



ANGLŲ KALBA

Klausymo, skaitymo, kalbos vartojimo, rašymo testai

2002 m. valstybinio brandos egzamino užduotis
(pagrindinė sesija)

2002 m. birželio 11 d.

TRUKMĖ

Klausymo testas	25 min.
Skaitymo testas	50 min.
Kalbos vartojimo testas	35 min.
Rašymo testas	90 min.
Iš viso	3 val. 20 min.

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LISTENING PAPER

Time: 25 min. Points: 25

Task 1. DESIGNING RACING CARS

You are going to hear a narration about Sam, a designer of racing cars. The statements A-H below summarize the text but they are in the wrong order. While listening, number the statements in the right order. The beginning has been given to you as an example (0).

You have half a minute to read the statements.

Now listen to the narration. You will hear it twice. Do as much as you can the first time and finish your work the second time. Listen carefully.

7 points (1 point per item)

- A ____ Criteria for designing a car.
- B ____ The earnings.
- C ____ Importance of education.
- D ____ Length of the working day.
- E ____ Personal achievements in the job.
- F ____ Process of designing.
- G ____ Sam's motivation.
- H 0 Sam's professional ambitions.

For markers'
use
I II

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Points

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Task 2. SCHOOL IN THE 1940s

You are going to hear an interview between Mel, a newspaper reporter, and Corinne Cox, who was at school in the 1940s. While listening, decide whether the statements are true (T) or false (F) and tick [✓] the appropriate box. The first has been done for you as an example (0).

You have one minute to read the statements.

Now listen to the interview. You will hear it twice. Do as much as you can the first time and finish your work the second time. Listen carefully.

12 points (1 point per item)

- | | T | F |
|--|-------------------------------------|--------------------------|
| 0. Corinne went to a commercial college. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 1. There were lots of other colleges she could choose. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The curriculum included the subjects for business. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. In those days learning required a lot of memorizing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. There were best teachers working at the college at that time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Women teachers had to be single. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Each misbehaviour of a student could be easily disclosed. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The lessons started and finished at exact hours. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Corinne studied very hard because she liked all the subjects. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. She started her career as a book-keeper. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Corinne felt good and self-assured among the staff. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. She earned very little money. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. In the 1940s most women left their jobs after marriage. | <input type="checkbox"/> | <input type="checkbox"/> |

For markers'
use
I II

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Points

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Task 3. LONDON: CAPITAL OF COOL

You are going to hear a report on fashion in London. While listening, choose the right ending and tick [✓] the appropriate box. The first has been done for you as an example (0).

You have one minute to read the statements.

Now listen to the report. You will hear it twice. Do as much as you can the first time and finish your work the second time. Listen carefully.

6 points (1 point per item)

- 0. London is the high fashion capital of
 - A couture.
 - B classic.
 - C cool.

- 1. The number of designer shops in London is going to
 - A decrease.
 - B double.
 - C increase.

- 2. The price in most designer shops is
 - A extremely high.
 - B funny.
 - C reasonable.

- 3. London's youngest shoppers
 - A are not interested in fashion.
 - B design clothes themselves.
 - C talk about fashion.

- 4. Children under fifteen care very much about clothes'
 - A colour.
 - B labels.
 - C texture.

- 5. London's Fashion Week tries to find
 - A the best fashion writer.
 - B the best model.
 - C the newest talent.

- 6. London's Fashion Week presents
 - A a variety of styles.
 - B only classic chic*.
 - C only cool high fashion.

For markers' use
I II

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Glossary: classic chic* – smart clothes based on traditional designs.

Points

LISTENING PAPER: Total

READING PAPER

Time: 50 min. Points: 25

Read the text and do the tasks.

WILKIE COLLINS (1824 – 1889)

William Wilkie Collins was born in London, the son of a painter. He worked for a tea importer, and later studied law, but never worked as a lawyer. He was a close friend and colleague of Charles Dickens from 1851 to Dickens' death. He wrote numerous articles and short stories for magazines edited by Dickens, but is best known for his novels. Although he lived in London, he travelled widely in France and Italy, often with Dickens.

