



7th YEAR

WEB SAMPLE 2024

PART I: LANGUAGE

A. Rewrite these sentences without changing their meaning.

1. It wasn't necessary for you to write a CV for the job interview last week.

NEEDN'T

You _____ a CV for the job interview last week.

2. 'It's really important for us to wear casual clothes on Fridays,' the employees said.

INSISTED

The employees _____ casual clothes on Fridays.

3. Sue is flying to Buenos Aires on business tomorrow.

WILL

This time tomorrow Sue _____ on business.

4. Zoe will accept any job which does not involve working remotely.

LONG

Zoe will accept any job _____ working remotely.

5. Ian has taught Meg how to write a CV properly.

BY

Meg _____ Ian.

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

Career change

When Toby was 40, he began to feel rather depressed about his job. He ¹(work) _____ at a bank since he got his degree in economics as a young man. It was a good job with a good salary, but it was too demanding as he didn't see his family at all. He always thought, 'I wish I ²(have) _____ more free time to do things I enjoy.' Besides, he realised there was something missing in his life. He felt that he ³(do) _____ something more rewarding and inspiring. In fact, he had wanted to devote his life to teaching after graduating, but at the time of his graduation, he ⁴(offer) _____ an opportunity in banking that he couldn't turn down. If he hadn't accepted it, he ⁵(become) _____ a secondary school teacher instead.

By the time Toby turned 41, ⁶(go) _____ to the bank every day had become intolerable, so it was time to rethink his life. After talking to his family, he made up his mind to change careers and give teaching a try.

When he finished his training course, he handed in his resignation at the bank and did not find it difficult ⁷(get) _____ a job he thought he would enjoy. Since then, he has been working at a school two blocks from his house. Like all teachers, he ⁸(suppose) _____ to do overtime, but he doesn't mind that at all. He is glad he doesn't have to work during school holidays or commute every day. He has more time to spend with his family and he never stops ⁹(think) _____ about going back to his old job although he doesn't earn as much as he used to.

By the end of this month, Toby ¹⁰(work) _____ at St. Gregory School for two years, and he couldn't be happier than he is today.

C. Fill in the blanks with only ONE WORD.

Another career change

After leaving school, Olivia began to work in an office in Marchwood, her hometown, while several of her classmates looked for jobs abroad. Unlike her friends, she wanted to save enough money to buy a house and settle down with her boyfriend, Mark. He was also keen to stay in the beautiful town in ¹ _____ they had been born. He didn't like being on the move all the time as he found ² _____ places to live constantly rather stressful. When they got married, ³ _____ Olivia and Mark agreed to stay in Marchwood. Sticking to a good job was ⁴ _____ better than moving about. The more they considered the two different lifestyles, the ⁵ _____ convinced they felt that staying was the right decision to make. ⁶ _____, things changed for Olivia as time went by. To everybody's surprise, one day she decided to quit her office job. The problem was that the regular nine to six schedule made her feel very tied down and she was looking forward to ⁷ _____ free.

Getting another job was not as easy as she had thought it would be. Finally, she made up her mind: she would set up her ⁸ _____ company. As their home was small, she found a co-working space in their area ⁹ _____ she could base her office and meet other independent workers at the same time. She enjoyed her newly acquired independence, and it did not take her long to start earning as ¹⁰ _____ money as before.

D. Complete the following conversation.

Looking for a job

Dona: Have you heard from the company where you've applied for a job, Clyde?

Clyde: Not yet. I wish they ¹ _____, but I'm still waiting for their call.

Dona: Take it easy. I'm certain you must ² _____ at the interview. You're such a good candidate. What was it like?

Clyde: It was a bit different from others I had attended. For instance, I was ³ _____ my personal life. To be honest, it took me by surprise.

Dona: Really? Specialists suggest you ⁴ _____ before a job interview. That way you will be better prepared.

Clyde: Good idea. I'll take it into account next time.

Dona: Any difficult questions to answer?

Clyde: Well ... yes. They asked me why ⁵ _____ my previous job. I didn't want to tell them the truth, but my answer was convincing.

Dona: The best of luck for you!

PART II: READING

E. Read the passage and answer the questions in your own words.

The perfect job

Martin Baker speaks to three people doing the job of their dreams.

