

MIESTO, RAJONO

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SAVIVALDYBĖS ADMINISTRACIJOS  
ŠVIETIMO SKYRIUS

**ANGLŲ KALBOS OLIMPIADA**

SKAITYMO, KALBOS PRIEMONIŲ VARTOJIMO, RAŠYMO TESTAI  
2012 m. vasario 1 d.

Trukmė: 2 val. 30 min.

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(Rajonas, miestas, mokykla)

Vienuoliktos klasės mokinys (-ė)

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(vardas, pavardė)

Testai	Trukmė (min.)	Maks. taškų skaičius	Gauta taškų
Rašytinio teksto supratimas (skaitymas)	50	25	
Kalbos priemonių vartojimas	30	15	
Rašytinio teksto kūrimas (rašymas)	70	30	
Kalbėjimas	10	30	
			Taškų suma:

Vertinimo komisijos pirmininkas:

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Vertintojai:

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## I. READING PAPER (50 minutes, total 25 points)

**PART 1 (5 points, 1 point per item).** You are going to read a text about practical psychology. For questions 1-5, choose the answer (A, B, C, D) which you think fits best according to the text.

### Practical Psychology

Have you ever taken dislike to someone for ‘no reason at all’? Or ever wondered why one particular plain, dull person is swamped by a vast circle of friends and a busy social calendar? According to some psychologists the answer is simple – it’s all down to body language.

**\*Body Language.** It seems, could be the key to all sorts of unsolved mysteries. Experts believe that our ‘silent speech’ – the way we move, small changes in appearance, posture and gestures – conveys far more meaning than the words in any conversation. Body language can make or break any encounter, especially if you’re feeling uncomfortable.

**\*Learning the Language.** If body language doesn’t match words, it makes us feel uncomfortable even if we can’t identify why. Dr. Desmond Morris, the world-famous animal and people watcher, calls these incongruities ‘non-verbal leakage’, the failure of our social ‘mask’, and being able to spot them can help us to make much more sense of our interactions. Watching other people’s body language can also help your own self-image. ‘The main problem when people are insecure or lack self-esteem is that they imagine everyone else is secure,’ he says. ‘If you spot the tricks someone is using to intimidate you, they seem less threatening.’ So body language tactics are not to hide these signs of tension, but to gain mastery and confidence over the environment, to spot when others are being threatening and take counter-measures.

**\*Walk Tall.** Anyone who’s ever tried to change the way they move, say from being round-shouldered, knows that it takes a great deal of concentration – for a while. It can soon become as much of a habit as a slouched posture. And walking tall increases and creates confidence. Another useful trick to boost confidence before a difficult encounter is to look up at the sky or ceiling, then put your chin horizontal and lower your gaze, but keep your eyes and eyebrows in the same position. This simple change of facial posture can make you look, and feel, many times more confident.

**\*‘Echoes’ of Friendship.** Consider how you feel with true friends. There is a sense of relaxation, of freedom from the tension, power plays and uncertainty experienced during encounters with strangers. The key here is that you are of equal status. Among friends, there is a similarity of posture and mimicry of movement, known as postural echo. It carries the message ‘I am like you.’ Popular people seem to have natural ability with postural echo. The synchrony is missing in people with serious mental disturbances, and many normal people have poor postural echo. Perhaps because their parents were undemonstrative or unloving, they seem never to have absorbed the unconscious signals of co-operative movements. As the echo goes, so does the sense of rapport, and they themselves may find it difficult to make friends.

**\*Minding your Language.** People signal feeling and intent in body language. Jabbing a raised finger in conversation means power or anger. Turning the head, or crossing legs away from someone you are talking to – however animatedly – shows you don’t want to be involved. Other ‘barrier signals’, like folded arms, may reveal a person’s hostility or insecurity. Submission gestures like nodding and bowing are ritualized socially. We all start to edge away slightly, or sit forward in our chair, when we’re too polite to say ‘I’d like to leave,’ and most people will take the hint.

**\*Safe Space.** The way we dominate space is an extension of body language. The more expansive we are, the more powerful, from the hands-behind-head, feet-on-desk pose, to the positioning of towels on the beach or books on a table. Furniture is often used to dominate, like the common trick of forcing a visitor into a lowly position in an attempt to hide the truth about himself. Encroachments into strangers’ territory, like placing your bag firmly on their desk or putting your coffee cup down near to theirs, make them nervous and increase your dominance in an encounter.

