

# UŽSIENIO KALBA (ANGLŲ)

## Vertinimo instrukcija

2013 m. valstybinio brandos egzamino pavyzdinė užduotis

### I. LISTENING PAPER (30 points)

#### Part 1 (4 points)

01 – B, 02 – A, 03 – C, 04 – C

#### Part 2 (4 points)

05 – bowl

06 – flour

07 – 15/fifteen

08 – slices

#### Part 3 (8 points)

09 – T

10 – F

11 – F

12 – T

13 – T

14 – T

15 – NG

16 – T

#### Part 4 (9 points)

17 – hellish

18 – 1895

19 – landslides

20 – blame

21 – challenge

22 – intensified

23 – speeding

24 – continuation

25 – 20 (twenty)

#### Part 5 (5 points)

26 – E

27 – G

28 – D

29 – B

30 – F

**KLAUSYMO TESTO TEKSTAI**

**Part 1.** You will hear people speaking in four different situations. Choose the best answer, A, B or C. There is an example (0). You will hear each situation twice. You now have 30 s to review the task.

A: What do you think about extreme sports?

B: Well, I am not really interested in extreme sports. But this is something new and attractive, especially to young people. I guess you have to train a lot to do extreme sports which I think is very good. Just because doing extreme sports makes people fit and healthy, I like these sports.

A: Thank you.

A: Excuse me, is this the right way to Victoria railway station?

B: Let me think. You'll definitely get there if you keep going straight all the way but that'll take an hour, or even longer. You'd better take a bus, if you are in a hurry.

A: I have plenty of time, so I'd rather walk. Thank you anyway!

A: We agreed to meet at 7 at the bus station so that we could catch the morning bus and start the journey earlier. As usual, you're late. And now we need to wait for five hours to get on the next bus... You could have set your alarm clock for 6.

B: But I am sure I set it right... I checked the time before going to bed. The alarm was set for 6 a. m., just as we agreed... Anyway, that meant I got stuck in the rush-hour traffic, so that's why I was late. I am terribly sorry.

A: Have you heard the news? We've got new neighbours. Nice people, don't you think?

B: Well... I've just talked to John from next door. He says it's a young family with three kids. They keep two dogs and a rabbit. And they love garden parties. Everyone is invited to their house this Sunday. I am sorry the Browns have moved. I'm afraid it's going to be much noisier now.

A: When I remember my stay in New York, I can't help thinking of crowds of people everywhere. By the way, what's your impression of New Yorkers?

B: The people of New York are terrific. In the beginning I was very frightened I was going to be mugged... In fact, I thought that if you stepped out of your hotel at night, you'd be shot... er.. but it's proved not to be true.

**Part 2.** You will hear a short recipe for an apple pie. Listen to the recording and complete the table. There is an example (0). You will hear the recording twice. You now have 15 s to review the task.

**Apple Pie**

The popular apple pies of the 1920's gave the name to a small town in the US: Pie Town. The apple and cinnamon is a heart-warming combination that is everyone's favourite dessert. Try this simple recipe to warm your day!

Preheat your oven to 200°C. Line an oven tray with baking paper. Now simply follow the steps.

Step 1: Combine yeast, sugar and milk in a bowl. Set aside in a warm place for 15 minutes.

Step 2: Take two cups of flour and a pinch of salt in another bowl and make a well in the centre. Add the milk mixture and two eggs and stir until combined.

Step 3: Roll the dough out to form a rectangle. Sprinkle it with lemon juice and dot with butter mixture over the top of the folded rectangle, cover and leave in the fridge for 15 minutes.

Step 4: Take one Granny Smith apple and slice it. Mix the slices with raisins and cinnamon in a bowl. Spread the mixture evenly over the dough. Bake until golden brown and cooked through.

Pour yourself a cup of tea and taste the essence and aroma of an early harvest!

