



UNIVERSIDAD CATÓLICA  
DE SANTIAGO DE GUAYAQUIL

**Facultad de Artes y Humanidades**  
**Centro de Idiomas Extranjeros**  
**Examen de Exoneración: Temario Inglés 3**

<b>Grammar</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Functions</b>
Review of the simple past	Internet activities	Language use: listening to a talk	Talking about the effect of technology
Past progressive	Describing reactions	Communication strategy: asking follow-up questions	Talking about past events
Irregular simple past verbs	Adjectives for describing the arts	Language use: writing online comments	Talking about online activities
Prepositions at, by, about, in when and while	Cultural activities	Language use: reading a movie review	Talking about your birthday
Comparatives with	Different forms of culture	Identifying speakers' opinions: book club meeting	Describing people's reactions
As ... as/not as ... as	Travel essentials	Language use: talking about cultural activities	Describing and comparing art
Superlatives	Types of vacation	Linking sentences: so and because	Discussing and comparing cultural activities
Spelling rules for forming superlative	Adjectives to describe vacations	Language use: listening to travel plans	Talking about movies discussing cultural differences
Adjectives	Carbon-generating activities	Language use: writing a to-do list	Talking about vacation plans and preferences
Irregular superlative adjectives	Good and bad experiences	Thinking and problem-solving: estimating and guessing	Talking about possessions and travel essentials
Possessive pronouns and whose	Feelings	Language use: reading an article	Talking about opinions discussing good and bad experiences
Modals of permission and request	Frequency expressions (once, twice, Etc.)	Identifying speakers' opinions: an informal conversation	Talking about life events and changes
Present perfect— present perfect—	Active listening techniques (eye Contact, etc.)	Language use: asking questions to complete a questionnaire	Talking about a tradition talking about feelings
Ever/never	Words to describe music Playlist, etc.)	Linking sentences: but, and, or, so, and because	Responding actively in a conversation
Ever/never	Musical genres	Language use: listening to different opinions	Talking about music and musical preferences
Present perfect—how long/for/since	Words related to music (concert, Playlist, etc.)	Communication strategy: starting and ending a	Describing music talking about concerts
Past participles	Objects in a house	Conversation	Talking about past events
Have you ever ...?	Household chores	Language use: writing an informal review	Describing rooms in a house

Present perfect vs. Simple past	Adjectives to describe rooms	Language use: reading opinions	Describing a living space talking about giving gifts
Modals of advice and warning	Living spaces (mansion, cabin, etc.)	Understanding instructions and processes: podcast	Talking about housekeeping
Direct and indirect object	Sharing accommodations	Language use: talking about living spaces	Giving your opinion
Separable phrasal verbs with direct objects	Adjectives to describe people	Identifying paragraph structure: topic sentences	Giving advice and warnings
Preposition + indirect object	Adverbs of degree	Collaboration: discussing alternatives	Discussing virtual worlds

## 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/>

- Comparative Adjectives: not as \_ as: <https://www.espressoenglish.net/comparative-adjectives-not-as-as/>
- Modals of advice and warning: <https://agendaweb.org/exercises/verbs/modals/should>

### Vocabulary

- Objects in a house : <http://www.roadtogrammar.com/householditems/>
- Feelings: <http://www.roadtogrammar.com/feelings/>

### Reading

**Types of readings you may find in the Reading part.**

- Read the text about American festivals and for questions 1 to 7 choose the correct answer : <https://test-english.com/reading/a1/three-american-festivals-reading-test/>

### Listening

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

- **Listen to the conversation and do the exercises to practise and improve your listening skills:** <https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/band-auditions>

### Writing

- Describing rooms in a house

### 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 cultural activities

## Rubric for Assessment of the Paragraph

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	Standards			
Criteria	Advanced (2 points)	Intermediate (1,50 points)	Basic (1 point)	Emerging (0)
<b>Topic Sentence</b>	Interesting, original topic sentence Controlling idea is stated Clear purpose.	Clearly stated topic sentence. Presents one main idea	The topic sentence is unclear It needs specific controlling idea.	Missing, invalid, or inappropriate topic sentence.
<b>Supporting Details</b>	Paragraph has enough supporting sentences and detail sentences.	Paragraph doesn't have enough supporting sentences and detail sentences.	The supporting sentences are vague/missing/unrelated.	Insufficient, vague, or undeveloped examples.
<b>Conclusion</b>	Complete and interesting conclusion. It gives suggestion, some advice or opinion.	A good conclusion but not creative.	The concluding sentence is too vague.	There is no logical concluding sentence.
<b>Clarity, Coherence and Style</b>	Clear meaning. Correct grammar Precise word choice Logical progression of supporting examples	Some good vocabulary, but there are a few repetition in vocabulary. Some grammar problems.	Lots of repetition in vocabulary or sentence structure. Some grammar problems. Weak/no transitions.	Unrelated details; no transitions. Unclear or incomplete sentences. Poor word choice. No pattern of organization.
<b>Mechanics length and Form</b>	Consistent standard English usage Standard paragraph form are used There are no errors in: Spelling, capitalization, and/or punctuation (90-100	A few errors, but none major, in usage, spelling, capitalization, and/or punctuation (70-89 words)	Some errors in usage, spelling, capitalization , and/or punctuation (50-69 words)	Distracting errors in usage, spelling, and/or punctuation (below 50 words)

### Indicadores - Evaluación de Speaking

Criteria	Excellent (2 points)	Good (1.50 points)	Fair (1 point)	Emerging 0
<b>Grammar &amp;</b>	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.
<b>Vocabulary</b>	Use a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics			
<b>Discourse Management</b>	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.
<b>Pronunciation</b>	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.
<b>Interactive Communication</b>	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.
<b>Fluency</b>	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.