

# AEXALEVI Online Written Sample Test

## 6<sup>th</sup> YEAR Exam

### Welcome to 6<sup>th</sup> Year ONLINE Written Test

Exam Duration: 2 hs

#### NEW MARKING SCHEME:

Passing mark: 6 (six) (39 to 45 pts) Grading Scale: 1 to 10 (1 to 70 pts at stake)

Exercises A, B, C, D and E 10 points each Exercise F (Writing) 20 points

#### PART I: LANGUAGE

**Task A:** El ejercicio consta de 5 oraciones que los estudiantes deberán reescribir. Estas oraciones aparecen una a la vez, y el estudiante debe responder cada una antes de pasar a la siguiente pantalla. No se puede volver atrás. Este ejercicio se corrige de manera manual. Los estudiantes deberán completar la oración en el resaltado amarillo.

**Task A. Paraphrasing:** Rewrite these sentences without changing their meaning. (10 points)

**Example:** "Don't touch it." said Tom

Tom told me not to touch it.

1. "Are you afraid of flying?" the psychologist asked me.

The psychologist wanted to know \_\_\_\_\_ of flying.

**Write your answer in the box below.**

The psychologist wanted to know \_\_\_\_\_ of flying.

**El mismo formato se repite con cada oración.**

2. You can buy tickets online or at our offices.

Tickets \_\_\_\_\_ or at our offices.

3. Although we had a long journey, we weren't tired.

In spite of \_\_\_\_\_, we weren't tired.

4. It wasn't a good idea to pack so many things!

You \_\_\_\_\_ so many things.

5. The flight was so long that we got really bored.

It was \_\_\_\_\_ that we got really bored.

## PART I: LANGUAGE

**Task B:** En este ejercicio los estudiantes deberán elegir la opción correcta (dentro de 4 opciones disponibles) para cada uno de los diez ítems. Las opciones aparecen dentro del texto en un menú desplegable que muestra las 4 opciones (no aparecen en una tabla debajo del texto como en esta muestra). Este ejercicio se corrige de manera automática.



**Task B: Multiple choice verb tenses:** Choose the correct option to complete the text.

***Panic over the Atlantic***

At 11:35 on January 13<sup>th</sup>, 2012 British Airways flight BA0206 took off from Miami to London. It <sup>1</sup> \_\_\_\_\_ for about three hours, and was over the Atlantic, when suddenly a voice came out of the loudspeakers: 'This is an emergency announcement. We will shortly be making an emergency landing on water'. Immediately, panic <sup>2</sup> \_\_\_\_\_ out. One passenger on the flight later said, 'My wife and I looked at each other and we feared the worst. We imagined that we <sup>3</sup> \_\_\_\_\_ into the Atlantic. It was awful. Everyone <sup>4</sup> \_\_\_\_\_.'

But about 30 seconds later the cabin crew told us <sup>5</sup> \_\_\_\_\_ the message. They started to run up and down the aisle explaining that the message <sup>6</sup> \_\_\_\_\_ by accident and that everything was OK. By this time, a lot of passengers were already in tears and were trying <sup>7</sup> \_\_\_\_\_ their life jackets out from under their seats.

Another passenger claimed, 'The captain <sup>8</sup> \_\_\_\_\_ anything about it until just before we started to land. It was traumatic. I can't think of anything worse than being told your plane's about to crash. I <sup>9</sup> \_\_\_\_\_ so terrified in my life.' Later a British Airways spokesman said, 'We would like to apologize to passengers on this flight for <sup>10</sup> \_\_\_\_\_ unnecessary concern.'