**1. Low self-esteem can be improved by**

- A using body language to hide what you really feel.
- B using threatening behavior to make others feel small.
- C recognizing that everyone else feels secure.
- D recognizing that body language need not be a threat.

**2. One of the ways to become more confident is to**

- A relax more with friends.
- B imitate the facial expressions of others.
- C alter the way you walk.
- D avoid direct eye contact with people.

**3. Some people have poor postural echo because they**

- A do not co-operate with their parents.
- B do not mix with people of equal status.
- C have not received the proper training.
- D have not understood the signals in relationship.

**4. How can you show that you want to end a conversation?**

- A cross your legs
- B move back a little
- C fold your arms
- D nod your head slightly

**5. People dominate space in a meeting in order to**

- A give themselves advantage.
- B put other people at their ease.
- C make themselves more uncomfortable.
- D hide their own nervousness.

	The Letter	1st Marker	2nd Marker
1			
2			
3			
4			
5			
	<b>Score (max. 5 points)</b>		

**PART 2 (12 points, 1 point per item).** You are going to read two conflict provoking stories. For questions **6 -17**, complete both texts with the words from the box below. You cannot use the same word twice. An example (0) has been done for you.

<b>Rolling</b>	<b>infuriated</b>	<b>hissed</b>	<b>ribs</b>	<b>sense</b>	<b>jammed</b>
<b>supposed</b>	<b>swerve</b>	<b>burning</b>	<b>growl</b>	<b>smashed</b>	<b>nut</b>

<b>THE FIRST STORY</b>	<b>The word</b>	<b>1st Marker</b>	<b>2nd Marker</b>
<p>Mickey had just got his driver’s license. It had been a big <b>0...deal.....</b> for his mother to let him use the car.</p> <p>As Mickey crossed the intersection at Spring and Main, a horn blared. Before he could <b>6.....</b>, there was a bone-jarring slam. Hand shaking, Mickey shut off the engine, opened the door and stepped out.</p> <p>An older guy in a leather jacket was staring at the <b>7.....</b> front end of a small, red sports car. “Look what you did to my car!” he screamed.</p> <p>“Look what I did? You turned right in front of me,” said Mickey.</p> <p>“I ought to punch some <b>8.....</b> into you!” muttered the other driver. “You’re <b>9.....</b>to stop for a red light, you idiot!”</p> <p><b>10.....</b>, Mickey stepped up to the other driver. “My light was green! Your car is halfway into my lane. You didn’t even look!” “You’re full of it”, shouted the other driver. He glanced at Mickey. “No wonder!” he said. “You’re just a kid! Do you even have a driver’s license?” Without thinking Mickey took a punch at him. The next thing he knew, he was <b>11.....</b> on the ground, fighting with the other driver.</p>	<p><b>0 deal.....</b></p> <p><b>6.....</b></p> <p><b>7.....</b></p> <p><b>8.....</b></p> <p><b>9.....</b></p> <p><b>10.....</b></p> <p><b>11.....</b></p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

<b>THE SECOND STORY</b>	<b>The word</b>	<b>1st Marker</b>	<b>2nd Marker</b>
<p>Erica got on the bus at Market street, shook the rainwater off her scarf, and looked for a seat. She had been on her feet all afternoon, copying, collating and delivering reports. Every seat was taken. Suddenly she heard someone mutter, “Get out of my way”. Erica looked down. A skinny boy with stringy, wet hair was glaring up at her. “I can’t see. You’re blocking my way,” <b>12.....</b> the boy.</p> <p>She looked around her. Outside, rain blurred the bus windows. Inside, people were <b>13.....</b> together. “What’s there to look at anyway?” she asked.</p> <p>“I don’t like it when people press up against me,” the wet-haired boy complained. “I can’t see!” The boy’s voice was getting higher as he spoke.</p>	<p><b>12.....</b></p> <p><b>13.....</b></p>	<p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p>

<p>“Well, too bad!” Erica snapped back. “What are you? Some kind of a <b>14</b>.....job? Why don’t you take a pill or something? Relax.” Erica heard a low <b>15</b>..... Several other passengers looked around startled and suddenly, Erica felt a sharp <b>16</b> .....sensation in her side. The boy had risen halfway out of his seat and held something shiny in his hand. Erica screamed in pain and terror and grabbed her <b>17</b>..... Her hand came away bloody.</p>	<b>14</b> .....	.....	.....
	<b>15</b> .....	.....	.....
	<b>16</b> .....	.....	.....
	<b>17</b> .....	.....	.....

