

 POLITÉCNICO COLOMBIANO JAIME ISAZA CADAVÍD	<b>POLITÉCNICO COLOMBIANO JAIME ISAZA CADAVÍD</b> <b>FORMATO PARA REALIZACIÓN DE ACTIVIDADES EVALUATIVAS</b> <b>FACULTAD DE CIENCIAS Y EDUCACIÓN</b> <b>PROGRAMA:</b>	<b>Código:</b> FD-GC195  <b>Versión:</b> 03			
	<b>ASIGNATURA</b>				
	<b>CÓDIGO:</b> CDI00029	<b>NOMBRE:</b> INGLÉS 4			
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<b>TIPO DE EVALUACIÓN</b>	<b>TALLER</b>	<b>QUIZ</b>	<b>PARCIAL</b>	<b>FINAL</b>	<b>OTRO – CUÁL?</b>
				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



## 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	makes	you	strong.	
Kickboxing	is	fun.		
Gerund as object of a preposition				
You should stretch		Preposition before about	Object running, joining the team.	
He asked the coach				

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

Conjunction	Meaning	Example sentences with time clauses
after	at a later time	Wash your hands <b>after</b> you touch anything in public.
as soon as	happening shortly after an event	He will call the doctor <b>as soon as</b> he finishes work.
before	at an earlier time	People should get the flu vaccine <b>before</b> 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 <b>till / until</b> you feel better.
when	at that time	<b>When</b> spring comes, she gets terrible allergies.
whenever	every time	<b>Whenever</b> you can, avoid crowded places.
while	at the same time	They waited <b>while</b> he was taking a photo.

## 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			go	to yoga class,	
He	was	going to	take	time off,	but
They	were		run	after work,	he was too busy.
...					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.

## 2 GRAMMAR Reflexive pronouns

Subject	Verb	Adjective	Reflexive pronoun
I			myself
You			yourself
He			himself
She	feel		herself
We	feels	proud of	ourselves
You			yourself
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.	
...						

## 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 conditions. The *if*-clause gives the condition.

**Statements**

If-clause				Result clause			
If	Subject	Simple present		Subject	Will / Won't	Base form of verb	
If I you people feel don't take get		sick, this medicine, sick,		I you they	will won't will	stay get miss	home. better. 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	
If I she people were had didn't care,		rich, more time, -		I she they	would would wouldn't	donate volunteer help.	more money. every day.

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

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

### 2 GRAMMAR Future real conditional

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

#### Statements

If-clause			Result clause		
If	Subject	Simple present	Subject	Will / Won't	Base form of verb
If I feel sick, I will stay home.	If you don't take this medicine, you won't get sick, will get better.	If 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. discovered
- c. memorized
- d. caught on to

## 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 express what 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	be	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.

**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.

## 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.

— 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