EKSAMITÖÖ KOOD

INGLISE KEELE RIIGIEKSAM

II VIHIK

6. MAI 2019

Eksamitöö täida sinise või musta tindi- või pastapliiatsiga.

Task 1. *Questions 1–9*

You will hear a radio programme about things every high school graduate should know. You will hear the recording **only once**. Before you listen, read the sentences below. While you listen, complete the sentences. Write no more than **two words** in each gap.
An example (0) has been done for you. You now have **30 seconds** to read the sentences.

Täidab hindaja
+/–/9

Point 1: *Life will not get easier, but it will* (**0**) _____*get better*_____.

College students can concentrate on things they want (**1**) _____. | *1*

Point 2: Some of your old friends will (**2**) _____. | *2*

As people grow older, they experience new people, places, and (**3**) _____. | *3*

Point 3: When you are in college, your life will be (**4**) _____. | *4*

Being with like-minded people can make things seem (**5**) _____. | *5*

Point 4: As you age, you will have more (**6**) _____. | *6*

You can show that you are ready to become an (**7**) _____. | *7*

Point 5: You can finally (**8**) _____. | *8*

After graduation, there are no more high school (**9**) _____. | *9*

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

Task 2. *Questions 10–15*

You will hear different news items. You will hear the recording **twice**. Before you listen, read the headlines (**A–L**) below. While you listen, match the headlines to the news items and write letters (**B–L**) in the table. There are **two extra** headlines that you do not need to use.
An example (0) has been done for you. You now have **30 seconds** to read the headlines**.**

Headlines

A	*An innovative vehicle*
B	Studying an endangered species
C	Alarming financial estimates
D	Three suspects arrested after overnight break-in
E	Hidden treasure in an unexpected place
F	Real estate boom in Australia
H	Unwanted occupants successfully displaced
K	Unexpected group of thieves
L	No rights, no obligations, no utilities

0.	*Example 0*	*A*
10.	**Item 1**	
11.	**Item 2**	
12.	**Item 3**	
13.	**Item 4**	
14.	**Item 5**	
15.	**Item 6**	

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

Task 3. *Questions 16–24*

You will hear a radio programme about an unusual art exhibition. You will hear the recording **twice**. Before you listen, read the sentences below. While you listen, tick the correct option (**A**, **B** or **C**). *An example (0) has been done for you.* You now have **45 seconds** to read the sentences.

0. According to the female reporter, it can be difficult to

A ☐ *turn back climate change.*
B ☐ *learn to live with climate change.*
C ☑ *understand what climate change means.*

16. Storm King

A ☐ is situated near a park in NYC.
B ☐ got its name from a big hill.
C ☐ is located five miles from NYC.

17. Storm King is a place where people can

A ☐ see massive buildings.
B ☐ climb a high mountain.
C ☐ see more than just nature.

18. The participating artists

A ☐ want to start a new art trend.
B ☐ explore a harmful trend.
C ☐ invite people to follow a new trend.

19. Artist Jenny Kindler wants people to

A ☐ feel threatened by wildlife.
B ☐ look at hundreds of birds.
C ☐ think about their actions.

20. Artist David Brooks

A ☐ made bronze statues of animals.
B ☐ recreated objects found in the forest.
C ☐ covered bark, bones and roots with bronze.

21. It is easier to find David Brooks' artwork because

A ☐ there is a map to help you.
B ☐ it is clearly marked.
C ☐ there are signs pointing to it.

22. Before Storm King was opened, it was necessary to

A ☐ build a visitor centre.
B ☐ create lots of parking spaces.
C ☐ make improvements to the area.

23. The male journalist thinks that the pieces of art

A ☐ feel preachy.
B ☐ seem ordinary.
C ☐ are fascinating.

24. Artist Allison Janae Hamilton's work was inspired by

A ☐ events from the past.
B ☐ a spiritual experience.
C ☐ an ancient song.

That is the end of task 3.
Now turn to task 4.

