

**3<sup>rd</sup> YEAR WEB SAMPLE 2022**  
**Exam Duration: 1 hour 15 minutes**

**NEW MARKING SCHEME:**  
**Passing mark: 6 (six) (39 to 45 points)**  
**Grading Scale: 1 to 10 (1 to 70 points at stake)**  
**Exercises A, B, C, D and E 10 points each**  
**Exercise F (Writing) 20 points**

**PART I: READING**

**A. Read the passage and answer the questions**

**(10)**

**NEW MARKING SCHEME**

**MUSIC THAT CHANGES LIVES**



If you take a walk in the streets of Salvador, the capital of the state of Bahia in Brazil, you'll soon hear music – probably the amazing rhythm of drum groups as people dance capoeira.

Most tourists don't go to the small neighbourhood of Candeal. But if they're interested in music, maybe they should. Carlinhos Brown was born here in 1962. He arrived on the Brazilian pop scene in 1982 and in the 1990's he became known internationally as the leader of the musical group Timbalada. The group consisted of more than 100 percussionists and singers, the majority of them young kids from Candeal. They recorded eight albums and toured various countries around the world.

In the 1980's and 1990's, Candeal was a very poor area, and Carlinhos wanted to do something for the kids. So he opened the Pracatum Music School. On a classroom wall he painted, "this is the school of my dreams", to inspire the students.

Hundreds of young people between five and twelve have learnt to play music there. They start by playing complex samba rhythms on plastic containers and tin cans. Then they go on to other instruments. Many of the students at the school have become very successful musicians.

The school has been training young musicians from the area since 1994 – and it's been doing it for free. "My musical work began here as a student with Carlinhos", says Jair Rezende. He lost both his parents as a boy and says Carlinhos was like a second father to him. Jair is now a teacher himself and he's been working at Pracatum Music School for many years. "We've been helping kids to stay away from drugs and violence and to get good marks at school."

For some years now, the school has been working together with government programmes, and now there is a big project for improving the neighbourhood of Candeal. "What's the miracle of Candeal?" Brown asks. And he answers, "It's a labour of love."

1. What is Salvador like according to the text?

.....

2. Why did Carlinhos Brown want to do something for the children of Candeal?

.....

3. How do the children start learning to play music at Pracatum Music School?

.....

4. How can the school help the children who study there?

.....

5. Why has the project been successful for the neighbourhood?

.....

**PART II: LANGUAGE**

**NEW MARKING SCHEME**

**B. Complete the following dialogue.**

**(10)**

**Mary asks her mother for permission to go dancing.**

Mary: .....

Mother: A disco? .....

Mary: I'm going to go with all my school mates.

Mother: .....

Mary: It's three blocks away from school.

Mother: .....

Mary: We have to be there at 11 pm and we'll stay there until 5 am.

Mother: .....

Mary: I think Brenda's father is going to come for Brenda and will take me home too. Please, mum let me go.

Mother: I don't know. .... your father.

Mary: I'm sure you'll persuade Daddy.

Mother: We'll see. Now do your homework for school, it's getting late.

Mary: O.K. Mum.

**C. Complete the text with the correct form and tense of the verbs in brackets. Use modals when necessary.**

**(10)**

Spanish actor Antonio Banderas <sup>1</sup>(play) \_\_\_\_\_ important roles in successful international films for over twenty years.

He <sup>2</sup>(be born) \_\_\_\_\_ in Málaga in 1960. At the age of thirteen he went to Malaga's School of Dramatic Art until he <sup>3</sup>(be) \_\_\_\_\_ 18.

In 1980 he started work as a waiter <sup>4</sup>(help) \_\_\_\_\_ his family. While he <sup>5</sup>(work) \_\_\_\_\_ in Bull's Café, he <sup>6</sup>(meet) \_\_\_\_\_ Pedro Almodovar, who became responsible for the beginning of Antonio's successful career.