1.	had been flying	was flying	flew	had flown
2.	break	broke	breaking	had broken
3.	had crashed	should crash	will crash	would crash
4.	screaming	screamed	was screaming	had been screaming
5.	would ignore	should ignore	to have ignored	to ignore
6.	should be played	had been played	was played	would be played
7.	to get	getting	to have been able to get	got
8.	not say	shouldn't say	couldn't	didn't say
9.	have never felt	had never felt	never felt	would never have felt
10.	to cause	being caused	causing	have been causing

## PART I: LANGUAGE

**Task C: Drag-and-drop gap fill:** Fill in the blanks with the words below. There are **five extra words** which you **do not need to use**. (10 points)

**Task C:** Los estudiantes deberán elegir la opción correcta, arrastrarla y soltarla en el lugar correcto. Hay 4 distractores. Este ejercicio se corrige de manera automática. Las palabras aparecen debajo del texto.

I think people learn  when they feel happy and relaxed, not when they're stressed or frightened of doing something wrong. Our maths teacher is really strict and we aren't allowed to talk in class.  we make a mistake, she shouts at us. My English teacher is  more easy going and I think I learn better in her classes.

*Maxime, 15, France.*

In my opinion, students are happier to follow rules if they're  to make them. With our geography teacher we make the class rules at the beginning of the school year. We agree what we should and shouldn't do and make a contract,  the teacher puts on the wall. We usually behave well in her class  because she treats us like adults.

*Holly, 16, South Africa*

allow allowed but good if let make much study studying  
the well which

**AIR BABYLON**

Air Babylon is a best-selling book, co-written by Imogen Edwards-Jones and anonymous airline staff <sup>1</sup> \_\_\_\_\_ identities must remain secret. It tells the 'inside story' about flying and answers questions <sup>2</sup> \_\_\_\_\_ as 'Why is the heating often suddenly turned up halfway through a flight?' or 'Why can you sometimes smell roast chicken in a plane when they are serving you fish?'



'There is a sensible drinking policy on all airlines, which means that we <sup>3</sup> \_\_\_\_\_ not supposed to serve passengers if they start getting noisy, but some air crew think that if you give them enough to eat and drink, they will eventually <sup>4</sup> \_\_\_\_\_ asleep and give you <sup>5</sup> \_\_\_\_\_ trouble at all. And, <sup>6</sup> \_\_\_\_\_ every flight attendant knows, a snoring plane is a happy plane. That's the reason <sup>7</sup> \_\_\_\_\_ we like to turn the heating up half-way through a flight...'

'Birds are one of the major problems for any airport when planes are taking off and landing. Any large bird can easily cause an accident <sup>8</sup> \_\_\_\_\_ they fly into an engine. Smaller birds are less of a problem. In some cases, they can do some damage, <sup>9</sup> \_\_\_\_\_ often they are just roasted. In these cases, passengers on the plane might think that chicken is <sup>10</sup> \_\_\_\_\_ cooked.'

<b>ANY</b>	<b>ARE</b>	<b>AS</b>	<b>BEEN</b>	<b>BEING</b>
<b>BUT</b>	<b>FALL</b>	<b>IF</b>	<b>LIKE</b>	<b>NO</b>
<b>SUCH</b>	<b>WERE</b>	<b>WHICH</b>	<b>WHOSE</b>	<b>WHY</b>

**PART I: LANGUAGE**

**Task D: Drag-and-drop dialogue:** Complete the following dialogue with five of the options below. There are five extra options which you do not need to use. (10 points)

**Task D:** Los estudiantes deberán elegir la opción correcta, arrastrarla y soltarla en el lugar correcto. Hay 5 distractores. Este ejercicio se corrige de manera automática. Las opciones aparecen debajo del texto.



**Example:**

A:  Nice to meet you.

B: Hi! My name is John. Nice to meet you too.

**At the airport**

Zoe: I can't wait for our plane to take off. Aren't you excited?

Amy: Well, yes...

Zoe: What's the matter, Amy? You don't sound very excited.

Amy: The thing is...I'm afraid of flying!

Zoe: 1 \_\_\_\_\_.

Amy: I'm not.

Zoe: 2 \_\_\_\_\_ . We could have bought bus tickets instead.

Amy: That would have been silly! Besides, I have to face my fears.

Zoe: 3 \_\_\_\_\_.

