



3rd YEAR

WEB SAMPLE 2024

PART I: READING

A. Read the passage and answer the questions.

Education in the UK

In England and Wales students go from primary school into secondary school when they are eleven. Most of them choose a state secondary school. 'State' schools offer free education for children. But some students go to 'private' secondary schools which their parents have to pay for. Many of them are boarding schools. There, students have a dormitory which they share with other pupils and they stay at the school for the whole term.

Eton College is probably England's most famous boarding school. It started in 1440. Eton is one of the oldest and most expensive schools in England. Some of its former students include the Royal family, Prime Ministers, scientists, etc. Many English kings went to this school, which makes it a world famous school. One of its most famous students was the future king of the UK, Prince William.

In the UK, whether the schools are private or not, many pupils study at least one foreign language. Most students choose French or German, but Spanish is also popular. There are four obligatory science subjects: maths, physics, chemistry and biology. There are some optional subjects, such as geography. Sports are popular and students at most schools can play football, rugby, hockey, cricket, tennis or netball.

Pupils take 'GCSE' exams in about ten to twelve subjects at the age of 16. That's the General Certificate of Secondary Education exams. Some pupils leave school at 16, but most pupils study for two more years. Then they take two, three or four 'A' level exams (Advanced Level Exams) because they are necessary before they go to university.

1. What is the difference between state and private schools?

2. How long has Eton been open?

3. Why is Eton famous?

4. Which subjects must all students take in the UK?

5. When do students take GCSE exams?

PART II: LANGUAGE

B. Complete the following dialogue.

Kate is telling Alan about her new boarding school.

Alan: Hi! I've heard you're at a new school. How long ¹ _____ ?

Kate: Since Saturday. I arrived early to prepare for Monday classes.

Alan: What ² _____ ?

Kate: At 9 o'clock. My first class was History.

Alan: ³ _____ yet?

Kate: No, not yet. I'm having our next exam tomorrow.

Alan: And where ⁴ _____ ?

Kate: Here at school! My dormitory is near the library.

Alan: Is it a good idea to study at a boarding school?

Kate: Yes, of course. If I were you, ⁵ _____. It's an excellent school.

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

Helping school in Indonesia

Students at the Nurani Insani Foundation in Jakarta, Indonesia enjoy ¹(go) _____ to school. The students are also ambitious and want to become doctors or teachers. This is not really unusual, except this is a school for street children. Achmad Dedi Rosadi ²(begin) _____ The Nurani Insani Foundation because he wanted to help street children. While he ³(study) _____ at university, he was really worried about this situation and decided to do something about it. Rosadi thought that education could ⁴(change) _____ children's future, so he started teaching. Since then, he ⁵(help) _____ hundreds of children. 'If the children stay at school, they ⁶(have) _____ a better future,' says Rosadi.

At the moment students ⁷(learn) _____ many new things and they are positive about the future, too. They hope ⁸(find) _____ work in shops, offices or restaurants. But they also plan to continue studying after they leave school. 'I ⁹(study) _____ online and get a degree,' says one of them. 'I ¹⁰(not decide) _____ what to study yet,' says another.

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

1. **A:** Could you tell me the best way to the Grand Hotel?
B: a) The next train leaves at 10:30 am.
b) It takes about 25 minutes.
c) You can take the train on the green line.
2. **A:** Hello! I'm Rose Bell. I booked a room for tonight.
B: a) Can I see your ID card?
b) Entry is free.
c) Yes, of course.
3. **A:** You can take two souvenirs for the price of one.
B: a) I would like it.
b) I'm looking for a souvenir.
c) I'll take these two, then.
4. **A:** How long should I take this medicine?
B: a) You should take it.
b) For a few days.
c) This should help.
5. **A:** You haven't seen my phone, have you?
B: a) Of course.
b) No, sorry.
c) No, don't worry.

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

A LOT	BEST	CAN	FOR	IF
IS IT	ISN'T IT	MANY	MORE	MUST
SO		WHICH		WHO

Studying foreign languages

Learning a foreign language is an exciting adventure that can bring ¹ _____ benefits. When you speak a foreign language, you ² _____ communicate with somebody from another part of the world. That's amazing!