**PART 3 (8 points 1 point per item.)** The paragraphs of the following text are given in a **jumbled order**. Rearrange the paragraphs to make a complete text. Write the letters of the paragraphs **A-H** in the correct order **18-25** in the table below. An example (0) has been done for you.

- 0** Located on the banks of the river Thames in central London, in the 1590s the Globe Theatre was a three-story wooden building that held up to three thousand theatergoers.
- A.** Both classes of theatergoers seem to have enjoyed William Shakespeare’s, who became part owner of the Globe Theatre in 1599, plays.
- B.** Such a mixture was important to Shakespeare.
- C.** Wealthier theatergoers sat in the building’s interior balconies, or galleries, which surrounded all sides of the courtyard except for the part of the building directly behind the stage.
- D.** Yet he was also part of a commercial venture, writing for an audience that wanted, first and foremost, to be entertained so he made sure that his plays included enough action and excitement to keep just about anyone interested
- E.** In the centre was an open-air courtyard with a platform stage on which the plays were performed.
- F.** As a playwright he wanted to explore human behavior, to understand how different people deal with universal problems.
- G.** Those paying the lowest admission charges, known as groundlings, stood in the pit, the part of the courtyard right near the stage.
- H.** That’s probably because they included something for everyone – powerful speeches, fancy sword fights, humor, eerie supernatural events and insightful observations about the human nature.

	The letter	1st Marker	2nd Marker
<b>18</b>			
<b>19</b>			
<b>20</b>			
<b>21</b>			
<b>22</b>			
<b>23</b>			
<b>24</b>			
<b>25</b>			
	<b>Score (max. 8 points)</b>		
	<b>READING FINAL SCORE (MAX. 25POINTS)</b>		

**II. USE OF ENGLISH PAPER (30 minutes, total 30:2=15 points)**

**Part 1 (9 points, 1 point per item)**



Read the text about Komodo dragons carefully. In questions **1-9**, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked **A, B, C and D**. Identify the one underlined word or phrase that must be changed in order for the sentence to be correct and **circle it**. Here is an example (0).

	1st Marker	2nd Marker
<p><b>0</b> <u>Increasing</u> numbers of tourists travel <u>halfway</u> around the world to Indonesia to see <u>the</u> Komodo dragon which <u>had originated</u> in Asia about 40 million years ago.</p> <p style="text-align: center;"> <span style="margin-right: 100px;">A</span> <span style="margin-right: 100px;">B</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">C</span> <span style="margin-right: 100px;">D</span> </p>		
<p><b>1</b> Dragons <u>have been roaming</u> the island of Komodo and <u>several</u> smaller <u>surroundings</u> islands for more than four million years, but were 'discovered' <u>just</u> 100 years ago.</p> <p style="text-align: center;"> <span style="margin-right: 100px;">A</span> <span style="margin-right: 100px;">B</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">C</span> <span style="margin-right: 100px;">D</span> </p>		
<p><b>2</b> The reptiles <u>were known through</u> myth and legend <u>as</u> fearless creatures inspired the 1933 Hollywood <u>classic</u> film <i>King Kong</i>.</p> <p style="text-align: center;"> <span style="margin-right: 20px;">A</span> <span style="margin-right: 20px;">B</span> <span style="margin-right: 20px;">C</span> </p> <p style="text-align: center;"> <span style="margin-right: 20px;">D</span> </p>		
<p><b>3</b> The <u>feared</u> and ferocious Komodo dragon, <u>that</u> measures <u>up to</u> 2.5 metres and weighs around 70 kilograms, is the <u>world's</u> largest lizard.</p> <p style="text-align: center;"> <span style="margin-right: 100px;">A</span> <span style="margin-right: 100px;">B</span> <span style="margin-right: 100px;">C</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">D</span> </p>		
<p><b>4</b> Over the last 60 years dragons <u>have taken</u> 14 <u>human lives</u>, therefore visitors <u>must accompanied</u> by a guide <u>at all times</u>.</p> <p style="text-align: center;"> <span style="margin-right: 100px;">A</span> <span style="margin-right: 100px;">B</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">C</span> <span style="margin-right: 100px;">D</span> </p>		
<p><b>5</b> <u>The</u> Indonesians, who have always known about the dragons on the island, exiled all of their public <u>outcasts</u> to Komodo, <u>knowing</u> of the dangers they <u>will</u> face on the island.</p> <p style="text-align: center;"> <span style="margin-right: 100px;">A</span> <span style="margin-right: 100px;">B</span> <span style="margin-right: 100px;">C</span> </p> <p style="text-align: center;"> <span style="margin-right: 100px;">D</span> </p>		



