

# Apvienotais iestājpārbaudījums izglītojamo uzņemšanai 10.klasē Rīgas valsts ģimnāzijās un vidusskolās

## ANĢĻU VALODA UZDEVUMU PARAUGI

### VALODAS LIETOJUMS

#### 1. uzdevums

##### Pārbaudāmās prasmes:

- lieto zināšanas par valodas struktūru, teikumu uzbūvi, leksiku.

Read a magazine article which explains some of the reasons why people collect things. Decide which answer (A, B, C or D) best fits each gap. Circle the correct answer. An example (0) has been given.

#### WHY DO WE COLLECT?

People have been collecting things (0) centuries. Their collections range from rare baseball cards worth thousands of dollars to beautiful, brightly-coloured oriental jewels (1) glisten in display cases, showing their owner's wealth. However, more collections consist of oddities that have (2) more than sentimental value for the collector. Even with a (3) collection, it isn't often that a collector sells up and claims the money. Why, then, would someone put so (4) time and effort into putting together an impressive collection?

Terry Shoptaugh, from Minnesota State University Moorhead, offers the idea that collecting (5) on a need to inspire recollection. In other words, people collect in an effort to remember and relive the past.

Anthropologist Marjorie Akin is also an expert on collecting. Akin gives two (6) reasons why people collect. Some collect items that are weird or unusual to show their individualism. Another reason is the collector's need for completeness. Akin says she (7) people cry out with relief once their collection is complete. She also admits that while the collection brings much joy to the collector, there will always be (8). 'I once had a very good friend, a record collector, who was showing me around his collection of valuable American jazz records. After showing me his favourite items, he became silent, apparently annoyed with my lack of response. Many people feel they have a special bond with their collection and can't help (9) frustrated if no one else (10) to appreciate it as much as they do.'

A simpler explanation for the popularity of collecting as a hobby is suggested by Kurt Kuersteiner, who says, 'I believe the main reason people collect things is a basic interest in the topic.' Can it really be that simple?

|     |   |              |          |               |   |               |   |                |
|-----|---|--------------|----------|---------------|---|---------------|---|----------------|
| 0.  | A | since        | <b>B</b> | for           | C | in            | D | at             |
| 1.  | A | who          | B        | whose         | C | what          | D | that           |
| 2.  | A | something    | B        | anything      | C | nothing       | D | everything     |
| 3.  | A | valuable     | B        | worth         | C | worthless     | D | valueless      |
| 4.  | A | many         | B        | much          | C | little        | D | big            |
| 5.  | A | based        | B        | is based      | C | has based     | D | base           |
| 6.  | A | another      | B        | others        | C | other         | D | both           |
| 7.  | A | has seen     | B        | have seen     | C | has been seen | D | will see       |
| 8.  | A | disappointed | B        | disappointing | C | disappoint    | D | disappointment |
| 9.  | A | feel         | B        | to feel       | C | feeling       | D | to feeling     |
| 10. | A | seems        | B        | seem          | C | doesn't seem  | D | will seem      |

## 2. uzdevums

### Pārbaudāmās prasmes:

- lieto valodas gramatiskos un leksiskos resursus atbilstoši kontekstam un valodas normām.

*Fill each of the numbered gaps in the following passage. Use only **ONE** word in each gap. The task begins with an example (0).*

### LEARN A LANGUAGE

Learning a language or practising a second one you have already learned has (0) been shown to boost brain power.

A team at the University of Edinburgh evaluated mental alertness in a group of 33 students (aged 18-78) (1) \_\_\_\_\_ took a one-week Scottish Gaelic course. After the course they (2) \_\_\_\_\_ encouraged to practise their new language for five hours (3) \_\_\_\_\_ week. At the end of the course, their attention was found to be better (4) \_\_\_\_\_ the comparison groups', who (5) \_\_\_\_\_ done other types of courses or no course at (6) \_\_\_\_\_.

Lead researcher, Dr Thomas Bak of the School of Psychology and Language Sciences said the results show the benefits of language-learning: "I think (7) \_\_\_\_\_ are three important messages from our study. Firstly, it is never too late to start a new activity (8) \_\_\_\_\_ as learning a new language. Secondly, even a short course can show positive results. Thirdly, this result can be improved through practice."

## 3. uzdevums

### Pārbaudāmās prasmes:

- lieto valodas gramatiskos un leksiskos resursus atbilstoši kontekstam un valodas normām.

