

SAMRÆMT KÖNNUNARPRÓF

SPURNINGAHEFTI

Nafn: _____

Bekkur: _____

- Prófið er í þremur hlutum: Spurningahefti, svarblað og ritunarblað.
- Merktu svarblað og ritunarblað með nafni þínu, kennitölu og skóla.
- Settu nafn þitt líka á spurningaheftið.
- Lestu öll fyrirmæli vandlega.
- Svör við öllum spurningum í þessu hefti á að færa á svarblaðið.
- Enskuprófið skiptist í skilning á rituðu máli (60%) og málnotkun (40%).
- Notaðu svartan eða bláan penna. Notaðu ekki tússpenna.
- Settu kross í reitinn , ekki fylla alveg í reitinn .
- Vandaðu frágang. Gangi þér vel.

An island is born

On November 10, 1963, the citizens of Heimaey, a town in the Westman Islands off the south coast of Iceland, noticed a foul stench in the air. The offensive odor had the smell of rotten eggs. The people recognized it as such and complained to one another, but no one could identify the source.

Three days later the captain of a trawler fishing near the Westman Islands ordered a deck hand to test the temperature of the ocean water. It should have been 44.6 degrees Fahrenheit. But instead the thermometer read 48.9 degrees. This temperature was unusually high, and the captain became suspicious. He ordered his men to run a second check on the temperature. By the time the second measurement was taken, however, the trawler had sailed some distance from the original site. The second reading registered a normal 44.6 degrees.

The next morning the fishing vessel *Isleifur II* sailed into the area. It was early in the morning, and the cook was the only one standing watch on the deck. The captain and the rest of the crew were still in their cabins. Suddenly the ship began to roll and twist as if caught in a whirlpool. Alarmed, the cook ran to tell Captain Gudman Tomasson. Before he had gone far, however, he stopped short and stared out at the ocean. Less than a mile away was a thick column of smoke rising from the sea. Was it a ship on fire? The

frenzied cook hurried off to rouse the captain.

Captain Tomasson rushed up to the deck and gazed through his binoculars at the dark billowing smoke. Immediately, he called the Coast Guard on the ship-to-shore radio. Had there been any reports of a ship in trouble? The Coast Guard answered in the negative; no SOS had been called in.

Tomasson then ordered his ship to sail closer to the smoke. He thought he knew what was going on, but he wanted to be sure. When the *Isleifur II* was about half a mile from the ever-blackening smoke, Tomasson could see the sea water boiling. Several plumes of smoke could now be distinguished, rising from the ocean's surface. Now he knew he was right; now he knew exactly what was happening.

Tomasson ordered his boat to change direction. He wanted to view the phenomenon, but from a safer distance. He didn't want to be too close to the underwater volcano that was rising like some giant sea monster from the ocean depths. The captain was not shocked by the appearance of an underwater volcano. Volcanoes are nothing new to Iceland. Turbulent eruptions have always been part of the scene in this corner of the world's most volcanically active zone. That island nation is part of a largely submarine ridge, where earthquakes and volcanoes are quite common.

1. **The beginning of the text describes people’s reaction to**
- A a health warning.
 - B a sudden eruption.
 - C an unpleasant smell.
2. **Which dictionary entry below most closely matches the meaning of foul as it is used in the text?**
- foul [fow-el] 1. a collision, esp. in sailing; 2. to commit a violation of the rules in a game; 3. offensive to the senses;
- F definition 1
 - G definition 2
 - H definition 3
3. **The captain of the trawler became suspicious when**
- K he noticed changes in the seawater.
 - L the cook told him about the smoke.
 - M the volcano appeared suddenly.
4. **What was the cook doing when the ship began to roll?**
- P He was fast asleep.
 - R He was preparing dinner.
 - S He was working on deck.
5. **What was Captain Tomasson’s first reaction to the sight?**
- V He made sure that no ship was involved.
 - X He reported what had happened.
 - ✿ P He tried to get away from the smoke.
6. **By first sailing towards the smoke, Captain Tomasson wanted to**
- A sharpen his view.
 - B state his opinion.
 - C verify his suspicions.
7. **What caused Captain Tomasson to change the ship’s direction?**
- F He didn’t want to be dangerously close to the eruption.
 - G He wanted his crew to have a closer look at the catastrophe.
 - H He wanted to warn others about possible danger.
8. **The word “phenomenon” in the text refers to the**
- K captain.
 - L Coast Guard.
 - M eruption.
9. **In which sentence does the author use sensory imagery to get his idea across?**
- P “A new land mass was being formed.”
 - R “Suddenly the ship began to roll and twist as if caught in a whirlpool.”
 - S “Tomasson then ordered his ship to sail closer to the smoke.”
10. **Why did the captain manage to stay calm under the circumstances?**
- V Eruptions are rather common in this part of the world.
 - X He had experienced many volcano eruptions before.
 - ✿ P He realized soon that he and his crew were in no danger.