Antonio and Pedro <sup>7</sup>(be) \_\_\_\_\_ close friends since they had that meeting at Bull's.

Antonio is now married and has several kids. Although he always has a lot of work, he likes <sup>8</sup>(spend) \_\_\_\_\_ time with his family.

Now he <sup>9</sup>(read) \_\_\_\_\_ the script for a new Almodovar film and next month he <sup>10</sup>(do) \_\_\_\_\_ some TV work with Jeremy Irons.

**D- Choose the correct option to complete the exchanges below.**

**(10)**

- 1- A: What are you doing this weekend, Tom?  
B: a- Not much. Why?  
b- I'm not sure. Can I think about it?  
c- Bowling? I'd love to!
- 2- A: Do you fancy some pizza?  
B: a- Are you sure? It's delicious.  
b- Yes! Let's go!  
c- Thanks. That would be great.
- 3- A: I was on TV last week.  
B: a- Are you? Why?  
b- Were you? Why?  
c- Did you? Why?
- 4- A: I think social networks are fantastic.  
B: a- Yes, I'd love to.  
b- Don't worry.  
c- I'm afraid I don't agree.
- 5- A: Why don't we go to the cinema tonight?  
B: a- Sounds great.  
b- It's fantastic.  
c- Yes, I hope so.

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

**(10)**

ABOUT	AGO	IN	LAST	MET
NEXT	ON	RECEIVED	THEN	WAS
WERE		WHERE		WHO

**A TV STAR FOR THE NIGHT**

Six months <sup>1</sup> \_\_\_\_\_, fifteen-year-old Yasmin Khan was a talented violinist <sup>2</sup> \_\_\_\_\_ dreamed of appearing <sup>3</sup> \_\_\_\_\_ TV. That was before the day when she met a life coach. He suggested entering the **“Young Musician of the Year”** TV competition. Soon afterwards, she <sup>4</sup> \_\_\_\_\_ the invitation she was waiting for.



Yasmin didn't get into the final of the competition. However, the next day, she <sup>5</sup> \_\_\_\_\_ invited to the studio of her local news programme. 'It was amazing!' explains Yasmin. 'I <sup>6</sup> \_\_\_\_\_ the reporter who my family watch on TV every night! She was really nice and made me feel very comfortable. First, we talked <sup>7</sup> \_\_\_\_\_ the

music I play. <sup>8</sup> \_\_\_\_\_ we went to the studio <sup>9</sup> \_\_\_\_\_ they film all the interviews.

It was an achievement which fulfilled Yasmin’s ambition to appear on TV. Will she be able to win the “**Young Musician of the Year**” competition <sup>10</sup> \_\_\_\_\_ year? We really hope so!

**NEW MARKING SCHEME**

**PART III: WRITING**

**F. Choose ONE of the following topics and write about 80 words. (20)**

1. **AN EMAIL:** Imagine you are on holiday in the city of your dreams. Write **an email** to an English-speaking friend. You may include the following information:

- Where are you? When did you arrive? (include some details of the journey)
- Why is it the city of your dreams? (compare it to other places)
- What have you done so far?
- What are your plans for the next days?

2. **A BLOG ENTRY:** A friend of yours has a blog called **My friends and ME!** He has asked you to write a description of an important person in your life. You may include the following information:

- What is this person like?
- What does he / she do?
- Why is this person important to you?
- What do you usually do together?
- Can you tell a/an (funny) anecdote with this person?

