

Task 4 (7,5 points). Questions 26-40

Complete the text with the correct form of the verbs in brackets.
An example (0) has been done for you.

One day the wind and the sun (0)... *were having*.... (have) an argument about which of them was more powerful. The wind said that he was stronger than the sun because he (26) (can) blow down trees, destroy buildings, and cause shipwrecks. But the sun (27) (agree), saying that his ability to make plants grow, ice melt, and water dry up showed that he was stronger and more important than the wind.

While they (28) (argue), they saw a man walking down the road. The man (29) (wear) a heavy coat. When the sun and the wind saw the man, they decided that they (30) (use) him as a test of their powers. The wind said that he could blow the coat off the man. The sun laughed at the wind, and agreed to let him test his powers first. If the wind (31) (succeed) in getting the man’s coat off him, the wind (32) (be) more powerful.

The wind began to blow as hard as he could, but all that happened (33) (be) that the man held his coat tighter and tighter around himself even when he could hardly stand up to the force of the wind. Finally the wind gave up and (34) (tell) the sun to try.

Then the sun came out from behind a cloud and began to shine on the man. After struggling in the strong wind, the man (35) (please) to have calm sunshine, and he began (36) (smile). He let go of his coat and began to swing his arms as he walked along. The sun (37) (shine) stronger and stronger. As the man began to feel warmer, he (38) (button) his coat and opened it. Finally he (39)..... (become) so warm that he took his coat off completely.

The sun had proved that warm persuasion succeeds when cold force (40)..... (fail).

This is the end of the Year 12 examination.
You will have 30 minutes to transfer your answers to the answer sheet.



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INGLISE KEELE RIIGIEKSAM

II VIHIK

8. MAI 2004

II OSA. KUULAMINE

AEG: 35 MINUTIT / 20 PUNKTI
3 ÜLESANNET / 29 ÜKSIKKÜSIMUST

Task 1 (5 points). Questions 1-10

You are going to hear a conversation at an airport. You are going to hear it twice. Read the form below. You will have 30 seconds to do this. Listen to the conversation and fill in the missing data. An example (0) has been done for you. Be as brief as possible. Listen again and check your answers.

LOST LUGGAGE FORM

Name: (1)

Contact telephone: 08701657288

Deliver to: (2)

Date: (3)

Flight number: BA47921

Flight from: (4)

Items missing: 1. (0) *suitcase*
2. (5)

Details of lost luggage:

1. Special details: (6)

Material: (7)

Contents: (8) and

Value: 200 £

2. Colour: *brown*

Special details: *bulky*

Contents: (9)

Value: (10)

This is the end of task 1.
Now turn to task 2.

Task 2 (6 points). Questions 11-20

You are going to hear a radio programme. You are going to hear it twice. Read the sentences below. You will have 60 seconds to do this. Listen to the tape and circle the right answers. An example (0) has been done for you. Listen again and check your answers.

- (0) Music companies try to stop music piracy by:
- a) launching a campaign against Kazaa
 - b) suing Kazaa for piracy
 - ☒ c) producing new protected CDs.
- (11) In recent years the Dead Sea has
- a) lost the healing effect of minerals and salt
 - b) been disturbed by tractors
 - c) become much shallower.
- (12) The Mediterranean-style diet contains
- a) a lot of fish and meat
 - b) a lot of fish and fresh vegetables
 - c) a lot of fish and poultry.
- (13) British Airways will stop Concord flights because of
- a) complaints from passengers
 - b) security problems
 - c) economic reasons.
- (14) Finding Nemo has earned already
- a) 90 million dollars
 - b) 62.6 million dollars
 - c) 70 million dollars.
- (15) The Billabong Odyssey is
- a) a mountain climbing project
 - b) a project to ride a wave
 - c) an environmental project.
- (16) Microsoft asks future employees to
- a) show their initiative
 - b) work out solutions to puzzles
 - c) demonstrate their creativity.
- (17) Global warming has caused an increase in plants on the Earth by
- a) 6%
 - b) 9%
 - c) 19%.
- (18) The French Culture Ministry doesn't allow employees to
- a) send e-mails any more
 - b) use English at work
 - c) use the word e-mail.

Task 2 (4,5 points). Questions 8-16

Use the words in brackets in their correct form to fill in the gaps. An example (0) has been done for you.

His name was Fleming, and he was a (0)...*poor*... (poverty) Scottish farmer. One day, while (8) (try) to make a living for his family, he heard a cry for help coming from a (9) (near) bog. He dropped his tools and ran to the bog. There, mired to his waist in black muck, was a (10) (terrify) boy, screaming and struggling to free (11) (he). Farmer Fleming saved the lad from what could have been a slow and (12) (terrify) death.

