



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Facultad de Artes y Humanidades
Centro de Idiomas Extranjeros
Examen de Exoneración: Temario Inglés 5

Grammar	Vocabulary	Listening	Reading	Writing	Speaking
<ul style="list-style-type: none"> • Present perfect: yet, already, just, ever, never, still, since, for • Present perfect progressive • Present perfect vs present perfect continuous • Used to • Would for past actions • Agreeing: too, so, neither, either • Complex use of the article “the”, no article. • Direct and indirect questions • Active causative • Passive causative • Reported speech • Reported commands • Reported questions • Say, tell, ask • Second conditional • Hope and wish 	<ul style="list-style-type: none"> • Make, take, have, do • Adjectives order (more than 1) • Senses • Memories • Tastes (food) • Textures (food) • Emotions • Feeling • Do 	<p>You will hear different types of accents about different kinds of themes, topics, etc., that won't exceed the level of comprehension at this level.</p> <p>Audios are chosen carefully by the CIE staff to guarantee quality, content, etc.</p>	<p>You will read different types of texts that will allow us to measure your reading comprehension, your reading skills, etc.</p> <p>The material taken here is also carefully revised and approved by the CIE staff.</p>	<p>The Writing part of this exam is the only part which could be revised/checked if Requalification is requested.</p> <p>Topics will vary from narrative to opinion essays.</p> <p>For this section, a specific rubric has been created so that your performance will be evaluated in a much better way.</p>	<p>This section can be considered a bit different to the other ones since this part will be worth half of the whole score of the Exoneración exam, i.e., the grammar, vocabulary, reading, listening and writing sections will be graded over 50% and the speaking over 50%.</p> <p>Topics for the speaking part will vary. The degree of difficulty won't exceed the level you are to take.</p> <p>You will be evaluated on these 5 criteria: grammar, vocabulary, intonation, fluency and interaction.</p>

Indicadores - Evaluación de Writing

Two-Paragraph Rubric Level 5

Standards				
Criteria	Excellent (2 points)	Good (1,50 points)	Fair (1 point)	Emerging (0)
Topic Sentence	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.
Supporting Details	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.
Conclusion	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.
Clarity, Coherence and Style	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.
Mechanics, length and Form	Consistent standard English usage Standard paragraph form are used (180-200 words) There are no errors in: Spelling, capitalization, and/or punctuation	A few errors, but none major, in usage, spelling, capitalization, and/or punctuation (120-179 words)	Some errors in usage, spelling, capitalization , and/or punctuation (90-119 words)	Distracting errors in usage, spelling, and/or punctuation Below (90 words)
Summative outcome and Comments:				

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.

Sections Samples (Ejemplos)

Vocabulary

OPEN ACCESS URL FOR ALL VOCABULARY UNITS - LEVEL 5:

<https://drive.google.com/drive/u/1/folders/1hn5Z-k-fjkFG0ozdGXn5W1ahh6w2MRPD>

Writing

1.) You are thinking about learning a new musical instrument. Write an email to your friend saying which instrument you want to learn, if you have studied music before and if you think you will have to spend a lot of money.

Hi Luis, it's been a while since we don't talk. As you are my only friend that plays the piano I would like to talk to you about me learning how to play piano, I have already bought the cheapest I could get, but I think that's ok for a beginner. We had a band on high school so you know I can play the guitar but I think the best instrument to be a good musician is the piano, so I need some recommendations for this, if you can give me a list of songs that are worth to play on the piano I would be grateful, also I would want you to give me a list of online classes programs because of the Covid19 emergency no one can do anything on the normal way.

Well I think that's all I can ask to you, I hope you can respond me soon, I can't wait to play properly this piano, also i would like to know how are you and how is it going with the band up there in Jacksonville,

Hope to see you my friend

Jose.

PD: I know you will tell me to buy an expensive piano, maybe someday when I'm a Doctor.

Listening

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

<https://www.esl-lab.com/intermediate/movie-shows/>

https://www.examenglish.com/A2/A2_listening_accommodation.htm

Reading

Types of readings you may find in the Reading part.

Read the following paragraphs to answer the next two questions (Questions 8)

There is a place forty kilometres north-east of Portland, Victoria, which makes for an unusual visit. It is Lake Condah. Here are to be found remains of aboriginal settlements: the circular stone bases of several hundred huts, rock-lined water channels, and stone tools chipped from rock not normally found in the area. One of the attractions of Lake Condah long ago was its fish and the most startling evidence of aboriginal technology and engineering to be found there are the systems built to trap fish. Water courses had been constructed by redirecting streams, building stone sides and even scraping out new channels. At strategic spots, they piled rocks across the water courses to create weirs and build funnels to channel eels and fish into conical baskets. This is an eel-fishing technique which has hardly changed to the present day. Beside some of the larger traps, there are the outlines of rectangular, stone-lined ponds, probably to hold fish and keep them fresh. On the bluffs overlooking the lake, stone circles are all that remain of ancient dwellings. Not all of the stones were quarried locally. The huts vary in size, but all have gaps for doorways located on the lee side, away from the prevailing wind. One theory is that the stone walls were only waist to shoulder high, with the top roofed by branches and possibly packed with mud. The site presents a picture of a semi-settled people quite different from the stereotype of nomadic hunter-gatherers of the desert.

Question 8 The word 'stereotype' as used in the above passage means:

- A: distant culture.
- B: opposite picture.
- C: electronic print version.
- D: standard view. E: None of these.

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.

- Do you think it's good or bad to spend money on things you do not really need?
- What are the advantages/disadvantages of taking risks?
- Do you think your parents ate healthier food at your age than you do? How about your grandparents?
- Do you think that organic food is much better than normal food or are they about the same?
- What made you choose your field of study? Explain to us how you chose it.
- If you were taken into a crystal ball, where would you be in five (5) years, in relation to your advanced studies? Would you have taken a second field of study? Explain
- What type of hobbies have you practiced? What hobbies have you kept as an adult? why.