**Part 3.** You will hear an interview with a famous athlete Steve Konopka. Mark if the information is True (T), False (F) or Not Given (NG). There is an example (0). You will hear the recording twice. You now have 1 minute to review the task.

Reporter: Ladies and gentlemen, let's spend a few minutes with one of the most massive American football players in the Arena Football League that you will ever meet. This is Steve Konopka, perhaps best known as Kono. So, Steve, how did you get the nickname Kono? Did you get it back in college?

Kono: In college, a teammate was joking around my freshman year and tore off "pka", the last three letters of my last name, that was taped to my helmet. In college, they taped everyone's name on the front of their helmets so the coaches knew who you were. All the coaches were calling me Kono and I didn't know why until a few days later. Now everyone except my wife and family call me Kono, even NBC commentators.

R: Steve, I know that you were part of the New York Giants training camp and that you played football at the NFL level. How was playing at the NFL different? What was the NFL experience like for you?

K: The NFL was an amazing experience for me. Unfortunately, it was cut short by an injury, but I learned a whole hell of a lot. It was amazing being on the same field as some of the best in the world. College was fun but when you're playing for a living, it's a business and there is a lot of pressure. At the college level, I was the best on the field; at the NFL, I was average and learning. A tough combination!

R: Steve, playing in the NFL has allowed you to get attention everywhere you go and everyone seems to know you. What is it like being a celebrity and getting tons of attention everywhere you go?

K: In Vegas, it's pretty cool to be known everywhere. It helps with restaurants and nightclubs. I was just at the Nike outlet, and a bunch of kids were staring and whispering, and a few days later I got e-mails asking if that was really me. It's weird sometimes. In other cities, I'm not so much of a celebrity and people seldom say "Oh, look, there's Steve Konopka". I'm big and I am 6.5 feet tall so many people assume I'm some type of athlete. They usually ask me what I do if I'm around them long enough. I get mixed results in cities that don't have Arena Football. Sometimes I even get bad attention: people will get all huffy about how their team is going to whip us, it's pretty amusing.

R: Steve, people from your football teams remember you as a leader and an inspiring person who has always given great advice. What are your top tips of advice for the upcoming lifters and athletes who train?

K: 1. Don't ever leave something unaccomplished because of laziness or lack of effort. You'll regret it forever. 2. Learn as much as you can from anyone and everyone even if it's something not to do. 3. Find what works best for you and when you do, don't let others tell you to do it differently. 4. You can always train harder because someone else is.

R: Sound advice there. So, you were a co-author of the Lean Mass Programme with Mike Westerdal. What was that like? Tell us about it.

K: In college, we didn't have a strength coach. So we had to learn on our own. We read every book, magazine, study and journal we could find. We went to different gyms and learned from powerlifters, bodybuilders and anyone who seemed to know what they were talking about. Then we made our routines and by trial and error we came up with some great workout programmes. From those programmes we got some great results! A lot of people were asking what we were doing and if they could train with us, so we decided to make our routines available to everyone.

R: And Steve, is there any message that you'd like to leave the weight-lifting community with as we wrap up your awesome interview?

K: Just train hard – that's it!

R: So it was great to meet you, Kono. Thank you for your time.

**Part 4.** *You will hear a report on recent weather changes in the USA. Complete the sentences. 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 min to review the task.*

A map of significant climate events for the US in the summer of 2012 looks apocalyptic. Recently, Americans have experienced numerous extreme weather-related events, including droughts, ferocious wildfires, severe storms and hellish heat waves leaving people injured, homeless and even dead. The period between July 2011 and June 2012 was the hottest since the dawn of record-keeping in 1895. Thirty-one states reached record-high temperatures. The National Oceanic and Atmospheric Administration released a report calling 2011 a year of extreme weather.

