EKSĀMENS ANGĻU VALODĀ
12. KLASEI
2008. gads
Klausīšanās

Task 1 (8 points)
Listen to a radio interview about the history of the @ sign. Circle the correct option.

1. The @ sign dates back to:
   a) the time when the postage stamp was invented.
   b) the time before the postage stamp appeared.
   c) manuscripts in our era.
   d) the time when e-mail was invented.

2. One of the recent theories was that:
   a) the @ sign was a pointed mark on the vases.
   b) Venice merchants used the @ sign as a container.
   c) the @ sign was introduced by Venice merchants.
   d) the @ sign was used to describe liquids.

3. Some languages use the name for the @ sign that:
   a) reflects a colourful image.
   b) is based on drawings by the Romans.
   c) is based on its history.
   d) describes its shape.

4. Typewriters were introduced:
   a) at the turn of the 18th century.
   b) in the 20th century.
   c) when standards of the written form appeared.
   d) in the 19th century.

5. The @ symbol was chosen for e-mail addresses because:
   a) the Internet was introduced.
   b) it was on the English keyboard.
   c) it had a special meaning.
   d) the message included several symbols.

6. Most languages:
   a) prefer the Latin version.
   b) use the original name.
   c) use two names.
   d) never adopted the conventional name.

7. A lot of languages use the names of:
   a) animals and food for the @ symbol.
   b) animal horns and tails for the @ symbol.
   c) food and plants for the @ symbol.
   d) food and trees for the @ symbol.

8. The woman thinks that one of the funniest names means:
   a) rock and roll.
   b) roll pastries.
   c) rolled herring.
   d) a happy role.

LIVEWORKSHEETS

Task 2 (12 points)

Listen to the story of the polar pilots who save the lives of people dreaming to reach the North Pole. Mark the statements about the text as true (T) or false (F). Tick the appropriate box. An example has been given.

TO THE END OF THE EARTH

No		T	F
0.	*Example:* *The polar pilots of the Arctic are a group of tough men who fly small planes.*	√	
1.	The temperature falls to –60 °C on the Arctic ice, but it does not hurt the toes.		
2.	Some years ago Dave Mill managed to reach the North Pole, but he was seriously injured.		
3.	A pilot came to Mill's aid within 2 days time.		
4.	The pilot risked his life and landed the plane on the North Pole.		
5.	Mill was received as a hero on his return to Britain.		
6.	The pilot used a mobile phone to email digital photographs.		
7.	The pilot who rescued Dave Mill did not appear in the news.		
8.	Adventurers willing to reach the Pole do not rely on the polar pilots.		
9.	Adventurers can choose any time of the year to go as far as the North Pole.		
10.	The North Pole in summer turns into an island of ice and begins to float.		
11.	Karl Edberg keeps a record of each time he has reached the North Pole.		
12.	The North Pole has no special meaning for Karl.		

LIVEWORKSHEETS

Task 3 (10 points)
Listen to the text about the people's influence on the environment. Complete the notes.

THE DAMAGED ENVIRONMENT

1. People have influenced the environment in three very different ways:
   a) by _____(1),
   b) by changing the physics and chemistry of the environment,
   c) by _____(2).

2. Ecosystems might be dangerously harmed if:
   a) _____(3),
   b) _____(4).

3. The seriousness of the threat from chemical pollution was first understood in
   _____(5).

4. At present scientists design chemicals that
   _____(6).

5. Some long-lasting effects have been caused by changes in:
   a) _____(7),
   b) _____(8).

6. "Virgin" forests will be established only in
   _____(9).

7. One of the damages to the environment that cannot be repaired includes
   _____(10).

LIVEWORKSHEETS

Aizpilda vērtētājs:

Vērtētāja kods:

Valodas lietojums

Task 1

Read the text below and circle the letter next to the word or phrase, which best completes each sentence. The first has been done for you as an example (0).

IRISH STEW

We decided to go back to one of the islands, and put up there for the night. George said it would __ (0) __ a splendid opportunity to try a good supper.

It seemed a __ (1) __ idea. George gathered wood and __ (2) __ a fire, and we started to peel the potatoes. I should never __ (3) __ that peeling potatoes was __ (4) __ undertaking. We began cheerfully, __ (5) __ our lightheartedness was gone__ (6) __ the time the first potato was finished, there was __ (7) __ potato left – at least none worth __ (8) __ of.

George had a look at it and said we had to scrape them. So we scraped them, and that was harder work __ (9) __ peeling. We worked for twenty minutes, and did four potatoes. George __ (10) __ it was absurd to have only four potatoes in an Irish stew, __ (11) __ we put in a cabbage and some peas.