Task 4. *Questions 25–31*

You will hear a woman answer a list of questions about volunteering abroad while travelling. You will hear the recording **twice**. Before you listen, read the questions (**A–M**) below. While you listen, match the questions to the items and write letters (**B–M**) in the table. There are **two extra** questions that you do not need to use. *An example (0) has been done for you.* You now have **30 seconds** to read the questions**.**

Questions

A	*What are you doing at the moment?*
B	What are some of the jobs available?
C	What should a volunteer abroad avoid doing?
D	Was it easy for you to find opportunities abroad?
E	How much did your first project cost?
F	Why did you start travelling around the world?
H	Will you always get the work you really want?
K	What qualifications are needed?
L	What attitude should volunteers abroad have?
M	Why does volunteering abroad cost so much?

0.	*Example 0*	*A*
25.	**Item 1**	
26.	**Item 2**	
27.	**Item 3**	
28.	**Item 4**	
29.	**Item 5**	
30.	**Item 6**	
31.	**Item 7**	

That is the end of task 4.
Now turn to task 5.

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Task 5. *Questions 32–40*

You will hear a talk about setting goals. You will hear the recording **twice**. Before you listen, read the sentences below. While you listen, complete the sentences. Write no more than **three words** in each gap. *An example (0) has been done for you.* You now have **30 seconds** to read the sentences.

Täidab hindaja
+/–/9

The speaker asks the audience to think of their (0) ___*biggest personal goal*___.

Telling others about your goals makes it less (**32**)_____. *32*

To achieve something, you always need to take (**33**) _____. *33*

Not telling our friends about our goals goes against (**34**) _____. *34*

Wera Mahler found that things approved by others feel real (**35**) _____. *35*

The number of people studied by Gollwitzer in 2009 was (**36**) _____. *36*

The ones who had not shared their goals felt a long way from (**37**) _____. *37*

The ones who had shared their goals stopped on average in (**38**) _____. *38*

It turns out we should resist the temptation to (**39**) _____. *39*

We should state our goals in a way that brings us (**40**) _____. *40*

That is the end of the listening test. Now turn to the reading test.

Task 1. *Questions 41–49*

Read the text below and decide which word (**A**, **B**, **C** or **D**) best fits each gap (**41–49**).
Write the letter in the gap. *An example (0) has been done for you.*

The Estonian Internet voting system

Several countries have experimented *(0)* ___B___ casting votes over the Internet, but today, no nation uses Internet voting for political elections to a (**41**) _____ degree than Estonia. When Estonia introduced (**42**) _____ online voting system in 2005, it became the first country to offer Internet voting nationally. (**43**) _____ then, it has used the system in local or national elections about ten times, and in recent local elections, around 30% of (**44**) _____ voters gave their votes online. People around the world look to Estonia's example, and some wonder why they cannot vote online too. Nevertheless, the system remains (**45**) _____. Many Estonians view Internet voting as a source of national pride, but one major political party has repeatedly called for it to be abandoned. Although Estonia's Internet Voting Committee (**46**) _____ that the system "is as reliable and secure as voting in the traditional way", its security has been (**47**) _____ by a variety of critics, including voices within the country and abroad. (**48**) _____ these concerns, the system has not previously been subjected to a detailed independent security analysis. The Estonian Internet voting system (**49**) _____ a unique and important case study in election security. Its strengths and weaknesses can inform other countries considering the adoption of online voting.

http://citeseerx.ist.psu.edu

0.	***A*** *in*	***B*** *with*	***C*** *about*	***D*** *at*
41.	**A** better	**B** more	**C** nicer	**D** greater
42.	**A** it's	**B** its	**C** its'	**D** it
43.	**A** From	**B** About	**C** Starting	**D** Since
44.	**A** participant	**B** participating	**C** participated	**D** participants
45.	**A** argumentative	**B** contrasting	**C** controversial	**D** contradicting
46.	**A** claims	**B** disagrees	**C** shows	**D** demonstrates
47.	**A** asked	**B** issued	**C** embraced	**D** questioned
48.	**A** For example	**B** In spite	**C** However	**D** Despite
49.	**A** symbolises	**B** performs	**C** represents	**D** depicts

Task 2. *Questions 50–58*

Read the article and decide which statement (**A**, **B** or **C**) is true according to the text.
Tick (✓) the correct option. *An example (0) has been done for you.*

Would schools be better off without mobile phones?

