

**FIFTH YEAR  
WEB SAMPLE 2017**

A	
B	
C	
D	
E	
F	
Total	

A. Complete each of these sentences so that it means the same as the sentence written before it. (10)

1. I'm sure he isn't at home because the lights are off.

He ..... because the lights are off.

2. They will build the new theatre in five years' time.

The new theatre .....

3. I used to come to this seaside resort when I was a child.

This is the seaside resort .....

4. 'Will you show me your tattoo?' my friend Tom asked.

My friend Tom asked .....

5. My neighbour sold me this camera two years ago.

I ..... since 2009.

B. Complete with the correct tense or form of the verbs in brackets. Use modals, when necessary. (15)

There can't be many people who (1) (never / hear) ..... of the Bermuda Triangle, one of the world's most mysterious places. This area (2) (link) ..... with more than 100 lost ships and planes and more than 1,000 deaths. We know that many of these were caused by shipping accidents or tropical storms but the fate of the now famous Flight 19 (3) (still be) ..... a mystery today .

Flight 19 was a training flight which (4) (take) ..... off from a US Navy base in Fort Lauderdale. The plane (5) (carry) ..... the most modern technology so the radio operator back at base was surprised when he received a message from the pilot (6) (complain) ..... that they were lost. His last communication was: 'Not sure where we are. Looks like we...' They (7) (never / see) ..... again.

Triangle writers have used a number of supernatural concepts (8) (explain) ..... the long list of incidents in the area. Other writers attribute the events to UFOs. Steven Spielberg used this idea for his film *Close Encounters of the Third Kind*, where he clearly showed that the lost Flight 19 aircrew (9) (kidnap) ..... by aliens. There (10) (be) ..... other productions based on this mystery since 1978, including a TV miniseries in 2005 and the film *Triangle* in 2009.

C. Complete the following dialogue with a suitable word or phrase. (15)

Colin is talking with his friend Pam, who's just back from her holidays in Rome.

Colin: Hey Pam, you're back! When (1) \_\_\_\_\_?

Pam: Only yesterday, I'm still suffering from jet lag.

Colin: (2) \_\_\_\_\_ in Rome?

Pam: Two weeks, so I had plenty of time to go sightseeing.

Colin: (3) \_\_\_\_\_ before?

Pam: No, it was my first time. I was so excited I enjoyed every minute!

Colin: I bet you did! (4) \_\_\_\_\_?

Pam: Mostly sunny, fortunately, which made every place look even more beautiful.

Colin: I'd love to see pictures of Rome. You probably (5) \_\_\_\_\_.

Pam: I sure did. I'll e-mail you some, if you like.

Colin: Sure! Great idea! Thanks, Pam!

D. Read the passage and answer the questions. (25)

***British actor and TV explorer Michael Palin looks at the origins of his own desire to explore the world.***

The urge to explore is something which is inside us: we are born with it. Of course, I didn't know it at the time, but I suppose it first affected me when I was old enough to crawl behind the sofa to see what was there. Certainly, when I was eight I had already decided on my future – I wanted to be an explorer.

This desire influenced every area of my early life. I collected stamps for the pictures of the waterfalls of Nyasaland and the sugar plantations of Mauritius. I went to church every Sunday, not for the hymns but in the hope that the visiting preacher might be a missionary – a tall, thin, sun-burnt man with terrifying tales of Africa and half an arm missing.

For some reason my parents never encouraged me with talk of their own travels, though both had been to India in the 1920s. And it was not until I was at university that I had my first real taste of travel. I went to the Tirol with a university ski-party. I was excited because I had not been abroad before, but I am afraid to say that I hardly noticed the Austrian scenery. At the age of nineteen I was much more interested in girls than places.

For the next ten years after university I stayed at home exploring things like jobs and relationships. It was only when I had both of these more or less sorted out (I was married and my acting career had finally taken off) that I began to realize that I could now start looking around. Until then the world had existed only in my imagination.

With my two TV programmes 'Around the World in 80 Days' and 'Pole to Pole', I managed to see huge areas of the world. You would think that my desire to explore would be satisfied by now but exploration is not like that. Your curiosity never dies.

1. How did Michael first discover he would like to be an explorer?

.....  
.....

2. In what ways did Michael satisfy his exploring need before he started travelling?

.....  
.....

3. Why was his first travelling experience unsuccessful in terms of exploration?

.....  
.....

4. Why did he stop travelling for ten years after he finished university?

.....  
.....

5. How did Michael manage to travel round the world?

.....  
.....

E. Match the underlined words/phrases from the passage with their meanings on the right: (5)

- |                |                          |
|----------------|--------------------------|
| 1. tale        | a.- flavour              |
| 2. taste       | b.- to succeed           |
| 3. to take off | c.- short experience     |
| 4. to manage   | d.- very different       |
| 5. huge        | e.- enormous             |
|                | f.- to become successful |
|                | g.- story                |

F. Composition.

Choose one of the following subjects and write about 120 words: (30)

- a) If you are interested in travelling around Europe, write **a short article** to *Teens* magazine explaining why travelling is good for young people and how you would benefit from the experience. The writer of the best entry will win a free Europe Rail monthly travel pass!
- b) You have just won a trip to your penfriend's city and you feel very excited at the idea of travelling. Write **an email** to let him/her know about the prize, how you won it and make arrangements for your upcoming visit.

