

# ANGLŲ KALBA

## Klausymo, skaitymo, kalbos vartojimo, rašymo testai

2008 m. valstybinio brandos egzamino užduotis  
(pakartotinė sesija)

2008 m. birželio 25 d.

### TRUKMĖ

Klausymo testas	30 min.
Skaitymo testas	60 min.
Kalbos vartojimo testas	20 min.
Rašymo testas	90 min.
<b>Iš viso</b>	<b>3 val. 20 min.</b>

**LISTENING PAPER (30 minutes. 50:2=25 points)**

**Part 1** (14 points, 2 points per item). You will hear an interview with style celebrities about how they dress their children. For questions 1–7, choose the best answer A, B or C and circle it. You will hear the text twice. An example (0) is given.

0. The TV presenter thinks that experimenting with clothes is

**A** not important.

ⓑ self-expressing.

**C** insignificant.

- 1. The TV presenter intends to pass her daughter**

**A** just stylish bags.

**B** all her wardrobe.

**C** some valuable things.

- 2. New brands of shoes usually do **not** have**

**A** hooks.

**B** laces.

**C** fastenings.

- 3.** The interior designer framed her

A daughter's Turkish dresses.

**B** grandmother's embroidered slippers.

C grandmother's dresses.

- 4.** The stylist stores clothes for

**A** no one but herself.

**B** her daughter only.

**C** the whole family.

- 5. The designer keeps his son's clothes because**

**A** old clothes have emotional value.

**B** they all have 70s print.

C he bought them in New York.

- ## 6. The interior designer speaks about her children's choices

**A** calmly.

**B** painfully.

**C** with disapproval.

7. The designer's daughters wear her clothes

**A** because their tastes are the same.

**B** when they dress for school balls.

**C** since she tells them to.

[illegible]

### Points

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**Part 2** (26 points, 2 points per item). You will hear a text about one of the Intercultural Dialogue Year projects for young people. For questions 1–13, complete the sentences. You may use more than one word. An example (0) is given. You will hear the recording twice.

- The project wants (0) to examine the meaning of being born in Europe.
- The project is about the children of (1) \_\_\_\_\_.
- The project opens a (2) \_\_\_\_\_ on understanding and acceptance.
- The new face of Europe is becoming more (3) \_\_\_\_\_.
- We can see a new (4) \_\_\_\_\_ of young people.
- A lot of migrant children plan to live, work and make a (5) \_\_\_\_\_ in Europe.
- The project was created by five European (6) \_\_\_\_\_.
- Twelve photo artists from (7) \_\_\_\_\_ countries showed their work.
- The exhibition shows people who see Europe as their (8) \_\_\_\_\_ home.
- The participants took pictures of the (9) \_\_\_\_\_ life of young families.
- The project analyses the problems of family life in the (10) \_\_\_\_\_ of big cities.
- A Spanish photographer named his collection (11) ‘\_\_\_\_\_ of Europe’.
- The goal of the exhibition is to examine new ideas and (12) \_\_\_\_\_ of cultural diversity.
- The idea of the project is also to highlight the (13) \_\_\_\_\_ of those who live in Europe.

For markers' use		
I	II	III
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Points 

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**Part 3** (10 points, 2 points per item). You will hear a description of the five most distinguished Europeans in 2007. For questions 1–5, choose which person is being described. Use the letters A–F only once. There is one extra letter which you do not need to use. You will hear the recording twice.

- A The researcher who wants to change her country's old values.
- B The representative of the party who dealt with effective use of energy.
- C The business person who produces nuclear energy collectors.
- D The reporter who is concerned with the European nature reserve.
- E The pioneer in the alternative energy production field.
- F The fighter for reasonable mobile call prices.

	1
	2
	3
	4
	5

For markers' use		
I	II	III
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Points 

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**LISTENING PAPER: Total**

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## READING PAPER (60 minutes. 25 points)

**Part 1** (6 points, 1 point per item). You are going to read four short descriptions (A–D) of the books. For questions 1–6, choose from the descriptions A–D. Some of the descriptions may be chosen more than once. There is an example (0).

