



4th YEAR

WEB SAMPLE 2024

PART I: LANGUAGE

A. Rewrite these sentences without changing their meaning.

- Working from home is less stressful than working in an office.
Working from home _____ as working in an office.
- My office has a great view. It is located on the top floor.
My office, _____, has a great view.
- My company hires new employees every month.
New employees _____ my company every month.
- 'I will have a job interview tomorrow,' said my aunt.
My aunt said _____ a job interview the next day.
- I didn't have breakfast this morning so I was hungry at work.
I was hungry at work because I _____ breakfast this morning.

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

My first job

My first job was at a local bakery and it was quite an adventure because I was really young. I applied for this job while I ¹(study) _____ at secondary school. I had two interviews and then I ²(choose) _____ for the job. I was quite nervous at first because I was responsible for many jobs at the bakery. I ³(take) _____ orders, package cakes and serve customers. Fortunately, I didn't have to wash the dishes. Soon I discovered that I was good at ⁴(stay) _____ calm during busy hours and I really enjoyed interacting with people.

Sometimes the bakery was crowded and I moved from one job to another. It was too much work at times, but I managed ⁵(keep) _____ up with it. My boss always told me that I ⁶(be) _____ friendly and patient with the customers. He helped me a lot with his advice. In fact, I think that if I get another job in the future, I ⁷(probably - respond) _____ well to the new responsibilities thanks to my experience at the bakery. My first job ⁸(teach) _____ me important lessons and given me the chance to develop new skills.

I am not working at the moment, but I ⁹(look) _____ for a job at a hotel for three months. Looking forward into the future, I ¹⁰(use) _____ the skills I've learnt at the bakery in my future career. That's what I am planning to do.

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

AFTER	DOESN'T HAVE TO	ENOUGH	FOR
HOWEVER	MOST	MUCH	MUSTN'T
SAID	SINCE	SO THAT	TOLD
	WHERE	WHICH	

Being a post person in remote areas

Maddie became a post person eight years ago ¹ _____ she had worked in an office for over ten years. She ² _____ us that she had decided to change jobs because she loved being outside and was fed up with spending too ³ _____ time inside.

Now Maddie wakes up at 5.00 a.m. to deliver the post in Plymouth, ⁴ _____ is a big city in south-west England. ⁵ _____ of her customers live in the city so Maddie has to deliver the post to a lot of houses, so she often has seven or eight bags of letters on a single day. She drives about one mile and then walks six miles delivering the post, ⁶ _____ every letter reaches its destination, even if it's raining or snowing.

⁷ _____ he left school, Jim has been working as a post person on the remote Isle of Skye in Scotland. The houses ⁸ _____ Jim delivers his packages are far apart, but he ⁹ _____ walk long distances because he is given a van to deliver the post. He drives about 80 miles in his van every day. Jim is happy that he can work with a team each morning before he leaves the office to go out delivering alone. He ¹⁰ _____ that the work could be tiring, but what he loved the most was the countryside and wildlife on beautiful Skye.

D. Complete the following dialogue.

Sarah and Laura are talking about stress at work.

Laura: Hey, Sarah! I need to talk. I'm so stressed out because of work lately.

Sarah: You look so tired. ¹What _____ ?

Laura: It's just that I always have a lot to do. ²I haven't _____.

Sarah: Three years? I would go crazy with no holidays for so long! ³If I were you, _____.

Laura: I know. I really need one. But I can't take time off work.

Sarah: You can't go on like this either. ⁴Your health _____ than work.

Laura: I've thought about it, but I don't want to seem irresponsible.

Sarah: Your well-being should come first. ⁵I think you _____.

Laura: You're right. I need to find a better balance. Thanks for the advice!

Sarah: We're in this together! I'll always help you.

PART II: READING

E. Read the passage and answer the questions.

Unusual jobs

In the coming years, a lot of the jobs we do nowadays will probably be replaced by Artificial Intelligence (AI) and robots. This means that more people are going to be looking for new jobs and new ways of working so they will need to develop professional skills in new areas. Here, we take a look at three of the new jobs that some people will want to do.

E-sports, or electronic sports, are becoming more and more popular as more people play video games competitively in tournaments. Like traditional sports games, e-sports teams need training. As an e-sports coach employed by a team, you will help your trainees win tournaments. This will involve recording games, then watching them back and analyzing the team's skills and weaknesses so they can improve. You won't need any formal qualifications, but you'll need understanding and skill in the particular game you're working with.

