con lápiz ni bolígrafo rojo. En su lugar, utilizad bolígrafo azul o negro.

Elaborad vuestras propias tareas porque copiar las respuestas afectará a vuestro aprendizaje y calificación negativamente.

Estudiad antes de realizar las tareas, consultad las dudas y revisad las respuestas antes de entregarlas: ortografía, caligrafía especialmente.

En general, **NO ESCRIBÁIS** toda la respuesta con letras mayúsculas.

1. INTRODUCCIÓN

Estos son los aspectos a tener en cuenta para la realización del curso:

No es obligatorio entregar las actividades para realizar el examen.

Las **actividades computarán el 20%** de la nota, es decir, 2 puntos de la nota final. Los **exámenes computarán el 80%** de la nota, es decir, que lo máximo que el alumno obtendrá es un 8. Si no se entregan las actividades, el alumno sólo puede optar a un 8 como máximo.

ENTREGA DE ACTIVIDADES:

- **A la tutora presencialmente** durante las tutorías colectivas o el mismo día del examen.
- **En documento PDF** enviando un mensaje a través de la plataforma EDUCAMOSCLM o el email espaespad.aco2@gmail.com.

Intentad asistir a la **tutoría colectiva** porque se explican todas las dudas y ayuda mucho para aprobar el examen, pero si no podéis, poneos en contacto con la tutora a través de la plataforma EducamosCLM o el correo electrónico.

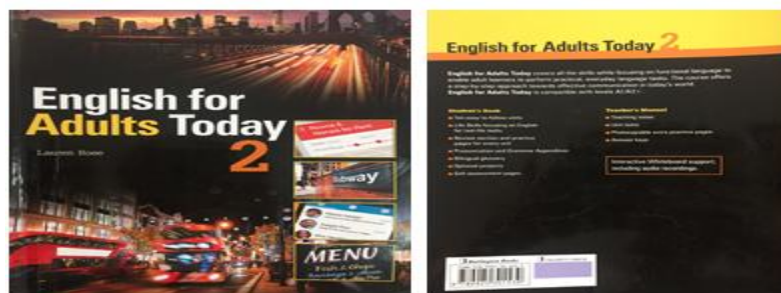
Es **OBLIGATORIO** asistir a los exámenes de la 1ª y 2ª evaluación para obtener nota media en la **evaluación ordinaria**. Quienes no aprueben la **evaluación ordinaria** tendrán que realizar un **examen** que vale el 100% de la nota; no se tendrán en cuenta las actividades de la 1ª y 2ª evaluación.

Por último, **no se permiten relojes inteligentes ni tippex durante los exámenes.**

2. LIBRO A UTILIZAR EL CURSO 2024-2025

El libro que se va a utilizar es:

English for Adults Today 2 Editorial Burlington Books. (ISBN 978-9925-30-153-9)



De este libro vamos a estudiar los siguientes temas:

2ª Evaluación: Units 8, 9 & 10

Los audios se pueden descargar en el siguiente enlace:

<https://www.burlingtonbooks.com/Spain/Page.aspx?PageID=2568&zoneIndex=3&subMenuIndex=4>

3. ACTIVIDADES 2ª EVALUACIÓN

READING. Read the text

Do you know the names of Ada Lovelace or Stephanie Kwolek? They aren't as famous as Alexander Graham Bell or Karl Benz, but they, and many women inventors, have also created important inventions that have changed our everyday lives.

Ada Lovelace was a mathematician, a scientist and ... the world's first computer programmer. In the 1940s, she collaborated with Charles Babbage, the inventor of a mechanism that people call the first computer. In 1943, at the age of 27, Lovelace created a language for the computer. People didn't pay much attention to her work at the time and her ideas were only discovered in the 1950s. In 1980, the software created by the US Department of Defence was named 'Ada', to honour this pioneer of computer programming.

Windscreen wipers were invented by an American woman called Mary Andersen. She lived in Alabama, USA. In the winter of 1903, she went to New York. She was travelling in a tram and was very surprised that the driver often stopped to get out of the tram and clean the snow from the window. She suddenly had the idea for a simple version of the windscreen wiper that we use today. It wasn't automatic, but drivers could operate the wiper from inside the car or tram so they didn't need to stop and get out. In 1917, the first automatic windscreen wipers were designed by another woman, Charlotte Bridgwood.