<b>A</b>	<b>The Darkest Evening of the Year</b>
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Amy Redwing has dedicated her life to the southern California organization she founded to rescue abandoned and endangered golden retrievers. Among dog lovers, she's a legend for the risks she'll take to save an animal from abuse. No one is surprised when Amy risks her life to save Nickie, nor when she takes the female golden into her home. The bond between Amy and Nickie is immediate and uncanny. Even her two other goldens, Fred and Ethel, recognize Nickie as special, a natural alpha. But the instant joy Nickie brings is shadowed by a series of strange incidents. An ominous stranger. A mysterious home invasion. And the unmistakable sense that someone is watching Amy's every move and that, whoever it is, he's not alone. Someone has come back to turn Amy into the desperate, hunted creature she's always been there to save. But now there's no one to save Amy and those she loves.

<b>B</b>	<b>The Life of Times of the Thunderbolt Kid</b>
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The writer re-creates the life of his family and his native city in the 1950s in all its transcendent normality – a life at once completely familiar to us all and as far away and unreachable as another galaxy. It was, he reminds us, a happy time, when automobiles and televisions and appliances (not to mention nuclear weapons) grew larger and more numerous with each passing year, and DDT, cigarettes, and the fallout from atmospheric testing were considered harmless or even good for you. He brings us into the life of his loving but eccentric family, including affectionate portraits of his father, a gifted sportswriter for the local paper, and of his mother, whose job as the home furnishing editor for the same paper left her little time for practising the domestic arts at home. Warm and laugh-out-loud funny, and full of his entertaining, pitch-perfect observations, the book will enchant anyone who has ever been young.

<b>C</b>	<b>The Pillars of the Earth</b>
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The writer tells the story of Philip, prior of Kingsbridge, a devout and resourceful monk driven to build the greatest Gothic cathedral the world has known; of Tom, the mason who becomes his architect – a man divided in his soul; of the beautiful, elusive Lady Aliena, haunted by a secret shame; and of a struggle between good and evil that will turn church against state, and brother against brother. A spellbinding epic tale of ambition, anarchy, and absolute power set against the sprawling medieval canvas of twelfth-century England, this is the author's historical masterpiece. Enormous and brilliant, this mammoth tale seems to touch all human emotion – love and hate, loyalty and treachery, hope and despair. This is truly a novel to get lost in. A historical saga of such breadth and density. The writer succeeds brilliantly in combining hugeness and detail to create a novel imbued with the rawness, violence and blind faith of the era.

<b>D</b>	<b>Songbird</b>
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In the riverside town of Bedford, four students can hear the haunting voice of a woman singing. The beautiful melody is coming from their neighbour – a reclusive creature who never opens the door to anyone or leaves her home in daylight. They have no way of knowing that the woman next door, Madeleine Delaney is driven by a dangerous memory that for over twenty years has controlled her meagre existence! Madeleine's angelic voice and striking looks capture the hearts of many. But she only has eyes for club owner, Steve Drayton – a devastatingly handsome but heartless and cruel man. Then one night she witnesses a horrific crime, and her life is irrevocably changed forever. The kindness and friendship of one girl – Ellen, rescues Madeleine from utter devastation. But in order to survive, they must flee London, leaving behind those they dearly love, and danger is following them wherever they go.

Adapted from *Random House* website

*Which writer*

- portrays the picture of an animal lover?
- is nostalgic about the past?
- creates the character who is not afraid to put her life in danger?
- shows the diversity of feelings and characters?
- shows the character who spent most of her life in solitary confinement?
- describes his characters in an amusing way?
- introduces the male character with a deceitful appearance?

0	A
1	
2	
3	
4	
5	
6	

For markers' use		
I	II	III
—	—	—
—	—	—
—	—	—
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—	—	—
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*Points*

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**Part 2** (13 points, 1 point per item in questions 1–5 and 2 points per item in questions 6–9). You are going to read a newspaper article about a new trend in tourism. For questions 1–5, choose from statements A–G the one which best summarises each paragraph. There is one statement which you do not need to use. There is an example (0). For questions 6–9, find words in the text to complete the sentences. There is an example (00).

