

**FIFTH YEAR  
WEB SAMPLE 2015**

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. My parents don't understand me.

I wish .....

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.

## 5<sup>th</sup> Year (face2face Intermediate 2<sup>nd</sup> Edition)

### Grammar & Structures

- Question forms: Questions with auxiliaries, Subject questions, questions with prepositions; Questions with: *How long* and *How many* (1A)
- Question tags (1D)
- Prepositions with adjectives: e.g. *good at*, *pleased with* (*by/about*) (1C)
- Direct and indirect questions (7D)
- *Gradable and strong adjectives, adverbs* (2C)
- Reflexive pronouns: *myself*, *yourself*, etc (6B)
- Comparative forms: comparatives, superlatives, *much*, *a bit*, *far*, (*not*) *as...as*, *different from*, *the same...as*, *very similar to...* (5A)
- Use of articles: *a*, *an*, *the*, no article (7C)
- Quantifiers: *a bit too much/many*, (*not*) *enough*, *plenty of* (8B)
- Defining and non-defining relative clauses with *who*, *which*, *that*, *whose*, *where*, *when* (9A)
- Connecting words: *although*, *even though*, *however*, *despite*, *in spite of* (9C)
- Phrasal verbs: Type 1-2,3 &4 (10C)

### Modal Verbs

- *Can*, *be able to*, *be allowed to*, *be supposed to*, *must*, *have to*, *should*, *ought to*: (2A) *Mustn't* – *don't have to*: contrast (2A)
- *Used to* (4A)
- Ability: *Can*, *could*, *be able to*, *manage to*, *have no idea how to*, *be good at* (7A)
- *Was/were going to*, *was/were supposed to* (10A)
- *Must/ can't*, *might*, *could*, for deductions in the present (10B)
- Present Continuous and Present Simple: Contrast (2B)
- State and Action verbs (2B)
- Past Simple or Present Perfect Simple: Contrast – FOR - SINCE (3A)
- BEEN – GONE: contrast(3A)
- Adverbs and phrases used with Present Perfect: *never*, *just*, *yet*, *still*, *already*, *recently*, *lately* (3A)
- Present Perfect Continuous and Present Perfect Simple: Contrast (3B)
- Past Simple, Past Continuous, Past Perfect (4 A-B)
- The Future: WILL, BE GOING TO, Present Continuous (5B)

### Verb patterns (5C)

- o Verbs + ING e.g. KEEP
- o Verbs + INF with TO e.g. NEED
- o Verbs + INF without TO e.g. WOULD
- o Verbs + OBJ+ INF with TO e.g. PAY

- Verbs + OBJ + INF without TO e.g. MAKE

### Conditionals

- First Conditional and Future Time Clauses (6A)
- Zero conditionals: conditionals with imperatives and modal verbs, *IN CASE* (6B)
- Second conditional (7B)
- Third conditional with *would have* (12A)

### Passive voice:

- Present Simple and Continuous, Present Perfect Simple, Past Simple, be going to, Will, Can, (8A)
- Present Perfect Simple Active and Passive for recent events (9B)

### Reported Speech:

- Statements: SAY and TELL; Questions and imperatives (11A-B)

### Patterns with Reporting Verbs (11A)

- Verb + (not) + Inf with TO: e.g. *offer*
- Verb + OBJ+ (not) + Inf with TO: e.g. *invite*
- Verb + ING: e.g. *admit*

### Communication (Real World sections in Student's Book)

- Checking information (1D)
- Showing concern (2D)
  - Asking for, giving and responding to advice (2D)
- Asking for, making and responding to recommendations (3D) e.g.:
  - Is there anything else **worth seeing**?
  - That's definitely worth seeing.// **Don't bother going** to ...
- Softening opinions and making generalizations (4D) e.g.:
  - **Some of them can be** quite rude **at times**
  - **They tend to get rather** (loud)
  - **Generally speaking, most...** // **On the whole, most, ...**
- Explaining what you need (5D):
  - Saying you don't know the name of something: e.g. I can't remember what it is called.

- Describing what things are for: e.g. It's a thing for (opening bottles)
- Describing what sth looks like: e.g. It's a type of liquid
- Checking sth is the right thing: e.g. Is this what you're looking for?
- **Discussion language (6D)**
  - Inviting people to speak: e.g. Paul, you had something you wanted to say
  - Asking to speak: e.g. Sorry, do you mind if I interrupt?
  - (Not) Allowing someone to interrupt: e.g. Sure, go ahead // Can I just finish what I was saying?
  - Making suggestions: e.g. Have you thought of ...? How about...?
  - Asking for opinion, agreeing, disagreeing: e.g. That may be true but what about ...? // That's not true actually.
- Asking for information politely (7D)
  - e.g. Could you tell me whether ...? // Do you know if...? // Have you any idea where...? // Can you tell me what ...?
- Warnings and Advice (8D)
  - Giving warnings: e.g. Watch out for... Be careful when...
  - Responding to advice/warnings: e.g. That's a good idea. I hadn't thought of that.
  - Asking for and giving advice  
e.g. It's a good idea to.../ Make sure you.../ You'd better...
- At the doctor's (9D)
  - What the doctor says
    - e.g. What seems to be the problem?
    - e.g. Come back if you're not feeling better in a few days
  - What the patient says
    - e.g. I keep getting really bad headaches
    - e.g. I'm allergic to penicillin. // I can't stop sneezing.
- Asking for, giving and refusing permission (10 D)
  - Asking for permission: e.g. Do you mind if...?
  - Giving permission: e.g. Sure, go ahead.
  - Refusing permission politely: e.g. Sorry, I don't think we...
- Checking information (11D)
  - Asking someone to repeat information: e.g. Sorry, I didn't get all of that.
  - Checking that the information is correct: e.g. Do you mean...?

## Vocabulary & Topics

- Adventurers
- Birthdays
- Music
- People: appearance, age and

- Celebrations
- Crime
- Decisions and choices
- Feelings
- Festivals
- Food and cooking; meals
- Free time & weekend activities
- Health: health problems, symptoms and treatment. Natural medicines
- Goals and achievements
- Homes and buildings; parts of a home; location
- Likes and dislikes
- Materials; containers
- Money
- character
- Recycling
- Sleep; nightmares
- Social customs
- Social networking
- Superheroes
- Superstitions
- Technology, computers & electrical equipment
- The media
- The news: news stories
- The weather, bad weather and natural disasters
- Travel & Tourism
- Work

### **Writing Text Types**

- Articles
- Formal / Semi-formal / Informal letters: to a newspaper, of application
- Stories
- Reviews (books, films)
- Descriptions: people, places and important moments.
- Emails