



UNIVERSIDAD CATÓLICA  
DE SANTIAGO DE GUAYAQUIL

**Facultad de Artes y Humanidades  
Centro de Idiomas Extranjeros  
Examen de Exoneración: Temario Inglés 6**

El examen de exoneración Nivel 6 del **Centro de Idiomas Extranjeros de la FAH-UCSG** consiste en 5 partes y se asemeja al **PET Examination de Cambridge**. Son cuatro (4) partes que se detallan de la siguiente manera:

**Parte 1 / Lectura / Reading Skills. Se base en cinco (5) secciones.**

Basado en el PET Exam, Cambridge Reading Sections 1-5.

1. Mensajes cortos 1 (**Short Messages**) con opción múltiple.
  - a. [https://www.englishrevealed.co.uk/PET/Reading\\_Part\\_1/three\\_option\\_multiple\\_choice\\_1.php](https://www.englishrevealed.co.uk/PET/Reading_Part_1/three_option_multiple_choice_1.php)
2. Ejercicio de opciones correspondientes 2 (**Matching**). Cinco perfiles con ocho opciones de actividades.
  - a. [https://www.englishrevealed.co.uk/PET/Reading\\_Part\\_2/matching\\_1.php](https://www.englishrevealed.co.uk/PET/Reading_Part_2/matching_1.php)
3. Ejercicio de lectura extensa 3 (**Long Text**). La lectura contiene 10 preguntas con opción de: Verdadero o Falso (**True or False**).
  - a. [https://www.englishrevealed.co.uk/PET/Reading\\_Part\\_3/true\\_false\\_1.php](https://www.englishrevealed.co.uk/PET/Reading_Part_3/true_false_1.php)
4. Ejercicio de lectura estructurada 4 (Subject-Based reading passages). La lectura contiene cinco 5 preguntas de opción múltiple.
  - a. [https://www.englishrevealed.co.uk/PET/Reading\\_Part\\_4/four\\_option\\_multiple\\_choice\\_1.php](https://www.englishrevealed.co.uk/PET/Reading_Part_4/four_option_multiple_choice_1.php)
5. Ejercicio de lectura estructurada con Método CLOZE 5 (**CLOZE Reading Passage**). La lectura contiene 10 preguntas de opción múltiple para completar oraciones dentro de la lectura.
  - a. [https://www.englishrevealed.co.uk/PET/Reading\\_Part\\_5/pet\\_multiple\\_choice\\_cloze\\_1.php](https://www.englishrevealed.co.uk/PET/Reading_Part_5/pet_multiple_choice_cloze_1.php)

## Parte 2 / Escritura / Writing Skills. Se basa en dos (2) secciones.

Basado en el PET Exam, Cambridge Writing Sections 1-2.

1. Ejercicio de escritura 1 consiste en identificar 1-3 palabras (máximo) para transformar la segunda oración y que esta tenga el mismo sentido de la primera oración dada como ejemplo a seguir. (**Sentence transformation**). Esta sección contiene cinco (5) oraciones incompletas para transformar.
  - a. [https://www.englishrevealed.co.uk/PET/Writing\\_Part\\_1/pet\\_sentence\\_transformations\\_1.php](https://www.englishrevealed.co.uk/PET/Writing_Part_1/pet_sentence_transformations_1.php)
2. Ejercicio de escritura 2 es sobre un correo electrónico (**Writing an email**). Consiste en escribir un solo correo electrónico como respuesta. El correo debe contener entre 30/45 palabras y responder a tres (3) inquietudes.
  - a. [https://www.englishrevealed.co.uk/PET/Writing\\_Part\\_2/writing\\_part\\_2\\_2.php](https://www.englishrevealed.co.uk/PET/Writing_Part_2/writing_part_2_2.php)

## Parte 3 - Destrezas de Escucha / Listening Skills. Se basa en cuatro (4) secciones.

Basado en el PET EXAM, Listening sections 1-4.

1. Ejercicios de escucha y de correspondencia con ilustraciones (**Listening to a description of an event with Matching Pictures as MC options**). Promedio de duración - 60 segundos o menos.
  - a. [https://www.examenglish.com/PET/pet\\_listening\\_part1.htm#](https://www.examenglish.com/PET/pet_listening_part1.htm#)
2. Ejercicios de escucha - dos personas conversando con preguntas de opción múltiple. (**Listening to a conversation between two people**). Promedio de duración - 60 segundos o menos.
  - a. [https://www.examenglish.com/PET/b1\\_preliminary\\_listening\\_part2.htm#](https://www.examenglish.com/PET/b1_preliminary_listening_part2.htm#)
3. Ejercicios de escucha / monólogo extendido con toma de notas. (**Listening to a presentation & note taking**). Promedio de duración es de 1.5 minutos.
4. Ejercicios de escucha extendida / conversación extendida con preguntas de opción múltiple, (**Extended listening track**). Promedio de duración es de 4-5 minutos.
  - a. [https://www.examenglish.com/PET/pet\\_listening\\_part2.htm](https://www.examenglish.com/PET/pet_listening_part2.htm)

## Parte 4 / Destrezas de conversación / Speaking Skills.

Se basa en un foro abierto (en vivo) con el evaluador/a donde cada estudiante podrá participar en una conversación y puede reflejar el dominio del idioma inglés en sus diferentes estructuras de tiempo, verbos, estructura gramatical, y con un vocabulario de

conversación apropiado para llenar las expectativas del **Marco Común Europeo** concerniente a las destrezas de conversación en un segundo idioma (**Achieve a B2 level**).

El foro de la conversación será en vivo, incluye a un grupo de estudiantes al mismo tiempo, y se grabarán todas las conversaciones abiertas.

- a. Referencia al **Marco Común Europeo** para el idioma y las expectativas de un estudiante para acceder al nivel B2.
- b. <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>
- c. Temas de conversación serán variados. Se espera que cada estudiante pueda mantener una conversación que dure entre 4-5 minutos por estudiante, en varios momentos del examen

**Temas de Repaso Para mejorar las destrezas de conversación.**

Temas que conciernen a gramática, verbos, vocabulario para mejorar el desempeño (**Grammar verbs, vocabulary skills**).

- <https://www.englishrevealed.co.uk/pet.php>

**Indicadores - Evaluación de Writing**

	<b>Standards</b>			
<b>Criteria</b>	<b>Excellent (2 points)</b>	<b>Good (1,50 points)</b>	<b>Fair (1 point)</b>	<b>Emerging(0)</b>
<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  (210-240 words) There are no errors in: Spelling, capitalization, and/or punctuation	A few errors, but none major, in usage, spelling, capitalization, and/or punctuation  (166-209 words)	Some errors in usage, spelling, capitalization , and/or punctuation  (120-165 words)	Distracting errors in usage, spelling, and/or punctuation  Below (120 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.