POLITÉCNICO COLOMBIANO JAIME ISAZA CADAVID	POLITÉCNICO COLOMBIANO JAIME ISAZA CADAVID FORMATO PARA REALIZACIÓN DE ACTIVIDADES EVALUATIVAS FACULTAD DE CIENCIAS Y EDUCACIÓN PROGRAMA:	Código: FD-GC195 Versión: 03

ASIGNATURA	CÓDIGO: CDI00029	NOMBRE: INGLÉS 4		
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TIPO DE EVALUACIÓN	TALLER	QUIZ	PARCIAL	FINAL	OTRO – CUÁL?
				X	

NOMBRE:_____ **ID**_____ **NOTA:**_____

LISTENING 15% **A. Listen to the podcast and answer the questions.**

(Audio Track: StartUp4_Units06-10_Test_01)

____ 1. What is the main idea?
- a. taking a break from exercise while on vacation
- b. the best places for fit people who like fitness to go on vacation
- c. ways to exercise during a vacation
- d. why it's hard to exercise while on vacation

____ 2. According to the speaker, what is one thing you may be able to do for free?
- a. a bus tour
- b. a cycling tour
- c. a running tour
- d. a walking tour

____ 3. What is the second idea that the speaker talks about?
- a. booking a vacation
- b. joining a tour
- c. signing up for a competition
- d. taking a fitness vacation

B. Listen to the messages and answer the questions.

(Audio Track: StartUp4_Units06-10_Test_02)

____ 4. What are the messages about?
- a. learning how to take care of plants
- b. organizing a home improvement project
- c. planning a presentation for a conference
- d. taking care of a house while someone is away

____ 5. What does Merit want Courtney to do with the box that came in the mail?
- a. keep it
- b. open it
- c. return it
- d. send it to the hotel

LIVEWORKSHEETS

2 GRAMMAR Gerunds as subjects and objects

Gerunds are *-ing* verb forms used as nouns.

Gerund as subject			Gerund as object		
Subject	**Verb**		**Subject**	**Verb**	**Object**
Weight training / **Kickboxing**	makes / is	you strong. / fun.	I / She	enjoy / suggested	**hiking** outdoors. / **working out** every day.

Gerund as object of a preposition		
	Preposition	**Object**
You should stretch	before	**running.**
He asked the coach	about	**joining** the team.

Preposition	Meaning or use	Examples
after	later than something	*I usually run **after** work.*
at	used with specific times	*Let's have dinner **at** 7:30.*
before	earlier than something	*Sal goes to the gym **before** breakfast.*
between... and...	somewhere in the middle of two times	*Kim usually gets to work **between** 9:00 **and** 9:30.*
by	before a certain time in the future	*We'll be done **by** 8:00 P.M.*
during	used to show a period of time	*They prefer to work out **during** the day.*
for	used to show a length of time	*My legs have been sore **for** three days.*
from...to...	used to show a start and end time	*Let's take a break **from** 12:30 **to** 1:00.*
in	used with months, years, and lengths of time	*I usually take a vacation **in** July.*
on	used with days and dates	*Are you going to the gym **on** Saturday?*
since	from a point in time in the past	*They have been running **since** early this morning.*
until	up to a certain time	*Spinning class lasts **until** 6:00 P.M.*

2 GRAMMAR Past form of *be + going to* for past intentions

Use *was / were + going to* to talk about something you intended, or planned, to do, but didn't.

Subject	Was / Were	Going to	Base form of verb		But	
I	**was**	**going to**	go	to yoga class,		I didn't.
He			take	time off,	but	he was too busy.
They	**were**		run	after work,		they were too tired.

Preguntas indirectas

2 GRAMMAR Embedded *wh-* questions

Embedded questions are questions inside other statements or questions.
Embedded questions are more polite than direct questions.

Direct *wh-*questions				Embedded questions			
***Wh-* word**	**Auxiliary verb**	**Subject**	**Main verb**		***Wh-* word**	**Subject**	**Verb**
What	**is**	the password?		Do you know	what	the password	**is?**
Where	**can**	I	**find** it?	Can you tell me	where	I	**can find** it?
When	**are**	we	**meeting?**	I don't know	when	we	**are meeting.**
How	**does**	this software	**work?**	I'm not sure	how	this software	**works.**

