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ATTĪSTĪBAS  
PLĀNS 2020



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NACIONĀLA UN STARPTAUTISKA MĒROGA PASĀKUMU ĪSTENOŠANA IZGLĪTOJAMO TALANTU ATTĪSTĪBAI

Valņu iela 2, Rīga, LV-1050, tālr. 67216500, e-pasts: [info@832.visc.gov.lv](mailto:info@832.visc.gov.lv)

## Angļu valodas valsts 53. olimpiādes 2. posms . 10.-12. klašu grupa.

2023.gada 7. novembrī.

- Olimpiāde sastāv no vienas daļas.
- Darba ilgums līdz 120 min.
- Uzdevumi: 3 valodas lietojuma uzdevumi, 2 lasīšanas teksti ar 5 uzdevumiem un 2 klausīšanās teksti ar 3 uzdevumiem.

Dalībnieks: \_\_\_\_\_



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**USE OF LANGUAGE. Embracing the Inevitable**

**Task: Read the narrative and fill in the gaps with the most suitable word that fits the context.**

I'm just beginning to .....up to the fact that I'm no longer as young as I used to be. Of course, I'd ..... for some time that my birthday seemed to come around rather quickly and that I'd put on quite a bit of ..... – especially around the waist. But I didn't really think these things were ..... with age – I simply put them down to the increased pace of life plus .....of exercise. In fact, I was .....that I could still easily pass for thirty-four or thirty –five – it was just a question of holding in my stomach and .....the right sort of clothes. After all, I'd been brought up a firm believer in the ..... "You're as old as you feel" and as far as I was ....., I didn't feel a day over thirty.

So, it came as quite a shock the other day when, just as I'd got on a bus on my way home from work, a young lady ..... me her seat. I mean, I could understand her giving up her seat to an old-age pensioner, but why me? Unless... . No, I ..... to believe the other alternative.

"It's all right, thank you. I'm getting off soon," I replied, forcing a smile, at the same time trying hard to convince myself that her .....was some sort of protest for "Women's Lib". All the same, it took me a few days to get over the incident and I found myself continually scrutinizing my face in the mirrors, trying hard to convince myself that wrinkles around my eyes and on my forehead were not that ..... – not from a distance, anyway. My wife was very sympathetic and kept on trying to ..... my ego with such encouraging remark as: "Of course you're not old, darling. You don't look a day over forty. Besides, grey hair makes you look distinguished".

That weekend, in a desperate.....to persuade myself that there was still lots of .....left in me yet, I ..... my wife into going to the dance hall we used to go to just before we got married. Unfortunately, the last time we had been there was more than twenty years ago, so I didn't find out until it was too late – until we were .....inside the place - that it had been ..... into a discotheque. There couldn't have been anyone there over the age of twenty! To say that we stood out would be something of an ..... As for fox-trotting to blaring rock music, well, that was quite out of the ..... . So, we left rather quickly and spent the evening in the local pub instead.

I went to sleep that night feeling older and more depressed than .....



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### USE OF LANGUAGE. The Art of Scientific Inquiry

**Task: Fill the gap in using the base word given in the brackets at the end of the sentence. The required word may be a noun, adverb, adjective or verb and it may be either positive or negative (e.g. helpful) or negative (e.g. unhelpful).**

In the world of scientific exploration, a balance must be struck between innovation and scepticism. The story of Dr. Maria Ramirez, a brilliant chemist, and her journey through the realm of discoveries, .....**(credit)** hypotheses, and the occasional scientific protest is a testament to the ever-evolving nature of knowledge.

Dr. Ramirez first gained ..... **(notorious)** in the scientific community for her ..... **(eloquence)** presentations on the elusive properties of ..... **(gas)** compounds. Her lectures were like symphonies of knowledge, captivating audiences with the beauty and intricacies of the chemical world. Her ideas were initially celebrated, leading to an ..... **(cry)** of admiration and curiosity.

Science, however, is a field where nothing is sacred, and everything is subject to scrutiny. Dr. Ramirez's groundbreaking theory on a previously ..... **(conceive)** gas reaction faced rigorous testing. A group of sceptical researchers, led by Dr. Samuel Anderson, insisted on conducting experiments to prove or disprove her claims.

The laboratory became a battleground of ideas and evidence. Dr. Ramirez, unwavering in her insistence **(insist)** on the validity of her theories, faced the challenge head-on. The results were ..... **(conclude)** at first, leading to whispers of doubt among her peers. Her once-withdrawable support began to dwindle, leaving her in a ..... **(solitude)** pursuit of truth.

..... **(variable)**, the pursuit of scientific knowledge involves moments of triumph and moments of doubt. Dr. Ramirez's vigour in presenting her theories was as great as her resilience when they were ..... **(valid)**

When the dust settled, she continued her work, revising her hypotheses based on the disputed results.

