

**FOURTH YEAR
WEB SAMPLE 2017**

A	
B	
C	
D	
E	
F	
Total	

A. Rewrite these sentences without altering their meaning: (10)

1. 'We're going to Paris next week.'

My friends told

2. If he doesn't leave now, he'll be late for the film.

Unless

3. Scientists have discovered a new planet.

A new planet

4. When I was young, my parents didn't let me get up late.

When I was young, I was

5. I'm still reading this book.

I

..... yet.

B. Complete the text with the correct form of the verbs. Use modals, if necessary. (15)

Last Saturday Emma made plans to see a movie with some friends. She arrived at the cinema first so she (1) (decide)to buy some popcorn. She (2) (look) in her bag for her money when she (3) (realise) that she (4) (leave) her wallet at home. She rushed out of the cinema and (5) (not see) her friends as she (6) (run)..... back home. By the time she got back to the cinema,

the film (7) (already start) and her friends
(8) (wait) at the entrance.

They were not very happy. They (9) (call) her
on her mobile for more than twenty minutes, but Emma (10) (also leave)
..... her mobile at home!

C. Complete the dialogue with a word or phrase in each gap (15)

At a mobile phone shop

Assistant : (1)Hello.?

You: (2)Yes, I think there's
.....

Assistant: What seems to be the problem?

You: The camera doesn't work very well. (3) Could you
.....?

Assistant: Sure. (4) I'll
Anything else?

You: No, I think that's all. (5) How?

Assistant: Well, it depends what's wrong, but with any luck it shouldn't cost more than \$100.

D. Read the passage and answer the questions. (25)

Living the Part

More and more top Hollywood actors are taking up "method-acting". This means that they live the part they are going to play and even take classes in order to learn special skills.

Robert de Niro was one of the first actors to learn a musical instrument when he learnt to play the saxophone for his part in *New York, New York*. Since then, actors like Nicolas Cage, Meryl Streep and Sean Penn have learnt the mandolin, the harp and the jazz guitar respectively.

Other actors have learnt how to look after themselves. Keanu Reeves spent six months studying martial arts for *The Matrix*, while Catherine Zeta-Jones and Antonio Banderas had to learn sword fighting for *The Mask of Zorro*. Brad Pitt learnt how to box for two of his films- so jealous boyfriends should be no problem for him now!

Some actors have learnt more specialist skills. For his part in *The Horse Whisperer*, Robert Redford learnt how to train horses by whispering into their ears. And the actors in *Apollo 13* made the effort to learn to move in zero gravity.

All these skills must surely make their performances more convincing. Imagine having a party with Redford whispering to horses in one corner, Cage playing the

mandolin in another, as Zeta-Jones fights with Banderas in the garden. There's no business like show-business!

1. What is "method-acting"?

.....
.....

2. What did Robert de Niro have to do for his part in *New York, New York*?

.....
.....

3. How long did it take Keanu Reeves to prepare for his part in *The Matrix*?

.....
.....

4. What are some of the unusual skills some actors have had to learn ?

.....
.....

5. Why are actors taking up "method – acting"?

.....
.....

E. Match the following definitions with words from the text. There are two extra definitions: (5)

- | | |
|---------------------------|--|
| a- To take up | 1. To say something in a very quiet voice |
| b- Skills | 2. To becoming interested in an activity and spending time on it |
| c- To look after yourself | 3. An action which requires extra energy |
| d- Effort | 4. An art or craft which requires special training |
| e- To whisper | 5. To become very good at something |
| | 6. To make sure you are not hurt by others |
| | 7. Qualities |

F. Composition (30)

Choose ONE of the following subjects and **write about 100 words**:

- 1- Write a **review** of a film or TV series. Include information about:
 - the story and the main events in the plot;
 - the actors and the characters they play;
 - the location, scenes and costumes.
 - Don't forget to include a personal comment and a recommendation to watch it.