Answer the questions with **COMPLETE** answers:

- 1 Who are Ada Lovelace and Stephanie Kwolek?
- 2 Who was the first computer programmer?
- 3 What did she create?
- 4 Why did the US Department of Defence name the software 'Ada'?
- 5 What did Mary Andersen invent?
- 6 What did the driver do while driving the tram?
- 7 Was the wiper automatic?
- 8 When were the first automatic windscreen wipers designed?

WRITING.

1 Write about using your smartphone. (Have you got a smartphone? Which one is it? Is it old or new? Did it cost you a lot of money? How many hours a day do you use it? What do you mostly use it for? What apps do you use? Do you pay for the apps or do you use them free?...)

2 Write about your shopping preferences. (Do you like shopping? Do you do the shopping? How often do you do the shopping? Do you prefer to go to a shop or do you buy online? Why? What do you mostly buy? What type of shops or sites do you like?...)

3 Write about wasting food and helping the environment. (What do you do to help the environment? Do you recycle? Which items do you recycle? How can you help the environment if you recycle? Do you waste food? How much food and what kind of food do you throw away? How can you avoid wasting food? Is it cheap or expensive if you waste food?...)

GRAMMAR AND VOCABULARY**/ 60 marks =**

1 Rewrite the given sentences in Passive voice: present or past.

1 Cervantes wrote **Don Quixote** in the 17th century.

2 Children don't buy **presents** for their mums.

3 Alejandro Sanz sings **beautiful songs** during the concert.

4 Mary didn't sell **vegetables** in the market last weekend.

5 My father built **our house** in 1990.

6 The worker doesn't drink **a lot of coffee** every day.

2 Write the correct form of the verbs: (to) infinitive or gerund:

- 1 It is very important _____ other people's feelings. (respect)
- 2 After _____ the rules carefully, I started to operate the machine. (read)
- 3 You enjoy _____ emoticons for all kinds of feelings. (use)
- 4 Josh hates _____ out with his family. (eat)
- 5 My dad is learning _____ in an online community. (cook)
- 6 _____ your nose in public is the worst kind of rudeness. (blow)
- 7 In this programme we want _____ at manners. (look)
- 8 We started _____ chocolate when we were young. (eat)

3 Complete the sentences with the first conditional:

- 1 If it _____ (rain), the ground _____ (be) wet.
- 2 He _____ (go) on a trip if he _____ (save) enough money.
- 3 If people _____ (not throw away) so much rubbish, the Earth _____ (not be) so polluted.
- 4 We _____ (reduce) our electricity bill if we _____ (use) more solar energy.
- 5 If a person _____ (contaminate) the sea, he/ she _____ (harm) sea animals.

4 Complete the sentences with the second conditional:

- 1 People _____ (reduce) temperatures if they _____ (plant) more trees.
- 2 If we _____ (not waste) so much food, we _____ (not destroy) the environment.
- 3 If people _____ (use) bicycles more, cities _____ (not be) so polluted.
- 4 If I _____ (be) you, I _____ (pick up) the rubbish on the floor.
- 5 If people _____ (recycle) clothes, the situation _____ (be) better.

5 Choose the correct answer.

- 1 This is my **partner/ ex/ guest**, Debra. I can tell her all my secrets.
- 2 This is Jill, my **best friend/ fiancée/ flatmate**. We're getting married in June.
- 3 My laptop **went online/ broke down/ turned on**, so I took it to the technician.
- 4 You should **go online/ connect/ save** to find that information.
- 5 Sam works with animals, so he usually wears **practical/ modern/trendy** clothes.
- 6 I love these **boots/ sunglasses/ high heels**. But my feet hurt a lot after wearing them.
- 7 There's a lot of **litter / pollution / rubbish bin** in big cities because of cars and buses.
- 8 You can sit on the **sky / flowers / sand**.
- 9 I love going to the **rainforest / countryside / ground**.
- 10 Throw away the **wood / nylon / plastic bottles**.