**For examiners’ use only – Assessment**

<b>Task achievement &amp; readability:</b> Format – Language – Content	_____/5	<b>Comments</b>
<b>Accuracy &amp; range:</b> Grammatical & Lexical	_____/5	
<b>Organization &amp; cohesion:</b> Staging and sequencing: Referencing	_____/5	
<b>Editing:</b> Punctuation, spelling & handwriting	_____/5	
<b>Final Mark:</b>	_____/20	
<b>Corrected by:</b>	<b>2nd signature:</b>	

## 3<sup>rd</sup> Year 2021: Portal to English 2

<b>Grammar and Structures</b>	
<b>Stative verbs</b> (Revision)	<b>1C</b>
<b>Nouns:</b> Countable and uncountable nouns with <i>some, any, a/an</i> and <i>no</i>	<b>4C</b>
<b>Nouns:</b> Countable and uncountable nouns with <i>too much / many / not enough</i>	<b>7C</b>
<b>Nouns:</b> Countable and uncountable nouns with <i>how much...? / How many...? / a lot of / lots of / a few / a little</i>	<b>7C</b>
<b>Adverbs of manner - regular and irregular:</b> <i>well, fast, early, late, hard</i>	<b>2B</b>
<b>Comparison:</b> Comparison of adjectives: <i>Much + comparative adjective; (not) as... as</i>	<b>3B</b>
<b>Comparison:</b> Superlative adjectives	<b>3C</b>
<b>Relative clauses:</b> Defining relative clauses with <i>who, which, that</i>	<b>8A</b>
<b>Too</b> + adjective/adverb	<b>7B</b>
<b>Not</b> + adjective + <b>enough</b>	<b>7B</b>
<b>Subject &amp; Object Pronouns</b>	<b>2D</b>
<b>Pronouns</b> with <i>some-, any-, every-, no-</i> + <i>where, thing, one, body</i>	<b>4D</b>
<b>Possessive adjectives &amp; possessive pronouns</b>	
<b>Question tags</b>	<b>6D</b>
<b>Intensifiers to emphasize adjectives:</b> <i>very, really, so, too, quite, a bit, a little, a little bit</i>	<b>7E</b>
<b>Passive Voice:</b> Present Simple and Past Simple forms	<b>8B, 8C</b>
<b>Conditional sentences:</b> First conditional with <i>if:</i> <i>If + PRESENT + WILL / CAN/MAY/MIGHT/MUST / IMPERATIVE</i>	<b>5D</b>
<b>Verb patterns:</b> Verbs followed by infinitive and gerund: <i>hate, like, dislike, love, enjoy, can't stand.</i> (Also revision of other verb patterns from previous levels.)	<b>1D</b>
<b>Tenses</b>	
Present Simple and Continuous	<b>1A, 1C</b>
Past Simple and Past Continuous Time clauses ( <i>when/while</i> )	<b>2A, 4A, 4B</b>
<i>Going to</i> for plans, intentions and predictions based on present evidence	<b>5A</b>
<b>WILL</b> for predictions, promises, spontaneous decisions, offers and requests	<b>5B</b>
Future time phrases: <i>this weekend, on Saturday, at 2 pm.</i>	<b>5A</b>
Present Perfect Simple with <i>ever, never, just, yet, already, for, since</i>	<b>6A, 6C</b>
<i>How long</i> + PRESENT PERFECT? <b>For &amp; Since</b>	<b>6C</b>
<i>Been – Gone:</i> Contrast	<b>6B</b>
Past Simple - Present Perfect: Contrast	<b>6B</b>
Time adverbials for Past Simple and Present Perfect	<b>6B</b>
<b>Modal Verbs</b>	

<i>Used to</i>	<b>2C</b>
<i>Could: past ability</i>	<b>2B</b>
<i>Will, won't, may, might: predictions</i>	<b>5B, 5C</b>
<i>Could: possibility</i>	<b>5C</b>
<i>Must &amp; have to (present and past forms): rules and obligation</i>	<b>3A</b>
<i>Mustn't / Can't / Don't have to: prohibition and lack of obligation</i>	<b>3A</b>
<i>Should/ shouldn't: advice</i>	<b>7A</b>

### Prepositions

**TIME:** *at, in, on, until, till, before, after*

**PLACE:** *in front of, behind, opposite, between, next to*

**MOVEMENT:** *up, down, into, out of, through, towards, past, from, to, around*

### Question forms:

*What, Who, Which, Where, When, Why, How, What time, What sort/kind of, Whose, How much, How many, How much (cost), How long, How old, How far, How often, What + be + like? What does he/she look like? How long + Past Simple / Present Perfect Simple*

