



# UŽSIENIO KALBA (ANGLŲ)

KLAUSYMAS, SKAITYMAS, RAŠYMAS

Valstybinio brandos egzamino užduotis  
(pagrindinė sesija)

Trukmė – 3 val. 15 min. (195 min.)

## TRUKMĖ

Klausymas	30 min.
Skaitymas	60 min.
Rašymas	105 min.
<b>Iš viso</b>	<b>3 val. 15 min.</b>

## NURODYMAI

1. Gavę užduoties sąsiuvinį ir atsakymų lapą, patikrinkite, ar juose nėra tuščių lapų arba kito aiškiai matomo spausdinimo broko. Pastebėję praneškite egzamino vykdytojui.
2. **Įsitikinkite, kad atsakymų lapas pažymėtas lipduku, kurio numeris sutampa su jūsų eilės numeriu egzamino vykdymo protokole.**
3. Atsakymus į užduoties klausimus pirmiausia galite rašyti užduoties sąsiuvinyje. Jei neabejojate dėl atsakymo, iš karto rašykite atsakymų lape. **Vertintojams bus pateikiamas tik atsakymų lapas!**
4. Atsakymų lape rašykite **tik juodai** rašančiu tušinuku tvarkingai ir įskaitomai. Atsakymų lape nesinaudokite trintuku ir koregavimo priemonėmis.
5. Saugokite atsakymų lapą (neįplėškite ir nesulamdykite). Sugadintuose lapuose įrašyti atsakymai nebus vertinami.
6. Atlikdami užduotis su pasirenkamaisiais atsakymais, atsakymų lape žymėkite tik vieną atsakymo variantą.
7. Atlikdami visas užduotis, atsakymų lape savo atsakymus rašykite tik jiems skirtose vietose. Už ribų parašyti atsakymai nebus vertinami.
8. Atlikdami klausymo testo užduotis, nepamirškite atsakymų įrašyti į atsakymų lapą. Klausymo testo pabaigoje skirtos dvi minutės klausymo testo atsakymams perrašyti į atsakymų lapą.
9. Jeigu atlikdami rašymo testo užduotis naudojate juodraščiu, kuriam palikta vietos užduoties sąsiuvinyje, pasilikite pakankamai laiko perrašyti savo darbą į atsakymų lapą.
10. Neatlikę kurios nors užduoties, nenusiminkite ir stenkitės atlikti kitas.
11. Atsakymų lape neturi būti užrašų ar kitokių ženklų, kurie leistų identifikuoti darbo autorių.
12. Pasibaigus egzaminui, užduoties sąsiuvinį galite pasiimti.

Linkime sėkmės!

## I. LISTENING PAPER

*Duration: 30 minutes, 25 points.*

**Part 1** (10 points, 1 point per item). You will hear people speaking in five different situations. For questions 1–10, choose the correct answer, **A**, **B** or **C**. There is an example (0). You will hear each situation twice. You now have 1 minute to look at the questions.

**Example (0). You will hear two students talking.**

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0. What is the new time for the students to meet each other?
- A quarter past two
- B quarter to three
- C three o'clock
00. What is the purpose of the meeting at the Students' Union?
- A to discuss ideas for their essay
- B to organise a sports competition
- C to plan how to raise money

**Situation 1. You will hear a man speaking about football.**

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1. Which country is his favourite in terms of football?
- A Denmark
- B The Netherlands
- C Germany
2. What was the result of the latest match between Romingen and Edmen?
- A 2-1
- B 1-2
- C 2-2

**Situation 2. You will hear an announcement in a shop.**

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3. Which kind of shop is most likely to play this announcement?
- A a hardware accessory shop
- B a beauty accessory shop
- C a computer accessory shop
4. What can you win in the lottery?
- A a 30% discount
- B £30 in cash
- C a £30 gift voucher

**Situation 3. You will hear two friends talking about a music festival.**

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5. Which opinion do they share?
- A The organisation of the festival was poor.
- B The performance of the last group was a let-down.
- C The tickets were rather expensive.
6. What do they both agree should be increased?
- A the price for using the carpark
- B the number of drinking fountains
- C the number of rubbish bins

**Situation 4. You will hear a man speaking about his fashion company.**


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7. What does the company give a second chance to?
- A collections
- B fabrics
- C factories
8. What did the company receive an award for?
- A innovative design
- B ethical fashion
- C outstanding achievement

**Situation 5. You will hear a school principal talking to an administrator.**


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9. What is the administrator going to show the visitors first?
- A the modern language centre
- B the science laboratories
- C the sports facilities
10. Who does the principal definitely want the visitors to meet?
- A pupils doing experiments
- B the school gardener
- C the canteen staff

**Part 2** (4 points, 1 point per item). You will hear an interview with Stefan Rousseau, a political photographer. For questions 11–14, choose the correct answer, **A**, **B** or **C**. There is an example (0). You will hear the recording twice. You now have 30 seconds to look at the questions.