In his writing Wilkie Collins was an expert at mystery, suspense and crime. He wrote the first full-length detective stories in English, and many modern detective-story writers base their technique on his. *The Woman in White* and *The Moonstone* are his most famous novels. The poet T. S. Eliot called *The Moonstone* 'the first, the longest and the best of modern detective novels'. Collins specialized in constructing clever, detailed plots, and he always checked his facts meticulously*.

T H E M O O N S T O N E

The Moonstone is a beautiful, priceless diamond, which was originally stolen from a religious temple in India, and brought to England. Its Indian guardians have followed it and are intent on taking it back. It is now in the possession of an English family, and is soon to be given to Miss Rachel Verinder on her eighteenth birthday.

The Verinders live in a large country house, and their old butler, Gabriel, is telling the story. His daughter, Penelope, also a servant in the house, has recently seen some Indian jugglers in the village, performing tricks with a bottle of ink. Gabriel wants to make sure that no thieves enter the house.*

Towards midnight I went round the house to lock up, accompanied by my second in command (Samuel, the footman), as usual. When all the doors were made fast, except the side door that opened on the terrace, I sent Samuel to bed and stepped out for a breath of fresh air before I too went to bed in my turn.

The night was still and close, and the moon was at the full in the heavens. It was so silent out of doors that I heard from time to time, very faint and low, the fall of the sea, as the ground-swell heaved it in on the sand-bank near the mouth of our little bay. As the house stood, the terrace side was the dark side, but the broad moonlight showed fair on the gravel* walk that ran along the next side to the terrace. Looking this way, after looking up at the sky, I saw the shadow of a person in the moonlight thrown forward from behind the corner of the house.

Being old and sly, I forbore to call out but being also, unfortunately, old and heavy, my feet betrayed me on the gravel. Before I could steal suddenly round the corner, as I had proposed, I heard lighter feet than mine – and more than one pair of them as I thought – retreating in a hurry. By the time I had got to the corner, the trespassers, whoever they were, had run into the shrubbery at the off side of the walk, and were hidden from sight among the thick trees and bushes in that part of the grounds. From the shrubbery, they could easily make their way, over our fence, into the road. If I had been forty years younger, I might have had a chance of catching them before they got clear of our premises. As it was, I went back to set a-going a younger pair of legs than mine. Without disturbing anybody, Samuel and I got a couple of guns, and went all round the house and through the shrubbery. Having made sure that no persons were lurking about anywhere in our grounds, we turned back. Passing over the walk where I had seen the shadow, I now noticed, for the first time, a little bright object lying on the clean gravel under the light of the moon. Picking the object up, I discovered it was a small bottle, containing a thick sweet-smelling liquor, as black as ink.

I said nothing to Samuel. But, remembering what Penelope had told me about the juggler, and the pouring of the little pool of ink into the palm of the boy's hand, I instantly suspected that I had disturbed the three Indians, lurking about the house, and bent, in their heathenish way, on discovering the whereabouts of the Diamond that night.

Glossary: **meticulously** – precisely, carefully; **juggler** – magician, performer; **gravel** - small stones.

Task 1. Choose the right ending. Tick [✓] one of the boxes to show your choice.

9 points (1 point per item)

1. Young Wilkie Collins' work was connected with
 - A painting.
 - B tea import.
 - C law.

2. Wilkie Collins is best known for his
 - A short stories.
 - B magazine articles.
 - C detective novels.

3. Collins' plots focused on
 - A detail.
 - B main facts.
 - C detectives' personalities.

4. At the moment of narration the valuable diamond was
 - A in India.
 - B in England.
 - C on the way to England.

5. After locking the doors the person telling the story (the narrator) decided to
 - A go to bed.
 - B to stay out.
 - C to have a swim.

6. The narrator was
 - A heavy.
 - B slim.
 - C light.

7. The narrator was
 - A young.
 - B middle aged.
 - C old.

8. Samuel was
 - A older than the narrator.
 - B younger than the narrator.
 - C of the same age as the narrator.

9. The three Indians ran away because
 - A they heard the narrator's steps.
 - B they saw the narrator.
 - C they sensed the narrator breathing.

