

UŽSIENIO KALBA (ANGLŲ)

VALSTYBINIO BRANDOS EGZAMINO VERTINIMO INSTRUKCIJA

2011 m. brandos egzaminų pagrindinė sesija

ANSWER KEY

Listening Paper

Part 1 (Total 6 points, 1 point per item)

01. 4409276115 (gali būti su brūkšneliais tarp skaičių)
02. Japanese
03. (the) **13** (th) (of)
(the) thirteen(th) (of)
04. Wainwright / wainwright (priimami tik šie atsakymai; gali būti su brūkšneliais tarp raidžių)
05. **41** / forty one / forty-one
06. (the) (8) (th) (of) **August**
(the) (eight) (th) (of) **August**

Part 2 (Total 4 points, 1 point per item)

| | | | |
|----|----|----|----|
| 07 | 08 | 09 | 10 |
| C | B | A | B |

Part 3 (Total 4 points, 1 point per item)

| | | | |
|----|----|----|----|
| 11 | 12 | 13 | 14 |
| B | A | B | A |

Part 4 (Total 11 points, 1 point per item)

15. sticky
16. degrade
17. combat
18. freshening
19. increase/increasing
20. ingredient(s)
21. similar
22. responsibly
23. applauded (tik veiksmažodžio II forma)
24. primary
25. creative

Reading Paper**Part 1** (5 points, 1 point per item)

| | | | | |
|----|----|----|----|----|
| 26 | 27 | 28 | 29 | 30 |
| A | D | B | A | C |

Part 2 (5 points, 1 point per item)

31. key
32. text
33. enter
34. consists
35. disappear

Part 3 (6 points, 1 point per item)

| | | | | | |
|----|----|----|----|----|----|
| 36 | 37 | 38 | 39 | 40 | 41 |
| C | E | A | G | B | F |

Part 4 (9 points, 1 point per item)

| | | | | |
|----|----|----|----|----|
| 42 | 43 | 44 | 45 | 46 |
| D | A | F | B | G |

47. space race / space-race
48. bemoan
49. progress bar
50. (technologically) obsolete /obsolete (technologically)

Use of English Paper

Pastaba: atsakymai su rašybos klaida vertinami 0 taškų.

Part 1 (8 points, 1 point per item)

| | | | | | | | |
|----|----|----|----|----|----|----|----|
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 |
| C | C | A | B | C | B | B | D |

Part 2 (8 points, 1 point per item)

- 59. was listening
- 60. was called
- 61. 'd/had ever heard
- 62. wanted / have wanted
- 63. was refused / had been refused
- 64. rethink
- 65. use
- 66. analyze / analyse
are analyzing / are analysing

Part 3 (8 points, 1 point per item)

67. toward(s) / to; 68. with; 69. than; 70. in; 71. for; 72. it; 73. On / on; 74. on

Part 4 (8 points, 1 point per item)

- 75. successful
- 76. unsociable / unsocial / antisocial
- 77. strength(s)
- 78. critically
- 79. imaginary
- 80. inspiration
- 81. independence
- 82. practically

Part 5 (8 points, 2 points per item)

- 83. can't // have seen
- 84. ran // out of
- 85. would rather you // began
'd rather you // began
- 86. warned me // not to go
warned me against // going
warned me off // going

Writing Paper (30 points)**Letter Assessment Scale (12 points)**

| Criteria | Score | Descriptors |
|--------------------------------|--|---|
| Content | 3 | All content points included. Communicative purpose(s) fully achieved. |
| | 2 | All major content points included with minor omissions and/or some irrelevant content. Communicative purpose(s) partly achieved. |
| | 1 | A few content points included with major omissions and/or some irrelevant content. Communicative purpose(s) hardly achieved. |
| | 0* | Little or no content relevance. Communicative purpose(s) not achieved. |
| Layout and Organization | 3 | Appropriate layout. Ideas effectively organized, parts of text (clauses, sentences) linked appropriately with suitable linking devices. |
| | 2 | Minor problems with layout. Minor problems with organization of ideas and linking. Linking devices sometimes used inappropriately. |
| | 1 | Major problems with layout. Major problems with organization of ideas and linking. Linking devices often used inappropriately. |
| | 0 | Inappropriate layout, organization and linking. Lack or absence of linking devices. |
| Language Use | Appropriacy of Vocabulary and Grammatical Structures | |
| | 3 | All vocabulary and grammatical structures used appropriately to the sociolinguistic situation (context, purpose, addressee). Register consistently appropriate (informal / neutral). |
| | 2 | Vocabulary and grammatical structures used mostly appropriately to the sociolinguistic situation. Register on the whole appropriate. |
| | 1 | Vocabulary and grammatical structures used mostly inappropriately to the sociolinguistic situation. Major problems with register. |
| | 0 | Vocabulary and grammatical structures used inappropriately to the sociolinguistic situation. Little or no awareness of register. |
| | Accuracy** of Vocabulary and Grammatical Structures (Spelling Included) | |
| | 3 | Good handling of vocabulary and grammatical structures, no errors or few (1–3) minor errors** , meaning never obscured. |
| | 2 | Adequate handling of vocabulary and grammatical structures, some (4–6) errors** mostly in complex structures, meaning never obscured. |
| | 1 | Poor handling of vocabulary and grammatical structures, frequent (7–9) errors** both in complex (if used) and simple structures, meaning may be obscured. |
| | 0 | Inadequate handling of vocabulary and grammatical structures, numerous (10 and more) errors** even in simple structures, meaning may be obscured. |
| Total score | 12 | |