- |          |                                   |
|----------|-----------------------------------|
| <b>A</b> | A chain of problems               |
| <b>B</b> | Tempting tours                    |
| <b>C</b> | Two approaches towards travelling |
| <b>D</b> | Best solutions to the problem     |
| <b>E</b> | Unpleasant changes in the future  |
| <b>F</b> | Forever lost opportunities        |
| <b>G</b> | A new trend in tourism            |

0	G
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Paralysed by global warming? Saving the planet by staying at home? Don't be a fool, says Marcus Fairs. Join the new breed of travellers – inspired by the Emperor Nero – who are diving the Barrier Reef and hanging with orang-utans while you stare at your carbon footprint. I am changing my travel plans this year. Alarmed by global warming, shocked by the imminent mass extinction of species and distraught at the environmental damage wreaked by mass tourism, I have decided to act before it is too late. Yes, carbon-neutral travel can wait. I'm off to see polar bears, tigers and low-lying Pacific atolls while they're still there.

1	
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Although people who are aware of the effect global warming is having on the physical landscape are questioning whether visiting these places is the right thing to do. The angsty despair of the eco-worriers, and the stay-home moralising of the greenhouse gasbags do not convince us. For we are the travel Neroists, and we have spotted a window of opportunity. The travel Neroist reads science journals as avidly as newspaper travel sections, for the former are where you'll find the most up-to-date reports on nature's clearance sales.

2	
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Meanwhile, scientific predictions on the effects of global warming get worse by the day, with some reports suggesting the 'tipping point' where climate change starts to race out of control is just a decade away. Last month's draft of the Fourth Assessment Report of the Intergovernmental Panel on Climate Change, for example, predicted that within a century, acidification of the oceans caused by carbon emissions will kill off coral reefs; rising sea levels will inundate idyllic atolls; and malaria, desertification and killer heatwaves will make parts of tourist-friendly southern Spain and Italy virtually uninhabitable.

For markers' use

I II III

3	
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‘There is no doubt that the TV coverage relating to the environment is increasing, and that this too is drawing people to particular places and wildlife,’ says Justin Francis, a co-founder of the travel agency Responsibletravel.com ‘Polar bear watching is a good example. There has always been a demand for people to see rare and charismatic animals, and as they get rarer I suspect their appeal will increase.’ Yet in some cases we are already too late. Want to witness the annual wildebeest migration across the Serengeti? Forget it – drought has turned the grasslands of Kenya and Tanzania into wilderness and the wildebeest are dying en masse. Want to see tigers in the famous Sariska National Park in India’s Rajasthan? Too late – conservationists fear they have all been poached.

4	
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As public awareness of impending catastrophe rises, so more people want to visit threatened sites. ‘There has been increased awareness of the problems associated with climate change and people are becoming more conscious of the role they play in that,’ says Kimberly Kay, corporate responsibility manager at Thomson Holidays. ‘But I can’t say people have stopped travelling to these tourist attractions. In the case of cruises around the ice caps and swimming in coral reefs, people are well aware that they are fast diminishing and it is a case of ‘see it while you still can’.’ Air travel has never been easier or cheaper, but that cannot last as environmental pressure mounts on the industry to clean up its act.

5	
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Our urgency is only increased by responsible travel companies’ rising concerns at the harm their own tours are doing. ‘It’s a vicious circle’, says Matthews of Discovery Initiative. ‘The more endangered an animal is or the more fragile an ecosystem becomes, the more people want to see it, which degrades the area further. We may be cancelling a trip that involves viewing orca whales as we feel this may be doing more damage than good. It is hard to find the right balance between running our company and doing what’s right for the ecology of this planet.’

Adapted from *The Independent*

For questions 6–9 (2 points per item) find words in the text to complete the sentences. You may use only **one word** in each gap. There is an example (00).

(00). What shocks Neroists and makes them act decisively?

One of the issues is the extinction of species.

6. Why do the travel Neroists read journals?

They can find \_\_\_\_\_ information.

7. Why are heatwaves unfriendly for the environment?

They turn lands into \_\_\_\_\_ areas.

8. Why do people want to see charismatic and endangered animals?

Those animals get \_\_\_\_\_ every day.

9. What happens to the places, affected by climate change?

They are quickly \_\_\_\_\_.

For markers' use

I II III

— — —

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For markers' use

I II III

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Points

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**Part 3** (6 points, 1 point per item). You are going to read a newspaper article about traffic jam problem solving. Seven phrases have been removed from the text. For questions 1– 6, choose from the phrases A–H the one which best fits each gap. There is one extra phrase you do not need to use. There is an example (0).

