

4th YEAR WEB SAMPLE 2020 – NEW MARKING SCHEME & CONTENTS

Exam Duration: 1 hour 30 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

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 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.'

he *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.

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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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

NEW MARKING SCHEME

Corrected by:	Total marks in this exercise: _____/10
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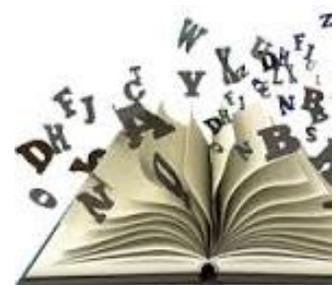
PART II: Reading

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?

NEW MARKING SCHEME

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

Corrected by:	Total marks in this exercise: _____/10
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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

For examiners' use only – Assessment

NEW MARKING SCHEME

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

4th Year

2020: Live Beat 4 or Portal to English 3 (NEW)

Pay special consideration to:	
Live Beat 4	Portal to English 3
The EXAM LANGUAGE BANK every two units. The EXTRA PRACTICE section in the student's book (pp 96-107) The LANGUAGE ROUND-UP section in every unit in the workbook. The SKILLKS PRACTICE section in ever unit in the workbook. The EXTRA ONLINE PRACTICE suggested in the workbook. The GRAMMAR SUMMARY in the	The REVISION (Round-up) every unit. The PROJECTS every unit for writing strategies. (pp 111-122) The GRAMMAR REFERENCE section. (pp 125-136) The GRAMMAR SUMMARY in the workbook. (pp 68-73) The SKILLS INTEGRATION task every unit: Listen & Write; Research, Write & Present; Speak & Listen; Speak & Present; Speak & Write; Write & Speak; Read & Listen.



workbook. The WRITING BANK in the student's book (pp 112-116) The WORD LIST and list of IRREGULAR VERBS in the student's book (pp.117-120)	The WRITING SKILLS section in each unit. The SPEAKING ACTIVITIES section at the back of the book. (pp 103 – 110) The LEARNING TIPS section. (pp 138-139) The WORDLIST in the student's book (pp 140-144) and workbook. (pp 74-79)	
	Live Beat 4	Portal to English 3 NEW
Grammar & Structures		
Question tags	1A	4B
<i>Pronouns: Some, any, no, every</i> and their compounds (<i>someone, somebody; anyone, anybody, everyone, everybody, no one, nobody, etc.</i>)		2C
Reflexive pronouns		3D
<i>All, both, neither, none</i> and <i>either</i> .		7A
The definite article THE		5B
Comparison:		
○ Comparative adjectives and adverbs	1C	1C
○ Irregular comparatives and superlatives (<i>good/well; bad/badly; little; many/much; far</i>)		1C
○ Comparative adjectives and adverbs with (not) as.... as	1C	1C
○ Comparative and superlative adjectives and adverbs with <i>less</i> and <i>the least</i>	1C	1C
○ Intensifiers: <i>much, far, a lot, a bit</i>	1C	
○ Superlative adjectives and adverbs		1C
○ Superlatives with the Present Perfect Tense	4B	
The Gerund:		
○ After prepositions		7C
○ After the verb go (activities)		7C
○ After / Before + ING	2C	7C
○ Gerund (ING) as subject and object	3B	7C
The Infinitive:		
○ To express purpose		7B
○ After <i>too</i> and <i>enough</i>		7B
○ After the structure: <i>It + be + adjective</i>		7B
○ After certain adjectives		7B
○ Bare infinitive after modals, <i>let</i> and <i>make</i>		7B
Verbs with infinitive or gerund		
○ Verbs +TO infinitive: <i>agree, arrange, choose, decide, expect, forget, hope, learn, manage, need, offer, plan, promise, refuse, seem, teach, tell, try, want and would like, would love</i>	6C	7B and C
○ Verbs + gerund: <i>admit, avoid, begin, can't stand, carry on, continue, deny, enjoy, fancy, finish, give up,</i>		