0. What is Stefan's aim as a political photographer?
- A to portray the Prime Minister in a positive light
- B to capture the Prime Minister in a good mood
- C to reflect the situation accurately
11. According to Stefan, what has been crucial for his success?
- A the ability to build up contacts with event planners
- B the expertise to use sophisticated camera equipment
- C the luck to be in the best place for a good photo opportunity
12. What observation does Stefan make about his profession?
- A Newspapers paid less for press photos ten years ago.
- B Successful photographers need to rely on their talents.
- C The competition from amateur photographers is worrying.
13. What is the most difficult part of the job for Stefan?
- A missing his family
- B working in bad weather
- C remaining fair and objective
14. What does Stefan look back on with the most pride?
- A meeting the most famous member of the Royal Family
- B seeing his work on the covers of international newspapers
- C photographing Presidents of the United States of America

**Part 3** (5 points, 1 point per item). You will hear some people speaking about their encounters with wild animals. For questions 15–19, match the extracts that you hear with options A–G. There is **one** option that you do not need to use. There is an example (0). You will hear the recording twice. You now have 30 seconds to read the task.

**How did the speaker feel at the moment of the encounter with a wild animal?**

- A sorrowful
- B concerned
- C curious
- D disappointed
- E fortunate
- F peaceful
- G terrified

0. Example 0	A
15. Speaker 1	
16. Speaker 2	
17. Speaker 3	
18. Speaker 4	
19. Speaker 5	

**Part 4** (6 points, 1 point per item). You will hear a talk on mathematics and music. For questions 20–25, complete the summary. You may write **one** word only. Write the word exactly as you hear it. There is an example (0). You will hear the recording twice. You now have 1 minute to read the summary.

The similarities and (0) connections between music and mathematics were noticed in ancient times by Greek philosophers. It might seem an (20) \_\_\_\_\_ contradiction that Beethoven was deaf but became one of the most famous names in classical music. To this day, the reason why people are moved by this celebrated composer's (21) \_\_\_\_\_ musical masterpieces for the piano is their underlying mathematical structures, for example, in the *Moonlight Sonata*. If we bear in mind the ties between mathematics and music, maybe it was (22) \_\_\_\_\_ that computers would be used by specialists working in both spheres. With the emergence of pioneering technologies, different equipment has been created to (23) \_\_\_\_\_ musicians who compose computer-generated music. The fascinating relationship between music and mathematics inspired David Cope to create software that can replicate patterns and create different (24) \_\_\_\_\_ of works in the styles of famous composers. Nowadays, artificial intelligence can produce flawless music; however, success in the music industry is only guaranteed on condition that the composition (25) \_\_\_\_\_ strong feelings.

**II. READING PAPER****Duration: 60 minutes, 25 points.**

**Part 1** (4 points, 1 point per item). You are going to read some ideas about how to improve your well-being. For questions 26–29, choose the statement from A–F which best summarises each paragraph. There is **one** statement that you do not need to use. There is an example (0).

**Improving your well-being**

- A Stop complaining
- B Accept that life is full of ups and downs
- C Be aware of the company you keep
- D Consider your achievements and praise yourself
- E Learn to appreciate small joys
- F Stop focusing too much on the past

0.   A   Although having a good old moan can bring relief from stress and tension, this feeling is short-lived. Continuously focusing on the negatives of the world around us is not a good habit to get into. Such a mindset prevents us from taking the positive steps that could change our lives for the better.
26. \_\_\_\_\_ Calm down and reward yourself for something positive that has happened in your life. Reflect on all the strengths you possess and the ways you contributed, both directly and indirectly, to make this past event occur. For example, if you aced a test, don't just think about how great it was that you were prepared, but also analyse how your intelligence and dedication played a role.
27. \_\_\_\_\_ Never give up on your dreams, but it is worth trying to focus on keeping your expectations realistic. It will allow you to keep a sense of perspective on how you view different events, because everyone knows that life is not just full of joy and good times. Everyone is exposed to failure and disappointment from time to time. The key, however, is how we shake off such situations and what we do to achieve our goals.
28. \_\_\_\_\_ Pessimism spreads quickly. Therefore, spending time with folks who always see the bad in every situation is the fastest way to ensure that you continue to feel down too. People who complain all the time and only see the negative side of things will make it difficult for you to make changes. Spend time with those who are positive, and you will see the effect it has on your state of mind.
29. \_\_\_\_\_ Start treasuring everything you have around you, and think about what you can do to make your life better. Be thankful for what you have, no matter how tiny or insignificant these things may seem. Think about all the good things that have happened to you in the past, and eventually, you will realise that you are letting more and more happiness into your life!