- 2- Imagine you are on holiday in the place of your dreams. Write **an e-mail** to a friend telling him / her about your trip, the places you have already visited, how you are feeling, your plans for the following days and any other piece of information you consider relevant. Do not forget to finish your e-mail in an appropriate way.

4th Year

Grammar & Structures

- Question tags (1A)
- **Comparison:**
 - o Comparative adjectives and adverbs (1C)
 - o Comparative adjectives and adverbs with *(not) as... as* (1C)
 - o Intensifiers *much, far, a lot, a bit* (1C)
 - o Superlatives; superlatives with the Present Perfect Tense (4B)
- **The Gerund:**
 - o *After / Before + ING* (2C)
 - o *Gerund (ING)* as subject and object (3B)
- **Verbs with infinitive or gerund** (6C)
 - o Verbs followed by *infinitive* with 'to': *agree, decide, encourage, expect, forget, help, hope, manage, offer, plan, promise, refuse, seem, want* and *would like*
 - o Verbs followed by the gerund: *admit, avoid, can't stand, carry on, deny, enjoy, fancy, finish, give up, keep, look forward to, miss, not mind, practise, stop* and *suggest*
 - o Verbs followed by infinitive or gerunds: *hate, like, love, prefer* and *start*
- Defining and non-defining **relative clauses** with *WHO, THAT, WHICH, WHERE AND WHOSE* (4A)
- **Conditional sentences:**
 - o 1st Conditional with *if* and *unless* (5A)
 - o 2nd Conditional with *would, might, could* (6A)
- **Future time clauses** with *when, until, as soon as, before* (NOT with *by the time*) (5B)
- **Reported speech:** reported statements, questions, orders and requests and verbs of reporting: *say, tell* and *ask* (7A and B)
- **Passive Voice:** present and past simple, present and past perfect, present and past continuous, future simple (9A and B) **Modals, gerund and infinitive NOT included**
- Phrasal verbs with *UP, ON* and *AWAY* (2B, 4A, 8B)
 - o *Cheer up, give up, make up, pick up, stand up, take up* and *turn up*
 - o *Carry on, catch on, count on, get on, hold on, log on, switch on* and *try on*
 - o *Get away, get away with, give away, go away, look away, put away, run away* and *throw away*
- Transitive phrasal verbs (6A)
*E.g. She **picked up** the book. She **picked** the book **up**. She **picked it up**.*
Ask out, check out, find out, give back, pick up/put down, put on/take off, switch on/off, turn on/off, turn up/down
- Noun suffixes (-ion/ment/ity/y) (6C)

Tenses

- Present Simple and Present Continuous: Contrast (1A)
- Past Simple + Prepositions *during / for* (2A)
- Past Continuous and Past Simple with *while, when, as* (2B)
- Present Perfect and Past Simple: Contrast (1B)
- Present Perfect Simple with *for, since, just, already, before, never, ever, yet* (1B, 4B)
- Present Perfect Simple and Continuous with *for* and *since* (state and action verbs) (4C)
- Past Perfect (2C)

- Future tenses: *will, going to*, present continuous for arrangements (3A)

Modal Verbs

- *Must, have (got) to, need to, needn't, should, ought to, had better* (All forms: positive and negative; present and past): rules, obligation and lack of obligation or need and advice (3B)
- *make / let / (not) be allowed + INFINITIVE* (3C)
- *must / can't / might / could* for deductions in the present (8B)

Linkers:

ADDITION (4D)	CONTRAST (7C and 10D)	LISTING (7D)	TIME (4D and 8C)	CAUSE AND CONSEQUENCE (10D)
<i>And, also, too</i>	<i>But, although, however</i>	<i>firstly, secondly, lastly</i>	One day, First, Then, later on, a few days later, afterwards, etc.	So, because, because of this