<p><i>imagine, keep, look forward to, miss, not mind, practise, risk, spend (time)stop and suggest</i></p> <ul style="list-style-type: none"> ○ Verbs + infinitive or gerunds: <i>hate, like, dislike, hate, love, prefer, help (me do/to do), begin, start</i> ○ Verbs + infinitive or gerund with a difference in meaning: <i>stop, remember</i> ○ After certain expressions: <i>be interested in, be good at, it's worth, How/What about...?, can't help, feel like</i> 		
Stative verbs	1A	1A
Defining and non-defining relative clauses with <i>WHO, THAT, WHICH, WHERE AND WHOSE</i> and omission of <i>WHO, WHICH</i> or <i>THAT</i>	4A	2A
Conditional sentences:		
○ 1 st Conditional with <i>if</i> and <i>unless</i>	5A	2B
○ 2 nd Conditional with <i>would, could</i>	6A	6C
Future time clauses with <i>when, until, as soon as, before, after</i> (NOT with <i>by the time</i>)	5B	2B
Reported speech: reported statements, questions, orders and requests and verbs of reporting: <i>say, tell</i> and <i>ask</i>	7A and B	8A and B
Passive Voice: present and past simple, present and past perfect, present and past continuous, future simple, going to. Modals, gerund and infinitive NOT included.	9A and B	6A and B
Clauses of result with <i>SO</i> and <i>SUCH</i>		4D
Agreement with <i>SO, NEITHER, TOO</i> and <i>EITHER</i>		5A
Negative questions (E.g. <i>Didn't you buy the paint?</i>)		7D
Indirect questions (E.g. <i>Do you know where the community centre is?</i>)		8E
Subject and object questions (E.g. <i>What damaged the roof? What did the storm damage?</i>)		8D
Tenses		
Present Simple and Present Continuous: Contrast	1A	1A
Past Simple + time expressions (last, ago, yesterday /yesterday morning/ in + year)		1B
Past Continuous and Past Simple with <i>while, when, as, as soon as</i>	2B	4A
Present Perfect and Past Simple: Contrast	1B	3B
Present Perfect Simple with <i>always, already, before, never, ever, so far, yet, just, once, twice, for, since</i>	1B, 4B	3A, 3B
Present Perfect: <i>Gone vs Been</i>		3A
Present Perfect Continuous with <i>for, since, how long, all day/week, etc.</i>		3C
Present Perfect Simple and Continuous with <i>for</i> and <i>since</i> (state and action verbs) and <i>so far</i> .	4C	3C
Past Perfect	2C	4C
Future tenses: <i>will, going to</i> , present continuous for arrangements	3A	Review from 3 rd year
Modal Verbs		
<i>Used to</i> (All forms)		1B



<i>Can, could, be able to</i>		5C
<i>Can, could, may to ask for permission and Can, could, will, would you to ask for permission</i>		5D
Rules, obligation and lack of obligation or need and advice: <i>must, have to, need to, needn't, should, ought to, had better</i> (All forms: positive and negative; present and past); <i>mustn't / don't have to</i>	3B	5C
<i>Make / let + BARE INFINITIVE</i>	3C	7B
Speculation & Deduction in the present: <i>must / can't / may/ might / could</i>	8B	5D

Linkers: Live Beat 4 - Portal to English 3

OPINION (7C, 7E)	ADDITION (LB: 4D) (1E, 8E)	CONTRAST (LB: 7C and 10D) (PE: 4E, 7E)	LISTING and CONCLUSION (LB: 7D) (PE: 7E, 8E)	Sequencers, TIME and Mood (LB: 4D and 8C) (PE: 4A, 4E)	CAUSE AND CONSEQUENCE/ RESULT (1E, 4E)
<i>In my opinion, Personally I believe In my view</i>	<i>And Also Too In addition What is more,</i>	<i>But However On the one hand On the other hand</i>	<i>Firstly First of all To begin with Secondly Also In addition What is more Finally Lastly To sum up In conclusion</i>	<i>One day, First, Later on, A few days Later, Afterwards, In the beginning, Suddenly / all of a sudden, Then, later, after a while, till/until, after that, in the end; finally, by the time, etc.</i>	<i>Because so So ...that, such ... that, for this reason, as a result</i>