When a minister in this government stumbles on a policy that is both popular and good, it is newsworthy. Matt Hancock, the digital minister in the UK, has suggested that all schools ban the use of mobile phones by their pupils. Amanda Spielman, the head of the Office for Standards in Education, Children's Services and Skills, agrees. In France, the government has put forward legislation that will ban the use of phones in all primary and middle schools. This removes the matter from the discretion of headteachers. Those in the UK who have already forbidden screens on their school grounds report few problems. The measure seems entirely straightforward and sensible.

There are three kinds of damage that mobile phones can do in the playground, and schools are right to tackle them. The most obvious may be the least serious: some games and apps are so overwhelmingly appealing when they first appear that unhappy children can be entirely swept away in them. *Fortnite* is the latest mania of this sort. Before that, there were birds, variously angry and flappy. All these trends fade over time and are replaced by others. The market is just too profitable for those who get it right. On the whole, though, these problems are self-regulating.

The second problem, which is not of course confined to school hours, is that social networks make bullying and forming small exclusive groups easier and perhaps more attractive. They make grown-ups behave like bad-tempered teenagers, and real teenagers have fewer defences against their own worst impulses. Schools are right to try to defend themselves and their pupils against such influences.

The most serious, though, is that the constant interruption and the state of twitchy half-attention promoted by the mobile phone tends to degrade the capacity for sustained attention, which schools need to teach. There is evidence, mentioned by Mr Hancock, that just the presence of a phone makes it harder to concentrate, even when it is in a bag or container. The expectation of distraction is its own distraction. This is not just a matter of listening in lessons. Outside the classroom, children are constantly learning – and teaching – important social lessons, and they need to do this with their real companions rather than imaginary ones. Real communities are made from people who might not have chosen one another, and schools should teach children how to live in them. Giving the honour of attention to the people around us is part of that.

Yet, there are practical difficulties with the idea of a national ban on the French model. It would not be reasonable to expect children not to bring their phones to school at all when so much social life and practical interaction with parents is coordinated with them. If the phones are stored at school, that raises security questions about where they are kept. What would the punishments be for those who repeatedly break the rules? These are questions for individual schools and headteachers to decide. If Mr Hancock and Ms Spielman are serious, they should be lobbying for financial support for the schools that must carry out their policy.

The Guardian

0. A member of the UK government has proposed that

A ☐ *mobile phone use should be banned for everyone at schools.*
B ☑ *students should not be allowed to use mobile phones at school.*
C ☐ *students should make better use of their mobile phones at school.*

50. The French government has taken steps to forbid the use of mobile phones

A ☐ in the earlier stages of education.
B ☐ at all education levels before university.
C ☐ at the request of headteachers.

51. The article says that a ban on mobile phones at schools

A ☐ should be introduced by all headteachers independently.
B ☐ should not be introduced because it is too extreme.
C ☐ has already been introduced in some schools in the UK.

52. The attraction of some games and apps

A ☐ is greatest for miserable children.
B ☐ is the biggest problem that schools face.
C ☐ lasts for long periods of time among children.

53. Games and apps that grab too much of students' attention

A ☐ should be regulated by headteachers.
B ☐ are regularly replaced by new ones.
C ☐ make students a lot of money.

54. One of the problems social media sites cause is that

A ☐ parents start behaving childishly with teachers.
B ☐ bullying among students increases.
C ☐ schools become small exclusive groups.

55. The ability to focus for a longer period is

A ☐ a skill students only need in lessons.
B ☐ unaffected if the phone is out of sight.
C ☐ a skill that schools must develop in students.

56. Real-life communication

A ☐ teaches us to live alongside different people.
B ☐ enables us to choose who we communicate with.
C ☐ is taught to students in school programmes.

