

2016

KLAIPĖDOS REGIONO PROFESINIŲ MOKYKLŲ  
ANGLŲ KALBOS OLIMPIADA

Trukmė

|                   |         |
|-------------------|---------|
| Klausymas         | 30 min. |
| Skaitymas         | 60 min. |
| Kalbos vartojimas | 30 min. |
| Iš viso:          | 2 val.  |

NURODYMAI

- Atsakymus į užduoties klausimus pirmiausia galite rašyti užduoties sąsiuvinyje. Po to perrašykite į atsakymų lapą.
- Atlikdami užduotį atsakymų lape rašykite tvarkingai ir įskaitomai.
- Atsakymų lape atlikdami užduotis su pasirenkamaisiais atsakymais žymėkite tik vieną atsakymo variantą. Atlikdami kitas užduotis atsakymus įrašykite tam skirtoje atsakymų lapo vietoje.

Linkime sėkmės!

## LISTENING

Time: 30 minutes

**Part 1.** Listen to a part of an audio guide in a museum of modern arts. Decide whether the statements 1-10 are **True (T)**, or **False (F)** according to the text you hear. You will hear the text twice. Transfer your answers to the answer sheet!

The narrator says that:

1. in the picture Picasso has more eyes than his model. **T/F**
2. Picasso's mouth is the only realistic thing in the picture. **T/F**
3. artists had to observe certain rules. **T/F**
4. Picasso never learned how to paint by the rules. **T/F**
5. the visitors will see the works of artists who didn't follow the rules. **T/F**
6. Matisse's work is a model of a window. **T/F**
7. the star at the top symbolizes Baby Jesus. **T/F**
8. the work is dark and gloomy. **T/F**
9. Matisse didn't use paint and brushes making his work. **T/F**
10. Matisse's health was not good when he made his work. **T/F**

**Part 2.** You will hear part of a radio programme in which a woman called Amelia Unwin talks about one of the most successful football clubs in the world. For Questions 11-20, complete the sentences. Transfer your answers to the answer sheet!

Manchester United paid ----- **11** for one player.

The Club sells anything from shorts to a ----- **12**

A Manchester United strip will cost you about ----- **13** to buy.

The Club sells its goods throughout the ----- **14** at official shops.

Any company can use the Club's facilities to hold a ----- **15** for its employees.

Many supporters buy a ----- **16** in advance.

The Club's matches are ----- **17** to bring in more money.

The Club profits from being involved in ----- **18** and championships throughout the year.

The players wear the names of various ----- **19** on their shirts.

The players' ----- **20** cost the Club an enormous amount of money.

## READING

Time: 60 minutes

*Read the text and do the tasks after it.*

### **The Development of Museums**

(1) The conviction that historical relics reflect real life of the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and free of human attitudes. As one writer observes: ‘Although it is now evident that material objects are as easily changed as chronicles, public belief in their authenticity is still very strong: a tangible relic seems real.’ Such conviction was, until recently, reflected in museum displays. Museums used to look – and some still do – much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the general public. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

(2) Recently, however, attitudes towards history and the way it should be presented have changed. The key word in heritage display is now ‘experience’, the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Centre in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the US the trend emerged much earlier: Williamsburg has been a prototype for many heritage developments in other parts of the world. No one can predict where the process will end. On so-called heritage sites the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticized as vulgar, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion.

(3) In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already borrow ideas and concepts from one another. For example, museums have adopted story lines for exhibitions, sites have accepted ‘theming’ as a relevant tool, and theme parks are moving towards more authenticity and research-based presentations. Similarly, animals in zoos are no longer kept in cages, but in great spaces, either in the open air or in enormous greenhouses, such as the jungle and desert environments in Burgers’ Zoo in Holland. This particular trend is regarded as one of the major developments in the presentation of natural history in the twentieth century.

(4) Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choice on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on objects and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of ‘evidence’ and ‘attractiveness’, especially given the increasing need in the heritage industry for money-generating activities.

(5) It can be said that in order to make everything in heritage more ‘real’, historical accuracy must be more and more adapted to today’s reality. For example, Pithecanthropus erectus is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias, or lack of objectivity, than the presentations provided by experts.

(6) Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and cathedrals have a longer lifespan than the dwellings of ordinary people. The same applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more than five times smaller than modern Leyden. In most of the houses several families lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the evidence in museums indicates that life was so much better in the past. This notion is caused by the bias in its representation in museums and heritage centres.