Remember Hurricane Irene? Or the floods in Thailand and southern China? Heavy rains in Brazil caused massive landslides and much of Europe suffered through a sweltering heat wave. And last year 14 extreme weather-related events caused an incalculable loss of human life and cost the U.S. economy more than \$55 billion. This year seems to be on the same track. Understandably, many Americans are wondering if these events are manifestations of a longer-term shift in climate. It's tempting to simplify things and blame it all on global warming. After all, nine of the top 10 warmest years globally have occurred since 2000.

The real challenge is figuring out whether a particular storm or flood was due to climate change or natural variables, said Chris Field, founding director of the Carnegie Institution's Department of Global Ecology.

The current report, for instance, noted some events that were intensified by other factors. However, climate change increases global risks, Field said. As we change the climate, we're shifting the odds for extreme weather. It's sort of like upping your chances of a car accident if you're speeding.

At present we cannot definitively link any single extreme event to climate change. But it is worthwhile to consider whether the apparent increase in some extreme events has roots in a larger, longer-term trend, since that would predict a continuation of these events in the future.

Perhaps people should get used to hotter temperatures, experts say, because the trends point that way. A heatwave that occurred every 20 years will, by the year 2080, occur every one to two years, Field said. The extreme weather the world is seeing now is a precursor to more, he said. And it paints a picture of what global warming looks like.

**Part 5.** *You will hear people talking about urban and rural living. Match the extracts that you hear with statements A–G. There is one wrong statement that you do not need to use. There is an example (0). You will hear the recording twice. You now have 30 s to review the task.*

Your way of living depends on where you live. People all over the world have been divided into two distinct groups. Those living in urban areas, that is cities and towns, lead an urban life. Inhabitants of rural parts of the world, who live in the countryside, experience rural living. There are many differences between a rural living and life in the city, and both have certain pros and cons.

Urban areas are equipped with all the conveniences of modern life. The majority of the households of the urban areas are blessed with technological advancement. Due to a greater availability of modern facilities, people lead an economically more stable life. While this progress brought the world closer, human beings have gone far apart from each other. Buildings that touch the skies have built walls between people. Another drawback is that the increasing attraction of people towards cities has resulted in crowding of urban areas, which brings many other concerns, for example, noise and pollution.

There are many factors that contribute to the quality of life in urban centres. The general stereotype is that urban life offers a great deal of diversity. For instance, those in urban areas have many more social and cultural events to choose from. As a result, they are more likely to meet people from other cultural and ethnic groups. Parents can often choose from a long list of public and private schools which leads to better education for their children. City residents are also more likely to find many different types of food available in various shopping centres. As a consequence, it is not surprising that many people agree that city life has much more to offer than life in the countryside.

There are a number of positive sides to rural living. To start with, people do not have to fight with the daily stresses of urban life, such as being stuck in traffic, dealing with higher rates of crime, and in many cases, paying higher taxes. This absence of stress has a great effect on people's overall well-being. Another thing is that life in the countryside allows residents to enjoy the natural world more easily instead of having to go to parks. Food is also different because people have the benefit of land upon which they can grow their own food which is much healthier.

Although urban populations have large numbers of social networks, rural residents have more chances to develop long-lasting personal relationships since they encounter the same people more frequently. While there are not as many schools to choose from and sometimes rural schools are not funded as well as schools in the cities, children in small villages grow up knowing their classmates and experience the benefits of smaller classrooms. People in villages know their neighbours well enough because they meet several times a week and talk a lot. In contrast, city dwellers often suffer from loneliness and a loss of human bonds.

The cost of living is very different in rural and urban places. It's been estimated that to maintain the same standard of living, an urban resident needs to spend almost 40 per cent more than someone living in a small village. There are many reasons for this. For example, housing is usually more expensive in the cities. The same could be said about the costs of public transport and other utilities. In contrast, medical services provided locally in villages are significantly cheaper. Several studies reported that the question of costs of living in urban and rural areas raises little controversy but it's definitely a factor that people need to take into account before deciding where to live.