*Use the correct form of the words given in **BLOCK** letters to complete the sentences. Write the words in the spaces provided. An example (0) has been given.*

### SMILING

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| <p>Smiling comes easy when you are (0) <b>CARE</b> and feeling good. It is easy to grin when life is going well – but how about the times when life is (1) <b>CHALLENGE</b> and just plain hard work?</p> <p>In the change from child to adult, the stresses and strains of (2) <b>RESPONSIBLE</b> can easily make it a struggle to smile. When this happens, you're more likely to scowl than grin, but your smile holds the key to a happier life. Look upon your facial (3) <b>EXPRESS</b> as a kind of mood barometer. Are you wearing a fair-weather smile or a rainy-day frown? Though it may not feel like it, the (4) <b>CHOOSE</b> is actually yours.</p> <p>Things might not (5) <b>IMMEDIATE</b> change on the outside, but you can change how you feel on the inside and that makes all the (6) <b>DIFFERENT</b> to your sense of wellbeing. Smile and the world smiles with you. It is true. When you smile at someone, they will usually return the favour because it is a (7) <b>NATURE</b>, unconscious response. A kind smile acts like a hug and can create a chain (8) <b>REACT</b>. Imagine how many smiley faces come from the smile you have shared today.</p> | 0. <i>carefree</i> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 7.                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 8.                 |

## LASIŠANA

### 1. uzdevums

Pārbaudāmās prasmes:

- lasa un saprot tekstus, kuros izmantota ikdienā bieži lietota valoda;
- saprot un interpretē teksta vienību saistījumu, kas izteikts ar leksiskiem vai gramatiskiem līdzekļiem.

*Read the text about the history of roller-skating and do the task. Fill the gaps (1 – 8) with the phrases (A – J) given underneath. Each phrase can be used only ONCE. There are more phrases than necessary. An example (0) has been given.*

### ROLLER-SKATING: A SKATE FOR ALL SEASONS

The series of roller-skating crazes in recent memory make it seem a 20<sup>th</sup>-century phenomenon, (0) I. As models changed and improved over the years, skating fads bloomed in Europe and the United States throughout the 19<sup>th</sup> century.

The first patented roller skate was designed by French inventor C.-L. Petibled. His skate had a wooden sole and three wheels attached in a line (1)\_\_\_\_\_. Parisian inventor Louis Legrand was the first to rethink the in-line approach, designing the so-called quad skates which had four wheels in two rows at the heel and the ball of the foot. In fact, (2)\_\_\_\_\_. Further developed by an American inventor, James Leonard Plimpton, this four-wheeled design made roller-skating easier and more fun. Plimpton was advised by his doctor to take up ice-skating to improve his health. To skate in warmer weather, (3)\_\_\_\_\_.

Plimpton's skates made skating so easy that (4)\_\_\_\_\_. Starting in the 1860s, roller rinks began to pop up in large towns and cities across western Europe and the United States, where the first public roller rink opened in 1866 in the Atlantic House, a seaside resort in Newport, Rhode Island.

During this period, roller-skating began to be recommended as an alternative form of city transportation in Britain, (5)\_\_\_\_\_. The sport of roller polo, an early version of roller hockey, appeared in both the United States and England, (6)\_\_\_\_\_.

Roller-skating's popularity increased and decreased in the coming decades, going through numerous up-and-down cycles. Families were also catching on to the roller-skating phenomenon for outdoor recreation. As many dirt roads were paved, skating's popularity could spread beyond cities. Children skating into town became common, (7)\_\_\_\_\_.

In the 1980s a return to the in-line skating model led to another craze. Two ice hockey-playing brothers designed an in-line skate to copy the action of their ice hockey skates. Their invention, which they called the Rollerblade, made skating a popular physical activity. Throughout its nearly three centuries of history, (8)\_\_\_\_\_. While the design and materials are sure to evolve, its appeal will remain much as it did 150 years ago.

(adapted from National Geographic History Magazine, January/February 2021)

| Phrases  |                                                                                                  |
|----------|--------------------------------------------------------------------------------------------------|
| <b>A</b> | where businessmen and even ladies could be seen roller-skating to work                           |
| <b>B</b> | he invented a roller skate that could be used in all seasons                                     |
| <b>C</b> | no major town was without one                                                                    |
| <b>D</b> | skating has stayed a source of exercise and entertainment                                        |
| <b>E</b> | his skate was the prototype for what became the standard design for roller skates                |
| <b>F</b> | with straps holding the skates to people's feet                                                  |
| <b>G</b> | they sparked the first roller-skating craze among young people                                   |
| <b>H</b> | along with complaints from older generations about disregard of street laws and dangerous tricks |
| <b>I</b> | but wheeled shoes first rolled out as early as the 1700s                                         |
| <b>J</b> | and other skating competitions and speed contests developed around the same time                 |

## 2. uzdevums

Pārbaudāmās prasmes:

- saprot galvenos secinājumus loģiski pamatotos tekstos;
- prot izsekot argumentācijai kāda jautājuma traktējumā.