CONTENIDOS 2ª EVALUACIÓN:• **Unit 8**

VOCABULARY:	• Technology (ex 5, 6: p 65) • Electrical appliances (ex 1, 2: p 66) • Verbs (ex 1, 2: p 68) • Review p 71 • Pages 109, 110, 111 • Glossary: page 162-170
GRAMMAR:	• Present simple passive (ex 8-10: p 65) • Past simple passive (ex 3-5: p 66) • Present and past simple passive (ex 9-11: p 69) • Pages 109, 110, 111, 139, 140
READING (lectura)	• An article (ex 6, 7: p 67) • Instructions for using electrical appliances (ex 1, 2: p 70)
WRITING (redacción)	• Write about using a smartphone (ex 7: p 65) • Ex 7, 8 (p 67) • Writing about an invention (ex 9: p 67) • Writing about things in the passive (ex 12: p 69)
LISTENING (escucha)	• Dialogues: p 64, 68 • A conversation (ex 6, 7: p 69) • Listen to instructions (ex 1, 3, 4: p 70)
SPEAKING (práctica oral)	• Talk about using your smartphone (ex 7: p 65) • A conversation about a computer problem (ex 8: p 69)

• **Unit 9**

VOCABULARY:	• Fashion (ex 5, 6: p 73) • Shopping (ex 1, 2: p 76) • Review p 79 • Pages 112, 113, 114 • Glossary: pages 162-170
GRAMMAR:	• Infinitives (ex 8,9: p 73) • Gerunds (ex 1-4: p 74) • Pages 112, 113, 114, 140
READING (lectura)	• An infographic (ex 6, 7: p 75) • An article about shopping (ex 1, 2: p 78)

WRITING (redacción)	• Ex 8: p 75 • Writing a description of clothing (ex 9: p 75) • Writing about shopping preferences (ex 3: p 78)
LISTENING (escucha)	• Dialogues p 72, 76-77 • A radio programme (ex 8, 9: p 77)
SPEAKING (práctica oral)	• Talking about clothes for different occasions (ex 7: p 73) • Talking about shopping and fashion (ex 5: p 74) • A conversation between a shop assistant and a customer in a shop (ex 10: p 77)

• **Unit 10**

VOCABULARY:	• Verbs (ex 5, 6: p 81), materials and words related to recycling (ex 1, 2, 3: p 82) and nature (ex 1,2: p 84) • Review p 87 • Pages 115, 116, 117 • Glossary: pages 162-170
GRAMMAR:	• First conditional (ex 7, 8, 9: p 81) • Second conditional (ex 5, 6: p 82) • Pages 115, 116, 117, 141
READING (lectura)	• Dialogues (ex 2, 3: p 80) • An article about e-waste (ex 8, 9, 11: p 83) • Dialogue about environment (ex 3, 4: p 84, 85) • A college web page (ex 1, 2: p 86)
WRITING (redacción)	• Ex 10: p 81 • Writing a paragraph about what you do to help the environment (ex 12: p 83) • Writing about wasting food (ex 5: p 86)
LISTENING (escucha)	• Dialogues (ex 2, 3: p 80) • Dialogues (ex 3, 4: p 84, 85; ex 6, 7: p 85) • A radio programme (ex 3, 4: p 86)
SPEAKING (práctica oral)	• Talk about recycling (ex 4: p 82; ex 10: p 83) • Talk about helping the environment (ex 12: p 83; ex 8: p 85) • Talk about wasting food (ex 5: p 86)

PREGUNTAS DEL EXAMEN

Los exámenes se dividen en diferentes partes:

VOCABULARY: El vocabulario que hay que estudiar está especificado en el apartado "Contenidos que hay que estudiar para aprobar la 2ª evaluación".

GRAMMAR: En el examen habrá ejercicios de gramática parecidos a los de las actividades.

READING: En el examen aparecerá un reading parecido a los de los temas 8, 9 y 10.

WRITING: La redacción del examen será parecido a uno de los temas 8, 9 y 10.

Write about using your smartphone.

Write about your shopping preferences.

Writing a paragraph about what you do to help the environment and about wasting food.

LISTENING: En el examen aparecerá un listening parecido a los de los temas 8, 9 y 10.

SPEAKING: En el examen habrá una prueba oral parecido a uno de los temas 8, 9 y 10.

Talk about using your smartphone.

Talk about your shopping preferences.

Talk about what you do to help the environment and avoid wasting food.