



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Qualifiers

Joel Espinoza

Jonathan Martinez

Are qualifying to:

Kristella Delgado

Ayme Lopez Olivera

Rubric: Oral Presentation

Below level

At expected

Above

Introduction of topic

Development of topic

Ability to engage audience

Suitability of presentation

Voice: Clarity
Fluence

Vocabulary

Pronunciation

Cultural conventions

Use of visual aids

Conclusion of topic

Answering questions

Research

References

Student: Joel Alejandro Espinoza Sánchez

Reflection about Michael Phelps and Under Armor Commercial

Michael Phelps is a really excellent sportsman, he actually has more than twenty olympic medals. But we only see his victories, we don't see all his painly trainings or the problems that he had to overcome. Like all the IB students, we will have a lot of problems, but it depends of on ourselves to solve ^{those} that problems reaching a victory.

A

ENGLISH PLACEMENT TEST

NAME: Espinoza Sánchez Joel Alejandro

Look at these examples. The correct answers are underlined.

- a) In warm climates people like / likes / are liking sitting outside in the sun.
- b) If it is very hot, they sit at / in / under the shade.

Now the test will begin. Underline the correct answer. (For each correct answer 1 point)

- 1) Water is to boil / is boiling / boils at a temperature of 100°C. 1 _____
- 2) In some countries there is / is / it is very hot all the time. 2 _____
- 3) In cold countries people wear thick clothes for keeping / to keep / for to keep warm. 3 _____
- 4) In England people are always talking about a weather / the weather / weather. 4 _____
- 5) In some places it rains / there rains / it raining almost every day. 5 _____
- 6) In deserts there isn't the / some / any grass. 6 _____
- 7) Places near the Equator have a warm / the warm / warm weather even in the cold season. 7 _____
- 8) In England coldest / the coldest / colder time of year is usually from December to February. 8 _____
- 9) The most / Most of / Most people don't know what it's like in other countries. 9 _____
- 10) Very less / little / few people can travel abroad. 10 _____
- 11) Mohammed Ali has won / won / is winning his first world title fight in 1960. 11 _____
- 12) After he had won / have won / was winning an Olympic gold medal he became a professional boxer. 12 _____
- 13) His religious beliefs have made him / made him to / made him change his name when he became champion. 13 _____
- 14) If he has / would have / had lost his first fight with Sonny Liston, no one would have been surprised. 14 _____
- 15) He has travelled a lot both / and / or as a boxer and as a world-famous personality. 15 _____
- 16) He is very well known all in / all over / in all the world. 16 _____
- 17) Many people is believing / are believing / believe he was the greatest boxer of all time. 17 _____
- 18) To be the best from / in / of the world is not easy. 18 _____
- 19) Like any top sportsman Ali had to / must / should train very hard. 19 _____
- 20) Even though he has now lost his title, people would / will / did always remember him as a champion. 20 _____

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- 21) The history of aeroplane / the aeroplane / an aeroplane is 21
- 22) quite a / a quite / quite short one. For many centuries men 22
- 23) are trying / try / had tried to fly, but with 23
- 24) little / few / a little success. In the 19th century a few people 24
- 25) succeeded to fly / in flying / into flying in balloons. But it wasn't until 25
- 26) the beginning of this / next / that century that anybody 26
- 27) were / is / was able to fly in a machine 27
- 28) who / which / what was heavier than air, in other words, in 28
- 29) who / which / what we now call a 'plane'. The first people to achieve 29
- 30) 'powered flight' were the Wright brothers. His / Their / Theirs was the machine which was the 30
- 31) forerunner of the Jumbo jets and supersonic airliners that are such / such a / so common 31
- 32) sight today. They could / should / couldn't hardly have imagined that in 1969 32
- 33) not much / not many / no much more than half a century later, 33
- 34) a man will be / had been / would be landed on the moon. 34
- 35) Already a man / man / the man is taking the first steps towards the stars. 35
- 36) Although space satellites have existed since / during / for less 36
- 37) than forty years, we are now dependent from / of / on them for all 37
- 38) kinds of informations / information / an information. Not only 38
- 39) are they / they are / there are being used for scientific research in 39
- 40) space, but also to see what kind of weather is coming / comes / coming. 40
- 41) By 1998 there would / must / will have been satellites in space for forty 41
- 42) years and the 'space superpowers' are planning to have / make / let 42
- 43) massive space stations built. When these will be / are / will have been 43
- 44) completed it will be the first time when / where / that astronauts will be 44
- 45) able to work in space in large numbers. Apart / For / Except all that, 45
- 46) in many ways the most remarkable flight of / above / at all was 46
- 47) it / that / that one of the flying bicycle, which the world saw on television, 47
- 48) flying / to fly / fly across the Channel from England to France, with nothing 48
- 49) apart / but / than a man to power it. As the bicycle-flyer said, 49
- 50) "It's the first time I realize / I've realized / I am realizing what hard work it is to be a bird!" 50