**II. READING PAPER (30 points)****Part 1 (4 points)**

<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>
B	E	A	C

**Part 2 (8 points)**

35 – order

36 – memorable

37 – test

38 – queue

39 – education

40 – content

41 – blooming

42 – enjoyably

**Part 3 (7 points)**

<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>
C	F	A	H	B	E	G

**Part 4 (11 points)**

a)

<b>50</b>	<b>51</b>	<b>52</b>
B	C	B

b)

53. rechargeable

54. commuters

55. revised

56. scattered

c)

57. There's no network of charging stations./There aren't enough charging stations.

58. Electricity rates go down at night./Electricity is cheaper at night.

59. Fuel is sold separately from the car./Car producer sells cars while batteries are sold by another company.

60. It will not be easy./It is unavoidable./It must happen no matter what./It will happen.

**III. WRITING PAPER (40 points)**

Egzamino dalies vertė taškais – 40 taškų, kurie tarp 1 ir 2 užduočių paskirstomi taip: 16+24, kad B1 lygio užduočiai tektų 40 proc., o B2 – 60 proc. taškų. Bendra kuriamų tekstų apimtis: 280–350 žodžių. Paskirstymas tarp 1 ir 2 užduočių: 100–120 ir 180–230 žodžių.

**Letter (16 points)**

Lygis: B1

Teksto tipas: Asmeninis laiškas

Apimtis: 100–120 žodžių

**Asmeninio laiško vertinimo skalė (16 taškų)****PROJEKTAS**

Kriterijai	Lygis	Taškai	Aptartys
<b>Turinys</b>	<b>B1</b>	<b>4</b>	Tinkamai realizuotos visos užduotyje nurodytos komunikacinės intencijos. Gana laisvai ir išsamiai perteikiama informacija, pasakojama ar apibūdinama. Mintys rišlios (koherentiškos).
		3	Dauguma komunikacinių intencijų realizuotos sėkmingai. Informacija perteikiama tiesmukai ir paprastai. Mintys gana rišlios.
		2	Dauguma komunikacinių intencijų realizuotos, bet ne visada sėkmingai. Informacija perteikiama gana apibendrintai, be detalių, todėl ją galima įvairiai interpretuoti. Kai kurios mintys nerišlios.
		1	Komunikacinės intencijos realizuojamos tik iš dalies. Pasitaiko nukrypimų nuo temos. Intencija paminėta, bet neišplėkota. Mintis gali būti sunku suprasti dėl nepakankamo rišlumo.
	<b>A2</b>	0	Užduoties tikslas pasiekiamas tik iš dalies arba iš viso nepasiekiamas. Minčių raiška netiksliai, mintys nerišlios.
<b>Teksto struktūra. Forma</b>	<b>B1</b>	<b>4</b>	Turinys išdėstytas nuosekliai ir logiškai. Teksto siejimo žodžiais pavieniai elementai veiksmingai jungiami į rišlią grandininę minčių seką. Laiškas tinkamai suskirstytas į pastraipas ir apiformintas.
		3	Beveik visas turinys išdėstytas nuosekliai ir logiškai. Teksto siejimo žodžiais pavieniai elementai jungiami į grandininę seką. Laiškas tinkamai suskirstytas į pastraipas. Gali pasitaikyti apiforminimo trūkumų.
		2	Beveik visas turinys išdėstytas nuosekliai. Teksto siejimo žodžiai kartais vartojami netinkamai. Kai kurios pastraipos išskirtos netinkamai, pasitaiko apiforminimo trūkumų.
		1	Turinys išdėstytas nenuosekliai. Teksto siejimo žodžių vartojama per daug arba per mažai, gali būti klystama. Skirstymas į pastraipas netinkamas, pasitaiko apiforminimo trūkumų.
	<b>A2</b>	0	Turinys išdėstytas nenuosekliai. Teksto siejimo žodžiai vartojami mechaniškai, dažnai netinkamai. Teksto struktūra ir apiforminimas netinkami.
<b>Leksinių ir gramatinių formų bei struktūrų įvairovė. Registras</b>	<b>B1</b>	<b>4</b>	Žodyno mokama užtektinai, kad pavyktų paaiškinti svarbiausius dalykus. Vartojama dažniausia leksika, vyrauja paprastos leksinės-gramatinės struktūros, pasitaiko viena kita sudėtingesnė struktūra ar retesnis žodis. Nuosekliai laikomasi neutralaus ar neoficialaus, ar familiaraus registro.
		3	Žodynas vidutiniškas, tačiau kartais jo nepakanka apibūdinant detales. Vartojamos tik paprastos leksinės-gramatinės struktūros ir dažniausia kasdienė leksika. Vienas kitas žodis pažeidžia registro vientisumą.
		2	Žodyno užtenka reikšti asmenines mintis. Vyrauja paprastas kasdienis žodynas ir paprastos leksinės-gramatinės struktūros. Gali būti sunku nustatyti registrą, nes vartojama įvairaus oficialumo lygio žodžių.
		1	Žodynas ribotas: kartojama ta pati leksika ir gramatinės struktūros. Vartojamos nesudėtingos struktūros ir kasdieniai žodžiai. Registro raiška nenuosekli, skirtingo oficialumo lygio žodžiai pasirenkami atsitiktinai.
	<b>A2</b>	0	Žodynas labai ribotas. Jį sudaro pagrindiniai pavieniai žodžiai ir frazės. Nuolat painiojama skirtingų registrų leksika.

