

### PART I: READING

A. Read the passage and answer the questions.

#### The great outdoors experience?



Where can you see wild bears and elks in their natural environment? Created in 1885, Banff National Park is Canada's first national park and the home of many wild animals, including the mountain lion, an animal in danger of extinction.

Tourists enjoy visiting the park. In the 1960s, the park offered the first cabins for tourists. The number of visitors increased continuously and in the 1990s, 5 million tourists visited the park annually.

Some years ago, Ben and his fifteen-year-old son, Jason, went camping to Banff National Park. They wanted to have the full wildlife experience outdoors so they didn't sleep in the cabins. They set up their tent near the river. On the first day, they went fishing and everything went well. But things turned dangerous on the second day. At night Ben and Jason were next to the fire. All of a sudden, they heard a strange sound and a big bear appeared. It was really big and looked really dangerous. The bear walked towards Ben and Jason and they couldn't run away, so it attacked them. It hurt Ben's leg and Jason's arm. They were really scared.

Fortunately, the bear immediately went away. A park ranger appeared and rescued them. That night they went to the hospital. After a few days, they went back home and decided not to return to the park again.

1. When did Banff National Park first open?

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2. How many people went to the park in the 1990s?

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3. Why didn't Ben and his son stay in the cabins?

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4. Where were Ben and his son during the attack?

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5. What did the bear look like?

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**PART II: LANGUAGE**

**B.** Complete the following dialogue.



**Jim and his family want to visit Banff National Park.**

*Jim:* Good morning. We'd like tickets for the National Park.

*Travel agent:* Sure. How many <sup>1</sup> \_\_\_\_\_ ?

*Jim:* Four tickets, please. How <sup>2</sup> \_\_\_\_\_ ?

*Travel agent:* That's \$2,400, please. When <sup>3</sup> \_\_\_\_\_ ?

*Jim:* Next Saturday. What time <sup>4</sup> \_\_\_\_\_ ?

*Travel agent:* It opens at 9 am.

*Jim:* Thanks. I'm excited because I'm going to visit it again.

*Travel agent:* When <sup>5</sup> \_\_\_\_\_ for the first time?

*Jim:* Three years ago. I really liked it.

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

**On top of the world**

Mount Everest is the highest place in the world. The weather <sup>1</sup>(change) \_\_\_\_\_ all the time and it is often windy and cold. It is really dangerous, but many climbers want <sup>2</sup>(get) \_\_\_\_\_ to the top. In the 20th century, climbers <sup>3</sup>(try) \_\_\_\_\_ to climb Everest, but couldn't do it. Finally, in 1953, Edmund Hillary and Tenzing Norgay <sup>4</sup>(become) \_\_\_\_\_ the first people to get to the top.

Edmund Hillary was born in Auckland, New Zealand. He <sup>5</sup>(not be) \_\_\_\_\_ a very sporty person when he was a child. But he liked <sup>6</sup>(climb) \_\_\_\_\_ and he had a dream. 'One day I <sup>7</sup>(climb) \_\_\_\_\_ Everest. That's my plan,' he told a friend. When he was 33, Hillary and Norgay completed the expedition. On the top, Hillary took a photo of Norgay, but he <sup>8</sup>(not take) \_\_\_\_\_ a selfie there.

Every year, groups of people from all over the world climb Mount Everest. You must <sup>9</sup>(be) \_\_\_\_\_ really fit to complete the expedition. So, lots of people <sup>10</sup>(get) \_\_\_\_\_ ready to climb at this very moment!

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

1. **A:** Would you like to go to the cinema with me?  
**B:** a) What about Indiana Jones?  
b) Sorry, I can't.  
c) What screen is it on?
2. **A:** How long does it take to get to Liverpool?  
**B:** a) That's \$200, please.  
b) Only 20 minutes.  
c) Have a good trip.
3. **A:** Is there a library near here?  
**B:** a) I'm not from around here. Sorry.  
b) No, it isn't.  
c) It opens at nine.
4. **A:** What would you like to eat?  
**B:** a) What about you?  
b) Yes, please.  
c) I'll have a sandwich.
5. **A:** What are you doing on Saturday?  
**B:** a) I go to the park.  
b) Sorry, I can't.  
c) I'm not doing anything special.

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

<b>AGO</b>	<b>A LOT</b>	<b>BECAUSE</b>	<b>BEST</b>	<b>BETTER</b>	<b>BUT</b>
<b>EVERY</b>	<b>LAST</b>	<b>REALLY</b>	<b>SO</b>	<b>SOME</b>	<b>WAS</b>

Hi, I'm Anna. I travelled to Liverpool with my family a week <sup>1</sup> \_\_\_\_\_. It was <sup>2</sup> \_\_\_\_\_ amazing. Liverpool is a vibrant city with <sup>3</sup> \_\_\_\_\_ of things to see and do. One of the <sup>4</sup> \_\_\_\_\_ things about it is its friendly people. They make you feel welcome from the moment you arrive.

