



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Facultad de Artes y Humanidades
Centro de Idiomas Extranjeros
Examen de Exoneración: Temario Inglés 1

Grammar	Vocabulary	Skills	Functions
Be—statements	Useful questions	Listening to a voicemail message	Using classroom language introducing yourself
At + time	Ordinal numbers	Using polite language	Asking for and giving personal details spelling
And yes/no questions	Personal information	Language use: completing an online registration	Leaving messages asking for help
What/where/ when/how old ...?	School subjects interests	Information and research: understanding forms	Talking about jobs talking about celebrities
Subject pronouns	Countries	Language use: reading a celebrity biography	Talking about family members talking about ideal careers
In + month , on + date	Months of the year, Numbers	Listening for specific information: an informal conversation	Talking about likes and dislikes
Articles <i>an</i> and <i>a</i>	Occupations	Language use: talking about family	Describing personality
Possessive nouns—'s and s'	Family members	Understanding the mechanics: capitalization and punctuation in sentences	Talking about when things happen
<i>Be</i> —information questions with <i>who</i>	Adjectives for describing jobs	Thinking and problem-solving: categorizing	Describing weekday and weekend routines
<i>What do you do?</i>	Adjectives for describing employees	Language use: writing about yourself and your interests	Talking about interesting or unusual activities
<i>What does he/she do?</i>	Free time activities	Self-direction and learning: understanding your learning style	Talking about the order and duration of events
Simple present—	Personality adjectives	Language use: reading a magazine article	Describing events and festivals
Statements and	Like, love, hate, prefer	Listening for specific information: an interview language	Talking about places and things to do in a city
Yes/no questions	Everyday activities	Talking about interesting activities	Describing your neighborhood giving advice
Simple present— information questions	Types of movie	Understanding the mechanics: writing complete sentences	Asking for and giving directions
Third person singular spelling rules	Telling time	Organization and planning: managing your time	Talking about different lifestyles
Be + adjective	Prepositions of time	Reading for the main idea: descriptions	Talking about your life right now and in

<p>Frequency adverbs</p> <p>Clauses with until, before, after</p> <p>How often ...?</p> <p>What time is it?</p> <p>What time do you ...?</p> <p><i>There is/there are with some, Any, several, a lot, many</i></p> <p><i>Should</i></p> <p>Imperative for directions</p> <p><i>How do I get to (the) ...? / How do I get there?</i></p>	<p>Routine and free time activities</p> <p>Time expressions</p> <p>(In the morning, every day, etc.)</p> <p>Days of the week</p> <p>Places and attractions in a city</p> <p>Locations and directions</p> <p>Adjectives for describing places</p> <p>Probably/definitely</p>	<p>Language use: listening to a news report</p> <p>Communication strategy: repeating directions to check understanding</p> <p>Language use: writing an e-mail</p> <p>Thinking and problem-solving: establishing priorities</p> <p>Language use: reading personal profiles</p> <p>Listening for numerical information profiles</p> <p>Language use: talking to an old friend</p> <p>Writing simple sentences: subject + verb + object</p> <p>Self-direction and learning: making personal change</p>	<p>general</p> <p>Describing what you do to help the environment</p> <p>Describing personal action plans</p> <p>Talking about hobbies and interests</p> <p>Talking about your taste in movies</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/>

- A-an: <https://agendaweb.org/grammar/articles-worksheets-resources.html>
<http://www.butte.edu/departments/cas/tipsheets/grammar/articles.html>
- Simple present: <https://www.perfect-english-grammar.com/present-simple-use.html>
https://agendaweb.org/verbs/present_simple-exercises.html

Vocabulary

- Personality adjectives: <https://agendaweb.org/vocabulary/describing-people-personality.html>
- Adjectives for describing places:
<https://www.esolcourses.com/content/exercises/grammar/adjectives/places/words-for-describing-places.html>

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

- Tom's Day: Read the following text, then do the exercise below.
<https://www.esl-lounge.com/student/reading/1r1-toms-day.php>

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

- A rock star talks about her daily routine. Listen to the mp3 file and put the words from the table into her itinerary. There are four extra phrases you don't need to use. Then listen again to check.
<https://www.esl-lounge.com/student/listening/1L2-rockstar.php>

Writing

- Writing about yourself and your interests

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.

Talking about interesting activities

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.