* If the content is irrelevant and is scored 0, the whole answer is scored 0.

** All instances of the same TYPE of error are considered as ONE error.

Both British and American spelling norms are acceptable.

Pastabos dėl laiško vertinimo:

1. Jei laiško parašyta ne daugiau kaip 40 žodžių, užduotis nevertinama.
2. Jei parašyta 41–50 žodžių, vertinimas teksto organizavimo aspektu mažinamas 3 taškais.
3. Jei parašyta 51–60 žodžių, vertinimas teksto organizavimo aspektu mažinamas 2 taškais.
4. Jei parašyta 61–70 žodžių, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.

Composition Assessment Scale (18 points)

| <i>Criteria</i> | <i>Score</i> | <i>Descriptors</i> |
|---------------------------------|---|--|
| Content/Task fulfillment | 5 | All content relevant to the topic. Excellent treatment of the topic: great variety of ideas, rich accurate details / examples. |
| | 4 | All content relevant to the topic. Good treatment of the topic: good variety of ideas, accurate details / examples. |
| | 3 | Most content relevant to the topic. Adequate treatment of the topic: some variety of ideas, reasonably accurate details / examples. |
| | 2 | Some content relevance. Poor treatment of the topic: little variety of ideas, limited use of details / examples. |
| | 1 | Little content relevance. Treatment of the topic is hardly adequate: very few ideas, poor or no use of details / examples. |
| | 0* | All content irrelevant. Treatment of the topic is inadequate: too few ideas, very poor or no use of details / examples. |
| Layout and Organization | 4 | 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. |
| | 3 | 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. |
| | 2 | Some problems with layout: evident attempt at organisation or paragraphing. Uneven expression, little unity of ideas, logical sequence difficult to follow but main ideas stand out. Simple linking devices used mainly appropriately. |
| | 1 | Major problems with layout: little sense of organization or 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. |
| | 0 | No command of layout: no sense of organization or paragraphing. Inadequate expression, no unity of ideas, no sense of logical sequence, ideas very difficult to follow. Linking devices not used or used inappropriately. |
| Language Use | <i>Richness of Vocabulary and Grammatical Structures. Register Appropriacy</i> | |
| | 5 | Rich vocabulary and great variety of grammatical structures. Register always appropriate to audience (neutral or semi-formal). |
| | 4 | Good vocabulary and good variety of grammatical structures. Register always appropriate to audience (neutral or semi-formal). |
| | 3 | Adequate vocabulary and some variety of grammatical structures. Register mostly appropriate to audience (neutral or semi-formal). |
| | 2 | Poor vocabulary and no variety of grammatical structures. Register often inappropriate. |
| | 1 | Limited vocabulary and grammatical structures, sometimes used inadequately. Register mostly inappropriate. |
| | 0 | Very limited vocabulary and grammatical structures. Little or no awareness of register. |
| | <i>Accuracy** of Vocabulary and Grammatical Structures (Spelling Included)</i> | |
| | 4 | Very good control of both complex and simple vocabulary and grammatical structures, no errors or few (1–4) minor errors**, meaning never obscured. |
| | 3 | Good control of both complex and simple vocabulary and grammatical structures, a few (5–8) errors**, mainly in complex structures, meaning never obscured. |
| | 2 | Adequate handling of simple, but problems with complex (if used) vocabulary and grammatical structures, frequent (9–12) errors**, meaning may be obscured. |
| | 1 | Problems with both complex (if used) and simple vocabulary and grammatical structures, frequent (13–15) errors**, meaning may be obscured. |
| | 0 | Major problems with both complex (if used) and simple vocabulary and grammatical structures, a large number of errors** (16 and more), meaning may be obscured. |
| Total score | 18 | |

* If the content is irrelevant and is scored 0, the whole composition is scored 0.