### Task 1. Questions 1-7.

*Do the following statements agree with the information given in the text?*

*In boxes 1-7 on your answer sheet, circle:*

*T (TRUE) if the statement agrees with the information;*

*F (FALSE) if the statement contradicts the information;*

*NG (NOT GIVEN) if there is no information on this.*

1. Many people believe that material objects kept in museums are true relics of the past. **T / F / NG**
2. More people visit museums in the UK than in the US. **T / F / NG**
3. In zoos, animals are kept in the environments similar to their natural habitats. **T / F / NG**
4. Today theme parks tend to avoid serious issues. **T / F / NG**
5. Stories about historical events are specially written by experts in order to attract tourists. **T / F / NG**
6. The boundaries of Leyden have changed little since the 17th century. **T / F / NG**
7. Museums can give a wrong impression of what life was like in the past. **T / F / NG**

### Task 2. Questions 8-15.

*Choose option A, B, C or D which best fits according to the text. Circle the correct letter in boxes 8-15 on your answer sheet.*

8. The author begins by comparing today’s museums with those of the past and says that the latter  
A did not present history in a detailed way.  
B were not primarily intended for the public.

- C were more clearly organized.  
D preserved items with greater care.
- 9.** According to the second paragraph, current trends in the heritage industry
- A emphasise personal involvement.  
B have their origins in York and London.  
C rely on computer images.  
D reflect minority tastes.
- 10.** What process is meant in the sentence 'No one can predict where the process will end' in the second paragraph?
- A Vulgarisation of historical events.  
B Turning traditional museums into theme parks and heritage sites.  
C Computerisation of museums.  
D Further involvement of scientists into creating new museums.
- 11.** In the third paragraph, the writer says that museums, heritage sites and theme parks
- A often work in close partnership.  
B try to preserve separate identities.  
C have similar exhibits.  
D are less easy to distinguish than before.
- 12.** The writer concludes the fourth paragraph by saying that in preparing exhibits for museums, experts
- A should pursue a single objective.  
B have to do a certain amount of language translation.  
C should be free from commercial constraints.  
D have to balance conflicting priorities.
- 13.** In the fifth paragraph, the writer suggests that some museums
- A fail to match visitors' expectations.  
B are based on the false assumptions of professionals.  
C reveal more about present beliefs than about the past.  
D allow visitors to make more use of their imagination.
- 14.** Historians interpret past events when presenting them in the museums because
- A historians don't want visitors to make wrong assumptions.  
B facts can never be presented without judgments.  
C historians also have misconceptions and prejudices.  
D historians can be legally prosecuted for wrong interpretations.
- 15.** In the last paragraph, the writer notes that our view of history is biased because
- A we fail to use our imagination.  
B only very durable objects remain from the past.  
C we tend to ignore things that displease us.  
D museum exhibits focus too much on the local area.

**Part 2.** You are going to read an article about space. For questions **16-20** choose the answers (**A, B, C or D**) which best complete the sentences given according to the text.

## SPACE FUTURE

16. The space

- A. will be explored by NASA.
- B. attracts people who have traditional views about it.
- C. has got a lot to offer.
- D. is no longer interesting to people.

17. Business people

- A. want to design more attractive launch vehicles.
- B. get financial support from governments.
- C. do not trust governments to provide launch service.
- D. can economize on producing space vehicles.

18. In the near future

- A. the launch vehicles will be used for commercial purposes.
- B. everyone will be able to board a spaceship.
- C. NASA will publish books on spaceship design.
- D. the launch vehicles will be used only for scientific aims.

19. Space tourism

- A. will become affordable to all enthusiasts.
- B. is possible if we apply new financial strategies.
- C. requires good knowledge and experience.
- D. will provide more attractions and hotels.

20. The basic idea of the text is

- A. to intrigue the reader.
- B. to show advantages and disadvantages of launch vehicles.
- C. to advertise space tourism.
- D. to look for sponsorship in space tourism.

I personally believe that there is a real change coming in space. People have asked me, is space dead? Is it over with? Have we seen the golden age? And my answer to those people has been no.

What we do in space is changing, and for those of us who are vested in the old system, it looks like decay or degeneration. In reality, there are new modes of operation, new ways of doing things, that might surprise the traditionalists who look for NASA astronauts to go walk on the moon.

In the past, rocket systems were built by governments. Today, because of the commercial opportunities in launching satellites, there are private individuals and investment consortiums who are putting private sector money into new types of launch vehicles, with the idea that they can provide a cheaper, more reliable launch service than is provided by the traditional government services.

There are rockets such as the Ariane 5, and the Delta 4, by Boeing, that are being developed to carry these very large, massive, complex satellites, and it's my opinion that within

about five years we will see configurations of launch vehicles that could be bought or ordered up by governments, for example, which are capable of carrying out some of the human exploration missions that are on the books in the NASA design process now, and in that context then, these new launch services will open up new capabilities for us to go into space.

I think that what's called space tourism will be an important element in this opening up of development of space. In fifty to a hundred years from now I think that we will be to Mars. The idea that there might be hundreds or a few thousand people flying into space stuns us because our current transportation technology for taking us into space is not as either reliable or as failsafe as airliners are, but we will move to that direction, and in fact a billionaire in the United States has recently started a company called Bigelow Aerospace, and he made his money in hotel chains and real estate, and his vision is a hotel in orbit - perhaps one that you could move around the moon and then come back to the earth, and he's putting up five hundred million dollars of his own money. He understands hotels, he understands tourism, he doesn't care about rockets. He assumes somebody will build the rockets that will bring the people to his hotel. But that's a whole new way of thinking and a whole new level of investment in space visions that would be unheard of ten or twenty years ago.