The next day, a fancy (13) (carry) pulled up to the sparse surroundings. An elegantly dressed nobleman (14) (step) out and introduced himself as the father of the boy Farmer Fleming (15) (save).

‘I want to repay you,’ said the nobleman. ‘You saved my son’s life.’
‘No, I can’t accept a (16) (pay) for what I did,’ the Scottish farmer replied waving off the offer.

Task 3 (4,5 points). Questions 17-25

Fill in the gaps with suitable articles and prepositions where necessary. An example (0) has been done for you. Write a dash (-) where no word is needed.

At that moment, the farmer’s own son came (0).....*to*..... the door of the family hovel.
‘I’ll make you a deal,’ the nobleman said. ‘Let me provide him (17) the level of education my own son will enjoy. If (18) lad is anything like his father, he’ll no doubt grow to be a man we both will be proud (19)’ And that he did.
Farmer Fleming’s son attended (20) very best schools and in time, graduated from (21) St. Mary’s Hospital Medical School in London, and went on to become known throughout the world as (22) noted Sir Alexander Fleming, the discoverer (23) Penicillin. Years afterward, the same nobleman’s son who was saved (24) the bog was stricken with (25) pneumonia. What saved his life this time? Penicillin.

Someone once said: What goes around comes around.

Task 1 (3,5 points). Questions 1-7

Martin Smith, Estost manager, is talking to a reporter about his business career. He can still remember his first job interview after leaving school. Put the reporter’s sentences into reported speech. An example (0) has been done for you.

(0) Interviewer: ‘What school did you finish?’

Martin: The interviewer asked me (0) what school I had finished.

(1) ‘Have you worked before?’

Martin: She asked me (1)

(2) ‘Where did you work?’

Martin: Then she asked me (2)

(3) ‘Why do you want the job?’

Martin: She also asked me (3)

(4) ‘What are you good at?’

Martin: She wanted to know (4)

(5) ‘How much do you hope to earn?’

Martin: Then she asked me (5)

(6) ‘When can you start?’

Martin: She wanted to know (6)

(7) ‘I wish you good luck.’

Martin: And finally she (7)

(19) In Dano Bar people communicate by

- a) whispering
- b) writing messages
- c) using phones.

(20) Many young Japanese people have a part-time job because

- a) there are not enough jobs
- b) companies prefer more experienced workers
- c) they continue their studies while working.

This is the end of task 2.
Now turn to task 3.

Task 3 (9 points). Questions 21-29

You are going to hear a talk about a famous Estonian composer. You are going to hear it twice. Study the notes below. You will have 45 seconds to do this. Listen to the talk and fill in the missing data. An example (0) has been done for you. Do not write more than 3 words. Listen again and check your answers.

Veljo Tormis, an Estonian composer, was born in (0)1930..... .

Veljo Tormis has composed mainly for (21)

because he believes that music begins with words.

Tormis’ father, Riho Tormis, the parish clerk at Vigala church was an amateur (22)

..... and (23)

V. Tormis started his music studies at the age of 12.

He studied (24) at the Conservatory.

He continued his studies at the Moscow Conservatory from 1951 to 1956.

A student expedition to Kihnu changed his attitude to the use (25)

In Tormis’ works old folk songs sound in (26)

Tormis believes that audience should understand his songs, so he has supervised (27)

..... of his songs.

In 1980 the ballet cantata Estonian Ballads (28)

in the Estonian National Opera.

In late 70s Tormis’ song cycles earned him the aura of (29)

Tormis’ music has proved to have power regardless of language or time.

This is the end of the listening paper.
Now turn to the reading paper.

Task 1.1 (3,5 points). Questions 1-7

Eight sentences have been removed from the text. Read the text and write the appropriate letter in the box. An example (0) has been done for you. Note that there are two extra sentences.

AN ITALIAN EDUCATION

Tim Parks

Sending his son to school in Italy caused Tim Parks to recall his own schooling in England and draw some interesting comparison.

When I went to primary school, I carried no bag, because the books were all there, inside my desk. (1)... Later, when there was homework, one carried a little briefcase, which went with the collar and tie – we were little businessmen, little accountants and executives, travelling to school on bus and tube- and inside that bag it smelled of sandwiches because the school meals were so awful you opted out.

In Italian schools only essential textbooks are provided and only up to a certain age. (2)... They're expensive. This means that if the books were left in the school, people would be afraid of their being stolen, afraid of having to pay for them again, afraid of losing all the places they have underlined them and written notes in the margin. (3)...

So the children carry all their books to school every day – from six years old to eighteen (4)...Instead, they have backpacks of fluorescent pink and yellow with 'Invicta' written on them and shiny plastic buckles, the same as they will carry years later about the streets of Rome and Paris and London when their mothers finally feel able to let them go away for a few days on a school journey. (0)... Five kilos of books...

