

4th YEAR WEB SAMPLE – NEW FORMAT

Exam Duration: 1 hour 30 minutes

PART ONE: LANGUAGE

A. Rewrite these sentences without changing their meaning.

1. Catherine said, "The sequel to my novel is coming out in September."

Catherine said _____ in September.

2. You can't write on this website unless you are a registered user.

If you _____, you can't write on this website.

3. Christopher Paolini wrote *Eragon* when he was only fifteen.

Eragon was _____ when he was only fifteen.

4. I think *Eragon* is much better than *The Eyes of a King*.

I think *The Eyes of a King* is not as _____ *Eragon*.

5. When Paolini finished *Eragon*, he started writing *Eldest* immediately.

Paolini started writing *Eldest* as _____ *Eragon*.

For
examiner's
use only

1. ____/2

2. ____/2

3. ____/2

4. ____/2

5. ____/2

Corrected by:

Total marks in this exercise: ____/10

B. Complete the text with the correct tense or form of the verbs in brackets. Use modals, if necessary.

The Eyes of a King

Do you enjoy ¹(read) _____ fantasy stories?
²(you/ever/think) _____ of writing one? Catherine
Banner started writing *The Eyes of a King*, her first novel, at
sixteen. She says, 'I ³(write) _____ my first book for
my mum when I was four. But much later, while I ⁴(write)
_____ *The Eyes of a King*, I decided ⁵(become)
_____ a professional writer.'



It took Catherine two years to complete her novel. One day, Catherine was
invited to a book festival. There she met a literary agent who ⁶(read)
_____ her book. He asked her ⁷(sign) _____ a contract with
a publishing house. Catherine was fascinated so she agreed to do so.

Catherine says, 'I ⁸(not be) _____ a writer for very long, and I am

For



learning all the time. The most important thing that I try to do is to write about characters that I really care about. If I didn't care about the characters, there ⁹(be) _____ no story.'

The *Eyes of a King* ¹⁰(publish) _____ in 2008 when Catherine was 19 years old. The book is the first of a trilogy called *The Last Descendants* and it was a tremendous success.

NEW MARKING SCHEME

examiner's use only	
1.	___/1
2.	___/1
3.	___/1
4.	___/1
5.	___/1
6.	___/1
7.	___/1
8.	___/1
9.	___/1
10.	___/1

Corrected by:	Total marks in this exercise: 10
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NEW TASK



C. Fill in the blanks with words from the box. There are **four extra words** which you do not need to use.

AFTER	BUT	INTERESTING	JUST
KNEW	KNOWN	MORE	MOST
SAID	SINCE	THESE	TOLD
	WHICH	WHO	

The life of a top children's author

David Walliams is a man of many talents. Before, he was ¹ _____ as one of the main actors in the British comedy series *Little Britain*. ² _____ now, especially with children, he is probably more famous as a bestselling author. In fact, some now say that he is the UK's ³ _____ successful children's writer, having sold 2.8 million copies of his first books in five years.

Walliams started acting at school. Then he went to university and ⁴ _____ that he joined the National Youth Theatre. There he met Matt Lucas ⁵ _____ became his partner in the *Little Britain* series in 2003.

But it was in 2008 that he signed a contract to write two children's books. The second of ⁶ _____ two books, *Mr Stink*, won the People's Book Prize in 2010. The books were so popular that he continued writing.

When he isn't acting or writing, Walliams has an ⁷ _____ hobby. He swims, but not just in his local swimming pool. In 2006, he swam from England to France to raise money for charity. ⁸ _____ then he's also swum about 225 kilometres of the River Thames. When he finished, he ⁹ _____ reporters: 'I think I've ¹⁰ _____ swum the length of the Thames! I feel quite tired. I think a bath is the only water I want to see for quite a while.'

For examiner's use only	
1.	___/1
2.	___/1
3.	___/1
4.	___/1
5.	___/1
6.	___/1
7.	___/1
8.	___/1
9.	___/1
10.	___/1

Corrected by:	Total marks in this exercise: 10
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D. Complete the dialogue below.

Red with embarrassment

Jed: Hi Brad! (1) _____ here? You don't usually travel by tube, do you?

Brad: I'm going to the Book Fair. Anthony Horowitz will be at a signing session.

Jed: Dream on! Do you mean the author of *Stormbreaker* is here in our town? The *Alex Rider* series is one of my favourites!

Brad: Yes, he's promoting *Crocodile Tears* – his eighth book in the series.