Being happy in your profession isn't always a reality. Ultimately, many people have come to terms with the fact that, provided they are earning enough money to get by in life, happiness can take a back seat. After all, is there such a thing as the perfect job? To find out, I have recently interviewed three people who claim to have found just that.

I first met **Simon Hill** in a small café just outside the city. He is a young, entrepreneurial economics graduate who turned down the offer to work at a leading financial institution to do what he loved: being a video games commentator. He first established his channel on a prominent video sharing website. During his first year at university, the videos he made aimed at walking viewers through the game he was playing and showing them how to complete it. This is a popular style of video known as Let's Play. His parents tried to discourage him from doing it at first. 'They just couldn't see how I could earn a living from it,' Simon explains. As the number of subscribers to his channel grew, he started receiving free copies of video games from developers who wanted him to review them. And it didn't end there. To date, he has earned an impressive \$2 million through endorsements and guest appearances on TV. Not bad for someone who has only just turned 24.

I then head across town to the home of **Martina López**. On the living room floor, there is an unpacked suitcase. She has just come back from a two-month tour of New Zealand, where, as part of her job as a location scout, she had to find appropriate locations for scenes for an upcoming action film. 'I have never had the intention of doing anything else,' she admits. 'What I love the most about my job is the travelling side and that, coupled with my love of film, gives me the best of both worlds. That is why I just wouldn't be happy doing any other job, no matter how glamorous it might seem.'

My final interview takes place in the city centre, in the trendy IT district known locally as 'The New Silicon Valley'. Here I meet **Jason Holloway**, who has one of the most interesting job titles I've ever come across, an ethical hacker. Basically, his job is to hack into computer systems on behalf of their owners in order to uncover any security vulnerabilities that unethical hackers might try to take advantage of. 'People often ask me if I was ever tempted by a life of unethical hacking,' he says, 'but to be honest, I much prefer being on the right side of the law.' In addition to finding problems in these systems, Jason also works as a freelance consultant for the government. I wanted to get more information out of him about this, but I couldn't, no matter how hard I tried. 'Let's just say I really enjoy it, and, sadly, under no circumstances am I allowed to talk about the work I do for the government,' he says sympathetically. Fair enough, I thought.

1. According to Martin Blake, why may many people not prioritize happiness at work?

2. How did Simon's parents react to his career choice at first? Why?

3. Did Simon make a mistake by becoming a video game commentator? Account for your answer.

4. What makes Martina's job ideal for her?

5. How does Jason feel about going into unethical hacking?

7th Year (B2) - Life Vision B2/ Gateway to the World B2. New Edition

At this level, students are expected to engage in comprehensive revision and consolidation of all topics covered in previous years. It is imperative that students not only show understanding but also actively use a wide range of structures accurately and appropriately both in writing and spoken production.

Grammar and Structures
Articles and intensifiers:
Definite, indefinite and zero articles. <i>So</i> + adjective / adverb. <i>Such</i> + noun. <i>Too</i> + adjective / adverb. Adjective / adverb + <i>enough</i> .
Comparison:
Comparative and superlative adjectives and adverbs. <i>As ... as / not as ... as / not so ... as</i> . Double comparative. Eg. <i>The faster I run the more tired I feel</i> . Comparative AND comparative. Eg. <i>Things are getting better and better</i> .
Question forms:
Subject & object questions. Indirect questions.
Defining and Non-defining relative clauses:
Defining and non-defining relative clauses with <i>who / that, which, whose, where, when, whom</i> and <i>why</i> . Omission of relative pronouns.
Gerunds and infinitives
Gerunds as the subject/ object of a sentence. Gerunds with <i>go</i> to talk about physical activities. Gerunds after prepositions. Gerunds after verbs of liking or disliking. Gerunds after verbs like <i>admit, avoid, consider, involve, risk, suggest</i> . Infinitive to explain why somebody does something. Infinitive immediately after adjectives. Infinitive after <i>too, enough, the first, the last</i> . Infinitive after verbs like <i>agree, appear, arrange, ask, decide, expect, forget, help, learn, manage, need, promise, try, want, etc</i> . Gerund or infinitive after verbs with no change of meaning: <i>begin, can't bear, can't stand, continue, hate, love, prefer, start</i> . Gerund or infinitive after verbs with change in meaning: <i>stop, remember, forget, etc</i> .