One of the ³ _____ things about learning a new language is that it opens up more opportunities for you. You can travel to some incredible places and meet people ⁴ _____ speak the language you have learnt.

Foreign languages also help you understand different cultures better because you learn about their traditions, values and history. This knowledge can make you ⁵ _____ open-minded and empathetic, especially if you meet someone who is from a culture different from your own.

⁶ _____ you want to find a great job someday, you will need to speak a foreign language. ⁷ _____ of employers value candidates who can communicate with international clients. I would love to work in another country when I grow up ⁸ _____ I am going to start learning a foreign language soon. It's a good idea, ⁹ _____? Have you thought of living abroad ¹⁰ _____ some years? You should think about learning a foreign language, then.

PART III: WRITING

F. Choose ONE of the following subjects and write **about 80 words**.

1. **A BLOG ENTRY.** Write a **blog entry** about what your best and worst subjects at school are:

- Why do you like/don't like those subjects?
- What do you do to study for them?
- Who do you ask for help when you need it?
- What other subjects would you like to have at school?

2. **A STORY.** Write a **story** about something amazing that happened while you were at school. You may include information about the following:

- Where were you?
- What happened?
- What were you doing when it happened?
- How did you feel?

For examiners' use only – Writing Assessment		
Task achievement & readability: Format – Language – Content	___/5	Comments
Accuracy & range: Grammatical & Lexical	___/5	
Organisation & cohesion: Staging and sequencing: Referencing	___/5	
Editing: Punctuation, spelling & handwriting	___/5	
Final Mark:	___/20	

AEXALEVI Web Sample 2024

3rd Year (A2) - Link It! 3

Note 1: The coursebook teaches American English vocabulary, but both **American and British** equivalents are accepted on exams.

Note 2: Contents to be revised and consolidated which are not included in the coursebook: Present simple/continuous; Past simple; basic connectors, modal verbs (obligation and necessity).

Note 3: Revision and consolidation of Simple Past should be carried out before presenting the contrast between Present Perfect and Simple Past, as it is not included in the coursebook.

Grammar & Structures

Stative verbs	WELCOME
Nouns:	
Countable and uncountable nouns with <i>some, any, a/an</i> and <i>no</i> REVISION & CONSOLIDATION	WELCOME
Countable and uncountable nouns with <i>too much/many</i>	WELCOME
Compounds <i>some/any/no/every</i> REVISION & CONSOLIDATION	WELCOME
Countable and uncountable nouns with <i>how much...? / How many...? / a lot of / lots of / a few / a little</i>	WELCOME
Possessive adjectives & possessive pronouns	U3
Question Formation:	
Questions with <i>whose...?</i>	U4
Question tags with <i>be</i> and <i>do</i> Question tags with other tenses and modal verbs	U7
Adverbs of manner - regular and irregular: <i>well, fast, early, late, hard</i>	REVISION
Comparison: Comparative and Superlative adjectives REVISION & CONSOLIDATION	WELCOME
Comparison: Comparative and superlative adverbs	U8
Adjectives + preposition+ gerund: <i>famous for, worried about, afraid of, happy about, interested in, responsible for, among others</i>	U8
Verb Patterns:	
Verbs followed by infinitive and gerund: REVISION & CONSOLIDATION	WELCOME
Verbs followed by <i>-ING</i> or <i>To inf</i>	U1
The gerund after prepositions. Eg. <i>be interested in + ing</i> The infinitive after the structure <i>It + be + adjective</i> . Eg. <i>It's important to...</i>	U8
Infinitive of purpose: <i>I use the internet to study</i> in order to: <i>I went to the store in order to buy pencils</i> 7 <i>I went to the store because I wanted to buy pencils</i> so that: only for recognition – <i>not to be included for production at the exam</i>	U8
Defining relative clauses with <i>who, which, that</i>	U1
Conditional sentences:	

First conditional with <i>if</i>	U2
Second conditional (only for giving advice): <i>If I were you,...</i>	U6
Verb Tenses	
Present Simple and Continuous REVISION & CONSOLIDATION	WELCOME
Present Progressive (Pr. Continuous) for future arrangements (REVISION & CONSOLIDATION)	WELCOME
Past Simple and Past Continuous Time clauses (<i>when/while</i>)	WELCOME U5
<i>Going to</i> for plans, intentions and predictions	U1
<i>Will</i> for predictions, promises, spontaneous decisions, offers and requests <i>Will vs going to</i>	U2
Future time phrases: <i>this weekend, on Saturday, at 2 pm.</i>	U2
Present Perfect Simple with <i>ever, never</i>	U3
<i>Been – Gone</i> : Contrast	U3
Past Simple - Present Perfect: Contrast	U3
Present Perfect Simple with <i>just-yet, for-since, still</i>	U4
<i>How long</i> + Present Perfect? <i>For & Since</i>	U6

Modal Verbs	
<i>Could</i> : past ability and possibility	To be added
<i>Must & have to</i> (present and past forms): rules and obligation REVISION & CONSOLIDATION	WELCOME
<i>Mustn't / Can't / Don't have to</i> : prohibition and lack of obligation	REVISION
<i>Should/ shouldn't</i> : advice	U6

Vocabulary & Topics

AEXALEVI Exams do not include tasks which test vocabulary in a direct manner. Students should be familiar with as many topics as possible so as to be able to understand and produce to the best of their potential. **Exam link:** [Writing Task \(Task F\) & Extended speaking \(Speaking test\).](#)

- Jobs
- Bad behaviour
- Souvenirs
- Holidays, tourist attractions, activities on a trip
- Life in 100 years and predictions about the future
- Technology
- Reporting a crime
- Sports
- Relationships & friends: personality, verbs and phrases to describe relationship

Linkers (to be worked on independently from the coursebook)

Linkers are essential in students' written production, serving as linguistic bridges that connect ideas. In this level, students are expected to work with A2 linkers to express addition, condition, emphasis, purpose, relatives and sequencers. **EXAM LINK:** Writing Task (Task F)

Speaking & Communication skills:

EXAM LINK: In order to succeed at the speaking test, students are expected to have developed the skills and subskills included in the assessment criteria for A1-A2 level to an acceptable degree. In order to develop these skills to the best of the students' ability, systematic and regular work should be carried out during the year.

In **Link it! 3**, see the **Communication competences** (Real English) section in every unit, the Global Skills (Speaking competences) section every two units. These *phrases and expressions are also useful for the dialogue completion and for Task D.*

1. Checking in at the airport
o **Speaking strategy:** Using intonation appropriately to convey meaning
2. Asking for travel information
o **Speaking strategy:** Asking people to repeat things
Global skills: Making suggestions (P. 23)
3. Checking in at a hotel Using polite language in a conversation (U3)
o **Speaking strategy:** Using formal and informal greeting appropriately (U4)
4. Asking for help at a tourist office
o **Speaking strategy:** Using formal and informal greetings appropriately
5. Buying souvenirs
o **Speaking strategy:** Using the phrase *Excuse me* appropriately (U5)
6. Asking for help at a pharmacy
o **Speaking strategy:** Using conjunctions to make your English sound more fluent (or, but, however) (U6)
Global skills: Talking about movies (P.80)
7. Choosing a gift
o **Speaking strategy:** Using intonation of tag questions appropriately (U7)
8. Discussing what things are for
o **Speaking strategy:** Stressing key words to make your explanation clear (U8)

Conversational strategies development: in preparation for the discussion / interaction task in 4th to 7th Year. **EXAM LINK:** It is also important to emphasize the language required to make conversations sound natural from an early stage.

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

Fluency development

EXAM LINK: Sustaining speech to talk about topics developed during the year, as required in the Extended Speaking task in the Speaking Test, such as:

- Talking about one's routines, lifestyle and leisure activities.
- Describing the place we live in.

- Talking about our families and friends.
- Retelling events from our childhood.
- Talking about habits, sports, technology, entertainment, holidays, movies, fashion.
- And other topics included in the coursebook.

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*

Writing Skills

In order to succeed at the writing task in the test, students are expected to have developed to an acceptable degree the skills and subskills detailed below, which will be reflected in the text produced.

- Planning a text in accordance with the rubric given.
- 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 relative clauses to provide additional information
 - using linking words *and, but, because, so*
 - using intensifiers
 - using SEQUENCERS: *first, then, after that, finally; before /after breakfast among others.*
- 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**
- **A biography of a famous person in history, a celebrity**
- **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