Conjunction	Meaning	Example sentences with time clauses
after	at a later time	*Wash your hands **after** you touch anything in public.*
as soon as	happening shortly after an event	*He will call the doctor **as soon as** he finishes work.*
before	at an earlier time	*People should get the flu vaccine **before** flu season starts.*
once	from the moment something happens	***Once** you feel better, you can return to your normal activities.*
till / until	up to that time, and then no longer	*Don't go back to work **till / until** you feel better.*
when	at that time	***When** spring comes, she gets terrible allergies.*
whenever	every time	***Whenever** you can, avoid crowded places.*
while	at the same time	*They waited **while** he was taking a photo.*

2 GRAMMAR Reflexive pronouns

Subject	Verb	Adjective	Reflexive pronou
I	feel / feels	proud of	**myself**
You			**yourself**
He			**himself**
She			**herself**
We			**ourselves**
You			**yourselves**
They			**themselves**

2 GRAMMAR Past continuous with *while* and *when*

Use the past continuous with *while* and *when* to show that one action was in progress when a second action occurred.

While / When	Subject 1	*Was / Were*	*Verb + -ing*	Subject 2	Simple past verb	
While / When	I	**was**	**waiting** for the bus,	it	**started**	to rain.
	she	**was**	**shopping,**	she	**saw**	David.
	we	**were**	**working,**	the power	**went out.**	

LIVEWORKSHEETS

GRAMMAR 15%

Rearrange the words into a sentence.

16. safe | hiking | isn't | alone

_____.

Complete the conversation with a form of *be (not)* + *going to* + the base form of the verb.

17. A: Would you like some coffee?

B: Yes, please. I _____ (drink) any, but I need to stay awake and finish my work.

Rewrite the question as an embedded question. (Arriba está el grammar de embedded)

18. What documents should I prepare for the meeting?

I'm not sure _____.

Complete the future real conditional sentence using the words in parentheses.

_____ (feel better) if I go to bed early tonight.

2 GRAMMAR Future real conditional

Use the future real conditional to talk about what will likely happen under certain condit
The *if*- clause gives the condition.

Statements

If-clause				Result clause			
If	**Subject**	**Simple present**		**Subject**	***Will / Won't***	**Base form of verb**	
	I	**feel**	sick,	I	**will**	**stay**	home.
If	you	**don't take**	this medicine,	you	**won't**	**get**	better.
	people	**get**	sick,	they	**will**	**miss**	work.

Complete the present unreal conditional sentence with the information in parentheses.

23. If you had your own business, _____ (what / sell)?

2 GRAMMAR Present unreal conditional

Use present unreal conditionals to talk about untrue or imagined situations and their results.

Statements

If-clause				Result clause			
If	**Subject**	**Simple past**		**Subject**	***Would / Wouldn't***	**Base form of verb**	
	I	**were**	rich,	I	**would**	**donate**	more money.
If	she	**had**	more time,	she	**would**	**volunteer**	every day.
	people	**didn't care,**	-	they	**wouldn't**	**help.**	

LIVEWORKSHEETS

H. Complete the present unreal conditional sentence with the information in parentheses.

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	people	get	sick,	they	will	miss	work.

VOCABULARY 20%

Choose the correct word or phrase to complete the sentence.

____ 25. I want to try _____, but I don't like mountains.
a. stretching
b. running a marathon
c. rock climbing
d. weight training

____ 26. You worry too much about things at work. You should try exercising, it's a good way to _____.
a. go offline
b. reduce your stress
c. set realistic goals
d. burn out

____ 27. Daniel and Tania _____ because they exercise a lot.
a. are very fit
b. are out of shape
c. don't burn calories
d. don't do intense activities

____ 28. Don't forget to _____ your email so you can use it when you get home.
a. browse the document in
b. delete the document from
c. scroll through the document in
d. attach the document to

____ 29. She is _____ because she's done this so many times before. So, she definitely knows what she's doing.
a. laidback
b. challenging
c. confident
d. supportive

____ 30. We **a**____ coffee. Can you get some more from the store?
a. ran out of
b. put together
c. figured out
d. went over

____ 31. I know this was a difficult exam, but I'm _____ myself for not getting a better grade.
a. proud of
b. disappointed in
c. surprised at
d. satisfied with

____ 32. She doesn't want to _____, so she has 2 alarms in the morning to make sure she gets out of bed.
a. oversleep
b. make it on time
c. rush out the door
d. grab a cup of coffee

____ 33. I _____ the words to this song by reading them many times. I know the song perfectly now.
a. grasped
b. discover
c. memorized
d. caught on to

LIVEWORKSHEETS

CONVERSATION 20%

A. Choose the best phrases to complete the conversation.

a. How do you do it?
b. My gym has an awesome indoor track.
c. I need to move around.
d. You are?