Communication:	
Live Beat 4	Portal to English 3
<ul style="list-style-type: none"> • Shopping for clothes (1A) • Showing concern and expressing reassurance (2A) • Inviting, accepting and refusing with excuses (3C) • Reacting to good and bad news (4B) • Making and responding to requests (5C) • Asking for and giving advice (6B) • Telephoning: leaving phone messages (7A) • Apologising for past mistakes: complaining, asking for an explanation, apologising and explaining and accepting apologies (8A) • Giving opinions, agreeing and disagreeing (9B) • Giving and accepting congratulations (10C) 	<ul style="list-style-type: none"> • Starting, maintaining and ending a conversation (1E) • Asking for help at a tourist information office, helping a tourist, asking for clarification and repetition (2E) • Responding to good news. Responding to bad news and expressing sympathy. (3E) • Apologising and explaining. Responding to an apology. (4E) • Expressing degrees of certainty (5E) • Asking for and giving advice (6C) • Attending a customer and ordering at a restaurant (6D) • Offering and asking for help (6E) • Expressing one's opinion. Agreeing and disagreeing (7E)



Vocabulary & Topics:

Live Beat 4	Portal to English 3
<ul style="list-style-type: none">- 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- Great achievements- 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	<ul style="list-style-type: none">- Adventure and danger (U4)- Camping gear (U4)- Clothes: designs and patterns (U7)- Communication: notes, messages, text messages, cultural differences, gestures (U5)- Education (U3)- Environmental problems (U6)- Experiences (U3)- Feelings (U4)- Food and drink: menus and recipes (U6)- Free time activities and sports (U1)- Fundraising events (U6)- Likes and dislikes (phrases) (U1)- Materials (U7)- Measurement units (U2)- Money (U7)- Music: types of music; musical instruments (U1)- Personality adjectives (U1)- Shapes (U2)- Shopping (U7)- Technology (U1)- Teen life (U1)- Telephone calls (U5)- The weather (U8)
<p>Portal to English 3</p> <ul style="list-style-type: none">- Adjectives to describe objects (word order: number, opinion, colour, design, material + noun) (7A)- Adjectives with -ing and -ed: <i>surprised/ing; exhausted/ing; frightened/ing; disappointed/ing; embarrassed/ing; amazed; amazing; shocked/ing</i> (4B)- Adverbial phrases (U4)- Collocations related to sports (U1) and education (U3)- Collocations with make, do (U2) and way (U8)- Expressions with time (U6)- Phrases with prepositions to describe a picture: <i>in the centre/middle; in the top right-hand corner; on the right-hand side; in the bottom left-hand side</i> (2D)- Prepositions of movement: <i>to, towards, up, down, into, out of, through, across, along, from, round, off, over, past</i> (2D)- Prepositions of place: <i>at, on, in, under, behind, in front of, next to, opposite, between, near, over, round, above</i> (2D)- Noun suffixes (-ion/ation/ment/ity/y) (6C) (5B)- Prefixes for opposites (un-; dis-;im-) (8C)	

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 a person you know (for a music forum) / about your favourite famous person / a person you admire
- A brochure/leaflet describing places.
- A description of a celebration/festival/event you know about
- A description of a place you have visited and know well for a travel blog
- A forum/website/wiki comment expressing an opinion (a short article)
- A letter of application for a summer/voluntary job
- A letter or an email giving news
- A paragraph expressing your opinion
- A post for an advice column of a website
- A post in a discussion forum about a memorable experience / about your favourite holiday place, including recommendations/suggestions
- A review about a book/film/TV programme/a video game
- A short biography of an important person in history
- A story about an accident during a journey
- An article for a magazine/website for teenagers / about a friend's general information and hobbies
- An email asking for information/asking for information /about a sport event / telling a friend about your last camping trip / about your favourite holiday place including recommendations/suggestions
- An essay discussing advantages and disadvantages of e.g. shopping at a shopping centre