### SOFTWARE USES IN-ROAD DETECTORS

According to Urban mobility study, the average American city dweller wastes 62 hours per year stuck in traffic, and traffic jams cost the average city \$900 million in lost work time and wasted fuel every year.

The same in-road detectors (0) H could soon respond quicker to traffic jams, thanks to software developed by an Ohio State University engineer, Benjamin Coifman. In tests, the software helped California road crews discover traffic jams (1) \_\_\_\_\_, allowing them to clear accidents and restore traffic flow before many other drivers would be delayed. This technology could (2) \_\_\_\_\_ they need to plan efficient routes, and even improve future road design.

Many drivers have probably noticed the buried detectors, called loop detectors, at intersections. A square outline cut into the pavement marks the spot where road crews have inserted a loop of wire. When a car stops over the loop, a signal travels to a control box at the side of the road, (3) \_\_\_\_\_. Though the loop detectors are barely more than metal detectors, they collect enough information to indicate the general speed of traffic, the engineer set out to use the detectors in a new way.

‘If transportation engineers are doing their job well, (4) \_\_\_\_\_, they’ve improved travel conditions. With the software, a small amount of roadside hardware and a single PC, a city could significantly improve traffic’, Coifman said.

He wrote computer software (5) \_\_\_\_\_ as it passes over a detector. Once a vehicle of similar length passed over the next loop, the computer could match the two signals and calculate the vehicle’s travel time. Based on each car’s travel time, the software was able to determine within three and a half minutes after traffic began to slow that a traffic jam had formed.

The new algorithms had to take many human factors into account (6) \_\_\_\_\_. Among other factors, Coifman had to consider people changing lanes, entering and exiting from ramps, the delay to drive time caused by people who slow down to look at accidents or other events.

Adapted from *The Science Daily*

For markers' use		
I	II	III
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—	—	—
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—	—	—

- A** also provide drivers with the information  
**B** which tells the traffic light to change  
**C** three times faster than before  
**D** because drivers’ behavior isn’t predictable

- E** you don’t even realize  
**F** that can capture a vehicle’s length  
**G** also gives the necessary information  
**H** that control traffic lights and monitor traffic

Points 

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READING PAPER: Total 

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**Part 2** (10 points, 1 point for item). For questions 1–10, read the text below. Use the word given in capitals to form a word that fits in the space in the same line of the text. There is an example (0).

## CLIMATE CHANGE

Disasters are coming much <b>(0)</b> ... than ever.	<b>(0) FAST</b>	<i>faster</i>
They follow a pattern of more frequent		
but less <b>(1)</b> ... weather events	<b>(1) PREDICT</b>	
that make people <b>(2)</b> ... in global warming.	<b>(2) BELIEF</b>	
It has become <b>(3)</b> ... obvious to the millions caught	<b>(3) DEFINITE</b>	
up in the downpours in Mexico this year.		
The reports say that there are <b>(4)</b> ... floods	<b>(4) NUMBER</b>	
all over the world. Humanitarian <b>(5)</b> ... is needed	<b>(5) ASSIST</b>	
to prepare for more disasters. Vietnam is among		
the countries <b>(6)</b> ... hit by rising sea levels.	<b>(6) MOST</b>	
Climate change make millions <b>(7)</b> ... as	<b>(7) HOME</b>	
their homes <b>(8)</b> ... because of the tropical cyclones.	<b>(8) APPEAR</b>	
The developed nations should take <b>(9)</b> ...	<b>(9) RESPONSIBLE</b>	
for the climate change. They are called on to		
participate in the round of <b>(10)</b> ... in order to reduce	<b>(10) NEGOTIATE</b>	
greenhouse gas emissions.		

[illegible]

<i>Points</i>			
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**Part 3** (15 points, 1 point per item). Read a story about the experience learning in a foreign country. For questions 1–15, complete the gaps by putting the verbs in brackets in the appropriate form. There is an example (0).