<b>Leksinių ir gramatinių struktūrų taisyklingumas. Rašyba ir skyryba</b>	<b>B1</b>	<b>4</b>	Pasitaiko nedidelių klaidų, bet visuomet aišku, kas norima pasakyti. Klystama vartojant sudėtingesnes struktūras. ARBA 1–3 kalbos vartojimo klaidos. 1–2 rašybos ir/ar skyrybos klaidos.
		<b>3</b>	Klystama vartojant ir paprastas, ir sudėtingas struktūras, bet mintis beveik visada aiški. ARBA 4–6 kalbos vartojimo klaidos. 3–4 rašybos ir/ar skyrybos klaidos.
		<b>2</b>	Klystama vartojant paprastas struktūras. Viena kita mintis dėl klaidų gali būti nesuprantama. ARBA 7–9 kalbos vartojimo klaidos. 5–6 rašybos ir/ar skyrybos klaidos.
		<b>1</b>	Daroma daug klaidų vartojant paprastas leksines-gramatines struktūras, bet dauguma minčių suprantamos. ARBA 10–12 kalbos vartojimo klaidų. 7–8 rašybos ir/ar skyrybos klaidos.
	<b>A2</b>	<b>0</b>	Daroma daug elementarių klaidų, labai dažnos rašybos/skyrybos klaidos. Dėl klaidų sunku suprasti reiškiamas mintis. ARBA 13 ir daugiau kalbos vartojimo klaidų. 9 ir daugiau rašybos klaidų.
<b>Iš viso taškų</b>		<b>16</b>	

**Laiške**, jei teksto apimtis mažesnė negu 100 žodžių, t.y.: 99–84 žodžiai – atimamas 1 taškas; 83–67 žodžiai – atimami 2 taškai; 66–50 žodžių – atimami 3 taškai; mažiau negu 50 žodžių – užduotis vertinama 0.