**Part 2** (6 points, 1 point per item). You are going to read a text about being an entertainer at a summer camp. For questions 30–35, complete the text with the words from the box below. There are **two** words that you do not need to use. There is an example (0).

### A summer experience

board	bored	costume	life	moved	refused	running	<i>stayed</i>	suits
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I used to spend my holidays in England at a famous summer camp called *Butlin's*. I (0) stayed there almost every summer. I have fond memories of the specially trained entertainers who work at *Butlin's* and wear iconic red jackets, which is why they are called 'Redcoats'.

Many years later, I myself became a Redcoat. The selection process for becoming a children's entertainer was tough. Our team's task was to design a new and original (30) \_\_\_\_\_ game that would be suitable for four people to play using a dice. It was hard to be creative, but we all got the job apart from one guy who (31) \_\_\_\_\_ to live in the shared self-catering accommodation for six months as he would have missed his mum's homemade food.

Working at *Butlin's* was an exhausting but enjoyable experience. Every Redcoat had to ensure that the kids never got (32) \_\_\_\_\_, so there was always something to entertain them. I was responsible for bringing the characters to (33) \_\_\_\_\_ by dressing up as *Una the Unicorn* or wearing other crazy animal costumes and putting on silly character voices. However, I preferred art workshops; (34) \_\_\_\_\_ them for young teenagers was particularly fun for me.

Being a Redcoat taught me to be responsible, imaginative, and flexible, as I also worked as a juggler, DJ, and waiter. That was the worst job because we were on our feet all day. We had to dress formally and wear really uncomfortable three-piece (35) \_\_\_\_\_; the waistcoats were awful, but the tips people left were generous! Overall, I look back on my first summer job with nostalgia.

**Part 3** (7 points, 1 point per item). You are going to read a popular science article about motivation. Seven sentences have been removed from the text. For questions 36–42, choose from sentences A–I the one which fits each gap. There is **one** sentence that you do not need to use. There is an example (0).

### What our brains can reveal about motivation

- A Feedback is provided on what is about to happen: either positive praise and a sense of accomplishment or yelling and a negative sense of failure.
- B For business people, this is always to make the most money through minimum effort.
- C In contrast, those asked to do so for free were overwhelmingly willing.
- D It sends your body into fight-or-flight mode, during which survival is prioritised above all else.
- E Money can certainly trigger productivity; however, salaries alone don't motivate us.
- F Once a reasonable standard of living is achieved, not only do rewards and punishment fail to motivate us to perform better, they often demotivate us.
- G Perhaps the single most motivating factor in our lives is the sense that we're fulfilling a greater purpose.
- H Successful companies understand the need to help employees to discover the intrinsic rewards of their own work.
- I We are actually very easily motivated by any sort of challenging work.

What motivates people and makes them more productive and creative? Neuroscientists and psychologists have established that we experience motivation when dopamine – a neurotransmitter that relays signals between brain cells – is released and travels to the area of the brain that mediates reward behaviour. (0) A Furthermore, we can separate motivation into two more categories: intrinsic and extrinsic.

Curiosity and the desire to learn are motivators from within – seeking knowledge for knowledge’s sake rather than for school marks. The trick is to find the intrinsic reward in our work and to enjoy it. (36) \_\_\_\_\_ This is why so many of our hobbies involve complex problem-solving (working on motorcycles, gourmet cooking, reading mysteries, etc.), and it also applies in our professional lives. (37) \_\_\_\_\_ Google does this by allowing engineers one day a week to work on whatever project they choose, which is how Gmail was first created.

Our brains look very different when motivated by external stimuli, such as financial compensation. (38) \_\_\_\_\_ In fact, an excessively large financial incentive can cause people to make lots of mistakes, perhaps due to the fear of not getting such a huge reward. When fear takes over the part of the brain critical in forming memories, processing emotions, and making decisions, then the brain freezes. (39) \_\_\_\_\_ Motivation by fear is not sustainable for long-term success.

So does money work as a long-term motivator for people in well-off countries? (40) \_\_\_\_\_ One classic example of this is a study involving professional lawyers who were asked to provide legal services for low-income persons either for a low fee, for \$20 an hour, or for free. Interestingly, the subjects asked to provide services for a fraction of their typical rate were unwilling to do so. (41) \_\_\_\_\_ The small fee caused the subjects to be less motivated, since they could only think of the work in relation to their normal (significantly larger) fees. The zero-fee group did not consider the work as an economic transaction, so the work itself was its own reward.

Thus, extrinsic motivation only really works when paired with other, more intrinsic motivators. Edward Deci, a psychologist at Rochester University, says that we have some psychological needs that help supplement financial motivation. These include autonomy, competency, and the sense of feeling connected to others. We need to have a mission. (42) \_\_\_\_\_ That’s why lawyers will do for free what they won’t do for cheap – there’s a sense that they’re contributing to something greater than themselves. So, to stay motivated we also need a combination of intrinsic and extrinsic stimuli, as well as emotional and creative responses to challenging tasks.