Amy: Thanks, Zoe, but I just need to relax.

Zoe: 4 \_\_\_\_\_? I know that works for a lot of people in similar situations.

Amy: Yes, but pills make me feel dizzy. They don't really work for me.

Zoe: 5 \_\_\_\_\_? I'd be a great way to celebrate the beginning of this adventure

Amy: Yes! That's a great idea. I suppose that could help me relax.

- |   |
|---|
| 1. Have you tried taking pills?                                   |
| 2. I regret not telling you about it!                             |
| 3. What a shame!  |
| 4. What if we went for a glass of wine before boarding the plane? |
| 5. I'm sorry to hear that.  |
| 6. You must be joking!  |
| 7. Neither am I.  |
| 8. I wish I could do something to make you feel better.           |
| 9. You should have told me!                                       |
| 10. I apologise for doing that.                                   |

**PART II: READING**

**Task E:** *Los estudiantes deberán leer el texto y luego escribir sus respuestas en el espacio indicado para tal fin. Este ejercicio se corrige de manera manual.*

**Task E:** Read the passage and answer the questions below, in the space provided. (10 points)

***Miracle on the Hudson***

*The story of US Airways Flight 1549*

On January 15th, 2009, the world witnessed the ‘Miracle on the Hudson,’ when US Airways Flight 1549 made an emergency water landing on the Hudson River after flying into a flock of Canada geese which took out both engines during take-off from LaGuardia airport in New York.

At roughly a hundred seconds into the flight, passengers could hear a ‘colossal bam’ when the birds were sucked into the engines and flames could be seen coming from the left engine. They didn’t know then that not one, but both engines had gone. However, in an extraordinary display of aviation skill, Captain Chesley ‘Sully’ Sullenberger safely managed to glide his disabled plane onto the freezing waters of the Hudson River, saving every life on board.

Sully’s forced-landing on the Hudson was indeed miraculous. To get the water landing right and not end in disaster, Captain Sully had to bring the 66-ton Airbus A320 down at the perfect speed and angle. But even then, the passengers feared they might drown after surviving the water landing. Either that or die from hypothermia. This didn’t happen, though, and as Captain Sully walked the plane twice to make sure all the passengers had got out safely, all 155 survivors scrambled onto the wings and the emergency inflatable exit ramps, and waited to be rescued by the NYC ferry boats that quickly came to the aid of the sinking plane.

The story of the miracle on the Hudson River is now told in the brilliant film *Sully: Miracle on the Hudson*, directed by Clint Eastwood and starring Tom Hanks. Only this time, the film explores a different side of the story, revealing what life was like for the now retired pilot in what he calls the traumatic months following the events. Because, even as Sully was being heralded as a hero by the public and the media for his unprecedented feat of aviation skill, an investigation was being conducted by the Federal Aviation Administration (FAA) that threatened to destroy his reputation and his career.

As part of their investigations nearly two dozen emergency simulations were flown at the Airbus headquarters in Toulouse, France, in which pilots consistently managed to return to the closest LaGuardia airport. As a result, Sully was faced with harsh criticism from the National Transportation Safety Board, who accused him of putting passengers in more danger than necessary.

However, in the simulations the decision to turn back was made immediately after the engines blew. The simulated scenarios didn’t account for the “human factor”, essentially the 30 seconds it took the pilot to decide what to do. There could be no guarantee that the passengers’ jet could have made it back to LaGuardia airport. ‘I had to be certain we could make it,’ Sully wrote in his statement to the safety board. ‘Who knows how many more people besides the ones on the plane would have been killed on the ground if we didn’t.’

In the end, after examining whether Sully could have safely turned back to New York’s LaGuardia Airport, the safety board determined the captain’s split-second decision to force landing on the Hudson River was the most appropriate action.

1. How were the two engines damaged?
2. What potential risks did passengers face after the emergency landing?
3. Why was Sully’s decision to land on the river criticized by the safety board?
4. What crucial variable didn’t the FAA investigation consider at first?