**Essay (24 points)**

Lygis: B2

Teksto tipas: Samprotaujamojo tipo apibrėžtos formos rašinys/esė

Apimtis: 180–230 žodžių

Rašinio/esė vertinimo skalė (24 taškai)

**PROJEKTAS**

Kriterijai	Lygis	Taškai	Aptartys
<b>Turinys</b>	<b>B2</b>	<b>5</b>	Visas turinys atitinka temą. Mintys reiškiamos aiškiai ir detalai. Į temą atsakoma išsamiai. Svarbiausios mintys išplečiamos ir paremiamos tinkamomis detalėmis bei pavyzdžiais.
		<b>4</b>	Visas turinys atitinka temą. Mintys beveik visada reiškiamos aiškiai ir detalai. Į temą atsakoma gana išsamiai. Dauguma minčių išplečiamos ir paremiamos tinkamomis detalėmis bei pavyzdžiais.
		<b>3</b>	Turinys iš esmės atitinka temą. Kartais mintys reiškiamos netiksliai ir apibendrintai. Dauguma minčių išplečiamos, tačiau paremiamosios detalės gali būti netinkamos.
	<b>B1</b>	<b>2</b>	Beveik visas turinys atitinka temą, gali pasitaikyti nukrypimų nuo temos. Mintys reiškiamos tiesmukai ir paprastai, tačiau jos yra rišlios (koherentiškos). Ne visada pateikiama paremiamųjų detalių ir pavyzdžių.
		<b>1</b>	Dalis turinio atitinka temą. Mintys reiškiamos suprantamai, tačiau pasitaiko nerišlių minčių. Pagrindinės mintys gali būti painiojamos su paremiamosiomis detalėmis. Kartais mintis gali nutrūkti.
	<b>A2</b>	<b>0</b>	Tik dalis turinio atitinka temą arba visas turinys neatitinka temos. Kai kurias mintis sunku suprasti, jos gali būti nerišlios. Paremiamosios detalės ir pavyzdžiai dažnai netinkami.
<b>Teksto struktūra</b>	<b>B2</b>	<b>5</b>	Turinys dėstomas logiškai ir nuosekliai. Visuomet išryškinamos svarbiausios mintys ir paremiamosios detalės. Veiksmingai vartojama įvairių teksto siejimo žodžių ir aiškiai parodomas minčių sąsajos. Tekstas tinkamai suskirstytas į pastraipas.
		<b>4</b>	Turinys dėstomas logiškai ir nuosekliai. Beveik visuomet išryškinamos svarbiausios mintys ir paremiamosios detalės. Vartojama teksto siejimo žodžių, parodomas minčių sąsajos, nors ne visada veiksmingai. Tekstas tinkamai suskirstytas į pastraipas.
		<b>3</b>	Turinys dėstomas gana logiškai, kartais nuoseklus dėstymas gali būti pažeidžiamas. Pasitaiko viena kita pastraipa, kurių pagrindinės mintys neišryškinamos. Tekstas gana rišlus (koheziškas) tekstas, nors gali pasitaikyti nesusietų minčių. Skirstymas į pastraipas suprantamas, bet ne visada tinkamas.
	<b>B1</b>	<b>2</b>	Turinio loginė seka gali būti nenuosekli. Svarbiausia mintis tinkamai išryškinama tik kai kuriose pastraipose. Pavieniai elementai jungiami į grandininę minčių seką. Kartais mintis gali šokinėti. Skirstymas į pastraipas kartais netinkamas.
		<b>1</b>	Turinys dėstomas gana padrikai, sunku išvelgti loginę seką ir suprasti pagrindines mintis. Teksto siejimo žodžių vartojama per daug arba per mažai, juos vartojant gali būti klystama. Skirstymas į pastraipas dažnai netinkamas.
	<b>A2</b>	<b>0</b>	Loginė seka netinkama arba jos nesilaikoma. Teksto siejimo priemonės vartojamos netinkamai. Tekstas į pastraipas nesuskirstytas arba tai daroma netinkamai.
<b>Leksinių ir gramatinių formų bei struktūrų įvairovė. Registras</b>	<b>B2</b>	<b>5</b>	Žodynas pakankamai platus, mintys formuluojamos įvairiai. Laisvai perfrazuojama siekiant išvengti pasikartojimo. Dažnai vartojama retesnių žodžių ir sudėtingesnių leksinių-gramatinių struktūrų. Tinkamai vartojamas neutralus arba pusiau oficialus registras.
		<b>4</b>	Žodynas pakankamai platus. Kartais bandoma perfrazuoti siekiant išvengti pasikartojimo, bet gali būti klystama. Vartojamas vienas kitas retesnis žodis ir sudėtingesnės leksinės-gramatinės struktūros. Tinkamai vartojamas neutralus arba pusiau oficialus registras.
		<b>3</b>	Žodynas gana platus, tačiau dėl žodyno spragų ne visuomet tiksliai išreiškiama mintis ar apibūdinama detalė. Vyrauja kasdienė leksika, pasitaiko viena kita sudėtingesnė leksinė-gramatinė struktūra. Pasitaiko nedidelių formulavimo klaidų, tačiau iš esmės išlaikomas neutralus ar pusiau oficialus tonas.
	<b>B1</b>	<b>2</b>	Žodyno mokama užtektinai, kad pavyktų paaiškinti svarbiausius dalykus. Vartojama dažniausia leksika, vyrauja paprastos leksinės-gramatinės struktūros, pasitaiko viena kita sudėtingesnė struktūra ar retesnis žodis. Gana nuosekliai laikomasi neutralaus registro.
		<b>1</b>	Žodyno užtenka reikšti asmenines mintis. Vyrauja paprastos kasdienis žodynas ir paprastos leksinės-gramatinės struktūros. Gali būti sunku nustatyti registrą, nes vartojama įvairaus oficialumo lygio žodžių.
	<b>A2</b>	<b>0</b>	Žodynas labai ribotas. Jį sudaro dažniausi pavieniai žodžiai ir frazės. Painiojama skirtingų registrų leksika, neatsižvelgiama į žodžių stilistinius ypatumus.