The first drones were invented a long time ago. Currently, there is a new kind of drone which is becoming very popular. In the near future, the use of drones is going to increase. This won't be just for recreation, but also for deliveries as more companies use them. This means the skies are going to get busy, and all these drones in the sky will need careful management. As a drone manager, you will do similar work to an air traffic controller at an airport, but for drones. You'll need to be a specialist not just in flying a drone, but also in communication between organizations and customers.

The world's population is getting older, and some elderly people may feel lonely. At the same time, younger people will have to look for new types of work. The job of a talker aims to solve both of these problems. As a talker, you will be connected to a platform and will have flexible working hours. You'll just sign on when you can. Your job will be to have conversations with people who are lonely, using a special app and headphones. The most important skill you will need is to be able to listen to people.

1. How will AI and robots affect workers?

2. Why are e-sports gaining popularity?

3. What will an e-sports coach have to do at work?

4. What role will drone managers have?

5. Who will talkers be able to help?

PART III: WRITING

F. Choose ONE of the following subjects and write **about 120 words**.

1. **A BLOG ENTRY.** Imagine you have a blog about part-time jobs for teenagers. Write a **blog entry** about teenagers and part-time jobs. You may include information about the following:

- most popular part-time jobs that teenagers do
- reasons for teenagers doing a part-time job
- benefits of doing a part-time job
- problems with working and studying at the same time

2. **AN EMAIL.** This is part of an email you have received from an English friend:

I've heard you are doing a summer job in your area. I'm glad to hear that. I'm sure it's a great experience. Please, write and tell me about it.

Write an **email** to your friend. You may include information about the following:

- the kind of job you are doing
- how long you have been doing it
- the best and worst part of this experience
- some advice for teenagers doing a summer job

4th Year (A2- B1) - Life Vision A2-B1

Grammar & Structures	
Articles: <i>A/an/the</i> /zero article	0.3
Compounds with <i>some, any, no, every</i> .	REVISION
Reflexive Pronouns	To be added
Quantifiers & articles with countable and uncountable nouns REVISION & CONSOLIDATION	3.2
Question Formation:	
Question making with auxiliary verbs: <i>to be, can</i> and <i>could</i> Subject and object questions	1.6
Comparison:	
Regular and irregular (<i>good/bad/far</i>) comparatives and superlatives Comparative adjectives with (<i>not</i>) <i>as.... as</i>	4.2
Superlative adjectives with <i>the most</i> and <i>the least</i> <i>Too & enough</i> with adjectives and nouns	4.6
Verb Patterns:	
Verbs with infinitive or gerund. Eg. <i>don't mind, enjoy, hope, like, love, offer, want, would like</i>	REVISION
The gerund after prepositions. Eg. <i>be interested in</i> + ing The infinitive after the structure <i>It + be + adjective</i> . Eg. <i>It's important to...</i>	REVISION
Defining and non-defining relative clauses:	
with <i>who, that, which</i>	REVISION
with <i>where</i> and <i>whose</i>	To be added
Conditional sentences:	
Zero & 1 st Conditional with <i>if</i> REVISION & CONSOLIDATION	5.6
2 nd Conditional with <i>would</i> and <i>could</i> . All forms. If and Unless	7.2
Reported speech: Recommendation: start working on this topic early on in the year.	
Reported statements: Present Simple and Continuous, Past Simple and Continuous and Present Perfect Changes in time expressions and pronouns Reporting verbs: <i>say</i> and <i>tell</i>	8.6
Reported questions, orders and requests Reporting verbs: <i>tell</i> and <i>ask</i> (+ sb + to infinitive)	To be added
Passive Voice: Present and Past Simple	7.6
Phrasal Verbs	8.5

Verb Tenses

Mastery of all the English tenses that students have learnt so far is essential to understand advanced topics like Passive Voice and Reported Speech. To facilitate and optimise learning, consider adjusting the order of the textbook units for a logical progression and for students to have enough practice.