*Read the text about the use of social media and do the task. Match the headings (A – H) with the paragraphs (1 - 6). Write the letter (A – H) of the appropriate heading on the lines 1 – 6. There are more headings than paragraphs. Use each heading only once.*

### List of headings

|          |                                       |
|----------|---------------------------------------|
| <b>A</b> | The benefits of using social media    |
| <b>B</b> | The topics discussed                  |
| <b>C</b> | How health-related content is created |
| <b>D</b> | Problems with social media use        |
| <b>E</b> | Not as bad as it seems                |
| <b>F</b> | A personal example                    |
| <b>G</b> | People involved                       |
| <b>H</b> | Being aware of the potential dangers  |

### SOCIAL MEDIA AND A HEALTHY LIFESTYLE

1. \_\_\_\_\_

We often hear of the harms of social media on teens and young people, especially on their mental health and self-esteem. And while it is true that there is evidence of links between the two, our latest research on young girls and young boys has shown that social media is not always negative for young people. In some cases, we found, it can actually positively influence their health and wellbeing, by helping them learn about healthy eating, or about new workouts to try. We also found that social media provided a space for young people to talk to each other about issues of health.

2. \_\_\_\_\_

For our study, carried out by researchers from the University of Birmingham and Örebro University, we recruited over 1,300 young girls and boys, aged 13-18, from ten UK schools. We were interested in better understanding how young people use social media, and how they feel it influences their health and wellbeing. To do this we interviewed 84 participants.

3. \_\_\_\_\_

The teenagers shared examples of health-related social media posts that they had accessed or used (such as smoothie recipes, an intensive workout, or a celebrity's post), and then explained why and how they had used the information in the social media post. They also discussed the types of social media posts they would ignore and not use (such as workouts that were not appropriate for their age). They were then asked about how they used social media as part of their daily lives and how they thought it affected their health and wellbeing.

4. \_\_\_\_\_

The results showed that social media often had a positive influence on the young people's motivation to be physically active and on their ability to make conscious diet choices. Social media also allowed them to access information they found inspirational and learn about different apps they could use to be physically active or monitor their progress. They reported that likes, comments, and views on their social media posts also helped them stay motivated to exercise.

5. \_\_\_\_\_

Encouragingly, the young people we spoke to were also highly critical users of social media and thought carefully about the content they were engaging with online. For instance, the teenagers reported that they would often ignore content that had the potential to lead to harm, such as images or videos that presented unrealistic workouts or expectations for their bodies.

6. \_\_\_\_\_

Although many of the young people's experiences of social media were positive in terms of health, it was clear that some of the time, they found themselves in a position of vulnerability and experiencing negative emotions. We found that these risks were particularly clear when their online profiles were public, and when the content shared by others made them feel bad. If young people are easily hurt, for whatever reason, social media use has the potential to intensify those vulnerabilities. Therefore, empowering young people to use social media safely and critically may thus help them continue to live healthy lives.

(adapted from *The Conversation*)

### 3. uzdevums (jautājumu veidu piemēri)

Pārbaudāmās prasmes:

- sameklē konkrētu informāciju dažādu stilu un žanru tekstos;
- lasa garāku tekstu, lai atrastu vajadzīgo informāciju;
- saprot galvenos secinājumus loģiski pamatotos tekstos;
- prot izsekot argumentācijai kāda jautājuma traktējumā;
- prot noteikt vārdu nozīmes, ņemot vērā kontekstu.

*For each statement below, circle the correct answer (A, B, C or D), according to the text above.*

1. The aim of the article is to

- A. invite young people to take part in research.
- B. present the results of a study on social media use.
- C. give advice on getting rid of bad habits.
- D. suggest which social media young people could use.

2. You can understand from the article that the young people who took part in the research

- A. were responsible social media users.
- B. did not experience negativity online.
- C. did not know about the positive side of social media.
- D. preferred video content to pictures.

3. The author of the article would probably agree that

- A. social media can do more harm than good.
- B. we should ignore the advantages of social media.
- C. young people can use social media to improve their lives.
- D. most young people have an unhealthy lifestyle.

*Mark the statements as T (true), F (false) or NM (not mentioned) according to the information in the text above.*

|    |                                                                              | <b>T</b> | <b>F</b> | <b>NM</b> |
|----|------------------------------------------------------------------------------|----------|----------|-----------|
| 1. | The researchers are aware of the problems that social media use can lead to. |          |          |           |
| 2. | The majority of students in the study were girls.                            |          |          |           |
| 3. | The teenagers were reluctant to use apps for exercising.                     |          |          |           |
| 4. | The teenagers did not use the content which could have a negative effect.    |          |          |           |

## RAKSTIŠANA

### Pārbaudāmās prasmes:

- samērā precīzi pauž informāciju un izsaka savas domas gan par abstraktiem, gan par konkrētiem jautājumiem;
- veido vienkāršu saistītu tekstu ar loģisku izkārtojumu un dalījumu rindkopās, ievērojot valodas normas un teksta uzbūves principus;
- pamato un paskaidro savus uzskatus un nodomus.

You see this notice in an English-speaking magazine for teenagers. Write your answer in about **120 – 150** words. Don't forget to give reasons and examples to support your answer.

### Articles wanted!

#### WHAT MAKES A GOOD FRIEND?

What kind of character should a good friend have?

Should a good friend have the same hobbies and opinions as you? Why?

Write an article answering these questions to receive an award.