I went to see the famous Liverpool FC stadium, Anfield. It was <sup>5</sup> \_\_\_\_\_ than I expected. The atmosphere at the match was incredible <sup>6</sup> \_\_\_\_\_ the fans are extremely passionate. I also visited the Beatles Museum. It <sup>7</sup> \_\_\_\_\_ very interesting to learn about the famous band that was from here.

<sup>8</sup> \_\_\_\_\_ day, I tried a different local dish, like the famous Scouse stew. It was delicious! We took a boat ride across the river Mersey <sup>9</sup> \_\_\_\_\_ Sunday. There were many tourists in this area <sup>10</sup> \_\_\_\_\_ I really enjoyed it. I can't wait to go again!

### PART III: WRITING

F. Choose ONE of the following subjects and write **about 60 - 70 words**.

1. **A BLOG ENTRY.** What is the best place to visit in your country? Write a **blog entry** about it! You may include information about the following:

- What place is it?
- What can you do and see there?
- When did you visit it?
- How can you get there?
- Why do you recommend it?

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

- Where did you go?
- How did you get there?
- Who did you go with?
- What did you do there?
- What are your plans for your next holidays?

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<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	

## 2<sup>nd</sup> Year (A1+) - Link It!

<p><b>Note 1:</b> The contents in <b>blue</b> below are not included in <i>Link It! 2</i>, 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.</p> <p><b>Note 2:</b> The coursebook teaches American English vocabulary, but both <b>American and British</b> 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. <i>How many sisters do you have? I have two sisters.</i></p>	
<b>Grammar &amp; Structures</b>	
Demonstrative pronouns: <i>this, these, that, those</i> . REVISION & CONSOLIDATION	WELCOME
Verb to be: Simple Present. REVISION & CONSOLIDATION	WELCOME
<i>There is/are</i> (All forms) REVISION & CONSOLIDATION	WELCOME
Imperatives (affirmative and negative). REVISION & CONSOLIDATION	WELCOME
<i>Have got</i> (All forms)	REVISION
Possessive adjectives and pronouns	REVISION
Genitive 's and s'	REVISION
Countable and uncountable (Count/Noncount) nouns with <i>some, any, much, many, a lot of, a few, a little, how much, how many</i>	U7
Compounds <i>some/any/no/every</i>	U5
<b>Comparison:</b> Comparatives and superlatives: short and long adjectives; irregular adjectives ( <i>good, bad, far</i> )	U8
Intensifiers: <i>a bit, quite, pretty, (not) very, really</i> + Adj	U2
<b>Question Formation:</b>	
Question words with <i>was/were</i>	U2
Question words + simple past	U4
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
<b>Verb Patterns:</b>	
Verb + ing form/to infinitive: - verb + ing ( <i>don't mind, enjoy, finish, imagine, practise</i> ) - verb + to infinitive ( <i>decide, forget, hope, need, plan, try, want</i> ) - verb + ing/to inf ( <i>like, love, hate</i> )	U6
<b>Verb Tenses</b>	
Simple Present for personal information and habitual actions (All forms). REVISION & CONSOLIDATION	WELCOME
Adverbs and expressions of frequency: <i>always, usually, often, sometimes, hardly</i>	WELCOME

<i>ever, rarely, never, every day/ morning/ afternoon/evening; once /twice a week/ two/ three times a day/ week/ month/year.</i> <b>REVISION &amp; CONSOLIDATION</b>	<b>U1</b>
Present Progressive (Pr. Continuous) for ongoing actions ( <b>REVISION &amp; CONSOLIDATION</b> ) and future arrangements	<b>WELCOME U1</b>
Present Simple and Present Continuous: Contrast	<b>U1</b>
Future with <i>going to</i> for future plans, intentions and predictions	<b>To be added</b>
Future time phrases: <i>this evening/tonight/tomorrow/ tomorrow morning/on Saturday morning/ next week etc.</i>	<b>U1</b>
Past Simple: Verb To BE (all forms)	<b>U2</b>
Past Simple: Regular and irregular verbs (all forms)	<b>U3</b>
Past time adverbial phrases: <i>yesterday/ yesterday morning/ last Monday/ last night/last Christmas/in June / in 2012/ in the 1960s / ten minutes ago</i>	<b>U2</b>
Past Simple: Past Simple (all forms)	<b>U2/3/4</b>

### **Modal Verbs**

<i>Can</i> for ability. <b>REVISION &amp; CONSOLIDATION</b>	<b>WELCOME</b>
<i>Must</i> and <i>Mustn't</i> for obligation and prohibition	<b>U6</b>
<i>Have to</i> : Present Tense – Positive form	<b>U5</b>
<i>Mustn't</i> and <i>Don't have to</i>	<b>U6</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.

- Computer games
- Clothes, accessories and styles
- Countries and nationalities
- Daily routines
- Dates, months and years
- Everyday things
- Family life and relationships
- Famous monuments
- Feelings and emotions
- Festivals
- Food and drink
- Future world
- Health and illness
- Holidays (festivities)
- Holiday activities
- House and furniture
- Household Jobs
- Jobs
- Leisure activities
- Movies and movie types
- Money
- Ordinal numbers
- Parts of the body
- Personality
- Physical appearance
- Places in a town
- Restaurant food
- School life
- Shopping & faulty items
- Sports and places
- Technology and computer language
- The time
- The weather
- Transport
- Travelling and holiday activities

- **Phrases with HAVE: have dinner, a shower, a party, etc. Revision**
- **Sports with GO, PLAY and DO. Revision**

- **Verb and noun collocations with *make, do, lose, miss, tell and have***
- **Adjectives to describe places and things**

### **Prepositions:**

**PLACE:** *in, on, under, in front of, next to, behind, across from, near, between* (Welcome & 3)

**TRANSPORT:** *by* + means of transport. *I travel/go by bus.* On FOOT

**TIME:** *in, on, at and for* (*for breakfast/lunch/dinner*)

### **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, alternative, exemplification, opinion, 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.

In *Link it! 2*, 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.*

**Inviting and making arrangements (1):** E.g. *Would you like to ..? I'd love to, but I can't. (+ reason). Sorry, I can't. Yes, I'd love to. Are you doing anything on ...? What are you doing ...? I'm not doing anything special. OK. I'll meet you there. Is that OK? OK. Yes, that's fine. Great!*

**Describing people (2):** E.g. *What does she look like? He's short and slim. What is he like? He's funny and nice.*

**Asking for and giving directions (3):** E.g. *Excuse me. Can you tell me the way to ..., please? Go down ... as far as... Is there a ... near here, please? Turn right onto .. Turn left at... It's on the right. It's across from ... I'm sorry. I don't know. I'm not from around here. Oh, no problem. Thank you anyway. You're welcome.*

**Going to the movies (4):** E.g. *Let's go to ..OK. Good idea. What do you want to see? I don't care. I want to see... What about Interstellar Mission? Where's it playing? Can I have ...tickets, please? That's \$16. What screen is it on? It's on ....Here's your tickets and \$4 change.*

**Asking for permission (5):** E.g. *Can/May I borrow ..., please? Yeah, sure. Of course. OK, you can. No, I'm sorry. You can't. Could I ..., please?*

#### **Buying a bus ticket (6):**

E.g. *Can I help you? Yes, please. I'd like a one-way ticket/round-trip ticket to ... When ... coming back? What time ...? What gate ... from? How long does the trip take? That's \$44, please. Here's your ticket and your change. Have a good trip.*

#### **Ordering food and drink (7):**

E.g. *Are you ready to order? Yes, we are. Sorry, not yet. Can you give us a few minutes? What would you like to eat/drink? I'd like ... I'll have ... What about you? May/Can I have...? Anything else/to drink? Yes, please. No, thank you. Is that everything? Yes, it is. No, I'd like ..., too.*

#### **The details of a trip (8):**

E.g. *How far is it from here? It's about ... kilometres. Is it far from here? No, it isn't. Yes, it is. How long does it take to get there? How long does it take you to get from ... to ...? It (only) takes about ... It doesn't take long, only ... minutes.*

### **Everyday phrases and expressions (to be found in the first dialogue of every unit) - Useful for Task D)**

- (1) We're leaving ... **Can you believe it? I know. I can't wait!** / I think they ... **If you say so.**
- (2) Are you ....? Yes. **So what? / I'm ..., by the way. Whatever.**
- (3) Gina's there. **At last!** / I bought a purse. **Let's see it.** / Can I try it on? **Yeah, sure.**
- (4) Did you go out? No, **I stayed in.** / I love old movies. **Me, too.** / What ...? **What did you say? I didn't hear the question.**
- (5) Mum says ... **What?! No way!**
- (6) Everyone thinks ... **It's your fault! Oh! Forget it!**
- (7) Can I ...? **Sure, go ahead.** / Is it bad? **Yuck! It's disgusting.** / Shall I order it now? **Yes, I'm starving!**
- (8) This is the worst ... **Stop complaining.** / Is she coming? **No way! Let it go.** / Do you like ...? **Well, you know what they say.** / **Oh! Give it a rest, you two!**

## 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.
- Other topics included in the coursebook.

**Conversational strategies development:** in preparation for the discussion / interaction task in 4<sup>th</sup> to 7<sup>th</sup> Year.

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

## Question forms:

**What?** What **time?** What temperature is it? What's the weather like in Chicago? **What + be + like?** **When?** **Why?** **Where?** **Who?** Who ... **with?** Who has ...? **How old?** How? How was the test? **How often?** How far? How's it going? **How many?** **How much?** (price) How much did it cost? **Which?** **Which one/ ones?** When/Where ... **born?**

## 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.

- 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
  - 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: an email, a blog entry or a story.**

- A blog entry (E.g. about an event, your plans, a place you visited, a movie, a special experience)
- A review of a city
- A description of your day (visiting a town; a school trip etc.)
- A post about an experience (E.g. at the movie theatre/cinema)
- A diary entry about a trip, your holidays, etc.
- A short blog for tourists
- A post with a description of your daily routine, eating habits, etc.
- A post with your opinion about a famous person, sports, life in the past, etc.
- An email about your holidays, an event, etc.
- A story (E.g. about a school event, an event during a holiday, etc.)

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