



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL
Facultad de Artes y Humanidades
Centro de Idiomas Extranjeros
Examen de Exoneración: Temario Inglés 2

Grammar	Vocabulary	Skills	Functions
Can/can't—ability	Personality adjectives	Language use: listening to a review of a TV show	Describing your own talents and asking about other
Can/can't with adverbs of manner	Talents and abilities	Language use: writing a reference	Describing people's personalities talking about abilities
Spelling rules for forming regular adverbs	Adverbs of manner really, very	Listening for numerical information: product ads	Talking about who can do what in a group
Irregular adverbs	Languages	Language use: asking to try on clothes in a store	Talking about shopping habits
This, that, these, those	Sports	Writing compound sentences: using <i>and</i> , <i>or</i> , <i>but</i>	Talking about clothes
Comparative adjectives	Clothes	Scanning for specific information: restaurant ads	Asking and answering questions in a store
Singular and plural nouns it's/they're + adj	Adjectives for describing gadgets	Language use: listening to and taking phone messages	Talking about how much things cost
Can I ...?, <i>would you like to ...?</i> , <i>how much is...?</i>	Things you buy in stores	Communication strategy: using phone language	Comparing different gadgets
Count and noncount nouns with some, any	Adjectives for describing clothes	Language use: writing about a restaurant	Talking about food and diet
Verb phrases	Currencies	Organization and planning: making a plan	Making, accepting and refusing invitations
How about ...?	Frequency expressions	Language use: reading a survey	Ordering food in a restaurant
Simple past—affirmative	Events	Understanding the main idea: informal conversations	Talking about restaurants planning a meal
Simple past—questions and negative statements	Food	Language use: talking about an experience	Describing a trip
Spelling rules for simple past regular verbs	Ordering in a restaurant	Sequencing and connecting ideas: using first, then, after that, finally	Talking about positive experiences
Regular and irregular verbs	Meals of the day	Information and research: taking notes on a text	Describing things you did in the past
Simple past with when clauses	Phone language	Language use: listening to a life story	Talking about memorable experiences
Object pronouns	Different ways ways of cooking food	Communication strategy: taking time to think	Asking for and giving biographical information about famous people

<p>Regular and irregular verbs</p> <p>Present progressive as future</p> <p>Going to</p> <p>Why don't we/you...?</p>	<p>Adjectives with -ed and -ing</p> <p>Memorable experiences</p> <p>Past time expressions</p> <p>Adjectives for describing trips and experiences</p> <p>Sequencing words</p> <p>Life events</p> <p>Historical events</p> <p>Occupations</p> <p>Phrases with go</p> <p>Start/stop + gerund</p> <p>Time expressions (tomorrow, next month, etc.)</p> <p>Weekend plans</p> <p>Resolutions</p> <p>Activities to improve your English</p>	<p>Language use: writing a short biography</p> <p>Language use: reading a post</p> <p>Understanding the main idea: an informal conversation</p> <p>Language use: talking about resolutions</p>	<p>Telling a family member's life story</p> <p>Describing definite plans</p> <p>Talking about favorite vacation destinations</p> <p>Talking about intentions and resolutions</p> <p>Talking about ways of improving your English</p> <p>Describing personal learning plans</p>
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Sections Samples (Ejemplos)

Use these sites to study all the grammar and vocabulary you need to pass English exams.

<https://www.perfect-english-grammar.com/grammar-explanations.html>

<https://agendaweb.org/>

<http://www.roadtogrammar.com/>

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar>

Grammar: <https://www.esleschool.com/category/a1-grammar/>

- Can / can't: <https://agendaweb.org/verbs/can-exercises.html>
- Past simple : https://agendaweb.org/verbs/past_simple-exercises.html

Vocabulary

- **Food:** <http://www.roadtogrammar.com/talkingfood/>
- **Adjectives for describing trips and experiences:**
<https://proud2bteacher.wordpress.com/2013/04/03/adjectives-used-to-describe-your-holidays/>

Reading

Types of readings you may find in the Reading part.

- Read the text and for questions 1 to 6 choose the correct answer. : <https://test-english.com/reading/a1/tips-travelling-alone/>

Listening

Types of audios you will listen to in the Listening part. Listen to samples below.

- **Phone message:** <https://www.esl-lab.com/easy/phone-message/>

Writing

- Writing a short biography

Speaking

During the speaking section, you will be asked questions following a specific conversation theme. All students will be present, and you must follow the conversation, and participate with your own opinions and thoughts. Read and practice some of these conversation themes with another person. Generate conversation and ideas.

- Talking about an experience

Indicadores - Evaluación de Writing

Criteria	Advanced (2 points)	Intermediate (1,50 points)	Basic (1 point)	Emerging (0)
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence
Punctuation and case	Correct punctuation and case throughout; variety used	Minor errors in punctuation and case; variety used	Few punctuation and case errors	Several punctuation and case errors
Vocabulary	Uses new/key related words/ideas easily; colorful interesting words suitable for topic and audience	Uses new/key related words/ideas correctly; varies language	Attempts to use new key words in description; goes beyond basic vocabulary	Related words or ideas mentioned; limited basic vocabulary
Grammar	No errors in agreement, number, tense	Few errors in agreement, number, tense	Some errors in agreement, number, tense	Many errors in agreement, number, tense
Spelling	No spelling errors	Few spelling errors	Some spelling errors	Many spelling errors

Indicadores - Evaluación de Speaking

Criteria	Excellent (2 points)	Good (1.50 points)	Fair (1 point)	Emerging 0
Grammar &	Shows a good degree of control of grammatical forms and attempts of more complex grammar forms	Student is able to express / produce good skills / control of simple grammatical forms and also attempts some advanced grammatical forms.	Student is able to express / orally produce satisfactory skills / control of simple grammatical forms.	Student is unable to express / orally produce satisfactory skills / control of simple grammatical forms.
Vocabulary	Use a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics			
Discourse Management	Pronunciation is very good, clear, and easy to understand. Articulation and intonation is very good. Word stress is accurate.	Pronunciation is good, mostly clear, and at most times easy to understand. Articulation and intonation is good. Word stress is mostly accurate.	Pronunciation is satisfactory, sometimes unclear, but can still be understood. Articulation and intonation is satisfactory but needs improvement. Word stress is sometimes inaccurate.	Pronunciation is unsatisfactory, unclear, and difficult to understand. Articulation and intonation is unsatisfactory. Word stress is inaccurate.
Pronunciation	Student uses an appropriate and impressive range of vocabulary when speaking on a wide range of common topics.	Student uses an appropriate and broad range of vocabulary when speaking on a wide range of common topics.	Student uses a satisfactory but limited range of vocabulary when speaking about common everyday topics.	Student is unable to use a satisfactory or limited range of vocabulary appropriately when speaking about common everyday topics.
Interactive Communication	Student produces very good and extended stretches of appropriate language with almost no hesitation. Maintains interaction and can negotiate outcomes very well and independently	Student produces good and sometimes extended stretches of appropriate language with some hesitation. Maintains interaction and can negotiate outcomes Independently.	Student produces satisfactory stretches of appropriate language but with extended hesitation. Satisfactorily maintains interaction but needs support to negotiate Outcomes.	Student is unable to produce stretches of appropriate language and displays a great degree of hesitation. Cannot maintain interaction and is unable to negotiate any outcomes.
Fluency	Speech is effortless and smooth with speed that is similar to that of a native speaker.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the person is able to continue.	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions.