



## 6th YEAR

# WEB SAMPLE 2024

### PART I: LANGUAGE

A. Rewrite these sentences without changing their meaning.

1. 'Don't forget to lock your door at night!' the hotel manager told me.  
The hotel manager reminded \_\_\_\_\_ door at night.
2. Sally told the police that a ghost was following her.  
Sally told the police that she \_\_\_\_\_ by a ghost.
3. They are planning to release 'The Conjuring 4' in 2024.  
By 2025 \_\_\_\_\_ 'The Conjuring 4'.
4. Sarah was really scared, but she went to the haunted house anyway.  
In spite of \_\_\_\_\_, Sarah went to the haunted house.
5. I heard a spooky noise in the attic so I went upstairs.  
If I hadn't heard a spooky noise in the attic, \_\_\_\_\_ upstairs.

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

#### A night at the old mansion

The old mansion emerged in front of me as I made my way up the path. Despite my nervousness, I <sup>1</sup>(not resist) \_\_\_\_\_ thinking about the stories I had heard about this place. They said strange things <sup>2</sup>(happen) \_\_\_\_\_ there at night. I <sup>3</sup>(always - attract) \_\_\_\_\_ by ghost stories and I was about to live my own.

As I stepped inside, I felt a chill run down my spine. The air was thick with a spooky silence. I explored the rooms, taking in the smell of the old furniture as I walked around. But as I <sup>4</sup>(make) \_\_\_\_\_ my way to the attic, something changed. The air grew colder and I saw a ghostly figure standing at the end of the room. I tried to run, but my legs <sup>5</sup>(not move) \_\_\_\_\_. The figure moved closer. It was as if time <sup>6</sup>(stop) \_\_\_\_\_ and it was just the two of us. Suddenly, the figure vanished and I <sup>7</sup>(leave) \_\_\_\_\_ alone in the empty attic. I stumbled out of the mansion and back onto the path. My heart didn't stop <sup>8</sup>(pound) \_\_\_\_\_ in my chest.

As I look back on that night, I wonder what <sup>9</sup>(happen) \_\_\_\_\_ to me if I had stayed a moment longer. However, I'm not scared to death. Actually, this time tomorrow, I <sup>10</sup>(travel) \_\_\_\_\_ back to the mansion to find out.

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

<b>ALTHOUGH</b>	<b>BECAUSE</b>	<b>BY</b>	<b>DESPITE</b>	<b>IN ADDITION</b>
<b>MAY</b>	<b>PROBABLE</b>	<b>PROBABLY</b>	<b>SHOULDN'T</b>	<b>SO</b>
<b>SUCH</b>	<b>THOSE</b>	<b>UNLESS</b>	<b>WHETHER</b>	<b>WHO</b>

### Do you believe in ghosts?

While many people dismiss ghosts as a mere superstition, surprisingly, there are <sup>1</sup> \_\_\_\_\_ who *do* believe in them. In fact, many individuals claim to have actually seen them or experienced their presence. There are numerous stories of people <sup>2</sup> \_\_\_\_\_ have encountered ghosts. Nevertheless, sceptics argue that these experiences <sup>3</sup> \_\_\_\_\_ be explained by natural phenomena or psychological factors.

<sup>4</sup> \_\_\_\_\_ the existence of ghosts remains a topic of debate, it is undeniable that these stories have captivated people's imagination for centuries. Many people are fascinated <sup>5</sup> \_\_\_\_\_ the idea of an afterlife and the possibility of communicating with the spirits of loved ones who have passed away.

<sup>6</sup> \_\_\_\_\_, enough books, movies and television shows have been produced on the topic of ghosts to suggest that it is a cultural phenomenon that <sup>7</sup> \_\_\_\_\_ won't disappear anytime soon. By now, the notion of ghosts has become <sup>8</sup> \_\_\_\_\_ an integral part of our collective consciousness that people are likely to continue to tell stories about these supernatural entities for years to come.

In conclusion, <sup>9</sup> \_\_\_\_\_ the lack of concrete evidence to support the existence of ghosts, the idea of these spectral entities continues to capture the imagination of many people. <sup>10</sup> \_\_\_\_\_ they are real or not, the stories of ghosts will undoubtedly persist for many generations to come.

D. Complete the following conversation.

#### Tom and Nick are making plans together.

*Tom:* Hey, Nick! You look tired! Did you sleep well last night?

*Nick:* No, not at all. I wish I <sup>1</sup> \_\_\_\_\_.

*Tom:* You watched a horror movie before bedtime? That was not a good idea, was it?

*Nick:* I know, but it had so many good reviews! I'm sure you would have loved it.

*Tom:* I promise <sup>2</sup> \_\_\_\_\_.

*Nick:* Please, do so tonight! The second part is on at the cinema and I'd like to watch it with you. How about <sup>3</sup> \_\_\_\_\_?

Tom: Saturday's OK, but 5 o'clock is too early for a horror movie. I'd rather <sup>4</sup> \_\_\_\_\_  
\_\_\_\_\_.

Nick: There's another show at 9.

Tom: That's perfect! Listen, I'm quite busy. Would you mind <sup>5</sup> \_\_\_\_\_  
\_\_\_\_\_?

Nick: No, it's OK. I have a discount if I use the app. I'll buy them.

## PART II: READING

E. Read the passage and answer the questions ***in your own words***.

### Ghosts: superstition or supernatural?

Ghosts and superstitions have long fascinated and intrigued people across cultures. From ancient legends to modern superstitions, the concept of ghosts has become deeply rooted in our collective consciousness. They manifest in numerous forms and can differ across cultures. Some widely recognized superstitions include avoiding walking under ladders, not opening umbrellas indoors and the belief that breaking a mirror brings seven years of bad luck. Whether you consider them legends or find yourself knocking on wood just in case, superstitions provide a fascinating hint into our collective human psyche.

Superstitions are deeply rooted beliefs that certain actions, objects, or circumstances can bring good or bad luck, influence the outcome of events, or even determine one's fate. They end up being a constituent of a culture through the passage of time and socialization. As individuals grow up within a specific cultural framework, they inherit and adopt these beliefs from their families, communities, and wider societal influences. Through rituals, traditions and shared experiences, superstitions become an integral part of cultural identity, connecting people with their heritage and shaping their worldview. These beliefs come from various sources such as ancient religious practices, historical events and natural phenomena. For example, the fear of black cats crossing one's path dates back to ancient Egyptian times when cats were revered as sacred beings. Exploring the historical context behind superstitions can provide valuable information of their development.

Superstitions often serve as cultural markers, reflecting the values, fears and hopes of a society. They offer a sense of security and control in a world filled with uncertainties. They offer explanations and a perceived sense of influence over unpredictable consequences. Additionally, the power of personal experiences, cultural influence and the need for comfort and reassurance contribute to the perpetuation of superstitions.

Along these lines, some people argue that the belief in ghosts has also been transmitted through generations. However, others claim their existence is real. The investigation into the paranormal dates back to ancient times, where beliefs in spirits and the afterlife were customary. However, organized scientific inquiry into the paranormal gained prominence in the late 19th and early 20th centuries. These early actions paved the way for the development of modern paranormal research methodologies. Scientific research into the existence of ghosts adopts a methodical and objective approach. Paranormal investigators employ various tools and techniques, such as electromagnetic field detectors, thermal imaging cameras and audio recording

devices, to capture and analyze data during investigations. They meticulously document and examine reported phenomena, looking for patterns and anomalies that cannot be easily explained by natural or known phenomena. While scientific inquiry into ghosts struggles to provide concrete evidence, to this day there's no technology capable of convincing the scientific world of the validity of their findings.

Ghosts, with their enigmatic presence and ethereal nature, continue to intrigue and captivate human imagination. While the existence of ghosts remains a subject of debate, their influence on cultural beliefs and superstitions is undeniable.

1. How do superstitions become part of a culture?

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2. Where do superstitions originate?

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3. What role do superstitions play in society?

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4. How did research of the paranormal become more objective?

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5. Why can't science confirm the existence of ghosts?

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### PART III: WRITING

F. Choose ONE of the following questions. Write your answer in **about 150 words**.

1. **A STORY.** You have decided to enter a short story competition on an international website for amateur writers. The story must **begin** with the following words:

***I heard a strange noise outside...***

We will publish the best story on our website!

Write **your story**.