But however heavy they may be, their backpacks will never smell of sandwiches. The food is so good no one would ever dream of opting out of school meals. Or rather, the mothers would never dream of letting the authorities let the food get so bad that anyone would want to opt out.

And they'll never smell of football boots either. (5)... There are no music lessons, no singing lessons, no school choir, no carpentry for the boys and cookery for the girls, no football, no swimming, no athletics, no sports day, no school teams. (6)... That's important. It doesn't, and later on the university won't either, try to create in the child the impression of belonging to a large social unit with its own identity.

(7)... No hymn singing, no prayers, no speech day. Apart from the centenary, which, as the headmistress pointed out, can hardly happen every day, school, for Stefi at six, for Michele at eight, is no more and no less than reading and writing and mathematics, geography and science, oh, and English (just introduced).

'I Spy, A Cascades Collection of Viewpoints on Society', London, 2002

(1)

(2)

(3)

(4)

(0)

G

(5)

(6)

(7)

A

The school doesn't, as it does in England, pretend to offer a community that might in any way supplant the family, or rival Mamma.

B

For school offers no games, no extracurricular activities.

C

Others are bought by the parents.

D

Not in briefcases, which probably wouldn't be big enough and certainly wouldn't go with the casual clothing the children wear.

E

There are no lockers.

F

Or if I did, it was a pump bag for gym, or for games.

G

I weighed Michele's school backpack one morning.

H

But apparently this was wrong.

I

There is no assembly in the morning.

J

They take their sport much more seriously.

Task 3.1 (4,5 points). Questions 24-32

Read the text and decide whether the following statements are True (T), false (F) or there is no information (NI) in the text. An example (0) has been done for you. Tick (✓) the appropriate box.

	T	F	NI
(0) Dramatic climate changes are caused by the overuse of fossil fuels.	✓		
(24) The people who are forced to abandon their homes due to environmental disasters outnumber the political refugees.			
(25) The environmental refugees have been officially recognised by governments.			
(26) Environmental refugees are people forced to flee across an international border because of persecution.			
(27) In Cambodia the number of environmental refugees will double.			
(28) There are twenty countries on the list that might offer temporal relocation to people from environmental disaster regions.			
(29) In the 90's more than 100 million people suffered from malnutrition in Africa.			
(30) The Maldivian people will be most welcome in Sri Lanka when the sea level rises.			
(31) India is expected to suffer because of the sea level rise.			
(32) Humanitarian help programmes have been most helpful in dealing with the issue of environmental refugees.			

Task 3.2. (4 points). Questions 33-40

Match the underlined words in the text with their dictionary definitions. Write the appropriate number in the box. An example (0) has been done for you. There are three extra words underlined.

(0) n. shelter or protection from someone or something	0
(33) n. the process by which useful land, especially farm land, changes into desert.	
(34) v. to continue trying to achieve something over a long period of time.	
(35) n. a group of people with skills or specialist knowledge who have been chosen to give advice or opinion on a particular subject.	
(36) adj. has been done deliberately.	
(37) adv. by only a small amount ; slightly.	
(38) n. a very big change that often causes problems.	
(39) v. to ignore something or treat it as unimportant.	
(40) n. a person or a thing that corresponds to or has the same function as sb. or sth. else.	

Task 3 Read the following text and do the two tasks.

UNNATURAL DISASTERS

The number of people seeking refuge (0) as a result of environmental disaster is set to increase dramatically over the coming years. Global warming - more than war or political upheaval (1) - stands to displace millions. And climate change is being driven by the fossil fuel-intensive lifestyles.

Though they have no official status, environmental refugees are already with us. They are people who have been forced to flee their homes because of factors such as extreme weather, drought and desertification (2). There are already more of them than their "political" counterparts (3) - 25 million, according to the last estimate, compared to around 22 million conventional (4) refugees at their highest point in the late 1990s. By 2050, mostly due to the likely effects of global warming, there could be more than 150 million.

In 2001, 170 million people were affected by disasters, 97% of which were climate-related, such as floods, droughts and storms. In the previous decade more than 100 million suffered drought and famine in Africa, a figure likely to increase with global warming.

Sea level rise in the range expected by the intergovernmental panel (5) on climate change would devastate (6) the Maldives. Without real international legal protection, their people could become resented minorities in Sri Lanka, itself threatened, or India, with its own problems. Up to 10 million could be displaced in the Philippines, millions more in Cambodia, Thailand, Egypt, China, across Latin America - the list goes on.

In academic communities, there have been many discussions over definitions. Some would exclude (7) environmental refugees from the protection the Geneva Convention affords because, they say, recognition would be "unhelpful", overloading the existing refugee apparatus. The alternative, though, is to rely on current humanitarian relief operations that are widely considered inadequate. The convention could, however, already be used in its current form. Refugees are defined as people forced to flee across an international border because of a well-founded fear of persecution, or fear for their lives and freedom.