For markers' use

I II

Points

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Task 2. Read the statements and tick the box [✓] to show which statements are true (T) and which are false (F).

6 points (1 point per item)

	T	F	For markers' use	
			I	II
10. The night was very dark.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
11. The figure outside could be seen in the light coming from the window.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
12. The narrator intended to rob the house and escape round the corner.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
13. The trespassers hid in the bushes.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
14. The narrator asked for a younger servant's help.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
15. The passage implies that the main purpose of the Indians was to fool people with their tricks.	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____

Points

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Read the text and complete its summary below.

S O L A R C O N S T A N T

Even the most sceptical of scientists now accepts the fact that the earth is heating up. The polar ice caps are melting, and floods and droughts are becoming increasingly common. But what causes this global warming?

While there are many theories, over the past 20 years astronomers have made a rather astonishing discovery about the sun.

Professor Mike Lockwood from Rutherford Appleton Laboratory in England explains: 'The brightness of the sun does actually change. For a long time we thought it didn't. We called the brightness of the sun the solar constant. We were so sure that the sun didn't change.'

Professor Lockwood continues by explaining that the sun can have a significant effect on our planet, depending on how many sunspots – or darker areas – are on its surface. 'At sunspot maximum, when there are more spots on the sun, it is actually brighter than at sunspot minimum – by a very small amount – about a tenth of one percent, however earth's climate systems are so sensitive to the power output of the sun that this is a significant change.'

Task 3. Fill in the gaps (1 –6) in the summary with the proper words that *suit the content of the text*. The words should not necessarily be taken from the text. Use **one or two** words only.

6 points (1 point per item)

S u m m a r y

The changes in the brightness of the sun, which was thought to be (1) _____, can affect the earth's (2) _____ and lead to (3) _____. This effect depends on the number of (4) _____ on the surface of the sun. Even though they look like darker areas, the sun is brighter when their number is (5) _____. The researchers have come to this conclusion after (6) _____ years of investigations.

For markers' use	
I	II
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Points

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Task 4. Four sentences have been removed from the article. From the sentences (A- E) below choose the one which fits the appropriate gap. Write the letter of the sentence next to the number (1 – 4) of the gap. There is one extra sentence.

4 points (1 point per item)

SCHOOL'S OUT

You don't need to go near the campus to get top grades*

Learning by video conferences can be just as effective as attending classes. Researchers in California's Silicon Valley have compared the exam performance of students who met face-to-face with others who interacted only by video conference.

There were no differences between the two groups' final grades.

A growing number of universities offer courses to students who live too far away to attend classes on campus. (1) _____

But this 'distributed' learning has raised concerns that students miss out on the benefits* of classroom discussion. James Gibbons of SERA Learning Technologies in Palo Alto and Bert Sutherland of Sun Microsystems in Mountain View now say that video conferencing provides a solution.

Before he founded SERA, Gibbons pioneered a teaching method known as tutored video instruction (TVI) at Stanford university. (2) _____

Their tutor stops the tape frequently and encourages discussion among the students, who may also interrupt the tape with questions. Research has shown that TVI students outscore those who attend the lecture and study on their own.

Gibbons, Sutherland and their colleagues have devised a video conference version of TVI. Each participant can see the face of everyone else involved on a monitor divided into three rows of three. The recorded lecture, which the tutor controls, appears in the bottom right window. 'We wanted it to be as much like a real TVI session as possible', says Rob Pannoni of SERA, who worked on the project.

Some 900 undergraduates taking five different courses at two Californian universities took part in a trial of the system. Half attended the lectures, while the other half took part in TVI sessions or their video conference equivalent. (3) _____

A number of universities have already expressed interest in the video conference system, perhaps using cable or satellite television connections. But that would require each student to join the conference from a small studio dedicated to the purpose. For the system to take off*, it will probably have to work over the Net. The problem is that Internet connections can't handle the volume of data needed for nine simultaneous video channels. 'The Internet is not now capable of doing what we did,' Gibbons says.