WEB SAMPLE 2017

## 5<sup>th</sup> Year

### Grammar & Structures

- Question tags (1)  
Gerunds (as subject or object, after prepositions, after verbs of liking and disliking, with *go* to talk about physical activities) and infinitives (to indicate purpose, after adjectives) (6)
- Defining and non-defining relative clauses with *who, that, which, whose, where, when* (7)
- Indeterminate pronouns *some-, any-, no-, every-* (10)
- *So* + adjective, *such* + noun (10)
- Modifying adverbs (*very, extremely, really, totally, absolutely, completely, quite, a bit, rather*) (1)
- Extreme adjectives (3)
- Prepositional phrases with adjectives: e.g. *afraid of, aware of, bored with/of, different from, good at, similar to, worried about* (6)
- Adjectives ending in *-ed* and *-ing* (8)
- Adjective suffixes (9)
- Noun suffixes (5)
- Phrasal verbs (travel, 2); (sports, 7)

### Modal Verbs

- Used to / Would (1)
- Modal verbs of obligation, prohibition, advice and permission (*have to, don't have to, must, mustn't, can, can't, should, shouldn't, ought to, had better*). (5)
- Modal verbs of speculation and deduction – present (*must, may, might, could, may/might not, can't*). (9)

### Tenses

- Present Simple and Present Continuous. State and action verbs. (1)
- Past Simple, Past Continuous and Past Perfect. (2)
- Present Perfect Simple and Past Simple. (3)
- Present Perfect Continuous. (3)
- Future forms: *will, be going to*, present continuous and present simple. (4)
- Future Continuous and Future Perfect (4)

### Conditionals

- Zero, first and second conditionals (5)
- Third conditional (9)
- *I wish / If only* + past simple to talk about imaginary situations in the present; + past perfect to talk about regrets; + *would* to express criticism (10)

### Passive voice

- Present simple and continuous, present perfect, past simple, will. Use of *by*. (6)

### Reported Speech

- Reported speech: statements, questions and commands. Verbs *say, tell* and *ask*. (8)

### Communication and conversation skills

- Asking for and giving personal information (1)
- Asking for information (2)
  - o *Could you tell me...?*
- Asking for clarification (2)
  - o *Pardon?*
  - o *Could you repeat that, please?*

- *Sorry, I missed / didn't catch that.*
- Describing photos (3)
  - *In the photo I can see...*
  - *In the foreground / background...*
  - *At the top / bottom of the photo...*
  - *In the top / bottom right / left corner...*
- Negotiating (4)
  - *The way I see it,...*
  - *Yes, but...*
  - *What do you think about...?*
- Giving a presentation (5)
  - *I'd like to begin by saying...*
  - *Another thing is that...*
  - *What's more, ...*
  - *Look at the case of...*
  - *Last but not least...*
  - *The point that I'm trying to make is...*
- Comparing and contrasting photos (6)
  - *One thing that the photos have in common is that...*
  - *In the first photo ... However, in the second photo...*
- Debating (7)
  - *I totally agree with you that...*
  - *I agree to an extent that...*
  - *You've got a point.*
  - *I see what you mean.*
  - *I'm not sure that's true.*
  - *I take your point, but...*
- Describing a past event (8)
- Making speculations and deductions (9)
  - *I imagine...*
  - *I'm not sure but...*
  - *It is probably...*
  - *It seems that...*
  - *It looks as if / like ...*

### **Vocabulary & Topics**

- Accommodation
- Appearance
- Art, theatre, music
- Artists
- Cities and houses
- Everyday inventions
- Food and meals
- Nations
- Operating technology
- Personality
- School and university subjects
- Shops, shopping and money
- Sports and sports venues
- Sports equipment and scores
- State and politics
- Transport and travel

### **Writing Skills**

- Useful words and expressions to give emphasis (2)
- Useful expressions and conventions in a formal letter (5)

- Useful linkers (sequencing and adding arguments, making contrasts, concluding: *Firstly, Finally, In addition, On the one hand, On the other hand, In contrast, In conclusion, etc.*) (6)
- Linkers: consequence, time, contrast, reason, addition (*Therefore, and so, next, Then, but, Although, because, as, Furthermore, What is more, etc.*) (10)

### **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 describing people / describing a place / narrating an event / making and/or replying to an invitation
- A blog post (about different relevant topics)
- An article giving your opinion on a relevant topic: e.g. the internet, mobile phones, vegetarianism, city life, etc.)
- A magazine article
- A review of a film/book/TV programme/restaurant/video game
- A story
- A formal email of complaint
- A formal letter/email of application