I forget the __ (12) __ ingredients, but I know nothing __ (13) __; and I remember that, towards the end, Montmorency appeared with a dead water-rat in his mouth, __ (14) __ he evidently wished to present as his __ (15) __ to the dinner.

(Jerome K. Jerome. *Three men in a Boat*)

0.	**A**	take	(**B**)	be	**C**	make	**D**	have
1.	**A**	fascination	**B**	fascinated	**C**	fascinating	**D**	fascinate
2.	**A**	put	**B**	set	**C**	got	**D**	made
3.	**A**	had thought	**B**	have thought	**C**	have been thinking	**D**	be thinking
4.	**A**	like	**B**	none	**C**	more an	**D**	such an
5.	**A**	so	**B**	but	**C**	however	**D**	and
6.	**A**	at	**B**	by	**C**	with	**D**	in
7.	**A**	no	**B**	not	**C**	any	**D**	little
8.	**A**	to be speaking	**B**	to speak	**C**	speaking	**D**	being spoken
9.	**A**	then	**B**	as	**C**	that	**D**	than
10.	**A**	told	**B**	said	**C**	enquired	**D**	ordered
11.	**A**	although	**B**	because	**C**	so	**D**	while
12.	**A**	other	**B**	another	**C**	rest	**D**	same
13.	**A**	wasn't wasted	**B**	were wasted	**C**	wouldn't waste	**D**	was wasted
14.	**A**	that	**B**	what	**C**	which	**D**	why
15.	**A**	contribution	**B**	constituent	**C**	conservation	**D**	container

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Kopā par 1. uzd.: _____

LIVEWORKSHEETS

Task 2

Look carefully at each line. Some lines are correct, but some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space. The task begins with two examples.

A LABORATORY ACCIDENT THAT LEFT ITS MARK ON THE WORLD

0.	*Sticky little pieces of paper, coloured yellow, began to appear in*	✓
00.	*offices around the world early than in the 1980s. They were*	*than*
1.	usually stuck to documents, and it carried messages scribbled	
2.	from one person to another. As the decade was advanced, the	
3.	sticky slips, called for Post-it Notes, spread to colleges, and	
4.	finally into homes. Students and researchers who began using	
5.	them to mark relevant pages in books; and working wives and	
6.	husbands were left hurried messages for each other stuck to the	
7.	refrigerator. The names Post-it and Post-it Note are trademarks	
8.	of 3M, the company which was invented and still manufactures	
9.	them. Post-It Notes were created by an accidental discovery in a	
10.	laboratory in St. Paul, Minnesota. In the 1968, Spencer Silver	
11.	was attempting to design a strong adhesive but developed one	
12.	that was very weak and the company 3M dismissed from it	
13.	as useless. However, to one of its employees, a chemist called	
14.	Arthur Fry, was a choir singer and used the weak glue to	
15.	make out bookmarks for his song-book. They could be easily	
16.	attached and easily removed when they were no longer needed,	
17.	without damaging of the pages or leaving marks on them.	

(Wikipedia, the free encyclopaedia)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

Kopā par 2. uzd.: _____

LIVEWORKSHEETS

Task 3

Fill each of the numbered blanks in the following passage. Use only one word in each space. The task begins with an example (0).

GLOBAL OBESITY*

The world has a weight problem. We are eating more junk *(0)____and____* getting less exercise. The health risks are as enormous (1)_____ our waistlines. 1. _____

Within the past decade obesity rates have shot up by 50 percent. Even places more familiar with famine (2)_____ fat are starting to worry (3)_____ their waistlines. Africa now has weight-loss clinics whereas in the past people would only come to the hospital because they had infectious diseases. 2. _____ 3. _____

How did we all get (4)_____ fat? The problem stems from the collision of (5)_____ number of modern trends: rising affluence and urbanisation; the fast growth of conveniences (6)_____ cars, computers and television; and 21st-century work culture, with its desk (7)_____ and long hours. 4. _____ 5. _____ 6. _____ 7. _____

The fat epidemic is spreading (8)_____ richer to poorer parts of the world. In Brazil (9)_____ poor used to fill up on beans, (10)_____ provided iron and protein. But mass movement to the cities has meant that people eat fewer meals at home; beans and rice have given (11)_____ to burgers and ice cream. 8. _____ 9. _____ 10. _____ 11. _____

In many places, fruits and vegetables are far (12)_____ expensive than fats, sugar and meat; and Coca-Cola is cheaper than bottled water (13)_____ most of the world. 12. _____ 13. _____

*when someone is very fat in a way that is unhealthy

(Newsweek, August 11, 2003*)*

Kopā par 3. uzd.: _____

Kopā par valodas lietojumu: _____

LIVEWORKSHEETS