(4) _____ Then anyone with a computer and a digital camera could take part from home. 'This is a plausible* way in the near future to pick up a class,' says Randy Smith, a researcher at Sun Microsystems. 'You could go home in the evening and attend class over the Internet.'

Glossary: **campus** – grounds and buildings of a university or college; **benefit** - advantage, profit, gain; **to take off** – to become suddenly very successful and popular; **plausible** – seeming to be right or reasonable; believable.

- A But the researchers are confident that these problems can be solved.
- B In TVI, several students watch a videotape of a lecture together.
- C Students of Californian universities initiated a project to solve the problem.
- D Videotaped lectures are broadcast or mailed, and students can take tests over the Internet.
- E While the average grade of the lecture students was 2.8 out of a possible 4, the TVI and the video conference students both averaged 3.1.

Points

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READING PAPER: Total

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USE OF ENGLISH PAPER

Time: 30 min. Points: 50:2=25

Task 1. Read the passage and tick [✓] the word which will make the sentence grammatically correct. Mind the meaning of the whole text. The first has been done for you as an example.

10 points (1 point per item)

DISCOVER THE SCOTTISH BORDERS

The ideal holiday is waiting to be discovered. The A7 runs through the heart of Midlothian's varied and interesting countryside. 0 you drive you will pass by historic castles, grand country houses and fascinating churches. The road you 1 will lead you in the footsteps of Robert Burns and Sir Walter Scot who 2 explored this rich, historic landscape.

The route will lead you through thick forest along the 3 of the River Esk.

 4 the Scottish Borders and Scotland's capital the A7 passes through Midlothian, an area that has been at the heart of Scotland's history and culture 5 the centuries.

 6 this is lost on those who speed through, their eyes fixed on the big cities.

Tourist information centres are staffed by local people who 7 the area well and will be able to answer all your questions – where to visit, what to 8 , how to 9 your chosen place and where to 10 .

		A		B		C		D	<i>For markers' use</i> I II	
0.	As	<input checked="" type="checkbox"/>	Because	<input type="checkbox"/>	Due to	<input type="checkbox"/>	-	<input type="checkbox"/>		
1.	have	<input type="checkbox"/>	hold	<input type="checkbox"/>	take	<input type="checkbox"/>	were having	<input type="checkbox"/>	—	—
2.	also	<input type="checkbox"/>	as well as	<input type="checkbox"/>	besides	<input type="checkbox"/>	too	<input type="checkbox"/>	—	—
3.	banks	<input type="checkbox"/>	coast	<input type="checkbox"/>	coastline	<input type="checkbox"/>	shore	<input type="checkbox"/>	—	—
4.	Among	<input type="checkbox"/>	Besides	<input type="checkbox"/>	Between	<input type="checkbox"/>	Side	<input type="checkbox"/>	—	—
5.	above	<input type="checkbox"/>	more	<input type="checkbox"/>	over	<input type="checkbox"/>	since	<input type="checkbox"/>	—	—
6.	All	<input type="checkbox"/>	Everything	<input type="checkbox"/>	Each	<input type="checkbox"/>	Whole	<input type="checkbox"/>	—	—
7.	acknowledge	<input type="checkbox"/>	are aware	<input type="checkbox"/>	learn	<input type="checkbox"/>	know	<input type="checkbox"/>	—	—
8.	find	<input type="checkbox"/>	look after	<input type="checkbox"/>	look for	<input type="checkbox"/>	look up	<input type="checkbox"/>	—	—
9.	arrive	<input type="checkbox"/>	come	<input type="checkbox"/>	get	<input type="checkbox"/>	reach	<input type="checkbox"/>	—	—
10.	leave	<input type="checkbox"/>	remain	<input type="checkbox"/>	stay	<input type="checkbox"/>	stand	<input type="checkbox"/>	—	—

Points

[BLANK PAGE]

the Cavendish home of her grandparents, Alexander Macneill, a (21. **farm**) _____, and his wife Lucy. She attended university, later worked as a teacher and a reporter.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

When her grandfather died in 1898, she returned to Cavendish to look after her grandmother. 'I wish I (22. **be**) _____ not so lonely here on the old farm but I found here an ideal place for Anne "to live",' Lucy Maud wrote later. Cavendish people recognized Lucy Maud's characters as people who lived in the (23. **neighbour**) _____.