Kriterijai	Lygis	Taškai	Aptartys
Leksinių ir gramatinių struktūrų taisyklingumas	B2	5	Pasitaiko viena kita nedidelė klaida, bet yra aišku, kas norima pasakyti. ARBA 1–3 klaidos.
		4	Pasitaiko klaidų, kai kurios kartojasi, tačiau jos netrukdo suprasti minties. ARBA 4–6 klaidos.
		3	Dažniau klystama vartojant sudėtingesnes struktūras, viena kita klaida daroma paprastose struktūrose. Klaidos netrukdo suprasti, kas norima pasakyti. ARBA 7–9 klaidos.
	B1	2	Daroma klaidų ir sudėtingose, ir paprastose struktūrose. Visas tekstas iš esmės suprantamas, tačiau rašinyje gali pasitaikyti viena kita nesuprantama vieta. ARBA 10–12 klaidų.
		1	Daroma daug klaidų, bet beveik visos mintys suprantamos. Klystama vartojant paprastas leksines-gramatines struktūras. ARBA 13–14 klaidų.
	A2	0	Daroma daug klaidų, jos trukdo suprasti, kas norima pasakyti. ARBA 15 ir daugiau.
	Rašyba ir skyryba	B2	5
4			Visai nėra rašybos ir/ar skyrybos klaidų.
3			1–3 rašybos ir/ar skyrybos klaidos.
B1		2	4–6 rašybos ir/ar skyrybos klaidų.
		1	7–9 skyrybos ir/ar rašybos klaidų.
A2		0	10 ir daugiau klaidų rašybos ir/ar skyrybos klaidų.
<b>Iš viso taškų</b>		<b>24</b>	

**Rašinyje**, jei teksto apimtis mažesnė negu 180 žodžių, t.y.: 179–163 žodžiai – atimamas 1 taškas; 162–145 žodžiai – atimami 2 taškai; 144–127 žodžiai – atimami 3 taškai; 126–109 žodžiai – atimami 4 taškai; 108–91 žodis – atimami 5 taškai; mažiau negu 90 žodžių – užduotis vertinama 0.