Jed: I know! I finished reading it this week. (2) _____ yet?

Brad: No, not yet –the only books I've been reading lately are the ones I have for my exams. (3) Anyway, _____ with me?

Jed: Oh, I don't know. Maybe another time.

Brad: Come on, Jed! *Alex Rider* is one of your favourite series! (4) What _____?

Jed: The thing is... last year I made a fool of myself. I told Catherine Banner that I loved all her books, especially *Eragon*.

Brad: You can't be serious! *Eragon's* Christopher Paolini's novel! (5) What _____?

Jed: Well, at first, she looked at me and then she just burst out laughing. I was red with embarrassment!

Brad! Cheer up, Jed! I'm sure that won't happen again this time!

For examiner's use only	
1.	/3
2.	/3
3.	/3
4.	/3
5.	/3

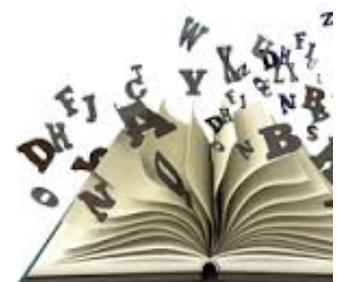
Corrected by:	Total marks in this exercise: _____/15
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PART II: Reading

E. Read the passage and answer the questions.

Fanfiction

Are you a Harry Potter fan? Did you enjoy *The Hunger Games* or *Twilight* sagas? Would like to write and read new stories about them? Then you can visit and participate in websites where people actually do this. Although *fanfiction* writing has existed for many years, the internet has had a great influence on this practice.



Nowadays, a lot of stories related to specific books, films or TV series are created by fans and read worldwide. In fanfiction sites, writers have numerous possibilities for keeping their favourite stories developing any way they want. For example, fanfic authors can make a 'sequel' with the original characters and settings. There can also be 'crossovers', which are stories where protagonists from different worlds interact in a new setting, or if the stories happen in similar contexts, they can meet in a place or date they have in common.



Moreover, authors can work on their chapters by parts and, while doing so, receive feedback from other users. These users are called ‘beta readers’. They review the stories and communicate with the writers by chat, email or any other message format. This system helps people to improve writing skills as well as the content of their stories. In addition, beta readers are very useful for those who want to write in a foreign language and have grammar, spelling and vocabulary corrected.

These online spaces enrich the writing experience and connect people with similar reading interests, creating a large community of fans who write and share their texts – some of which may even be published! ‘Kindle Worlds’, for example, is a publication platform that encourages fans to write fiction inspired by their worlds, and sell it to readers as ebooks on Amazon.com.

However, while many authors celebrate fanfiction – which they find exciting and flattering – others are not happy with this practice, which they have called ‘an invasion’. Anne Rice, for example, author of *The Vampire Chronicles*, has expressly announced that she doesn’t allow fanfiction. Instead, she advises her readers to write their own original stories with their own characters.

1. What can fanfic writers do if they liked a story very much? Provide two examples.

2. What is a ‘crossover’?

3. How can fanfiction help somebody who is learning a foreign language?

4. What can fans of a story do thanks to Kindle Worlds?

5. Why do some authors dislike fanfiction?

For examiner's use only
1. ___/5
2. ___/5
3. ___/5
4. ___/5
5. ___/5

Corrected by:	Total marks in this exercise: ___/25
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**THE VOCABULARY TASK HAS BEEN DISCONTINUED.
CHECK NEW TASK ‘C’ IN THE EXAM.**



PART III: WRITING

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

1- **A BLOG ENTRY:** Write a **blog entry** about a book or an author you like. You may include the following information:

- The title of the book & the name of the author
- What kind of story it is
- What you like about this story in particular
- General comments on the plot, main characters, etc.
- Who else you think would enjoy reading this story

2- **AN EMAIL:** Imagine something really embarrassing has happened to you recently. Write **an email to an English-speaking friend** telling him/her about what happened. You may include the following information:

- When and where this happened
- Who you were with
- What happened and how you reacted
- How other people reacted
- How you feel about this experience now

4th Year Contents - Live Beat 4

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

- o Present Simple and Present Continuous: Contrast (1A)
- o Past Simple + Prepositions *during / for* (2A)
- o Past Continuous and Past Simple with *while, when, as* (2B)
- o 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

- o *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)
- o *make / let / (not) be allowed + INFINITIVE* (3C)
- o *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. / It 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)



- 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)
 - 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)
 - 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
- 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