Passive Voice:
Verbs with two objects: <i>bring, buy, give, lend, offer, owe, pay, promise, refuse, send, show, teach, tell.</i> The passive with <i>say, believe, claim, expect, know, report, say, think</i> in the following structures: <ul style="list-style-type: none"> • It + be + past participle + that (impersonal). • Subject + be + past participle + to + infinitive (present) or have + past participle (past events) Causative <i>have</i> .
Reported Speech:
Statements and questions. Commands and requests.
Reporting verbs: Verb patterns
Reporting verbs: <i>add, admit, agree, announce, claim, complain, explain, promise, remind, warn, etc.</i> Other reporting structures: <ul style="list-style-type: none"> • Verb + infinitive: <i>agree, claim, offer, promise, refuse, etc</i> • Verb + object + infinitive: <i>advise, ask, instruct, invite, order, recommend, remind, tell, warn, etc</i> • Verb + gerund: <i>admit, advise, deny, recommend, regret, suggest, etc</i> • Verb + preposition + gerund: <i>apologize for, confess to, insist on, object to, etc</i> • Verb + object + preposition + gerund: <i>accuse sb of, congratulate sb on, criticize sb for, warn sb against, etc</i>
Conditional sentences:
Zero, first, second and third conditionals. <i>Unless, as long as, provided / providing (that), in case.</i> Mixed conditionals (2nd and 3rd conditionals).
Wishes & regrets in the present:
<i>I wish / If only + Past Simple</i> <i>I wish / If only + could/would + infinitive</i> <i>I wish / If only + past perfect</i>
Tenses
Present tenses:
Present simple and Continuous. State verbs. Present Perfect Simple and Present Perfect Continuous.
Past Tenses:
Past Simple and Continuous. Past Perfect Simple and Continuous.
Futures Tenses:
Present simple, Present Continuous, <i>be going to</i> and Future Simple. Future Time clauses with <i>after, as soon as, when, before, by the time, unless.</i> Future Continuous and Future Perfect. Future in the past: <i>would, was/were going to, was/were about to.</i>

Modal Verbs
<i>Used to – Would</i> to express past habits.
<i>Be used to/ get used to.</i>
Modal verbs of obligation, prohibition and advice (present): <i>have to, don't have to, must, mustn't, need to, don't need to / needn't, be allowed to, can't, should, shouldn't, ought to, had better.</i>
Modal verbs of obligation, prohibition and advice (past): <i>had to, didn't have to, needed to, didn't need to, needn't have + past participle, wasn't / weren't allowed to, couldn't, should / shouldn't / ought to have + past participle.</i>
Modal verbs of speculation and deduction (present and future): <i>must, may, might, could, may not, might not, can't + infinitive.</i>
Modal verbs of speculation and deduction (past): <i>must, may, might, could, may not, might not, can't + have + past participle.</i>

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, according to the level.

- | | |
|------------------------|------------------------------------|
| - Life at university | - The media |
| - Working life | - Natural disasters |
| - Transport and travel | - Technology |
| - Personality | - The news |
| - Buying and selling | - DO and MAKE (1) |
| - Money and banking | - Prefixes (3) |
| - Health and illness | - Noun suffixes (4) |
| - Music and films | - Compound noun and adjectives (7) |

Linkers (to be worked on independently from the coursebook)

Linkers are essential in students' written production, serving as linguistic bridges that connect ideas. At this level, students are expected to work with B2 linkers to express addition, reasons, condition, contrast, emphasis, opinion/argumentation, reference, sequencers, and conclusion. **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 B2 level to an acceptable degree.

Writing skills

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 should be reflected in the text produced:

- Planning a text in accordance with the rubric given.
- Organising a text:
 - dividing ideas into paragraphs
 - using punctuation appropriately.
 - using a variety of words and expressions appropriate for 7thYear

- using words and expressions to give emphasis
- avoiding repetition, using a variety of adjectives
- developing ideas and supporting them
- using appropriate tenses
- following conventions and an appropriate style (formal/informal)
- Accomplishing the task described in the rubric and attracting the reader's attention to the text:
Giving news - Making a request - Agreeing to a request - Refusing a request - Describing a person -
Telling a story - Expressing an opinion - Argumentation their stance.
- Reflecting upon & checking one's writing
- Proofreading: checking for grammatical, punctuation and spelling mistakes

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 informal email
- A formal letter / email of complaint
- An opinion essay
- A for-and-against essay
- A story
- An article
- A review
- A report

AEXALEVI Web Sample