Present Simple and Present Continuous (all forms). Contrast. REVISION & CONSOLIDATION Spelling rules for <i>he/she/it</i> verb forms Spelling rules for -ING forms Verbs not usually used in continuous tenses	0.1
<i>There was/were</i> (all forms) REVISION & CONSOLIDATION	0.4
Past Simple (all forms) + time expressions (last, ago, yesterday /yesterday morning/ in + year) REVISION & CONSOLIDATION Regular & irregular verbs Past Simple questions & question words	1.2 1.6
Past Continuous (all forms) REVISION & CONSOLIDATION Past Continuous and Past Simple with <i>while & when</i>	2.2 2.6
Present Perfect Simple with <i>ever</i> : REVISION & CONSOLIDATION Past participle form of verbs	0.2
Present Perfect: <i>Gone vs Been</i>	REVISION
Present Perfect Simple with <i>already, still, yet, just, for</i> and <i>since</i> Present Perfect and Past Simple: Contrast	6.2 6.6
Past Perfect Simple Recommendation: start working on this topic early on in the year	8.2
Future tenses: Future Simple, <i>going to</i> , Present Continuous	5.2

Modal Verbs

<i>Can, could, may, will, would</i> you to ask for permission	REVISION
<i>May</i> and <i>might</i> to express future possibilities	5.2
<i>Have to/don't have to, need to/needn't, must/mustn't</i> to express obligation, lack of obligation or need and prohibition <i>Mustn't VS don't have to</i>	3.6

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 oral and written texts to the best of their potential. **Exam link:** Writing Task (Task F) & Extended speaking (Speaking test)

- Holidays and travel
- Homes & housework
- Food
- Sport
- Weather & natural disasters
- School and after school activities

- Life experiences & stages of life
- Inventions and inventors
- Jobs - Jobs of the past - dream jobs

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 A2-B1 linkers to express addition, condition, contrast, exemplification, opinion, purpose, relatives, result and sequencers. **EXAM LINK: Writing Task (Task F)**

Speaking & Communication Skills

EXAM LINK: In order to succeed at the speaking test, students are expected to start developing the skills and subskills included in the assessment criteria for B1-B2 level to an acceptable degree, thus paving the way for the full development of these competencies in 5th and 6th year. In order to develop these skills to the best of the students' ability, systematic and regular work should be carried out during the year. The coursebook offers opportunities for the development of these skills:

- Starting, maintaining and ending a conversation
- Making and responding to requests politely
- Asking for and giving advice
- Reacting to good and bad news
- Making and responding (accepting & declining) to suggestions
- Describing a photo & interpreting a picture
- Asking for and giving instructions. Confirming you have followed instructions
- Describing workplaces: paraphrasing unknown words. Conversation fillers & comparing photos

Speaking tasks in the book:

- (U1) Talking about your weekend
- (U2) Interaction: Making and responding to requests
- (U3) Interaction: Asking for and giving advice
- (U4) Reacting to news
- (U5) Interaction: making and responding to suggestions
- (U6) Describing photos
- (U7) Interaction: asking for and giving instructions
- (U8) Comparing photos

Writing Skills

In order to succeed at the writing task in the test, students are expected to have developed the skills and subskills detailed below to an acceptable degree, which should be reflected in the text produced.

- Planning a text in accordance with the rubric given. Eg. informal email asking for and giving information.
- Organising a text:
 - dividing ideas into paragraphs
 - using punctuation appropriately
 - using a variety of words and expressions appropriate for 4th Year
 - avoiding repetition, using a variety of adjectives
 - using appropriate tenses
 - following conventions and an appropriate style (formal/informal)

- including useful linkers (time, contrast, result - consequence, result - reason) to give coherence to the text
- Accomplishing the task described in the rubric. Eg. giving news, telling a story, agreeing and disagreeing politely, among other ideas.
- Reflecting upon and checking one's writing
- Editing one's writing

Writing text types

The options for the WRITING part of AEXALEVI Exams may fall into any of the following basic categories:

- A blog entry E.g. about a person you know/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/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/about a sport event/telling a friend about your last camping trip/about your favourite holiday place including recommendations/suggestions

Writing tasks in the book:

- (U1) A description
- (U2) A short forum/blog post. Sequencing expressions
- (U3) An opinion blog. Language for giving opinions. Expanding on main points.
- (U4) An online post. Avoiding repetition: using pronouns.
- (U5) A "for-and-against" blog post
- (U6) An informal email: giving news
- (U7) A report: writing headings
- (U8) An application email