57. According to the article,

A ☐ a national ban of mobile phones at schools would be easy to carry out.
B ☐ parents should coordinate the storing of mobile phones at school.
C ☐ making students leave their phones at home does not seem realistic.

58. The aim of this article is to

A ☐ discuss the pros and cons of using mobile phones at schools.
B ☐ explain why schools should not allow students to use mobile phones.
C ☐ describe the issues caused by the law banning mobiles in the UK schools.

Task 3. *Questions 59–68*

Read the four texts (**A–D**) about wildlife photographers and the questions (**59–68**) on the next page. Then decide which question is about which person and write the letter (**A–D**) after the question. The letters can be used more than once. *An example (0) has been done for you.*

***National Geographic* photographers**

A **Tim Laman** credits his childhood in Japan for his strong interest in exploring nature. His first publication was in second grade, when his poem written in Japanese about his pet turtle won a competition and was published in the local newspaper. Doing pioneering research in the rain forest of Borneo, Laman climbed giant trees to explore the canopy and study strangler fig trees and their associated wildlife. This work led to his Ph.D. in biology from Harvard and his first *National Geographic* magazine article.

He decided photography and popular articles were a more effective means of communicating the need to protect rain forest habitat, and therefore, all his articles have had a conservation message. Laman continues to collaborate with his wife, Cheryl Knott, a professor at Boston University, on orangutan research and conservation projects in Borneo. They have produced a *National Geographic* children's book on orangutans.

B **Charlie Hamilton James**' photographs are technically complex and involve specially invented and engineered equipment, which he makes himself in his workshop. James has a particular interest in using his cameras as tools to learn more about wildlife, which has led on several occasions to new discoveries. James has been obsessed with kingfishers since he was six and otters since he was ten and has become a world authority on both creatures.

James shoots and produces wildlife films for BBC and Animal Planet, through his production company, which he runs with his wife Philippa Forrester. He also works as a television presenter on a BBC series. Motivated to protect the rain forest habitat of Peru's Manú National Park, he purchased a plot of land adjoining the park, only to learn he had acquired an illegal coca plantation along with it. His misadventures are featured in a series by the BBC entitled *I Bought a Rainforest*.

C **Ami Vitale,** a Nikon Ambassador and *National Geographic* magazine photographer, has lived in mud huts and war zones, contracted malaria, and worn a panda suit—keeping true to her belief in the importance of "living the story." After shooting a powerful story on the transport and release of one of the world's last white rhinos, Vitale shifted her focus to the planet's most pressing issues, including wildlife on the edge of extinction, climate change-precipitated migration, and the struggles and triumphs of the human spirit.

She lectures and teaches workshops throughout the Americas, Europe, and Asia. She joined Ripple Effect Images, an organization of renowned female scientists, writers, photographers and filmmakers working together to shed light on the hardships women in developing countries face and the programs that can help them.

D **Paul Nicklen**, a polar specialist and marine biologist, spent his childhood among the Inuit people. From them he learned the understanding of icy ecosystems, and the survival skills that have helped him to become one of the most successful wildlife and nature photojournalists. Nicklen has produced stories covering issues related to conservation and natural history—from salmon farming to the importance of sea ice and polar ecosystems in this new climate era. Nicklen travels constantly in search of meaningful stories that can help the public connect with Earth's marine realm.

Nicklen received the Alumni Lifetime Achievement Award from his alma mater, the University of Victoria. His appearances on television shows such as *Jeopardy* and in YouTube videos receiving millions of hits have recently thrust him into the popular culture spotlight.

www.amivitale.com; www.worldpressphoto.org; www.nationalgeographic.com

Which person ...

has produced a book for children with his wife?	(*0*) *A*
makes their own photography gear?	(**59**) _____
wants to help people understand life in the sea?	(**60**) _____
has been fond of two different species since childhood?	(**61**) _____
showed talent as a child?	(**62**) _____
has some teaching experience?	(**63**) _____
conducted research resulting in a university degree?	(**64**) _____
has made a film about an extremely rare animal?	(**65**) _____
gained useful knowledge when living with native people as a child?	(**66**) _____
belongs to an organisation which deals with social problems?	(**67**) _____
had an unpleasant surprise after having bought some property?	(**68**) _____

Task 4. *Questions 69–76*

Read the text below and fill in the gaps. Write your answers after the numbers (**69–76**) in the margin. Write no more than **one word** for each gap. *An example (0) has been done for you.*

Where did soccer start?