Ultimately, it was her steadfast determination to pursue the truth and her willingness to adapt in the face of uncertainty that defined her scientific legacy. Dr. Ramirez's journey reminds us that even the most ..... **(persuade)** ideas can be subject to scrutiny,

but it is the spirit of inquiry and discovery that pushes the boundaries of knowledge, even when the results are incomplete.



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### USE OF LANGUAGE. "Dr. Jekyll and Mr. Hyde": Exploration of the Human Psyche and the Pursuit of Happiness.

#### **Task: Complete the text with the following phrases:**

*WIN OR LOSE, TRIALS AND ERRORS, BINDING ONE'S TIME, BITS AND PIECES, IN THE NICK OF TIME,*

*PEACE AND QUIET, ACHES AND PAINS, AGAINST ALL ODDS, FAR AND WIDE, BY AND LARGE, BORN AND BRED*

"Strange Case of Dr. Jekyll and Mr. Hyde" offers readers a myriad of nuanced insights, presented in .....that delve deeply into the human psyche. ....from the genius of Robert Louis Stevenson, this literary masterpiece has resonated with audiences ..... captivating their imaginations .....

....., Dr. Jekyll's audacious experiment, driven by an insatiable desire for personal happiness and liberation from his inner demons, mirrors the timeless aspirations of individuals throughout history.

Much like Dr. Jekyll, people have fervently endeavored to overcome the ..... of their past. They have yearned to transform themselves into better versions, to carve out a niche of .....within the relentless hustle and bustle of life.

Nonetheless, the novel stands as a stark cautionary tale. Dr. Jekyll's unchecked pursuit of happiness leads to unforeseen consequences, a rapid descent into the abyss of Mr. Hyde. This transformation occurs ....., serving as a chilling reminder that the relentless pursuit of personal happiness, when pushed to extremes, can yield devastating consequences.

.....and reflecting upon the choices they make, the enduring message within the story revolves around the delicate balance between past struggles, which serve as the crucible of our identity, and the pursuit of future happiness. It encourages readers to draw wisdom from the .....of their past, recognizing that it is in this process that a path to future happiness is often found.

In essence, "Strange Case of Dr. Jekyll and Mr. Hyde" serves as an intellectual masterpiece that underscores the intricate journey to happiness. It is a journey marked by inner struggles, moments of revelation, and the gradual assembly of one's character, where one may have to navigate the complexities of ..... It invites readers to confront their own dualities of their past, ultimately encouraging them to strive for a future where the conflicting desires within themselves can be reconciled, creating a symphony of lasting contentment.



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## READING. The Death of Diversity.

### **Task 1: Read the text and answer the questions.**

When Jane Jacobs published her classic book "The Death and Life of Great American Cities" in the early 1960s, her argument – that the planning establishment were destroying the soul of cities in the name of progress by replacing mixed and vibrant neighbourhoods with soulless high-rise housing – was a major eye-opener. She claimed that the people already ensconced in these decaying neighbourhoods would renovate their homes as their economic circumstances improved and that, attracted by the diversity and livability of these well-established neighbourhoods, new people would come and add to the vibrant mix. 1..... Her idea that blighted areas of cities would revive organically if left to themselves was soon accepted as gospel. But it hasn't turned out to be quite as she imagined.

The part of her argument that has turned out to be completely off base is the idea that the poor, struggling residents of decaying neighbourhoods would manage to move up into the middle class, following what at that time seemed to be the inevitable path of the American Dream. 2. .... Jacobs's ideal of a reviving urban area depends on keeping substantial proportion of the original population in place while allowing an influx of outsiders who will mingle with the original inhabitants, a process she called 'unslumming'. But in fact, what has happened in most cities is something else entirely, and it's called gentrification. 3. .... A new middle class has moved into the neighbourhoods, driving out the indigenous residents. The houses and buildings may have had their diversity preserved by careful renovators and homebuyers who love the local ambience, but social diversity has been thrown out with the faulty windows and unreliable plumbing.

Portland, Oregon is a good example of the creeping tide of gentrification. In my childhood, the lower north-east part of the city was a racially mixed, working-class area that – why not exactly thriving – supported a large population of families, had fairly decent schools and parks, and was nothing if not organic. But several economic downturns brought an increase in crime and decay, and those who could afford to do so moved out, leaving house prices at rock bottom. 4. .... Then, sometime in the 1980s, subsistence-level artist types – who in their turn had been driven out of the centre of the city by gentrification – realized that this was a place they could afford to live in, and which offered quaintness and diversity. The cutting-edge restaurants, chic galleries and organic food stores followed – and the consequent skyrocketing housing prices. Now it's a homogeneous area of revamped houses and urban cool. And the original inhabitants? They have been forced out into the older suburbs, where gentrification has yet to take hold – though you can practically see the tide creeping ever outward, drowning diversity in its wake.