## TRIP THAT PROVED A PERFECT PARIS MATCH

When our daughter, Amelia, (0) announced that the school she attended in Tanzania, (1) \_\_\_\_\_ (to consider) the possibility of taking a number of the students on French course to Paris, I thought what was that going to cost? After (2) \_\_\_\_\_ (to learn) about the cost I realised it was less than it would cost me to take her to France. I was worried that she would get lost on the Metro, be kidnapped or (3) \_\_\_\_\_ (to lose) her passport/money/ID. I (4) \_\_\_\_\_ (to begin) to question whether she would appreciate the experience of European culture after she (5) \_\_\_\_\_ (to assure) me she was 'not a baby, you know'.

The 20 students, boys and girls aged between 13 and 16 **(6)** \_\_\_\_\_ **(to accompany)** by their French teacher Michele and her husband Lloyd. I asked them: ‘Are you sure you can **(7)** \_\_\_\_\_ **(to manage)** 20 teens?’. They assured me that the trip **(8)** \_\_\_\_\_ **(to arrange)** through the language school. It was responsible for **(9)** \_\_\_\_\_ **(to place)** children with host families around Paris. The group used the Metro **(10)** \_\_\_\_\_ **(to travel)** from host family homes to lessons. The host families preferred **(11)** \_\_\_\_\_ **(to lead)** their guests to the city to letting them **(12)** \_\_\_\_\_ **(to go)** alone. I received two emails while she was away, which made me **(13)** \_\_\_\_\_ **(to smile)**.

She arrived home eight days later. The cultural experience was shared by all the students. Another advantage was the improvement to their confidence and self-esteem. Many of the students were not accustomed to (14) \_\_\_\_\_ (to do) things for themselves. The students had to develop the confidence to embrace a new situation and tackle any unforeseen problems. Amelia must (15) \_\_\_\_\_ (to come) home with a broader understanding of her world, a greater appreciation for the culture of others – of Europeans, where she has only been used to that of Africans.

[illegible]

### Points

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**USE OF ENGLISH PAPER: *Total***

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## WRITING PAPER (90 minutes. 30 points)

**You must do both Part 1 and Part 2 of the Writing Paper.**

**Part 1** (14 points). *Read the task given in Lithuanian and do it in English.*

Jūs pakvietė vadovauti vienai iš dalyvių grupių tarptautinėje mokinių konferencijoje ‘Multicultural World’, vykšančioje Danijoje.

Parašykite laišką projekto koordinatoriui p. Brown’ui, kuriame:

- padėkokite už pakvietimą ir sutikite dalyvauti,
- pateikite informaciją apie savo gebėjimus (užsienio kalbų ir kompiuterinio raštingumo),
- pasiteiraukite, kiek atvyksta mokinių ir iš kokių šalių,
- pasiūlykite temą susipažinimo vakarui.

Laiško apimtis 110–130 žodžių. Laišką pradėkite ir baikite pagal anglų kalbos laiškų rašymo taisykles. Nerašykite savo vardo ir pavardės.

Please count the number of words, including articles and prepositions, and write it down at the bottom of page **13** in the space provided.

### Notes and Draft of the Letter

For markers' \_\_\_\_\_

***I***                      ***II***                      ***III***

### III

Number of words	
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**Part 2** (16 points). An international student magazine is offering a prize for the best composition with the title: *The season I like most*. You have decided to enter the competition.

THE SEASON I LIKE MOST

Describe the season and explain why you like it (give 3 reasons).

Write 150–170 words.

Use the space below for your notes and write your answer on page **16**.

Please count the number of words, including articles and prepositions, and write it down at the bottom of page **16** in the space provided.

**Notes and Draft of the Composition**

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A large, empty rectangular box with a thin black border, occupying the majority of the page. It is intended for the student to write their answers to the exam questions.

## Final Version of the Composition

[illegible]

Number of words	
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**Letter Assessment Scale (14 points)**

Criterion	Score		
	Max.	1 <sup>st</sup> Marker	2 <sup>nd</sup> Marker
Content	3		
Organisation	3		
Range and appropriacy	4		
Accuracy	4		
<b>Letter Score</b>			

**Composition Assessment Scale (16 points)**

Criterion	Score		
	Max.	1 <sup>st</sup> Marker	2 <sup>nd</sup> Marker
Content	4		
Organisation	4		
Range and appropriacy	4		
Accuracy	4		
<b>Composition Score</b>			

<b>Total Score</b>		
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**Total Score = Letter Score + Composition Score**