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

AEXALEVI Web Sample

## 6<sup>th</sup> Year (B1+) - Life Vision B1+

<b>Grammar and Structures</b>	
<b>Articles and quantifiers:</b> <i>a/an, the</i> , zero article. <i>All, most, some, no, both, many, a few, few, no, either, neither, each, every</i> . <b>REVISION &amp; CONSOLIDATION</b>	<b>0.1 0.2</b>
<b>Comparison</b> Comparatives, superlatives, ( <i>not</i> ) <i>as...as</i> , comparing nouns ( <i>more, less, fewer</i> ), intensifiers ( <i>a lot, far, much, a bit, a little, slightly</i> ), repeated comparatives <b>REVISION &amp; CONSOLIDATION</b>	<b>0.4</b>
<b>Imperatives and infinitive of purpose</b>	<b>3.9</b>
<b>Question forms:</b> subject & object questions; indirect questions	<b>3.2</b>
<b>Relative clauses: defining and non-defining</b> Omission of relative pronouns.	<b>6.2</b>
<b>Gerunds and infinitives</b> Verbs followed by –ing or infinitive: e.g. <i>enjoy, keep, deny, suggest, dream about, choose, hope, advise</i> Verbs followed by –ing or infinitive with the same/similar meaning: e.g. <i>like, love, prefer, begin, continue, start</i> Verbs followed by –ing or infinitive with different meaning: e.g. <i>stop, forget, remember, try, mean</i>	<b>7.2</b>
<b>Passive Voice: Advanced structures</b> Verbs followed by ING and infinitive Verbs with two objects The passive with <i>believe, say, think</i> , etc	<b>6.5</b>
<b>Reported Speech:</b>	
Statements and questions <b>REVISION &amp; CONSOLIDATION</b>	<b>4.2</b>
Commands and requests	<b>REVISION</b>
<b>Reporting verbs: Verb patterns</b> Verb + that + clause: e.g. <i>suggest</i> Verb + infinitive (with): e.g. <i>offer</i> Verb + sb + infinitive (with to): e.g. <i>advise</i> Verb + ING: e.g. <i>suggest</i>	<b>4.5</b>
<b>Conditional sentences:</b>	
<b>Zero Conditional, First conditional &amp; Second conditional</b> with <i>if</i> and <i>unless</i> . <b>REVISION &amp; CONSOLIDATION</b>	<b>0.3</b>
<b>Third Conditional</b>	<b>7.6</b>
<i>Provided/ providing that</i> and <i>so /as long as</i>	<b>To be added</b>
<b>Wishes &amp; regrets in the present:</b> <i>I wish / If only</i> + Past Simple <i>I wish / If only</i> + could/would + infinitive	<b>7.5</b>
<b>Tenses</b>	
<b>Present tenses:</b> Present simple and Continuous. State & dynamic verbs. Present Perfect Simple and Present Perfect Continuous.	<b>1.2 1.5</b>
<b>Narrative Tenses</b>	<b>1.5</b>

Past Simple, Past Continuous and Past Perfect Simple	
Past Perfect Continuous	<b>To be added</b>
<b>Futures Tenses:</b> Present simple, Present Continuous, <i>be going to</i> and Future Simple	<b>2.2</b>
Future Time clauses with <i>after, as soon as, when, before, by the time, unless</i>	<b>2.2</b>
Future Continuous and Future Perfect	<b>2.5</b>
Future in the past: <i>would, was/were going to, was/were about to</i>	<b>8.5</b>
<b>Modal Verbs</b>	
Modals to express ability in the past, present and future.	<b>3.5</b>
<i>Must, have to, don't have to, needn't, should, ought to</i> to express obligation, prohibition and advice (present and future)	<b>5.2</b>
<i>Must, can, could, may (not), might (not), could</i> to express deduction in the present. <i>Must have, can't have, might/may/could (not) have</i> to express deductions about the past.	<b>5.5</b>
<i>Used to – Would</i> to express past habits.	<b>8.2</b>

## 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).

- Sports and Fitness
- Travel
- Technology
- Hobbies
- Film Industry
- Nature and Environment
- Health and illnesses
- Personality and Relationships
- Economy and Market
- Home
- Education
- Jobs
- Crime

## 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 B1+ linkers to express alternative, condition, contrast, emphasis, opinion/argumentation, sequencers, similarities/differences and conclusion. **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 B1-B2 level to an acceptable degree.

### Speaking tasks in the book:

- (U1) Effective discussions and interactions: having a discussion and interacting
- (U2) Organizing your ideas with linking words: presenting similar ideas, introducing more ideas, emphasizing your point and giving examples
- (U3) At the pharmacy: asking for advice, finding out about the problem, checking understanding and giving advice



- (U4) Keeping the conversation going: starting, changing and continuing the topic
- (U5) Asking for and giving advice
- (U6) Hesitating and buying time during an interview
- (U7) Debating: presenting arguments, disagreeing, expressing certainty, asking for and giving clarification
- (U8) Describing a picture

## 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 should be reflected in the text produced:

- Planning a text in accordance with the rubric given: an email, a story, an online post, a formal email asking for and giving information, a leaflet about a place, an essay (opinion, for & against), an article, a review, a blog entry, a report, a description, giving instructions
- Organising a text:
  - dividing ideas into paragraphs
  - using punctuation appropriately.
  - using a variety of words and expressions appropriate for 6<sup>th</sup>Year
  - using words and expressions to give emphasis
  - avoiding repetition, using a variety of adjectives
  - developing ideas and supporting them
  - using appropriate tenses
  - following conventions and an appropriate style (formal/informal)
    - Useful linkers to:
      - express a sequence and add arguments, make contrast and conclude
      - express consequence, time, contrast, reason and addition
- Accomplishing the task described in the rubric and attracting the reader's attention to the text: Giving news - Making a request - Agreeing to a request - Refusing a request - Describing a person - Telling a story - Expressing an opinion - Agreeing and disagreeing politely, among other ideas
- Reflecting upon & checking one's writing
- Proofreading: checking for grammatical, punctuation and spelling mistakes

## 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 report
- A story
- A formal letter or email
- An informal email
- A review
- An article
- A description
- An essay

## Writing tasks in the book:

- (U1) A review
- (U2) An opinion essay
- (U3) Instructions
- (U4) A description of someone you know
- (U5) An email of complaint
- (U6) An enquiry email
- (U7) A for-and-against essay
- (U8) A magazine article