Long before basketball and soccer, ancient Maya loved _(0)_ play rounds of a Mesoamerican ball game. Today, in Hidalgo, Mexico, a group of athletes are determined to bring _(69)_ the ancient ball game and honour the traditions of their ancestors.

Soccer is by far the world's most popular sport, and for good reason — beloved by at least 265 million people worldwide, it is easy to play in a random yard or field and instantly relate _(70)_ the players racing across stadiums.

The Chinese were _(71)_ first to get their kicks by kicking balls into nets for sport in the third century B.C., and the game known globally _(72)_ football was formalized in England in the 19th century. But the predecessor of most modern ball games as we play them today _(73)_ be found in the Americas.

In Mesoamerica, civilizations flourished long _(74)_ Columbus "discovered" them, and many of these people played a sport that involved _(75)_ heavy ball made from a substance derived from tree resin. It is unclear exactly _(76)_ the game was invented, but it was popular across Mesoamerican cultures like the Teotihuacanos, Aztecs, and Maya beginning about 3,000 years ago.

National Geographic

	Täidab hindaja +/–/9
(*0*) *to*	
(69) _____	69
(70) _____	70
(71) _____	71
(72) _____	72
(73) _____	73
(74) _____	74
(75) _____	75
(76) _____	76

Task 5.

Read the text and complete the two tasks on the next page.

It is time to address artificial intelligence's ethical problems

Whether it is robots coming to take your job or artificial intelligence* (AI) being used in military drones, there is no ***shortage (a)*** of horror stories about AI. Yet, for all the potential it has to do harm, AI might have just as much potential to be a force for good in the world. Harnessing the power for good will require international cooperation and *(0)* __*A*__ tackling difficult ethical questions.

"From diagnosing cancer and understanding climate change to delivering risky and consuming jobs, AI is already showing its potential for good," says Mariarosaria Taddeo, deputy director of the Digital Ethics Lab at Oxford University. One example of the potential is the AI from Google's DeepMind, which made correct diagnoses 94.5 per cent of the time in a trial with Moorfields Eye Hospital, (**77**) ___. The potential for AI to do good is **immense (b)**, says Taddeo. Technology using AI will have the capability to **tackle (c)** issues "from environmental disasters to financial crises, from crime, terrorism and war to famine, poverty, (**78**) ___," she says.

For example, AI has already been used to **sift (d)** through hundreds of bird sounds to estimate when songbirds arrive at their Arctic breeding grounds. This kind of analysis will allow researchers to understand how **migratory (g)** animals are responding to climate change. Another way (**79**) ___ is through images of coral. An AI, trained by looking at hundreds of pictures of coral, helped researchers to discover a new species this year, and the technique will be used to analyse coral's resistance to ocean warming.

Yet, AI is not without its problems. The potential problems that come with AI include a lack of transparency about what goes into the algorithms and who is responsible if a mistake is made. Take the example of an autonomous car that is about to be involved in a crash. The car could be programmed to act in the safest way for the passenger, or it could be programmed to protect (**80**) ___. Whether the **manufacturer (i)** or the owner makes that decision, who is responsible for the fate of people involved in the car crash?

Also, there is the issue of big data collection. AI is being used to track whole cities in China, drawing on data collected from various sources. For AI to progress, (**81**) ___ is only going to increase. This means there will be increasing chances for people's data to be collected, stored and manipulated without their **consent (m)**, or even their knowledge. Taddeo says national and supranational laws and regulations will be crucial to establish boundaries and enforce principles. Yet **ultimately (n)**, AI is going to be created globally and used around the world, **potentially (o)** also in space, (**82**) ___. So, the ways we regulate it cannot be specific to boundaries on Earth.