Aylito Binayo's feet know the mountain

Even at four in the morning she can run down the rocks to the river by starlight alone and climb the steep mountain back up to her village with 50 pounds of water on her back. She has made this journey three times a day for nearly all her 20 years. So has every other woman in her village of Foro, in the Konso district of southwestern Ethiopia. Binayo dropped out of school when she was eight years old, in part because she had to help her mother fetch water from the Toiro River. The water is dirty and unsafe to drink; every year that the ongoing drought continues, the once mighty river grows more exhausted. But it is the only water Foro has ever had.

The task of fetching water defines life for Binayo. She must also help her husband grow cassava and beans in their fields, gather grass for their goats, dry grain and take it to the mill for grinding into flour, cook meals, keep the family compound clean, and take care of her two small sons. None of these jobs is as important or as consuming as the eight hours or so she spends each day fetching water.

Where clean water is scarcest, fetching it is

almost always women's work. In Konso a man hauls water only during the few weeks following the birth of a baby. Very young boys fetch water, but only up to the age of seven or eight. The rule is enforced fiercely – by men and women. "If the boys are older, people gossip that the woman is lazy," Binayo says. The reputation of a woman in Konso, she says, rests on hard work: „If I sit and stay at home and do nothing, nobody likes me. But if I run up and down to get water, they say I'm a clever woman and work hard.“

In much of the developing world, lack of water is at the center of a vicious circle of inequality. Some women in Foro come down to the river five times a day – with one or two of the trips devoted to getting water to make a beer-style home brew for their husbands. When I first came to Foro, some 60 men were sitting in the shade of a metal-roofed building, drinking and talking. It was midmorning. Women, says Binayo, „never get five seconds to sit down and rest.“

Freedom from water slavery means girls like Binayo can go to school and choose a better life.

11. The text begins with a description of a

- A journey.
- B lifestyle.
- C village.

12. Binayo's lack of education is due to

- F chores at home.
- G lack of teachers.
- H the school's location.

13. What is the meaning of the word "drought" as used in the text?

- K daily chores
- L increasing pollution
- M lack of rain

14. One of Binayo's duties is

- P cleaning the water.
- R making the flour.
- S working in the fields.

15. "Where clean water is scarcest" ... means where clean water is

- V easily accessed.
- X hard to find.
- ✿ P polluted.

16. According to the text, men only fetch water

- A around childbirth in the family.
- B during the first weeks of marriage.
- C when they are living on their own.

17. "The rule is enforced fiercely..."
The underlined word refers to
- F the time when water is fetched.
 G the village's gossip.
 H those who fetch water.
18. If a woman in Foro seeks recognition by others, she needs to
- K befriend other women.
 L speak up for herself.
 M work constantly.
19. What would happen if water would be made more accessible?
- P Gender equality would increase.
 R Men's workload would increase.
 S Women's reputation would improve.
20. What word describes the text?
- V fictional
 X informative
✿ P subjective

Málnotkun

Merktu við það sem passar í eyðuna.

21. The capture of French Resistance hero, Jean Moulin is one of the ? darkest chapters of the war.
- A countrie's
 B countries
 C country's
 d countrys'
22. Justin suddenly returned ? a windy night.
- F at
 G during
 H in
 i on

23. Joan says that she wishes she ? in Reykjavík now.
- K be
 L have been
 M is
 N were
24. If one is planning a trip, a travel agent may be helpful in arranging transportation and hotel ?.
- P conversations
 R observations
 S publications
 T reservations
25. Doctors know they cannot save all patients as some are ? help.
- V after
 X beyond
 P less
✿ Æ no
26. Since photography has become so complex, people who work in the field must have ? understanding of photographic technique.
- A a random
 B a thorough
 C an intrusive
 D an overlooked
27. John wishes now that he ? English instead of French when he was in high school.
- F had studied
 G has studied
 H have had studied
 I studies

How fruit juice went from health food to junk food

This week, it looked as if fruit juice might finally lose its claim to healthiness and be put into the same category as fizzy drinks. It emerged that head teacher, Elizabeth Chaplin, who runs a primary school in Dagenham, wrote to parents about a new rule to confiscate juice cartons from children's lunch boxes. Instead, pupils would only be allowed to drink water.