34. A: It sure was a long day. How about coming to the gym with me tonight?

B: That's really nice of you. What kind of exercise do you like to do?

A: Well, I'm really into running these days.

B: _____ I'd love to join you! You know, I ran a marathon last year.

A: That's great! _____

Use *may / might / could* + continuous form to expr
is happening at the time of speaking.

Affirmative				
Subject	**Modal**	***Be***	**Verb + *-ing***	
I	**may**		**getting**	sick.
He	**might**	**be**	**catching**	a cold.
They	**could**		**meeting**	now.
Negative				
He	**may not**	**be**	**feeling**	better.
We	**might not**		**going**	home.
Questions				
Modal	**Subject**	***Be***	**Verb + *-ing***	
Could	he	**be**	**sleeping**?	

C. Choose the best phrases to complete the conversation.

a. I think I might have a fever.
b. Do you need anything?
c. I can't do that.
d. Just a chicken sandwich.

36. A: Are you alright?

B: _____

A: You could be getting sick with the flu.

B: No, I've had a flu shot.

A: _____ Here, take one. I take this when I think I might be getting sick.

LIVEWORKSHEETS

D. Choose the best phrases to complete the conversation.

a. You've got to be kidding!
b. How do you work?
c. I slept too long and was running late.
d. Couldn't see anything!

37. A: You'll never believe what happened last week.

B: Oh? What happened?

A: _____ And while I was waiting for the bus, a couple of people gave me strange looks.

B: Oh no 26 What were they looking at?

A: I was wearing two different shoes!

B: _____

E. Choose the best phrases to complete the conversation.

a. It's a big change.
b. So why are you doing it?
c. When's the move?
d. What kind of business?
e. I left my phone on my desk.
f. I hope you enjoy it.

38. A: That's exciting that you're moving to New York!

B: Thanks! I'll be working at an art gallery.

A: Awesome! _____

B: Me too! _____

A: I'm sure you'll do great. _____

B: Next month.

LIVEWORKSHEETS

READING 20

Read the passage and then answer the questions.

SCHOOL FOOD WASTE

Food waste is a huge problem in many countries. In the United States alone, people throw away enough food to fill a 90,000-seat stadium, each day! And food waste is not limited to homes. School cafeterias are blamed for food waste, too. But more and more, schools are taking responsibility and teaching students outside of the classroom about ways to reduce food waste.

One way in which schools are reducing food waste is by guiding students to put their uneaten food in the correct container after school lunch in the cafeteria has ended. Older students help younger students put their food in the correct container to either give to charities, for composting, or for regular trash.

For example, any uneaten food that is unopened can be donated or given to charities. These types of foods include unopened milk, yogurt, or applesauce containers, unopened crackers, granola bars, or sandwiches, and whole fruits such as apples or bananas.

As children leave the school cafeteria, they are taught to put apple cores or banana peels in a container. This food waste along with waste from the school cafeteria, such as peelings from fruits and vegetables, can be used for school gardens. The food waste can also be given to local farmers, too, who use them because it helps their fields grow.

Another way schools can reduce food waste is by making a few simple changes. According to one study, food waste in schools can be lowered 30% by having lunch after recess, not before it. Why? Kids who have just run around a lot are hungry, and will eat more off of their plates! Another easy way to reduce food waste is by simply changing the names of the vegetables being served. For example, more kids will choose "Cute Carrot Crunchers" to eat than just "Carrots."

Schools may be part of the problem of food waste, but they are making significant changes to how they do things in the cafeteria. Ask a kid what his or her school is doing, and you just might be surprised!

____ 39. What is the article mainly about?

a. Learning about food in the classroom.
b. Plans to change school lunch programs.
c. School food waste in other countries.
d. Ways that schools can reduce food waste.

LIVEWORKSHEETS

____ 40. Why would kids choose to eat "Cute Carrot Crunchers" more than "Carrots"?

a. Kids expect food with an interesting name to taste better.
b. Kids usually pick the same food as their friends do.
c. The kids probably eat the same vegetables at home.
d. The names of some vegetables might be new to some kids.

WRITING 10%

Choose the correct order of the following sentences using the sequence words as your guide.

____ 44. A. When I was in my early twenties, I decided I wanted to become a psychologist.
B. During my last year of school, I started working with patients at the university health clinic.
C. First, I needed to take many classes and go to school for many years.
D. Then, when I finished my PhD, I was able to open my own practice.

a. C, D, A, B
b. A, C, D, B
c. A, C, B, D
d. C, D, B, A

LIVEWORKSHEETS