There is a wide acceptance that current national policies would not be remotely (8) capable of handling the problem. The environment can clearly be "a tool to harm". But to fit the argument for refugee status, can the harm be called intentional? Yes, if a set of policies is pursued (9) in full knowledge of their damaging consequences, such as flooding a valley where an ethnic minority might live in a dam-building project.

The causes and consequences of climate change - who is responsible and who gets hurt - are now well understood. Actively disregarding (10) that knowledge would be intentional (11) behaviour. Environmental refugees need to be recognised, and the problem managed before it manages us.

Guardian, October, 15, 2003

Task 1.2 (3 points). Questions 8-13
Which is the correct answer according to the text? Circle the right answer.
An example (0) has been done for you.

(0) Why didn't the author have a school bag in primary school?

- A. they didn't use books
- B. he went to school by bus
- C. they had no homework

(8) What do the Italian children carry in their schoolbag?

- A. books
- B. school lunch and books
- C. sports things, sandwiches and buckles

(9) Why do Italian children always eat their school meals?

- A. not to disappoint their mothers
- B. the meals are delicious
- C. the authorities do not let them opt out

(10) Why don't Italian children carry football boots to school?

- A. the school provides them with sport things
- B. they do not have sports classes
- C. they do not like to play football at school

(11) Which set of subjects is included in the curriculum in Italy?

- A. physical education, mathematics, science, foreign languages
- B. reading, writing, mathematics, music, geography
- C. foreign languages, reading, writing, science

(12) How do Italian pupils get the necessary textbooks?

- A. parents have to buy all the books
- B. they get some books free in younger classes
- C. they get books from the school and are not allowed to take them home

(13) What is the main aim in Italian school?

- A. not to take any other responsibilities than pure teaching
- B. offer the child the feeling of belonging to a community
- C. take the place of the family

Task 2 (5 points). *Questions 14-23*
Read the text and answer the questions. Write the number of the paragraph in the box.
The paragraphs may be chosen more than once. In some cases there are two answers.
An example (0) has been done for you.

Which paragraph(s) ...

(0) *describes local people's expectations?*

(a) provides reasons why the crop is disposed to disease?

(b) mentions the world's biggest consumer country of the crop?

(c) discusses future perspectives?

(d) explains why research is not supported by the local farmers?

(e) mentions the importance of a crop?

(f) justifies the location of a state-financed project?

(g) stresses the importance of co-operation?

(0)	6	
(14)		(15) <input type="text"/>
(16)		
(17)		(18) <input type="text"/>
(19)		
(20)		(21) <input type="text"/>
(22)		
(23)		

RICH PICKINGS

1. To Ugandans “matooke” means both food and banana. This is hardly surprising, as the average person in Uganda consumes over 350 kg of bananas a year, more than anywhere else in the world. So it is fitting that a new banana research centre – managed by Uganda’s National Agricultural Research Organisation (NARO) and largely funded by the government - opened this week in Kawanda, outside Kampala.
2. Bananas are staple food crops for millions of people in poor countries, and the fourth-largest crop in the world by value. So a better understanding of the humble banana is vitally important. But as 90% of production takes place on small farms, poor-world growers are not best positioned to commission the basic research that is urgently needed. Uganda is, as it is the second-largest producer in the world, growing 11 m tonnes of bananas each year.
3. The trouble with bananas is that they are clones. In the wild, the banana is an inedible fruit stuffed with stony seeds. Edible varieties of the banana probably first arose as mutants containing no seeds. The problem with growing clones, though, is that they are susceptible to disease. If a parent plant is infested with a pest of some kind, the offspring is likely to be too.
4. As there are so few varieties of edible banana, there is little genetic diversity from which pest - resistant versions can be developed. Chemical spraying is not an option either, as it is expensive and not always effective. The result is that diseases can spread very rapidly in Uganda’s bananas, infecting the entire crop. Outbreaks of pests can cut crop yields by 50% or more.
5. The NARO lab plans to fight such pests in several ways. A longer - term aim will be to use the tools of molecular biology to improve the banana. This research will be aided by the International Network for Improvement of Banana and Plantain, a group based in Montpellier, France, that co-ordinates international banana research. If all goes as planned, this will give Uganda access to rich-country expertise in genetics. Ultimately, it should allow the country to become self-sufficient in the science of manipulating bananas to create varieties that are disease-resistant.
6. Moving research closer to its point of application will not only speed the turnaround of useful discoveries but should also increase farmers’ acceptance of innovations. Ugandans will be hoping that the researchers do not slip up.

The Economist, August 23rd 2003