Days earlier, Susan Jebb, a government advisor at Cambridge University, told *the Sunday Times* that the government's official advice that a glass of juice amounts towards your recommended minimum five-a-day servings of fruit and vegetables should be changed.

"Fruit juice isn't the same as fresh fruit and it has as much sugar as many classical sugar drinks," said Jebb, who has stopped drinking juice. "It is also absorbed very fast, so by the time it gets to your stomach your body doesn't know whether it's Coca-Cola or orange juice. I have to say it is a relatively easy thing to give up. Swap it and have a piece of real fruit. If you are going to drink it, you should put water in it."

This comes on top of a year or so of stories about the high sugar content of fruit juice. The same US scientists who warned about the use of high-fructose corn syrup in fizzy drinks have now turned their attention to juice. "Fruit juice and smoothies are the new danger," Barry Popkin, professor of nutrition at the University of North Carolina, told *The Guardian* in September. Studies have found that fruit juice is associated with an increased risk of type 2 diabetes. These results are starting to make people realise that fruit juice may not be as wholesome as they once believed.

So why is fruit juice still being pushed as a healthy option? "You can't trust government health advice," says Joanna Blythman, author of *What to Eat*. "They have the same advice that they've been recycling for 50 years and rarely change it. It's embarrassing to admit they've made a mistake."

The juice industry has long enjoyed a healthy image. "Anything to do with fruits", says Blythman, "has always been used to put a halo of health around dubious products that don't merit it. That's business as usual for the food industry."

In the early 20th century, juice was mainly sold in cans. During the Second World War, the US government commissioned scientists to develop a product that would supply vitamin C to soldiers overseas. "That's when research into developing a frozen concentrate that people would actually like started," says Alissa Hamilton. Until then, it had been fairly tasteless – the concentrating process removed the water, but also the natural chemicals that gave orange juice its taste. They started adding fresh juice to the concentrate and that made it taste good.

As the market grew, it was becoming too expensive to use fresh juice to add flavour back to concentrate.

Producers of pasteurised orange juice began storing their juice in vast tanks. In order to keep it "fresh", the product had to be stripped of oxygen. The only problem was that this process also removed much of the taste. "You need flavour packs to make it taste like anything we know as orange juice," says Hamilton.

(The Guardian, January, 2014)

28. The text begins with

- K a quick reaction to a schoolteacher's letter writing.
- L a serious consideration of student's fruit juice drinking.
- M an official confirmation of health issues.

29. What were the government's recommendations concerning fruit juice?

- P A glass of juice is equivalent to one fruit or vegetable.
- R Eat five fruits and five vegetables a day.
- S Five fruits are equivalent to one glass of fruit juice.

30. According to Susan Jebb, fruit juice

- V can no longer be considered as a healthy diet.
- X is linked to an unhealthy lifestyle.
- ✿ P is still a good choice compared to soft drinks.

31. Susan Jebb believes that the government's policy

- A is difficult to deal with.
- B needs to be reviewed.
- C should be taken seriously.

32. According to the text, fruit juice drinking may lead to

- F change in behavior.
- G nutritional deficiency.
- H serious illness.

33. The need for changes in the government's advice is a result of

- K logical conclusion.
- L public concern.
- M scientific research.

34. How does Joanna Blythman describe the government policy on fruit juice drinking?

- P badly formulated
- R out of date
- S very convincing

35. The development of fruit juice took a turn

- V during the Second World War.
- X in the early 20th century.
- ✿ P when vitamin C was discovered.

36. The word "vast" as used in the text, is closest in meaning to

- A especially designed.
- B extremely large.
- C totally disinfected.

37. Which of the following is true according to the text?

- F A professor of nutrition warns against fruit juice.
- G Fresh fruit juice is still a good choice for children.
- H Scientists recommend a daily amount of fruit juice.

Málnotkun

Merktu við það sem passar í eyðuna.

38. I don't watch ? much but I read a lot of books.

- K a television
- L an television
- M television
- N the television

39. The students in the school have physics ? day, Monday, Wednesday and Friday.

- P all other
- R each other
- S every other
- T the other

Internet floats to remote Colombians

Isolated communities along the banks of the Magdalena River in Colombia recently became the recipients of a floating internet workshop. The boat, remodeled into a computer skills classroom by the Colombian government, was sent along the river to deliver free lessons in 10 rural provinces.

