

**SIXTH YEAR  
WEB SAMPLE 2017**

A	
B	
C	
D	
E	
F	
Total	

A. Rewrite the sentences without changing their meaning. (10)

1. They are building a new hospital in town.

A new hospital .....

2. 'I won't arrive late.

Tony promised .....

3. It is possible that you gave her the wrong address.

You might .....

4. Pam is sorry she was rude to the old lady.

Pam wishes .....

5. The weather was bad but they decided to go for a walk.

Despite .....

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

**SCARED FIT** by Amanda

My 62-year-old body was telling me things I did not want to hear. Three months ago, my doctor confirmed my fears: if I had not neglected my diet for years, I (1) (not develop) ..... high blood pressure or cholesterol. My doctor said I (2) (start) ..... eating healthy and exercising if I wanted to live to a ripe old age.

Needless to say, I was scared I (3) (not see) ..... my seven children and fifteen grandchildren grow up, so I started medications right away and (4) (begin) ..... taking care of myself. Soon, I was very pleased with the results: by the end of the first month I (5) (already / lose) ..... six kilos!

At present I (6) (do) ..... aerobics five days a week and training on my own as well. My instructors are motivating, they want me to succeed and (7) (be) ..... as happy as I am with my achievements. My eating habits (8) (also / change) ..... to meet my new nutritional needs and desires. What a great feeling!

Even though I regret (9) (behave) ..... so carelessly in the past, I must say I have learned my lesson and now I am confident I (10) (be) ..... here to see my family continue to grow.

C. Fill in the blanks with only ONE WORD. (15)

I have many vegetarian friends (1)..... often try to convince me that I should become one too. They have some strong arguments in (2) ..... of vegetarianism. Firstly, it is much healthier: vegetarians are (3)..... likely to suffer from heart disease. Secondly, they say that it is wrong to kill animals just (4) ..... food, and it is especially wrong to keep (5)..... in the terrible conditions that most farm animals suffer.

I find it very difficult to argue against these points. I have to agree that eating too much meat is unhealthy and I hate the cruel way animals (6)..... treated. (7) ..... , there is one thing that prevents me from becoming a vegetarian: animals taste so (8) ..... ! I would happily pay extra for meat which comes from animals that (9) ..... been raised without cruelty, and I don't mind cutting down on red meat for health reasons. But, for me, life without meat would (10) ..... be worth living.

D. Read the passage and answer the questions in your own words. (25)

Many contemporary amateur athletes and swimmers would have broken world records if they had taken part in the first Olympic Games. Since then, records have tumbled in track, field and swimming events as performance has improved dramatically. Records fall due to better equipment, training and diet, but there are other reasons as well.

One major factor is the use of performance-enhancing drugs (PEDs) or 'doping', which has had a long history at the Olympic Games. Its origins can be traced even back to the Ancient Olympics where Olympians would eat lizard meat prepared in a special way, in the hope that it would give them an athletic edge. The first documented use of drugs to improve an athlete's performance was that of the winner of the 1904 marathon, Thomas Hicks. As rumours of rampant drug use by athletes began to spread, the International Olympic Committee decided to act and introduced the first drug use controls at the 1968 Winter Olympics. These controls eventually evolved into a systematic testing regimen – which includes urine and blood tests - that all Olympic athletes must adhere to. In the Beijing Olympics 2008 several athletes were barred from competition prior to the Games, and six other athletes failed drug tests while in competition. As a result, their medals were revoked.

“Zero Tolerance for Doping” was adopted as an official slogan for the Beijing Olympic Games. Apart from the six athletes that were ousted from the competition, it is possible that further positive tests may still be found, as samples are sealed and frozen for eight years. The rate of positive findings was lower in Beijing than at Athens four years before, but it cannot be deduced that the prevalence of doping has decreased; possibly, doping technology has become more sophisticated and a number of drugs cannot be detected. For medical purposes, scientists have found ways to build muscle and increase stamina through gene therapy, defined as the “non-therapeutic used of genetic elements having the capacity to improve athletic performance”. The World Anti-Doping Agency (WADA) has already asked scientists to help find ways to prevent gene therapy from becoming the newest means of doping.

