

PART I: READING

A. Read the passage and answer the questions.



Hi everyone! I'm Gianni and I am thirteen years old. I live in London, but I am from Rome, in Italy. Life in London is really different from life in Rome. For example, the weather in Rome is usually sunny and hot, but in London it is cold and it rains a lot! I live in a beautiful area. There are a lot of beautiful houses and a big park. My school is near the park. After school, I always go there with my friends.

I like my school. Classes start early in the morning and there's a long break for lunch. After lunch, we have more classes. They usually finish at four, but on Mondays we finish at 2 p.m. because we have sports. On Fridays we have Art so it is my favourite day. I love Art!

Now I am in Art class. I am drawing a big picture of my best friend Danny for an art exhibition. I really want to participate and show my best drawings!

1. Where does Gianni live?

2. What is the weather like in Rome?

3. How often does Gianni go to the park?

4. When does Gianni have sports?

5. What is Gianni doing now?

PART II: LANGUAGE

B. Complete the following dialogue.

Gianni is meeting his new Art classmate.

| | |
|----------------|---|
| <i>Gianni:</i> | Hi! I'm Gianni. What ¹ _____ ? |
| <i>Drake:</i> | Hi, I'm Drake. How ² _____ ? |
| <i>Gianni:</i> | I'm very well. Thanks! |
| <i>Drake:</i> | Where ³ _____ ? |
| <i>Gianni:</i> | I'm from Rome, in Italy. |
| <i>Drake:</i> | Wow! What ³ _____ ? |
| <i>Gianni:</i> | Rome? It's a beautiful old city. There are a lot of clubs. What sports ⁴ _____ ? |
| <i>Drake:</i> | I like playing football. My idol's Julián Fernández, an Argentinian player. |
| <i>Gianni:</i> | Where ⁵ _____ ? |
| <i>Drake:</i> | He plays at a local club here in New York, New York City FC. |

C. Put the verbs in the passage in the correct tense or form.

Danny is Gianni's best friend. He ¹(live) _____ in London with his mum and dad. He likes sports and music. He loves ²(play) _____ the guitar! He can ³(sing) _____ really well too! Every Friday, he ⁴(have) _____ music classes at 6 p.m. After that, he always ⁵(meet) _____ his friends. They usually ⁶(go) _____ to the cinema or to the park.

At the weekend, Danny and his family ⁷(be) _____ usually at home. They ⁸(not want) _____ to go out. They watch films or play board games together.

Today, Danny is in his music class. He ⁹(practise) _____ a new song on the guitar at the moment. He wants ¹⁰(play) _____ it at his mother's birthday.

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

| | | |
|----|-----------|--|
| 1. | A: | How many pets have you got? |
| | B: | a) My dog's name is Rocky. b) I have got two dogs. c) I like dogs. |
| 2. | A: | That's \$13,99, please. |
| | B: | a) Here you are. b) Here's your change. c) No, thank you. |
| 3. | A: | How about watching a movie? |
| | B: | a) What a surprise! b) That sounds amazing. c) I like them. |
| 4. | A: | Where are the fitting rooms? |
| | B: | a) They're \$35,50. b) They're over there. c) What size are you? |
| 5. | A: | Can you play the violin? |
| | B: | a) Yes, I do. b) Yes, I am. c) Yes, but not very well. |

E. Complete the passage with the words from the box.

| | | | | |
|----------------|-----------|------------------|--------------|--------------|
| AFTER | AT | BECAUSE | CAN | LIKES |
| NEXT TO | ON | SOMETIMES | THERE | WELL |

Drake is Gianni's new friend at school. He is thirteen years old and lives in a big house ¹ _____ the school. Every morning, he gets up ² _____ 7 a.m. and has breakfast. ³ _____ that, he gets dressed and goes to school. In the afternoon, Drake ⁴ _____ does his homework and plays computer games. Every Friday, he goes to the park to play football. Drake can play really ⁵ _____. Drake is good at cooking, too. He ⁶ _____ cooking with his mum. They ⁷ _____ make excellent pizza!

⁸ _____ Saturday, Gianni visits his grandparents. Their house is really big and beautiful. ⁹ _____ are five rooms and it has a big garden with a swimming pool. Today is Saturday and they are having tea in the garden, but they aren't in the swimming pool ¹⁰ _____ it is really cold!

PART III: WRITING

F. Choose ONE of the following subjects and write about 50 - 60 words.

1. **A BLOG ENTRY.** Write a **blog entry** about your Sunday routine. You may include information about the following:

- What time do you usually get up on Sundays?
- What do you do in the morning?
- Where do you usually have lunch?
- What do you like doing in the afternoon?
- How often do you go out on Sundays?

2. **AN EMAIL.** Write an **email** to a friend telling him/her about a new friend. You may include information about the following:

- Who is he/she?
- How old is he/she?
- What is he/she like?
- How often do you meet?
- What do you like doing together?