Five years ago it would have been impossible to imagine doing this project. It would have been too dangerous. The Magdalena River is the main artery that runs through Colombia and for decades it has been used by armed guerrillas to transport weapons, drugs and soldiers. But now the security situation across the country has really improved and villagers are once again trading and traveling along the river. Today it is no longer “the river of the missing and the dead”, as it once was known.

A few years ago the ministry of communications came up with the idea of using a boat to bring technology to communities living in remote villages and along the river banks – those populations who do not have easy access to computers and the internet. Last year the ministry sent a bus equipped with computers from Bogotá to Cartagena on the Caribbean coast, which stopped off at towns on the way to give internet workshops. It was so popular that the ministry decided to come up with a different route and from there arose the idea of introducing an internet boat that would travel along the Magdalena River.

The boat, called the Navigator of Connectivity, has 14 computers on board, all of which have a broadband connection to the internet via satellite. The boat is essentially a floating classroom combined with an internet café. Everybody is welcome on board – it’s about getting people connected and encouraging them to see the internet as a useful tool.

Over 45 days the boat traveled almost 1,500km, through 10 provinces. There were various workshops on offer, some tailored towards teachers, others for government officials, the over-50s and children. Wherever the boat anchored it was the talk of the town. People queued to come on board.

For some people, particularly those living along Colombia’s Pacific coast, this was the first time they had come into contact with a computer. According to one lady the only time she had ever seen a computer and a mouse was when a teacher drew one on a blackboard at school. In the villages along the river banks, it’s normally only the local mayor who has internet access.

The educational project on the river acted as a small pillar of learning, a foundation for people to work from. If it has awakened an interest in modern technology, made people less afraid of computers and taught them how to keep in touch over the internet, then the project has been successful.

40. The boat used for the internet workshops had to be

- V changed.
- X checked.
- P rebuilt.
- ✿ A repaired.

41. What does the word “artery”, as used in the text, refer to?

- A harbour
- B health care
- C military action
- D route

42. The project became possible because

- F everyone wants to learn about computers.
- G people can travel with more safety than before.
- H the government has put money into the project.
- I the villagers don't hesitate to come on board.

43. Why did the ministry want to use a boat for the computer project?

- K It was much safer than to stay in the villages.
- L It was the only way to reach some villages.
- M There were no classrooms available in the villages.
- N To be able to move computers faster between villages.

44. Originally the computer project started with

- P a bus travelling along the coast.
- R classes in one small village.
- S computer lessons in the cities.
- T schools from low income areas.

45. The boat's name refers to

- V a riverboat's compass.
- X computers and sailing.
- P people and relationships.
- ✿ A sailors on riverboats.

46. The workshops are directed towards

- A different groups of people.
- B people on the Pacific coast.
- C people travelling on the river.
- D the ministry of communications.

47. People “queued” means people

- F lined up.
- G showed up.
- H waited for.
- I wanted to.

48. According to the text

- K many of the participants will buy their own computers.
- L most of the participants were afraid to try new things.
- M the project has given the participants something to build on.
- N there are plans for other rural areas.

49. What is special about the project?

- P The laws that made it possible.
- R The lessons are free of charge.
- S The lessons are organized for low income families.
- T The location of the computer classrooms.

Writings on the wall

At its core, graffiti is an illegal and often controversial art form. Some folks, particularly business and property owners, consider it to be vandalism, plain and simple. To others, especially street artists, it's legitimate art and an important means of urban expression.

When graffiti artists first started tagging subways and abandoned buildings over 30 years ago, art crimes weren't heavily prosecuted. "Back then, when you got caught, you'd get a ticket, maybe a \$50 fine," says one Philadelphia artist, who asked not to be identified. "Then you'd do your community service through the Anti-Graffiti Network where they'd make you paint over graffiti."

"But what would end up happening is, you'd go out with all the other graffiti writers who got caught. It became a joke 'cause you would just meet more graffiti writers. It was a chance to network," he laughs.

Vandals got what amounted to a slap on the wrist because, at that time, cops had bigger criminals to catch. But as violent crime has declined over the last decade, law enforcement has begun focusing its attention on smaller offences that were once off their radar.

Punishment these days might include costly fines, electronic monitoring devices and revocation of a driver's license. Even a brief prison term is possible. What's worse, police departments from New York to California are now using many of the same law enforcement tools used for more serious crimes.

Peggy O'Kane, coordinator with the Greater Ridgewood Restoration Corp. in Queens, New York, states: "Graffiti tends to make people leave the neighborhood. And the people who don't care about graffiti don't care about other quality-of-life things... We just feel that graffiti, shouts 'declining

neighborhood'."