	1st Marker	2nd Marker
(0) <u>personality</u>		
(10) _____		
(11) _____		
(12) _____		
(13) _____		
(14) _____		
(15) _____		
(16) _____		
(17) _____		
<i>Score (max. 8 points)</i>		

**Part 3 ((3 points, 1 point per item)**

For questions 18-20, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

**(0).**Finding and hiring the **right** person is a difficult and expensive task for employers. When is it ever the **right** time to start a business?

The 11-year-old fifth grader Marcelas Owens stood at President Obama’s **right** hand as he signed health care reform legislation into law.

**18** Entomology is one of the ..... of zoology which deals with the scientific study of insects.

McDonald's, the leading global food service retailer, has more than 35,000 ..... all over the world

When a storm passes through a small town, it is common to see fallen ..... and broken tree trunks lying across the road.

**19** The majority of the ..... of flats were built in the first half of the 18th century in Rome. Enjoy the warm sands of Waikiki Beach which is only two ..... from the hotel.

When he parks he usually ..... other drivers' views of traffic signs or signals. I wonder how long ago he got the driver’s licence.

**20** We have all seen the advertisements about the fastest ..... to learn a new language. Does it really work?

The tourists lost their ..... and had to ask for directions.

They were heartily discussing their holiday plans on the ..... home.

	1st Marker	2nd Marker
(0) <u>right</u>		
(18) _____		
(19) _____		
(20) _____		
<i>Score (max. 3points)</i>		

**Part 4 ((10 points, 1 point per item)**

Read the text below. Each numbered line has a missing word. 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. Here is an example (0).

<b>Electrical</b>	chemical	words	as	from	a
copies	quoted	despite	thrown	at	

			1st Marker	2nd Marker
Thomas Alva Edison, father of the modern / age, is one of America's most famous inventors.	<u>0 electrical</u>			
Like his father Edison had a remarkable capacity for hard work sometimes working twenty hours day.	<u>21</u>			
Thomas Edison held the world record of 1093 patents for his inventions and has been as saying, "Genius is one percent inspiration and 99 percent of perspiration."	<u>22</u>			
When Thomas was 12, he was out of school because he was thought to be dumb.	<u>23</u>			
He was noted to be terrible maths, unable to focus, and had difficulty with and speech.	<u>24</u> <u>25</u>			
It was very clear, however, that Edison was an extremely intelligent student his poor performance in school.	<u>26</u>			
His interests took him by train to and Detroit, and he was allowed to travel free by selling newspapers on the train.	<u>27</u>			
He published his own newspaper, of which he sold 400 a week.	<u>28</u>			
He did experiments on the train too, but when he accidentally set fire to the luggage van he was thrown off with a box on the ears which made him partially deaf.	<u>29</u>			
He then obtained a post on the railway assistant telegraphist.	<u>30</u>			
<i>Score (max.10 points)</i>				
<b>USE OF ENGLISH – SCORE (MAX. 30:2=15)</b>				









## RAJONO, MIESTO ANGLŲ KALBOS OLIMPIADA

SKAITYMO, KALBOS PRIEMONIŲ VARTOJIMO, RAŠYMO TESTAI  
2012 m. vasario 1 d.

### ANSWER KEY

#### READING PAPER (25 POINTS)

##### Part 1 (5 points, 1 point per item)

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>D</b>	<b>C</b>	<b>D</b>	<b>B</b>	<b>A</b>

##### Part 2 (12 points, 1 point per item)

6. swerve
7. smashed
8. sense
9. supposed
10. infuriated
11. rolling
12. hissed
13. jammed
14. nut
15. growl
16. burning
17. ribs

##### Part 3 (8 points, 1 point per item)

<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>E</b>	<b>G</b>	<b>C</b>	<b>A</b>	<b>H</b>	<b>B</b>	<b>F</b>	<b>D</b>