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

1st Year (A1) - Link it! 1

Note 1: The contents in **blue** below are not included in *Link It! 1*, but have been added to this syllabus because of their high frequency and relevance. The list contains vocabulary items, chunks and structures that have to be taught systematically and consolidated during the course.

Note 2: The coursebook teaches American English vocabulary, but both **American and British** equivalents are accepted on exams. Mind the inclusion of *'have got'* in the syllabus, which will be tested in the exam. The course book only works with *'have'* as a main verb. E.g. *How many sisters do you have? I have two sisters.*

Grammar & Structures

| | |
|---|-------------|
| Subject and object pronouns | U1/6 |
| Demonstrative pronouns: this, these, that, those | U2 |
| Articles: indefinite article <i>a/an</i> ; definite article <i>the</i> | To be added |
| Possessive adjectives | U1 |
| Genitive case with singular and plural nouns: <i>the teacher's name; the boys' bags</i> | U4 |
| Regular and irregular plural nouns | U3 |
| <i>There is/are</i> (affirmative, negative and interrogative) | U3 |
| Nouns with <i>some</i> and <i>any</i> | U3 |
| <i>Have got</i> (all forms) | U4 |
| <i>They're / their / there</i> | U3 |
| Adverbs of manner: regular and irregular adverbs (<i>well, early, late</i>) | U7 |
| Question Formation: | |
| Question words + <i>be</i> | U2 |
| Question words + simple present | U6 |
| <i>How often...?</i> | U6 |
| Question word + present progressive | U8 |
| <i>Why? / Because</i> | U7 |
| Verb Patterns: | |
| <i>Like/Love/Hate</i> + -ing | To be added |
| <i>Want</i> + to infinitive | To be added |
| Verb Tenses | |
| Verb <i>to be</i> – Present Simple (all forms) | U1/2 |
| Present Simple for habitual actions (all forms) | U5/6 |

| | |
|---|-------------|
| Present Simple with fixed times | U5/6 |
| Adverbs and adverbial phrases of frequency: <i>always, often, rarely, never, sometimes, usually, every day, once, twice, three times a week/a month</i> | U5/6 |
| Present Continuous for ongoing actions (All forms) | U8 |
| Time expressions: <i>today, now, at the moment</i> | To be added |
| Imperatives | U7 |

| | |
|------------------------------------|----|
| Modal Verbs | |
| <i>Can</i> for ability (all forms) | U7 |

Prepositions:

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|---|
| <p>PLACE (UNIT 3): in, on, under, near, between, behind, across from, next to, in front of</p> <p>TIME (Welcome & 5):</p> <p>IN the morning/afternoon/evening/December/the summer/autumn (BrE)/fall (AmE)/spring/winter/2020 (parts of the day, months, seasons, years)</p> <p>ON Saturday(s)/ school days/July 1st/ Christmas Day / Valentine’s Day (days of the week, parts of the week; dates)</p> <p>ON the weekend/weekends (Am E)/At the weekend (Br E)</p> <p>AT six thirty/eight o’clock; at night</p> |
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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).

- **Personality:** intelligent, funny, crazy, jealous, creative, shy.
- **Feelings:** sorry, tired, worried, angry, excited, bored, hungry, nervous.
- **Other adjectives:** beautiful, blond, bright, busy, colourful, cold, dark, delicious, difficult, excellent, famous, fantastic, favourite, great, happy, horrible, interesting, little, nice, small, tall, long, new, slow, large, medium, poor, rich, short, easy, quiet, warm, young.
- **Jobs:** actor, dancer, president, singer, teacher, writer.

Collocations:

GO + GERUND: go biking /skiing / swimming
PLAY + SPORTS: play tennis/volleyball / soccer (AmE)/football (BrE)/ basketball / field hockey
DO + OTHER ACTIVITIES: do karate / track and field / gymnastic

- | | |
|---|---|
| <ul style="list-style-type: none"> • Abilities (7) • American money (4) • Celebrities (2) • Clothes (8) • Colours (Welcome) • Countries and nationalities (1) • Daily routines (5) • Dates and special days (2) • Days of the week, months and seasons • Everyday things (various units) • Family and friends (1 & 2) • Food and drink (6) • Greetings (1) | <ul style="list-style-type: none"> • Housing and furniture (3) • Likes and dislikes (6) • Money and prices (4) • My things (4) • Numbers 0-100 (Welcome) • Ordinal numbers (1st - 31st) (2) • Opinions and feelings • Parts of the body (Welcome) • Personal information (1 - 2) • Pets (Welcome) • School life: school things (Welcome); after-school clubs, school subjects (5); school uniforms (8) |
|---|---|

- Shopping (8)
- Sports (7)
- The Alphabet (Welcome)

- The time: o'clock, oh-five/ten/fifteen/twenty/twenty-five/thirty/thirty-five etc. (Welcome)

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 A1 linkers to express addition, reason, contrast, and sequence. **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. These phrases and expressions are also useful for the dialogue completion and for Task D.

In **Link it! 1**, see the **Communication competences** (Real English) section in every unit, the Global Skills (Speaking competences) section every two units.

- Greetings (1)

E.g. *Hi! Hello! / Hey! / Good morning/afternoon/evening. How are you? I'm very well./ good (Am E)/ Not bad, thanks. And you? See you later/on Monday. Goodbye. Have a good day/a nice weekend. Goodnight. Bye. Bye then.*

- Asking for and giving personal information (1 - 2 - 4)

E.g. *What's your name/full name/address? When's your birthday? Where are you from? How old are you? What's your favourite colour? Who is your favourite singer? Are you into sports? Have you got any brothers or sisters? How many brothers and sisters have you got? What is your mother's name? What are your mother's and father's jobs? Where do you live? How many bedrooms are there in your flat?*

- Shopping (4)

E.g. *Excuse me. **How much** is this bag, please? It's \$30.49. I'll take it. **Here you are.** That's expensive. No, thank you. Here's 61 cents **change.** Here's your receipt. No problem. **What size** is it? What colour is it?*

- Making and responding to suggestions (4 - 5 - 6)

E.g. ***What do you want to do?** Do you want to play ...? **Let's** OK, great/cool! I love that game. **That's a good idea.** I'm not sure about that. No, I'm sorry. (+ reason / excuse) **Let's** go to the movies **instead.** **How about /What about...**? I think because ... **That sounds** amazing / disgusting.*

- **Likes and dislikes - Exchanging opinions (6)** E.g. ***Do you like** (tuna/grapes)? Yes, I do. I love it/I like them a lot. / I really like it. **What about you?** I like it a lot, but I can't stand ... **What do you think about ...?** He's fantastic/ awesome/ great! I love him! I really like him. /Really? I don't like him at all/very much. He's boring.*

- Abilities (7)

E.g. ***How well** can you swim? I can swim (quite) well/very well/really well/pretty well. I can't swim very well. / I can't play at all. I'm great/ good/awful/not very **good at** soccer. And you? Can you play well? **What about** soccer? What other sports can you play?*

- **Shopping for clothes (8)**

E.g. **Can I help you?** No, thanks. I'm just looking. Excuse me. **How much** is this/are these pants? Can I try it/them on? Yes, of course. What **size** are you? I'm medium. **Here you are.** The changing rooms (BrE)/ fitting rooms (AmE) are over there. Is it OK? Yes, **I'll take it.** No, they are too small/big. Thanks anyway.

- **Expressing surprise and commenting positively and negatively (Various units)**

E.g. **What a surprise!** We never see you. You're right. Really? What?! You're crazy. Yes, I know. Wow! **That's** expensive/interesting/exciting! That's awful! **Are you kidding? No way!** Are you serious? He's annoying. **What?! Shut up!**

Everyday phrases and expressions (to be found in the first dialogue of every unit)

EXAM LINK: Task D

- (1) I'm nervous. **Don't worry.** / You're late! **Chill out.**
- (2) **Are you ready? Good luck!** Thanks.
- (3) Where's? **Here it is!** / Your room is a mess. **Leave me alone, Mom! Come on. Cheer up.** It's only ...
- (4) I have **Not now!** We have .../ **What's up?/** Where? **Don't ask me!** /What's your problem? I don't have a problem.
- (5) We never see you. **I know. I'm sorry.** I'm very busy. I
- (6) He looks great! **You're right.**
- (7) You can do lots of things. **Like what?** / You are great at sports. **I guess ...**
- (8) I'm very **Me too!**

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 (there may be other topics as well):

- Talking about one's routines, lifestyle and leisure activities.
- Describing the place we live in.
- Talking about our families and friends.
- Other topics in the coursebook.

Question forms:

What's your name/last name/surname/full name/your job/your favourite ...? What's **the date** today? **What** is he **famous for**?

What time? What + be + like? (physical description and personality)

What's **the weather** like?

What nationality are you? **Where** are you **from**?

How old? How tall? How often? How many? How much? (cost) **When? Who? Who** is she talking **to? Who ... with? Which? Why?**

Classroom language:

Can you repeat / spell that, please? **Whose** (book/pen etc.) is this? How do you spell that?

How do you say 'X' in English? – What's the English for 'X'? What does 'X' mean?

I have finished. Have you finished? Not yet. Yes!

Open your books! Read! Look! Listen! Sit down! Don't write!

Close your books! Don't talk!

Can I go to the toilet (BrE)/ restroom (AmE), please?

Can I use the dictionary, please? Can I write in the book?

Writing Skills

EXAM LINK: 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.

- 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
 - using linking words *and, but, because*
 - 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:

Blog entries and emails, which may include the following topics:

- A paragraph about you and your preferences (U1)
- Introductions about family members or friends (U2)
- A description of a place / a room in a house (U3)
- A text post about your school day / your daily routines, etc. (U5)
- A text about a popular food in your country (U6)
- A text about your talents and abilities (U7)
- A description of a picture (U8)