The best sprinter in the world is currently Jamaican Usain Bolt – known as *Lightning Bolt* - who set the 100m and 200m world records at 9.58 and 19.19 seconds respectively, to become the first man in history to hold both Olympic titles at the same time. In the future, genetically-modified athletes might be able to run the 100 metres in 8 seconds or the marathon in under two hours. Three-time World Champion Gabriela Szabo says ‘If a generation of genetic monsters were created, it would show that the whole point of sport has been lost. It would be much better to forget the records and return to the original Olympic spirit – taking part is more important than winning.’

1. How have contemporary athletes been able to break Olympic records?

.....  
.....

2. Is the use of PEDs a modern habit? Account for your answer.

.....  
.....

3. Why could there still be more medals revoked after the Beijing Games?

.....  
.....

4. What is the biggest threat for the WADA nowadays? Why?

.....  
.....

5. According to Gabriela Szabo, what is “the whole point of sport”?

.....  
.....

E. Find a word or expression in the passage that means the following (the paragraph number is provided between brackets): (5)

1. fallen rapidly (1) .....
2. advantage (2) .....
3. officially prohibited (2) .....
4. tightly closed (3) .....
5. short-distance runner (4) .....

F. WRITING

Choose one of the following subjects and write **about 150 words**: (30)

- 1) You have entered a major sporting competition. Write **an e-mail** to a friend of yours telling him/her about your decision. Describe when and where the event will be held, what sport(s) you are going to play and how you are getting ready for the competition. Discuss your feelings and expectations about the event and invite your friend to attend the competition and support you!
- 2) An international magazine specialized in food is publishing a series of articles about the eating habits of young people from different countries. Write **an article** for the magazine. Be sure to include the following:
  - A description of young people's eating habits.
  - their attitude towards food and cooking
  - reasons for the popularity of fast food
  - your views of the typical teenage diet in your country

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### Grammar & Structures

#### Articles and other determiners (1)

- a/an, the, zero article, all, most, some, no, both, many, a few, few, no, either, neither, each, every

#### Phrasal verbs (3, 6, 10)

- Three-word phrasal verbs: transitive and inseparable (e.g. come up with, get away with)
- Two-word phrasal verbs: transitive and intransitive (e.g. start up, take over, carry on)

#### Comparisons (5)

- Comparatives, superlatives, (not) as...as, comparing nouns (more, less, fewer), intensifiers (a lot, far, much, a bit, a little, slightly), repeated comparatives

#### Gerunds and infinitives (5)

- Verbs followed by –ing or infinitive: e.g. enjoy, keep, deny, suggest, dream about, choose, hope, advise.
- Verbs followed by –ing or infinitive with same/similar meaning: e.g. like, love, prefer, begin, continue, start
- Verbs followed by –ing or infinitive with different meaning: e.g. stop, forget, remember, try, mean

#### Question tags (9)

#### Intensifiers (10)

- Adverbs of degree: rather, remarkably, totally, utterly
- So / such ... that
- Slightly / way + too + adjective / adverbs
- Adjective / adverbs + not enough
- (not) enough + noun

#### Relative clauses: defining and non-defining relative clauses (6)

- –ing clauses
- –ing and –ed clauses as relative clauses

#### Conditional sentences:

- First conditional with if, unless, provided/ providing that and so /as long as (4)
- Second and Third conditionals (4)

#### Wishes, regrets and complaints: (4)

- I wish / If only + Past Simple/ Past Perfect;
- I wish / If only + would + infinitive

#### Passive Voice: (8)

- All tenses
- With modal verbs
- Infinitives and gerunds
- Have / get something done

#### Reported Speech: (9)

- Statements, questions, commands, requests and reporting verbs

#### Verb patterns with reporting verbs

- Verb + that + clause: e.g. claim, predict
- Verb + infinitive (with to): offer, promise, threaten
- Verb + sb + infinitive (with to): encourage, remind, warn
- Verb + ING: e.g. admit, suggest
- Verb + preposition + -ing: insist on
- Verb + sb + preposition + -ing: accuse sb of

#### Tenses

- Revision of tenses: Present simple, continuous, present perfect simple, present perfect

continuous, state verbs (1)

- Narrative tenses: Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous (2)
- Futures review: present simple, present continuous, be going to, will, be likely to, be about to, will be able to (3)
- Future Perfect (simple and continuous) and Future Continuous (3)
- Future in the past: would, was/were going to, was about to, was supposed /meant/expected to (7)