Her plots seemed (24. **base**) _____ on truth; since her (25. **ten**) _____ birthday she (26. **take**) _____ notes on ideas and happenings which, she thought, she might use one day for fiction. Lucy Maud, it is said, created a character whom she knew and loved. Others said that she created her Anne to speak to the world of her own childhood (27. **lonely**) _____. 'I had in my (28. **imagine**) _____,' she once said, 'a passport to fairyland.' (29. **Fortune**) _____, she (30. **be able**) _____ to take millions of readers on that journey.

Points

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Task 3. Read the text below and look carefully at each line. The lines have a word missing. Use a stroke (/) to show where a word has been left out and write the missing word next to the number on the right. Use each word from the bank only *once*.

10 points (1 point per item)

and	from	has	is	other	presented	the	you	which	with
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For markers' use
I II

The White House

The first room that enter on the State	1. _____
Floor is the East Room, is the largest	2. _____
in the White House. It used for receptions,	3. _____
ceremonies, and events.	4. _____
It been the scene of several weddings.	5. _____
Glass chandeliers that date 1902 hang	6. _____
from ceiling. The concert grand piano,	7. _____
decorated folk dancing scenes,	8. _____
was by the Steinway company in	9. _____
1938 is used here or in the Cross Hall.	10. _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Points

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USE OF ENGLISH PAPER: Total

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WRITING PAPER

Time: 90 min. Points: 25

*You have 90 minutes to do Task 1 **and** Task 2.*

Task 1

You have to write a paragraph of about 100–130 words. Use **one** of the two suggested sentences (**A** or **B**) as the first (topic) sentence of your paragraph.

- A *People keep pets for different reasons.*
- B *It is truly important to learn languages.*

Rough Draft of the Paragraph

Task 2

You have to write a letter. Choose **one** of the two suggested tasks (A or B).

A

You have come across the following advertisement in “Lietuvos rytas”:

5,000 JOBS ON CRUISE SHIPS

Owned by prestigious cruise lines!!

Positions available:
 Administrative Staff/
 Pool Attendants/Bellboys/
 Shop Staff/Hostesses/
 Dining Room Staff/
 Cleaners/GP-Repairmen/
 Room Stewards/Seamen/
 Cruise Staff/Electricians/Receptionists/
 and many other positions!



Excellent Salaries!
 (US\$ 15,000 – US\$ 45,000/ annually)

Many new job vacancies on board cruise ships in the Caribbean for qualified individuals between 18-40 years old. Inexperienced applicants may also apply for trainee positions. Round trip air-fare, free accommodation and free on-the-job training provided.

SEA CRUISE ENTERPRISES o.v.v.
 1930 Yonge Street Suite 1020 Toronto, Ontario CANADA M4S 1Z4

What level of English is required?

What sort of accommodation?

How should I apply?

How physically fit should I be?

Are there vacancies on ships in other seas?

Write a letter of between 100–120 words giving relevant information about yourself and asking about the marked points. For the sake of fair marking, write under **the name of Jonas Petraitis/Jonė Petraitytė**. Your address is Gėlių g. 3-10, Lt-2001 Vilnius.

B

You are looking for a job and you have come across the following advertisement in “Lietuvos rytas”:

FIGHT AGAINST HIV / AIDS IN AFRICA!

Total control of the epidemic!
11-month programme.
Immediate starts available.
Involves 4 months
intensive training in Norway.
Scholarships available.