*For questions 21-25 use the information given in the text to complete the sentences. Find in the text words which mean the same as the underlined words below. There is an example (00).*

**00.** They started a new model in July.

They launched a new model in July.

**21.** Nowadays we are losing the power of human values.

Nowadays human values are in \_\_\_\_\_.

**22.** In the near future all spaceships will have a different shape and design.

In the near future all spaceships will have a different \_\_\_\_\_ .

**23.** Even thinking about travelling in space impresses us.

Even thinking about travelling in space \_\_\_\_\_ us.

**24.** Engineers are designing machines which are not dangerous in case something goes wrong.

Engineers are designing machines which are \_\_\_\_\_.

**25.** Only very rich people can invest into future space tourism.

Only \_\_\_\_\_ can invest into future space tourism.

## USE OF ENGLISH

Time: 30 minutes

*For items 1-15 fill in the gaps in the text choosing an appropriate word. Choose one word **once only**. There are **two extra words** which you don't have to choose. Transfer your answers to the answer sheet!*

Researchers at the University of Toronto have discovered that people who live in areas jostling with fast food outlets are constitutionally less able to slow down and enjoy the simple things in life. Apparently, it's not just a question of additives and sugar ruining their powers of **1)**\_\_\_\_: the Toronto research showed that just looking at a photograph of the McDonald's golden arch or KFC chicken is **2)**\_\_\_\_ to give you the fidgets. As a result, you're less likely to **3)**\_\_\_\_ images of natural beauty or an operatic aria than if you had dined at home with a proper knife and fork. The panic around the moral and psychological damage of fast food – **4)**\_\_\_\_\_ the obesity debate – is a familiar one. Behind Jamie Oliver's abhorrence of the Turkey Twizzler's empty calories was always a much deeper suspicion of what it represented: ignorance, indifference, a wilful **5)**\_\_\_\_\_ to imagine a better way of feeding the future. It's for that reason that, back in the early 19th-century, moralists including William Cobbett churned out a whole array of 'cottage economies' and 'penny cookbooks' aimed at stopping the working classes from squandering money in the pie shop. These prim moral primers were full of bright suggestions for turning the scraggy end of lamb and on-the-turn turnips into **6)**\_\_\_\_\_ that not only nourished body and soul but also saved pennies for a rainy day.

Fifty years later, Mrs Beeton had the moral dangers of fast food in mind when she announced to her readers her reasons for writing her venerable cookbook: she wanted to **7)**\_\_\_\_\_ husbands away from the clubs and taverns into **8)**\_\_\_\_\_ they were apt to dive at the end of a long working day, desperate for a quick supper. Beeton's solution was to set **9)**\_\_\_\_\_ the weary homecomer a series of delicious labour-intensive dishes – the sort of thing no short-order cook would contemplate. Her soups often took 15 **10)**\_\_\_\_\_ and required a 10-hour simmer.

The point of all these initiatives, from Cobbett to Oliver, has always been **11)**\_\_\_\_\_ about getting nutritious food inside people than to teach them a lesson. Learning how to make and eat slow food is to develop a capacity for delayed gratification that, in turn, fits **12)**\_\_\_\_\_ maker and consumer for life under capitalism.

What all those Victorian moralists missed –**13)** \_\_\_\_\_ as the Toronto report ignores – is that fast food is the emblematic product of maturing and late capitalism. Urban workers, forced to work longer and longer hours, do not have the time to invest in **14)**\_\_\_\_\_ from scratch. Those who are obliged to live in shared accommodation and rented digs may not have the right equipment for making real food slowly (Agas don't fit into bedsits; microwaves do). When you are **15)**\_\_\_\_\_ after a 10-hour shift, then soup is fiddly to consume on the way home. Burgers and kebabs, by contrast, are easy to eat with one hand and require neither plates nor knives. Far from being the refuseniks of capitalism, unable to master its first principle of delayed gratification, the people who rely on fast food outlets are its honourable foot soldiers. We should salute them.

**Appreciate, before, both, concentration, cooking, enough, exhausted, fine, forget, inability, ingredients, just, less, lure, publicity, something, which**

## ENGLISH LANGUAGE COMPETENCE CONTEST ANSWER SHEET

**NAME:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

### LISTENING

#### Part 1

|   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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#### Part 2

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| 15 |  |
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### READING

#### Part 1

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|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

#### Part 2

|    |    |    |    |    |
|----|----|----|----|----|
| 16 | 17 | 18 | 19 | 20 |
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### USE OF ENGLISH

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**TOTAL SCORE:** \_\_\_\_\_