## USE OF ENGLISH PAPER (30:2=15 POINTS)

### Part 1 (9 points, 1 point per item)

1	2	3	4	5	6	7	8	9
C	A	B	C	D	D	B	D	D

### Part 2 (8 points, 1 point per item)

**Pastaba:** atsakymai su rašybos klaida vertinami 0 taškų.

- 10 themselves
- 11 applicant
- 12 unfair
- 13 choice
- 14 outcome
- 15 joyful
- 16 especially
- 17 occupations

### Part 3 (3 points, 1 point per item)

**Pastaba:** atsakymai – branch, block, ways vertinami 0 taškų.

- 18 branches
- 19 blocks
- 20 way

### Part 4 (10 points, 1 point per item)

**Pastaba:** atsakymai vertinami 1tašku tik tuo atveju, jei mokinys atlieka abi užduotis teisingai – įrašo tinkamą žodį tinkamoje vietoje.

- 21 working twenty hours a day
- 22 has been **quoted** as saying
- 23 was **thrown** out of school
- 24 terrible **at** maths
- 25 difficulty with **words** and speech

- 26 student **despite** his poor performance  
 27 by train to and **from** Detroit  
 28 he sold 400 **copies** a week  
 29 He did **chemical** experiments  
 30 post on the railway **as** assistant telegraphist

**Galutinis rezultatas dalijamas iš 2! Maksimalus taškų skaičius -15!**

**WRITING PAPER (15x2=30 POINTS)**

	<b>Content /Task fulfillment</b>
<b>6</b>	All content relevant to the topic. Excellent treatment of the topic: great variety of ideas, rich accurate details/examples.
<b>5</b>	All content relevant to the topic. Very good treatment of the topic: good variety of ideas, accurate details/examples.
<b>4</b>	All content relevant to the topic. Good treatment of the topic: some variety of ideas, accurate details/examples.
<b>3</b>	Most content relevant to the topic. Adequate treatment of the topic: some variety of ideas, reasonably accurate details/examples.
<b>2</b>	Some content relevant to the topic. Poor treatment of the topic: little variety of ideas, limited use of details/examples.
<b>1</b>	Little relevance to the topic. Treatment of the topic is hardly adequate: very few ideas, poor or no use of details/examples.
<b>0</b>	All content irrelevant. Treatment of the topic is inadequate: too few ideas, very poor or no use of details/examples.
	<b>Layout and Organization</b>
<b>3</b>	Full command of layout: effective organization and paragraphing. Fluent expression: united ideas logically sequenced, main ideas clearly stated and supported. A variety of linking devices used appropriately.
<b>2</b>	Minor problems with layout: good organization and paragraphing. Adequate expression: adequately united, logically sequenced ideas, main ideas clearly stated and supported. Simple linking devices used appropriately.
<b>1</b>	Some problems with layout: evident attempt at organization and paragraphing. Uneven expression, little unity of ideas, logical sequence difficult to follow but main ideas stand out. Simple linking devices used mainly appropriately.
<b>0</b>	Major problems with layout: little sense of organization and paragraphing. Very uneven expression, no unity of ideas, very little sense of logical sequencing, ideas difficult to follow. Linking devices not used or used inappropriately.
	<b>Richness of Vocabulary and Grammatical Structures</b>
<b>3</b>	Rich vocabulary and great variety of grammatical structures. Register always

	appropriate to audience (neutral to semi-formal)
<b>2</b>	Good vocabulary and good variety of grammatical structures. Register always appropriate to audience (neutral to semi-formal)
<b>1</b>	Adequate vocabulary and some variety of grammatical structures. Register mostly appropriate to audience (neutral to semi-formal)
<b>0</b>	Poor vocabulary and no variety of grammatical structures. Register often inappropriate.
	<b>Accuracy of Vocabulary and Grammatical Structures</b>
<b>3</b>	Excellent control of both complex and simple vocabulary and grammatical structures, no errors or few (1-4) minor errors, meaning never obscured
<b>2</b>	Good control of both complex and simple vocabulary and grammatical structures, a few (5-8) errors, mainly in complex structures, meaning never obscured
<b>1</b>	Adequate handling of simple, but problems with complex vocabulary and grammatical structures, frequent (9-12) errors, meaning may be obscured
<b>0</b>	Problems with both simple and complex vocabulary and grammatical structures, frequent (13-16) errors, meaning may be obscured
<b>TOTAL</b>	<b>15 x 2 = 30 points</b> <b>Jeį turinys 0, visas darbas vertinamas 0 taškų!</b>