### Linkers and text organizers

ADDITION	CAUSE AND CONSEQUENCE	ALTERNATIVE	CONTRAST
And - Too	So - Because	Or	But
<b>TIME:</b> <i>Last week, IN the morning, etc</i>			
<b>SEQUENCERS:</b> <i>First / At first, then, suddenly, next, after (that), afterwards, before (that), finally</i>			

### Communication

- Asking about and describing one's appearance and personality (U1)
- Asking about and describing one's likes (U1)
- Giving and responding to good news (U2)
- Asking for and giving directions: asking for help, asking for and giving information (U3)
- Responding to bad news: expressing sympathy (U4)
- Inviting and responding to invitations: accepting and refusing (U5)
- Making suggestions and arrangements (U5)
- Answering the phone & making a phone call (U6)
- Asking for and giving advice: stating a problem, describing how you feel, asking for, giving advice & encouraging (U7)
- Asking about and talking about a film (U8)
- Agreeing and disagreeing (U8)

**Conversational strategies development:** in preparation for the discussion / interaction task in 4<sup>th</sup> to 7<sup>th</sup> Year

- *Starting and closing a conversation*
- *Asking for repetition and clarification*
- *Agreeing and disagreeing*
- *Expressing surprise*
- *Inviting the other speaker to participate*

<b>Vocabulary &amp; Topics</b>	
Accidents Animals Appearance Chores Clothes and accessories	<b>Collocations with MAKE and DO (4A)</b> <b>-ed and -ing adjectives (8A)</b> <b>Adjectives with prepositions (9C):</b> <i>good/bad/surprised at, fed up/bored/angry/annoyed with,</i>

<p>Directions Emotions Films Food Free-time activities Geographical features Health: Ailments and illnesses Holiday activities Jobs Means of transport Mishaps Money and prices Outer space Parts of the body Personality Places in a town/city Points of the compass Recyclable materials School subjects Sports Sports equipment Technology &amp; gadgets: vocab and collocations TV programmes Water sports Weather</p>	<p><i>tired/scared/frightened/proud of, similar to, excited/upset/worried about, interested in, impressed by, different from, famous/responsible for, keen on.</i></p> <p><b>Collocations with Play, go, go to, do, watch (U1)</b>  <b>Collocations with means of transport (U3):</b> <i>take/use; wear a helmet/seatbelt, etc</i>  <b>Prepositions: <i>by bus / on foot</i></b>  <b>Lose vs miss (U4)</b>  <b>Health / Fitness expressions:</b> <i>go on a diet, keep fit, put on weight, take up sports, be in good shape. (U8)</i></p>
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### Writing Skills

- a) Planning a text in accordance with the rubric given.
- b) Organising a text:
  - Dividing ideas into paragraphs
  - using grammatically correct sentences
  - using punctuation appropriately
  - using a variety of structures, words and expressions appropriate for the level
  - using appropriate tenses
  - Avoiding repetition, using a variety of adjectives
  - using linking words *and, but, because, so*
  - Using intensifiers
  - using SEQUENCERS: *first, then, after that, finally; before lunch/she goes to bed; after breakfast among others.*
- c) Reflecting upon & checking one's writing

**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** e.g. about one's school, a place you went to on holiday, a day out you really enjoyed, a short review or an article, about a town, city, building or landscape, some advice on a problem page, or other topics)

**A description** of a person (someone you know/have just met/admire) including physical appearance, clothes and personality

**A description** of a place, of one's town/city

**A postcard**

**A story**

**An anecdote** (e.g. an outdoor experience, a school outing)

**An informal email/letter** (E.g. to invite a friend to an event such as a concert or a party (see p.31); a thank you letter)

**A description/review** of a film: giving your opinion about a film