### **Modal Verbs**

- Past habits: Used to – Would: Contrast (2)
- Modals of obligation, prohibition and advice (present and past): must, have to, don't have to, needn't, be allowed to, should, ought to, had better (7)
- Modals of speculation and expectation (8)
- (present/future and past): will/ won't, must, may, might, could, might not /can't, couldn't

### **Communication**

- Making conversation (1)
- E.g. Go on. / What were you going to say? / That's interesting
- Describing an experience (2)
- E.g. It was really amazing / funny / strange. Hang on. I haven't finished. / So what did you do / say / think? / Wow. That's scary. / You're joking / kidding.
- Expressing certainty, probability and doubt (3)
- E.g. Absolutely. Definitely. It's very unlikely. I doubt it.
- Expressing and reacting to opinions (4)
- E.g. What do you make of it? What do you reckon? If you ask me,... The way I see it, ... I see what you mean, but... I'm not sure I agree. I think that's true up to a point, but...
- Interacting with other people in a conversation (5)
- E.g. Interrupting: Actually,... hang on. I'm sorry but... Changing the topic: By the way,... Returning to a topic: What were you saying? As I was saying,...
- Asking polite questions (6)
- E.g. Could I possibly...? Do you mind if I...? Would you mind telling me...? I was wondering if I could...?
- Expressing likes and dislikes (7)
- E.g. It was awesome / brilliant. It lived up to my expectations. I'm a huge fan of... I wasn't disappointed. I couldn't stand... It didn't do anything for me. It was a complete waste of time. It's not my cup of tea. I can't make up my mind about it. I don't really know how I feel.
- Taking part in a debate (8)
- E.g. Let's hear what ... has to say. Who'd like to begin? Can I just add something there? Shall I start? Can I just finish what I was saying? Let him/her finish.
- Softening what you say (9)
- E.g. It's just that... I'm really sorry but... I'm probably not the best person to ask. Better luck next time. I'm not quite sure how to tell you this.
- Describing a picture (10)
- E.g. in the top left / right-hand corner. In the background / foreground. On either side. On both sides. I can't quite make it out. I'm not sure what it is.

### **Vocabulary & Topics**

- Names
- Word families
- Types of story

- Character adjectives
- Adjectives + preposition
- Verbs + noun + preposition
- Abstract nouns
- Verbs to describe change
- Goals and achievements
- Buildings and architecture
- Usual and unusual adjectives
- Compounds
- Three-word phrasal verbs
- Film words
- Adjective + noun collocations
- World trade
- Buying and selling
- Generations
- Prefixes
- Idioms
- Languages and learning
- Colloquial phrases

### **Writing Text Types**

- A report
- A story
- A formal letter or email
- An informal email
- A review
- An article
- A description
- A website / blog post
- An essay (Possible contexts: a website asking its readers for opinions, the opinion column of an online newspaper / magazine, the school website (after a class discussion). Some sample topics may include (but are not limited to) the internet, mobile phones, vegetarianism, city life, etc.)

### **Writing skills**

- Presenting statistical information (1)  
E.g. Using percentages and fractions. / Using adjectives / adverbs: almost, approximately and prepositions: over, under
- Avoiding repetition (2)  
E.g. using pronouns and adverbs; using synonyms or similar words; using a variety of time conjunctions (when, while, as soon as, as)
- Contrasting ideas (4)  
E.g. Although, though, even though. While, whereas. However, nevertheless. In spite of, despite.
- Giving impressions in a description (6)  
E.g. look + adjective, look / sound / behave / seem like / as if + subject + verb, give the impression that, come across as
- Making suggestions and expressing preferences (7)  
E.g. What about + verb + ing. Have you considered / thought about...? I suggest you... I'd prefer / I'd rather ... (than)
- Developing an argument (8)  
E.g. My feeling is that... I wonder if... One / another reason. That's why... Because, since,

because of, due to. As a result / consequence... So, Therefore. What's more, In addition, Moreover. To sum up, In conclusion, For all the reasons above, On balance.

- Expressing strong views (10)
- E.g. using intensifiers and inversion. Using adverbs: Frankly, Admittedly, Unfortunately. Using the negative form of words: unacceptable, unfair, injustice.

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