For more information contact:

Annerudwegen 12, 2040 Oslo, Norway

www.oneworldvolunteers.org,

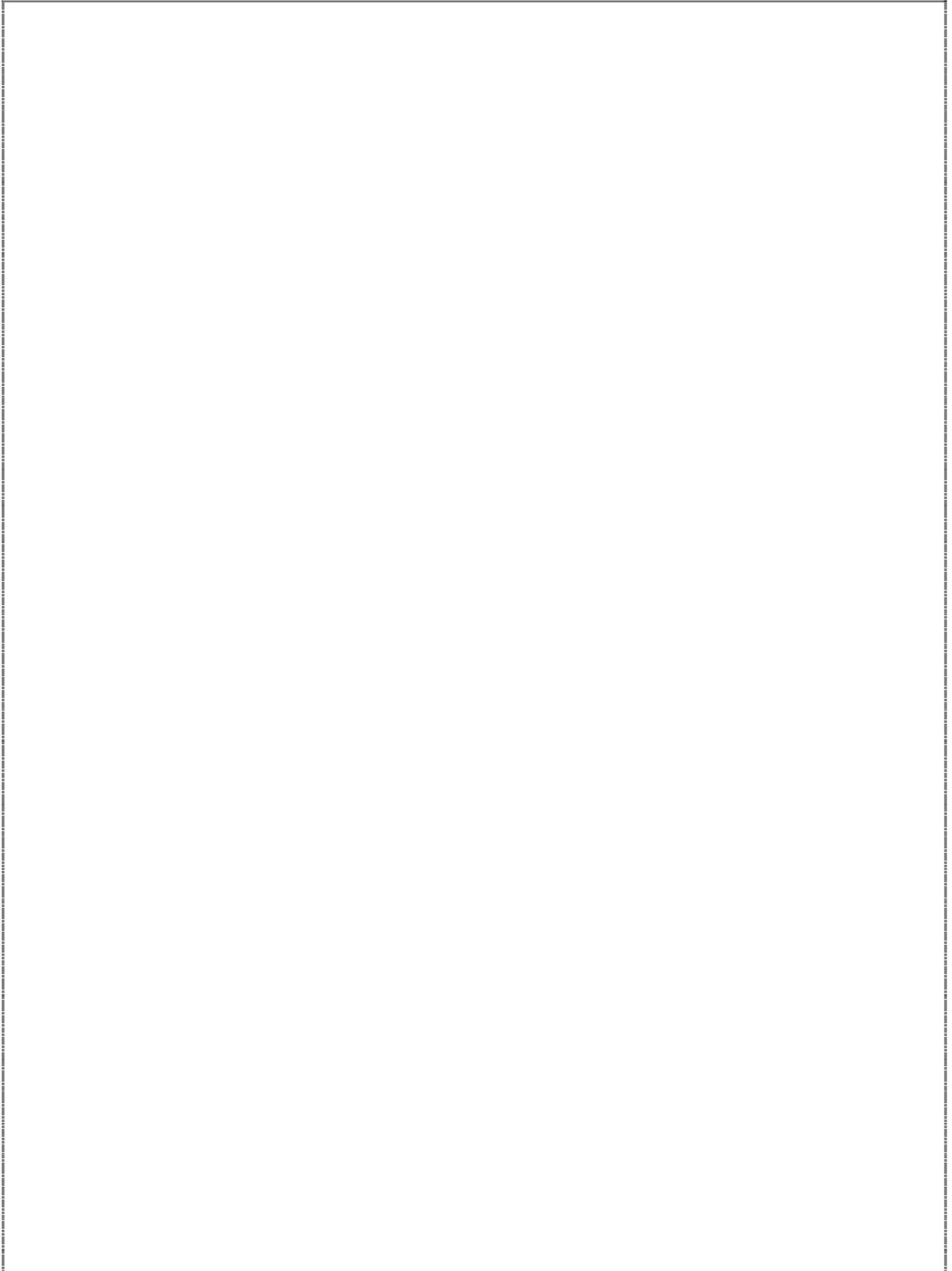
e-mail: oneworld@online.no

You are interested in the programme and would like to obtain the following information:

- shall I have to undergo a medical examination
- when would I start
- what about the accommodations in Norway and later in Africa
- in what countries will I have to work
- what will the working hours be

Write a letter of between 100-120 words. Use your own relevant personal details. For the sake of fair marking, write under **the name of Jonas Petraitis/Jonė Petraitytė. Your address is Gėlių g. 3-10, Lt-2001 Vilnius.**

Rough Draft of the Letter

A large, empty rectangular box with a thin black border, intended for writing a rough draft of a letter. The box occupies most of the page below the title.