**Part 4** (8 points, 1 point per item). You are going to read an article about dishonest behaviour in education. For questions 43–50, complete the summary by inserting no more than **one** word from the text. There is an example (0).

### **Honesty is the best policy**

Academic dishonesty, which encompasses behaviours such as cheating, plagiarism, and falsification of data or quotations, is a widespread and troubling phenomenon in higher education. It may be as simple as looking over a classmate's shoulder during a quiz, but whatever the method employed, academic dishonesty harms the learning experience and gives cheats an unfair advantage over those who abide by the rules.

There is no single explanation for the occurrence of dishonest behaviour in education. Some scientists have suggested that while most students realise academic dishonesty is immoral, various outside factors or pressures may serve as 'neutralisers', allowing students to suppress their feelings of guilt and justify their dishonest acts to themselves. In certain cases, dishonest behaviour may arise not from totally disregarding the rules of academic integrity, but from ignorance of what those rules are.

Other researchers have concluded that it is possible that some cheats make a rational choice to commit academic misconduct. Business or other copyright scandals in the real world make students believe dishonesty is an acceptable method for achieving success in contemporary society. Academic dishonesty, in this case, would be practice for real life. For some students, there would be a dichotomy between success and honesty, and their decision is that, "it is not that we love honesty less but that we love success more". Conversely, other scholars consider that with the recent rise in corporate ethics related dismissals in the business world, this approach to cheating may be losing its appeal – if it ever really had any. However, it has been shown that the expected benefits of cheating as well as a student's morality play an important role when engaging in dishonest behaviour.

Digital technology has rapidly become more sophisticated and has opened up new avenues for students bent on committing acts of academic dishonesty with ease. Beyond simply cutting-and-pasting from webpages, an entire Internet economy has sprung up that offers essays for students to purchase. Students also use wireless technology to share answers during exams. Nevertheless, educational professionals and software developers have created new technologies to identify cheats. Many universities have learning management systems, which include several features intended to make cheating more difficult. Several different computer programs have been developed that claim to detect plagiarism in student papers, usually by comparing student submissions against the Internet, a database of past work, or both, and then identifying words and phrases that match.

In most institutions of higher education, students are expected to be responsible for themselves by exhibiting the highest standards of academic integrity. Therefore, an act of academic dishonesty is an offence against the university. For that reason, the rules prescribe disciplinary consequences, including suspension or expulsion from the university. Also, in most universities students have to sign a declaration of academic honesty.

Recent studies have indicated that there is no clear link between academic dishonesty and academic success. One study showed that students given an unexpected opportunity to cheat did not improve their grades significantly compared to the control group. Another study showed that students who were allowed to bring cheat sheets to a test did not improve their grades either. This may conflict with the common perception of cheating; in fact, one survey found that very few students think that cheating does not help grades. However, because of the inferior quality of the submitted work, it is often apparent to professors and members of ethical conduct committees when it has been plagiarised in a hurry.

The fight against academic dishonesty is a difficult one and will continue to be so for the foreseeable future. However, if teachers and instructors give careful thought to the causes of student misconduct and plan their instructional strategies accordingly, they can do much to curb dishonest behaviour and ensure that integrity prevails in the classroom.

### Summary

Today, educational systems all over the world are facing the (0) troubling issue of large-scale academic fraud. Some students tend to cheat, making excuses that vary from unfamiliarity with the rules to justifying their dishonesty and feeling hardly any (43) \_\_\_\_\_. Academics who research plagiarism have suggested various explanations as to why students cheat. One theory is that students see other people breaching the laws of (44) \_\_\_\_\_ and think that cheating is a perfectly reasonable way to become successful. Although there is a conflict between ethical issues and cheating, many students consider it worth (45) \_\_\_\_\_ in plagiarism, as the benefits and possible successes outweigh the potential moral disapproval. The increased use of digital technology has contributed to the (46) \_\_\_\_\_ of cheating, when, for example, students can submit assignments that they have not written themselves. Nevertheless, new software also makes it easier to (47) \_\_\_\_\_ and identify instances of dishonesty. In higher education, academic dishonesty is considered to be a very serious punishable (48) \_\_\_\_\_, which might cost the student their degree. Research reveals that the connection between academic achievement and academic misconduct is unclear. Even those who think it is morally wrong still cannot give up the temptation to hand in papers that academics regard as being of (49) \_\_\_\_\_ standard. Combatting academic dishonesty might be a long process, but it should be the responsibility of the educators to (50) \_\_\_\_\_ they apply appropriate instructional measures to discourage dishonesty.