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- 51) Many teachers say to / say / tell their students should learn a foreign language. 51
- 52) Learning a second language is not the same as / like / than learning a first language. 52
- 53) It takes long time / long / a long time to learn any language. 53
- 54) It is said that Chinese is the world's harder / hardest / more hard language to master. 54
- 55) English is quite difficult because of all the exceptions who / which / what have to be learnt. 55
- 56) You can learn the basic structures of a language quite quickly, but only if you are wanting / will to / are willing to make an effort. 56
- 57) A lot of people aren't used to the study / to study / to studying grammar in their own language. 57
- 58) Many adult students wish they would start / would have started / had started their language studies earlier. 58
- 59) In some countries students have to spend a lot of time working on / by / in their own. 59
- 60) There aren't no / any / some easy ways of learning a foreign language in your own country. 60
- 61) Some people try to improve their English by hearing / listening / listening to the BBC World Service. 61
- 62) Live / Life / Living with a foreign family can be a good way to learn a language. 62
- 63) It's no use to try / trying / in trying to learn a language just by studying a dictionary. 63
- 64) Many students would rather not / would rather prefer not / would rather not to take tests. 64
- 65) Some people think it's time we all learn / should learn / learnt a single international language. 65
- 66) Charles Walker is a teacher at a school in Norwich. He has joined / joined / joins 66
- 67) the staff of the school in 1988 and has been working / worked / works there ever since. 67
- 68) Before move / to move / moving to Norwich, he taught in Italy and in Wales, and before that 68
- 69) he has been / was / was being a student at Cambridge University. 69
- 70) So far he isn't / wasn't / hasn't been in Norwich for as long as he was in Wales, 70
- 71) but he likes the city a lot and should / would / could like to stay there for at least 71
- 72) another two years, or, how / which / as he puts it, until his two children 72
- 73) have / will have / will be grown up a bit. He met his wife, Kate, in 1982 73
- 74) while he was to live / was living / had been living abroad for a while, and they got married 74
- 75) in 1986. Their two children, Mark and Susan, are / were / have been both born in Norwich. 75
- 76) Mark, who / which / he is four, has just started 76
- 77) at nursery school, but his / their / her sister 77
- 78) shall stay / stays / will be staying at home for another couple of years, 78
- 79) because she is nearly two years younger / more young / the younger than him. 79
- 80) Charles and Kate are used / use / used to live in the country, 80

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- 81) but now they have children, they have moved / move / moved into the city. 81 _____
- 82) Charles wanted a house next / near / close the school 82 _____
- 83) in order / for / to get to work easily. Unfortunately 83 _____
- 84) the / a / that one the two of them really wanted was too expensive, 84 _____
- 85) so they must / should / had to buy one a bit further away. By the time the children 85 _____
- 86) go / will go / wil have gone to secondary school, 86 _____
- 87) that / which / what Charles and Kate hope will be in Norwich, 87 _____
- 88) the Walkers will have been / have been / will be living there for a least fifteen years. 88 _____
- 89) They can't be sure if they stay / do stay / will stay, but if they 89 _____
- 90) don't / didn't / won't, their friends won't be too surprised. 90 _____

Look at the following examples of question tags in English.
The correct form of the tag is underlined.

- a) He's getting the 9.15 train, isn't he / hasn't he / wasn't he ?
- b) She works in a library, isn't she / doesn't she / doesn't he ?
- c) Tom didn't tell you, hasn't he / didn't he / did he ?
- d) Someone's forgotten to switch off the gas, didn't one / didn't they / haven't they ?

Now underline the correct question tags in the following 10 items. (For each correct answer 1 point)

- 91) John's coming to see you, hasn't he / wasn't he / isn't he ? 91 _____
- 92) It's been a long time since you've seen him, hasn't it / isn't it / haven't you ? 92 _____
- 93) He's due to arrive tomorrow, won't he / isn't he / will he ? 93 _____
- 94) He won't be getting in till about 10.30, isn't he / is he / will he ? 94 _____
- 95) You met him while you were on holiday, didn't you / weren't you / haven't you ? 95 _____
- 96) I think I'm expected to pick him up, aren't I / don't I / are you ? 96 _____
- 97) No doubt you'd rather he stayed in England now, didn't you / wouldn't you / shouldn't you ? 97 _____
- 98) Nobody else has been told he's coming, is he / has he / have they ? 98 _____
- 99) We'd better not stay up too late tonight, didn't we / have we / had we ? 99 _____
- 100) I suppose it's time we called it a day, didn't we / isn't it / don't I ? 100 _____

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SUBTOTAL 57 /100