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### 1. Look at the gaps marked 1 – 4 in the text. Decide where the following sentence fits best in the text.

*“Poor neighbourhoods often become isolated, their schools tend to be sub-standard and educational opportunities are few, not to mention chances to find a job that could support middle-class lifestyle.”*

- a) In the space marked 1
- b) In the space marked 2
- c) In the space marked 3
- d) In the space marked 4

### 2. Which of the following is stated about the Portland neighbourhood the writer talks about?

- a) It still suffers from extreme poverty.
- b) It is now inhabited by poor artists.
- c) It has experienced decay and renewal.
- d) It now looks similar to the city centre.

### 3. By ‘the tide creeping ever outward, drowning diversity in its wake’ the writer suggests that the process is

- a) as unstoppable as a force of nature.
- b) natural and organic.
- c) similar to a natural disaster.
- d) very slow.

### Task 2. Complete the summary below using the list of words. There are three extra words you do not need.

*trend, diverse, sacrificing, accommodate, community, urban, revive, decline, residents, neighbourhoods, skyrocketing, disrupting, homogeneous.*

In the 1960s, Jane Jacobs challenged conventional ..... planning with her book "The Death and Life of Great American Cities." She proposed that deteriorating ..... could naturally ..... through "unslumming," where current residents would improve their homes, attracting newcomers to create a ..... community. However, in reality, gentrification has become the dominant ..... pushing out original inhabitants and ..... social mixture. This phenomenon is exemplified in Portland, Oregon, where a previously eclectic, working-class neighbourhood experienced gentrification. It brought middle-class ..... and transformed the area, preserving its physical diversity but ..... social cohesion. The lower north-east of Portland, once a mixed, working-class ..... faced economic challenges leading to decay and population .....



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## READING. Future city.

### **Task 1. Read the text and answer the questions below.**

Visions of the city of the future veer between two extremes. On the one hand, there is the clean polished urban oasis where cars fly through the air, robots do all the menial work, and everyone has decent housing and time to enjoy the attractions of their pristine environment. On the other hand, there is the dystopian vision of an urban wasteland where poor people live in abandoned buildings, crime is rampant and the rich hand out in sealed-off enclaves. So, gorgeous or grim? Like all things concerning the future, it is impossible to know how it will play out. But one fact is incontestable. Urban populations have grown enormously over the past century, to the point that a good 50% of the world's people now live in urban areas, and by some measures more like three quarters of the population will be found in cities by the year 2050. So, can cities be left to their own devices and still successfully accommodate this huge influx? Most experts seriously doubt it, and in fact are busy proposing ways in which new cities can be designed and old ones modified to guarantee a liveable future.

Making cities greener is one of the most pressing concerns of the planners of our future. Deteriorating air quality, overcrowded living conditions, noise, and lack of open space are all making our current cities unhealthy places to live, and many believe that sustainability is the answer to this problem. Cars and factories that run on electricity rather than fossil fuels offer huge bonuses, especially if the electricity is produced in a sustainable way. Imagine looking out of your high-rise office and being able to see for miles instead of having a brown cloud hovering right in front of you. Making space for trees and green areas – including on the roofs of buildings – encouraging walking and cycling, and cheerleading people to engage with nature by growing their own food and participating in greening efforts may help to ensure liveable cities in the future.

Making cities smarter, in the data-management sense of the word, is another approach that offers hope for better urban environments. Currently, many services such as electricity, water, roads and emergency response all operate on separate and sometimes conflicting systems, and this impedes both liveability and efficiency. By connecting all systems into one smart grid, any problems that appear – a storm, earthquake or major traffic incident, for example – will elicit timely responses from all parts of a city's infrastructure, with every part working together to spread information and deal with the problems. For example, in Rio de Janeiro, Brazil, one company has developed a 'nerve centre' for the city, initially designed to help deal with frequent flooding, but now connecting and coordinating thirty government agencies and keeping citizens informed of problems through their mobile devices.

So, in order to survive, cities need to be greener and smarter. But they also – and this is a vital point – need to meet the needs of their inhabitants. Cities created entirely based on a theory of what life should be like are seldom liveable. Tapping into the needs and desires of the people who actually live there and travel the streets every day is the key to creating the real cities of the future.



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**1. What are the two extreme concepts of the city of the future mentioned in the text?**

- a) Flying cars and pristine environments vs. abandoned buildings and crime.
- b) Sealed-off enclaves for the rich vs. overcrowded living conditions for the poor.
- c) Refined, polished urban places of refuge versus urban desolation.
- d) Robots doing menial work vs. people growing their own food.