** All instances of the same TYPE of error are considered as ONE error. Both British and American spelling norms are acceptable.

Pastabos dėl rašinio vertinimo:

1. Jei rašinio parašyta ne daugiau kaip 85 žodžiai, užduotis nevertinama.
2. Jei parašyta 86–110 žodžių, vertinimas teksto organizavimo aspektu mažinamas 3 taškais.
3. Jei parašyta 111–135 žodžiai, vertinimas teksto organizavimo aspektu mažinamas 2 taškais.
4. Jei parašyta 136–160 žodžių, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.

TAPESCRIPTS

Part 1

ONE

A Good morning, London Language School, can I help you?

B Hello, I'd like to register for a language course.

A OK, no problem. Can I send you a form to fill in?

B Can I do this now? I am afraid I cannot use my computer for some time.

A Right, what is your name?

B Anna Townsend.

A Could you spell your last name for me?

B T-O-W-N-S-E-N-D

A Thank you. What is your contact phone please?

B 4409276115

A And are you under 18? We have this clause in our regulations.

B I am, actually, 32.

A Right. What course would you like to register for?

B I'd like to take Intermediate Japanese, please.

A Fine. We start the course on the 13 of July. I will let you know how to log into our Internet data base before the course. Thank you for calling.

B Thanks a lot. Bye-bye.

A Good bye.

TWO

A Good morning, Brighton Language School, can I help you?

B Yes, hello. I'd like to study Greek. Our family is going to rent a summer house on an island in Greece.

A Yes, we have some courses in Greek.

B Oh good, can you put me onto the list.

A OK, what is your name please?

B Sirius Wainwright.

A Could you spell that last name for me?

B W-A-I-N-W-R-I-G-H-T.

A Thank you. Is this your contact phone you are calling from?

B Yes, it's 4401775263.

A Right. May I ask your age?

B Sure. I am 41.

A So it is the Beginning Greek course you are interested in.

B Yes, I'd like to start as soon as possible.

A Good. We will inform you about the course when we have the schedule confirmed. The preliminary date is the 8th of August.

B Oh, thank you. Good bye.

Part 2**SEVEN**

You are visiting a Wax museum when you hear a woman addressing a group of pupils. Who is this woman?

- A a school teacher
- B a security officer
- C a museum guide

Attention, please! Now we will go into the next room, you will see life-like figures, dressed in original clothing donated by celebrities. I'd like to ask you not to touch anything on display. The museum is very strict about this and we will ask you to leave if we think you're not taking our rules seriously. I actually had some pupils that were told to leave last week because they tried to take some gloves.

EIGHT

You are in a department store and you hear a shop assistant talking to a customer. What is she refusing to do?

- A exchange a faulty item
- B give him his money back
- C fix a faulty item

Shop assistant: I am very sorry, but I cannot do that without consulting the manager. I don't have the authority.

Man: It is not working at all. I want my money back.

Shop assistant: Yes, but I can't tell if there's really anything wrong with it just by looking at it. I can send this item to our technical department and let you know as soon as we get their opinion. If the item cannot be repaired, we can pay your money back or we can let you choose another item of the same price.

NINE

Two people are talking about a friend's party on the phone. How was the party?

- A boring
- B overcrowded
- C exciting

Man: Oh, nice to hear from you. I am so sorry I couldn't come to the party. How was it?

Girl: It wasn't very exciting. She made all this food, like she was expecting tons of people, and then hardly anyone turned up, and her stereo was so bad that if you were standing next to it, you couldn't even hear it.

TEN

Listen to a woman calling an airline. What does she want to do?

- A change her accomodation
- B change her travel date
- C change her destination

Yes, the 1st of July... Yes, Paris, France... Now, my problem is, my sister lives there, and she was supposed to be looking for a place to stay for me but she has a problem with her work right now and she asked me to reserve it from here... Yeah, well what it is, I don't really want to spend my vacation going around the city alone. So I wanted to ask you whether it would cost a lot to change the flight, maybe stay until later in the summer, when she'll be more free, and we might even travel to a few more places?

