



UNIVERSIDAD CATÓLICA  
DE SANTIAGO DE GUAYAQUIL

**Facultad de Artes y Humanidades**  
**Centro de Idiomas Extranjeros**  
**Examen de Exoneración: Temario Inglés 4**

<b>Grammar</b>	<b>Vocabulary</b>	<b>Skills</b>	<b>Functions</b>
Too/(not) ... enough/really/very	Tastes and textures	Language use: listening to complaints	Talking about unusual foods
How much/how many and quantifiers	Containers	Language use: writing a recipe	Talking about food preferences and eating habits
Phrases of preference	Food	Information and research: writing a survey	Listening to complaints about food
Negative yes/no questions	Food preparation (add, put, etc.)	Language use: reading an advice column	explaining what you mean describing food
Will and going to	Dating	Language use: talking about dating customs	Talking about quantities and containers
Modals of possibility—may, might, will	Get + adjective	Identifying paragraph structure: relevant supporting details	Talking about restaurants
Present tense with future meaning	Phrases with go	Language use: listening to a weather forecast	Discussing dating customs talking about preferences
Modals of offer—can/could/will	Relationships (couple, fight, marry, etc.)	Language use: reading a magazine article	Understanding instructions and processes
Simple present passive	Animal mating (reproduce, lay an egg, etc.)	Using visual clues: a description of an event	Talking about famous couples
Simple past passive	Things to do on a date	Language use: talking about party plans	Talking about animal mating habits
By + agent	The natural world	Understanding meaning from context: technology web site	Giving advice and recommendations
Zero and first conditionals	The weather	Language use: listening to a description of a process	Talking about natural places
	Natural disasters	Communication strategy: expressing uncertainty	Making predictions about the future
	City development plans	Language use: writing a product review	Describing the weather
	Parties	Language use: reading a letter	Interrupting discussing poems
	Adjectives describing events	Language use: talking about ambitions	Discussing city development plans
	Party customs	Writing paragraphs: writing relevant supporting details	Talking about parties

Materials  
Using technology  
Inventions  
Describing relationships  
Rules

Talking about future plans and events  
Talking about party customs  
Describing what materials different things are made of  
Talking about inventions and gadgets  
Talking about the use of technology asking for and giving help discussing cell phone features  
Discussing generational differences  
Talking about relationships  
Talking about household rules and punishments  
Talking about the future  
Talking about ambitions

## 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:

- Uncountable Nouns: <http://www.roadtogrammar.com/notes/?ref=236>
- Zero Conditional: <http://www.roadtogrammar.com/notes/?ref=257>

### Vocabulary:

- Tastes and textures : <https://www.ecenglish.com/learnenglish/lessons/how-does-it-taste-food-adjectives-0>
- The natural world : <https://www.espressoenglish.net/learn-english-words-with-pictures-natural-disasters/>

### Reading:

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

- Eating Out: Here are four people talking about eating out. After you read, answer each question with a paragraph number (1-4).

<https://www.esl-lounge.com/student/reading/2r8-eating-out.php>

### Listening:

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

- Best Friends: Laura asks Mike some questions about friendship to complete a survey. Choose the answer that Laura writes for each question of the friends survey.

<https://www.esl-lounge.com/student/listening/2L6-best-friends.php>

### Writing:

- Writing a paragraph: Describe the most important event in your life

**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 relationships

Rubric for Assessment of the Paragraph				
	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 (160-180 words)	A few errors, but none major, in usage, spelling, capitalization, and/or punctuation (135-159 words)	Some errors in usage, spelling, capitalization , and/or punctuation (90-134 words)	Distracting errors in usage, spelling, and/or punctuation (below 90 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.