**2. According to the text, what percentage of the world's population is projected to live in urban areas by 2050?**

- A) 45%
- B) 50%
- C) 75%
- D) 85%

**Decide if the following statements agree with the information given in the Reading Passage. Write True, False or Not Given.**

- 3. The text predicts that future cities will either be idealized, pristine urban oases or dystopian, crime-ridden wastelands. ....
- 4. The experts favour the creation of new cities rather than transformation of old cities .....
- 5. The text emphasizes that improvements in data-management, particularly merging numerous systems, would increase the efficiency of different urban services. ....
- 6. With time, Rio de Janeiro's 'nerve centre' transcended its original mission.....
- 7. The most crucial aspect of designing cities is ensuring they are green and smart. ....





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**Task 2. Complete the summary below. Write in NO MORE THAN THREE WORDS from the text in each gap.**

Creating room for ....., embracing the beauty of ....., and actively ..... people to grow their own food and participating in greening efforts, can contribute significantly to ensuring liveable cities in the future.

In order to prosper, cities should embrace environmentally ..... and technologically advanced strategies. However, it is crucial to design cities according to ..... because cities designed solely based on ..... often risk being uninhabitable.

LISTENING. Studying History.

**Part 1: Listen to three old school friends discussing their experiences of studying history. Listen to the dialogue once and answer five multiple choice questions about the three speakers and some of the things they mention. You have 45 seconds to read the questions.**

1. When did the speakers go to school together?
  - a) During wartime
  - b) During the Aztec period
  - c) During the 20th century
  
2. Which speakers studied history at university?
  - a) All three of them
  - b) One of the men and the woman
  - c) Only the woman
  
3. Which speaker has studied the Second World War in the most detail?
  - a) The first man (who mostly asks questions)
  - b) The second man (who speaks last)
  - c) The woman



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4. Which statement is definitely true about the school play?
- The woman was involved in it.
  - One of the men was involved in it.
  - Neither of the men was involved in it.
5. Which speaker has attended the museum where a noteworthy statue is on display?
- The first man (who first mentions the statue)
  - The second man (who mentions the museum)
  - We don't know whether any of them have visited

**Part 2. Listen to the conversation again and answer five more questions. Now you will have 45 seconds to read the task.**

1. Who is Norris (mentioned twice near the beginning of the conversation)?
- One of the speakers
  - Someone the speakers went to school with
  - A teacher at the speakers' school
  - A fictional character who appeared in history lessons
2. Why did the second man become interested in history?
- He built model aeroplanes as a child.
  - He was influenced by one of his teachers.
  - He read a book about the Second World War.
  - He saw a play about history.
3. Sam and Lee can both be girls' or boys' names in English. Who is called Sam?
- The first man (who mostly asks questions)
  - The woman
  - The second man (who speaks last)
  - One of the speakers' teachers
4. Which of these things does not interest the woman?
- Wartime manoeuvres by the armed forces
  - Relationships between groups in society
  - How certain people came to be in power
  - The origins of business



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5. Why do the speakers discuss the 'airbrushing of history' towards the end of the recording?
- They studied it at school.
  - It has been in the news.
  - They think it should happen.
  - They don't know why it happens

### LISTENING. Tracking ancestors.

**Part 3. You will hear five short extracts in which people talk about tracking their ancestors. The task consists of two parts. You will hear the recording twice. While listening, do both parts. You have 45 seconds to read the task.**

**Task 1. Match what each speaker (1-5) says about the discoveries he or she made (A-H). Write numbers 1-5 and (-) for options that you do not need.**

- A \_\_\_\_\_ one of my ancestors went abroad to find adventure  
 B \_\_\_\_\_ a relative ran away from home when he was young  
 C \_\_\_\_\_ I am descended from immigrants  
 D \_\_\_\_\_ a family tradition turned out not to be true  
 E \_\_\_\_\_ at one time the family was wealthy  
 F \_\_\_\_\_ my great-grandmother came from a rich family  
 G \_\_\_\_\_ a relative emigrated to Australia  
 H \_\_\_\_\_ my great-great-grandfather changed his name

**Task 2. Match the speaker (1-5) with the emotions (A-H) that aroused in them by the discoveries. Write numbers 1-5 and (-) for options that you do not need.**

- A \_\_\_\_\_ I get angry at the thought of their suffering  
 B \_\_\_\_\_ learning the truth caused considerable bitterness  
 C \_\_\_\_\_ I have become more curious about the story  
 D \_\_\_\_\_ the whole thing made us feel quite embarrassed  
 E \_\_\_\_\_ I was delighted to make contact with my relatives  
 F \_\_\_\_\_ the story saddened me  
 G \_\_\_\_\_ I am very proud of my ancestor  
 H \_\_\_\_\_ I was disappointed at first