And there, in a nutshell, is the underlying subtext to the increasing criminalization of graffiti. The issue has racial and class undertones. Graffiti grew up in America's ghettos, and many of its earliest masters were Black and Latino. Writers argue that the art form is the expression of people who are constantly living on society's edge.

"Read the writing on the wall," says San Francisco artist Spie, known for his social activism and politically themed pieces. "Graffiti", he says, "is a resistance against the dominant culture. To me, it's not a crime to express myself in the face of never-ending injustice."

Jane Golden, director of Philadelphia's Arts Program (PAP) has heard both sides of the debate before, and she thinks her city has struck a comfortable balance between the community and urban artists. PAP's purpose is to reduce graffiti the traditional way and re-channel that negative energy into something positive."

With the use of city funding and private money, PAP works with young people, aged 12 to 17, some of whom are sent to the program for tagging. Together, they paint on walls throughout the city with the permission of the building owners.

But not everyone is down with the program. Some old heads believe that the art form is, almost by definition, an illegal act, one that wasn't meant to be done with permission. They romanticize the outlaw who combs the street late at night looking for a fresh surface to hit before sunrise. "More than anything, I loved the trains in New York. Anyone who was out there in the early '80s misses the trains. When it's illegal, you can put it wherever you want. And that rush..." confides graf artist Baby Rock. Now, he says, "It's not the same."

50. Artists point out that graffiti

- V expresses hatred against authorities.
- X is a way of expressing new ideas.
- P is an art form realized in public places.
- ✿ A needs extraordinary skills.

51. What were the reactions to the first graffiti?

- A Artists were given a light punishment.
- B Artists were released without a charge.
- C People felt embarrassed by it.
- D Property owners were worried.

52. Graffiti artists, who got caught over 30 years ago,

- F got a chance to meet with each other.
- G got arrested without a warning.
- H had to pay a large sum of money.
- I had to spend several years in jail.

53. The phrase “a slap on the wrist” refers to the ? of punishment.

- K frequency
- L nature
- M severity
- N time frame

54. Today, authorities consider graffiti more _____ than before.

- P dangerous
- R harmless
- S serious
- T violent

55. How have certain districts been affected by graffiti?

- V People have been selling their houses or flats and moved away.
- X People have started to think differently about politics.
- P The community seems to have changed policy towards graffiti.
- ✿ A There has been a sudden increase of crimes committed.

56. By graffiti art, artists want to

- A draw attention to young artists.
- B fight misery and social injustice.
- C keep the peace between people.
- D leave a mark on their city.

57. As part of the PAP program

- F artists come from all over the world.
- G artists donate their work to charity.
- H buildings to paint on are carefully selected.
- I the painting is accepted by property owners.

58. What does graf artist Baby Rock think of graf art today?

- K He feels it has lost its excitement
- L He thinks it has been taken to a new level.
- M He thinks it has changed for the better.
- N He wants to participate in the new wave.

59. The public opinion regarding graffiti is that it

- P gives a neighborhood a bad reputation.
- R has added a new dimension to art.
- S is only to be found in the suburbs.
- T is popular amongst African-Americans.

Málnotkun

Merktu við það sem passar í eyðuna.

60. I would rather you ? tomorrow than today.
- V came
 X come
 D had come
✿ Æ should come
61. „Are you going to be there?“
If I ?, I'll let you know.
- A am
 B do there
 C will be
 D would be
62. Is his house beautiful?
There isn't ? in the house.
- F a lot furniture
 G many furniture
 H much furniture
 I very many furniture
63. These salads are delicious ? being healthy.
- K beside
 L besides
 M but
 N except
64. At last the moment came ? the opera singer to go on stage.
- P by
 R for
 S near
 T to
65. ? the president's speech was a long one, nobody lost interest.
- V As
 X Because
 D Even
✿ Æ Though
66. Because they contain eucalyptol, the leaves and oil of the eucalyptus tree can be used to make an effective ?.
- A decoration
 B imitation
 C medication
 D suggestion
67. Please check that you have all your belongings with you before ? the train.
- F leave
 G leaving
 H left
 I to leave
68. One of the impressive ? of ancient monuments is their extraordinary size.
- K arguments
 L characteristics
 M limitations
 N satisfactions
69. All doctors – not only dentists – should have basic knowledge of the teeth and how they are ? by disease.
- P affected
 R corrected
 S explained
 T formed
70. James Young, a Scottish chemist, died a wealthy man, having amassed a great ? by successfully marketing paraffin lighting oil.
- V crowd
 X file
 D fortune
✿ Æ laboratory