Part 3

Everyone who lives in a major city seems to agree that they are seeing more foxes than ever and that these creatures are becoming more bold. Are we overrun with a new breed of fearless urban fox? Are they becoming more aggressive? And if so, what should be done? How fair is our view of the urban fox – and is it actually any different from its country cousin? Today we talk to a Bristol University professor about what we know of urban foxes.

Journalist: 'You know, professor, people say that something should be done about them. I would love to get them out of here. They're really a nuisance and a danger. I think the foxes are getting more bold. They almost go right up to you. I've become rather fearful myself. They've actually gone right up to my dog as well.'

Professor: Our perception that we are surrounded by more of them than ever is probably mistaken. We have created a stereotype of the urban fox: while rural foxes are bushy-tailed red beauties, the city dweller is a malnourished beast that screams all night.

All these views are wrong. Foxes are not big: the average weight of a fox is 5.7 kg, a little heavier than the average cat. If they are let loose in a chicken coop they will kill everything inside but their intention is to bury their prey for leaner times. And urban foxes are no more or less healthy than rural foxes.

Journalist: Do foxes live around a single garden in the city and have they become a real household pet?

Professor: A typical urban fox has a territory stretching across 80 city gardens. Devouring everything from berries to rats; foxes will have four or five cubs in the spring. We believe we are seeing more urban foxes than ever because, at this time of year, we probably are: in June, the cubs are now teenagers, exploring their local area and boldly going where their wiser parents dare not.

Journalist: How about attacks on children?

Professor: This is completely outside my experience of fox behaviour. I think young fox cubs are all teenagers, they don't know anything, they have no fear. They wander into houses, steal cat food and will even sleep on the sofa. Urban foxes are particularly fond of schools: there you can find open bins overflowing with half-eaten packed lunches and, crucially, there are no dogs. Foxes are fascinated by children. When they hear the children running around the playground they will sit in the bushes and watch them, captivated.

Journalist: Yet, we should beware of foxes and the dangers they may pose. How to outfox the fox?

Professor: My advice is never feed foxes; refrain from leaving out bird food and cat food. Don't leave rubbish bags outside. Try an infra-red device that is linked to an outdoor tap and fires water at intruding foxes. And put garden sheds on a concrete base so foxes cannot live underneath them.

Part 4

It's a familiar cinematic scene. Someone is down on their luck and they can't catch a break. Nothing seems to be going their way, and just when things couldn't get any worse, it happens. They step on some chewing gum.

For anyone who has attempted to remove a sticky clump from the bottom of their shoe, gum is certainly a nuisance one tries to avoid. But it's not just an unsightly pain for pedestrians, it's also a huge headache for the British Government, which spends an estimated £150m cleaning gum off the streets each year. Considering that gum takes as long as five years to degrade, it also means that it is posing a huge threat to the environment, and is clogging landfills across the country.

But now, a number of enterprising experts are coming up with new ways to combat our significant gum problem; everything from inventing new types of degradable gum to recycling programmes.

Apart from the obvious breath-freshening advantages, chewing gum, especially after meals, has been recognised to be effective in maintaining dental health. It has also been found that chewing can help people to relax, by reducing muscular tension. Research has also shown that chewing gum can help to increase people's ability to retain and recall information by increasing blood flow to the brain, thereby supplying additional oxygen.

So, the benefits of gum-chewing are many, but so are the negative financial and environmental implications. A British company called Revolymmer wants to change the ingredients in gum and in this way combat the problems that arise from gum litter. A professor of physical chemistry at Bristol University proposed a new kind of gum with an ingredient which allows the gum to fully disintegrate into a fine powder within six months, similar to biodegradable plastic bags.

Some people believe that the issue isn't about making it easier to clean the gum off the streets, but to encourage the public to dispose of their gum more responsibly.

The introduction of 'Gummy Bins', which are colourful bins that are visibly dotted around busy areas with the sole purpose of being a place to discard used gum, has been widely applauded as an effective strategy: their presence has seen a 72 per cent reduction in chewing gum litter.

This year, there have been trial runs of the product at schools, colleges, and selected entertainment venues. An official launch of this project in the UK and in the US is planned at the beginning of next year.

But will the industry giants such as Wrigley and Cadbury join in with this new, ethical approach to chewing gum? A Wrigley spokesman says: 'Although our primary focus is, and must continue to be, addressing the behaviour that brings about littered gum through education and awareness, the Wrigley Company is also committed to financing ongoing research and development in a new gum which is less adhesive and more degradable. Our spending in this area has accelerated in recent years.'

So, perhaps, in a not too distant future, thanks to the work of some creative minds, having your day ruined by stepping on a piece of gum might just become a thing of the past.