Communication

- Shopping for clothes (1A)
 - o E.g. Do you need any help? / Yes, please. I'm looking for ... / Can I try this ... on? / Have you got this ... in a larger size? / **No, thanks. I'm just looking.** / It's tight/baggy. / It suits me. / I doesn't suit me. / I'll take it. / No, sorry. It's not quite right. I'll leave it.
- Showing concern and expressing reassurance (2A)
 - o E.g. Are you OK? / Can I do anything? / **Can I give you a hand?** / Don't worry, I'm fine. / **What on earth happened?**
- Inviting, accepting and refusing with excuses (3C)
 - o E.g. **Do you fancy going ...?** / Would you like to go ...? / Yes, that sounds great. / Thanks. I'd love to. / **I'd love to but I'm afraid I can't.** / I don't really fancy it. Sorry.
- Reacting to good and bad news (4B)
 - o E.g. Wow! That's brilliant/cool/amazing! / How fantastic! / Well done! / **Good for you!** / Oh, no! That's too bad/ miserable! / How terrible! / Poor you! / **That's a real shame.** / Never mind. / **Cheer up!**
- Making and responding to requests (5C)
 - o E.g. Do you think I could borrow ...? / Would you mind lending me ...? / Sure. Here you are. / Thank you. **That's really kind of you.** / **I'll do the same for you one day.** / **I'd rather not if you don't mind.**
- Asking for and giving advice (6B)
 - o E.g. What do you think I/we should do? / What would you do (if you were me)? / If I were you, I'd .../ **Have you tried +ing...?** / Maybe you're right. / **That's a bit drastic/over the top.** / **I don't think that sounds very sensible.**
- Telephoning: leaving phone messages (7A)
 - o E.g. Sorry I'm not around to answer the phone but leave a message and I'll get back to you. / Hi, Ryan. It's Sophie here. / I was just calling for a chat. / I need to talk to you about ... / Can you ring me when you get this message?
- Apologising for past mistakes: complaining, asking for an explanation, apologising and explaining and accepting apologies (8A)
 - o E.g. I've been waiting ages for you. Where have you been? / I'm very

- sorry. I couldn't find ... / I missed the bus. / Never mind.
- Giving opinions, agreeing and disagreeing (9B)
 - o E.g. In my opinion ... / I think it's brilliant/ terrible/ unfair that ... / I think so too. / **I'm not sure I agree.** / No way! (informal) / That's rubbish (informal) / How can you say that? (informal) / **I take your point.** / I see what you mean. / OK. You win! (informal)
 - Giving and accepting congratulations (10C)
 - o E.g. Guess what! / **You'll never guess ...** / Believe it or not ... / **Congratulations! You must be very pleased!** / Thanks. I never believed it would happen. / Rubbish. You worked really hard. / **You deserve it.** / Let's go and celebrate! Lunch is on me.

Vocabulary & Topics

- Great achievements
- Challenges
- Charity work
- Communication
- Entertainment: film, music, literature
- Extreme weather and natural disasters
- Fame and famous people
- Fashion: clothes, styles, accessories and patterns
- Food and kitchen equipment
- Imagination
- Jobs & adjectives to describe work; work experiences
- Landscapes and natural environment
- Life stories
- Lifestyles
- Music
- Natural world
- Problems & solutions
- Relationships
- Responsibility
- Technology
- The media
- The news
- Transport and travel
- TV programmes; reality shows

Writing text types

The options for the WRITING part of AEXALEVI Exams may fall into any of the following basic categories or text types:

- A blog entry
- An article for a magazine for teenagers / A text for a website
- A story
- A review about a book/film/TV programme/ a video game
- An formal email: e.g. to the local newspaper
- An informal letter
- A formal letter of application for a summer/voluntary job
- A brochure/leaflet describing places.
- A 'how-to' leaflet (it may appear as a written tutorial on the internet). It should include
 - a title
 - different sections (with subheadings) and bullet points
- o Possible topics:
 - (giving) advice for people visiting our city
 - advice for passing exams

- advice for joining a particular social networking site
 - advice on how to look fashionable and trendy
 - advice on how to deal with bullies at school
- A forum/website/wiki comment expressing an opinion (a short article)

Short texts:

- A tweet, a text message and an IM conversation
- A Facebook comment

SAMPLE PAPER 2017

SAMPLE PAPER 2017