There should be no universal regulator of AI, Taddeo says. "AI will be implemented across a wide range of fields, from infrastructure-building and national defence to (**83**) ___," she says. So, a one-size-fits-all approach would not work. "We need to consider culturally-dependent and domain-dependent differences." There are a few initiatives already working on understanding AI technology and its foreseeable impact. However, these are in their early stages and more initiatives need to be created, so an informed debate can be had.

We need to understand the nature of post-AI societies and the values that should underpin the design, regulation, and use of AI in these societies. After all, we are only humans. So, the risk remains that (**84**) ___. In this respect, AI is not different from electricity or steam engines. It is our responsibility to **steer (p)** the use of AI so that it would foster human flourishing and well-being and mitigate the risks that this technology brings about.

* artificial intelligence – the capability of a machine to imitate intelligent human behaviour

www.wired.co.uk

Task 5.1. *Questions 77–84*

Nine phrases (**B–O**) have been removed from the text. Match them to the gaps (**77–84**). There are **two extra phrases** that you do not need to use.
An example (0) has been done for you.

A	*a completely new approach to*
B	the people in the other vehicle
C	the first global forum in Europe on the social impact of AI
D	looking at 50 common eye problems
F	we may misuse or underuse AI
H	we are learning about climate change
K	for example, when hunting for exoplanets
L	ignorance, inequality, and appalling living standards
M	EU declaration was signed earlier this year
N	the amount of data needed for it to be successful
O	education, sport, and entertainment

Task 5.2. *Questions 85–91*

Some of the words in the text are written in **bold and marked with a letter (a–p)**. Match the words to their definitions. Write the **letter (b–p)** in the gap in front of the correct definition (**85–91**). In the text, there are **two extra** words in bold that you **do not need** to use.
An example (0) has been done for you.

0. *a* – *n. a situation in which there is not enough of something*

85. _____ – *adj.* extremely large in size or degree

86. _____ – *adv.* possibly

87. _____ – *v.* to try to deal with something

88. _____ – *adv.* finally, after a series of things have happened

89. _____ – *v.* to go through, especially to sort out what is useful or valuable

90. _____ – *adj.* having the characteristic of moving regularly to another place

91. _____ – *n.* permission or agreement

Cambridge Advanced Learner's Dictionary

Task 6. *Questions 92–100*

Read the text below. Use the **appropriate forms** of the words in **bold** to complete the text. Write your answers after the numbers **(92–100)** in the margin.
An example (0) has been done for you.

Technotrash

Technotrash, also called *(0) electron* waste or e-waste, is any broken or unwanted electrical or electronic device and is currently the most **(92) rapid**-growing type of waste.

If you just throw away technotrash with regular trash, it will usually end up in a landfill. Most electronics contain non-biodegradable materials as well as heavy metals and toxic materials like cadmium, lead and mercury. Over time, toxic materials can leak into the ground, where they can **(93) pollution** the water we drink, the plants we eat and the animals that live around the area.

These toxic materials can cause all kinds of bad effects, **(94) include** nausea, diarrhoea, vomiting and even cancer. If you keep eating and drinking such food and water, these toxins can build up in your body. If you eat animals that have been **(95) contamination**, you are getting a double dose of toxins. What is even **(96) bad**, your body cannot **(97) proper** process some of these metals, and so they might take years to get out of your system. Many **(98) Europe** countries have even banned technotrash from landfills.

To help protect the environment, do not put technotrash in with the rest of your household's garbage. Check with your local **(99) recycle** centres to see if they take technotrash. You can also ship it to a company that specializes in the **(100) dispose** of technotrash.

www.carnegiecyberacademy.com

(0) *electronic*

(92) _____ 92

(93) _____ 93

(94) _____ 94

(95) _____ 95

(96) _____ 96

(97) _____ 97

(98) _____ 98

(99) _____ 99

(100) _____ 100

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