

UŽSIENIO KALBA (ANGLŲ)

Valstybinio brandos egzamino vertinimo instrukcija

2012 m. brandos egzaminų pagrindinė sesija

ANSWER KEY

Bendra pastaba: Spausdintinėmis raidėmis parašyti atsakymai priimtini.

I. Listening Paper (25 points)

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

01. (the) 14th (of) / (the) fourteen(th) (of)
02. (a) double (with (a) bath)(room)
03. square / Square
04. 114 (€)(euro / s)(Euro / s)
05. (Mr) Wrylie / wrylie / gali būti su brūkšneliais tarp raidžių
06. 45776385 / gali būti su brūkšneliais tarp skaičių

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

07	08	09	10
C	A	B	A

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

11	12	13	14
B	C	B	A

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

15. century
16. thickness
17. habitat
18. assess
19. 16,000 / 16 000 / sixteen thousand / 16 thousand
20. hazardous
21. assistance
22. depth
23. holes
24. measurement
25. estimates

II. Reading Paper (25 points)**Part 1** (5 points, 1 point per item)

26	27	28	29	30
A	C	B	D	C

Part 2 (5 points, 1 point per item)

31. riding
32. total
33. puzzles
34. wonder
35. pausing

Part 3 (6 points, 1 point per item)

36	37	38	39	40	41
C	E	A	F	H	B

Part 4 (9 points, 1 point per item)

42	43	44	45	46
C	E	A	F	G

47. reflection
48. emergency
49. maintenance
50. invisible

III. Use of English Paper (40 points)

Pastaba: Atsakymai su rašybos klaida vertinami 0 taškų.

Part 1 (10 points, 1 point per item)

51	52	53	54	55	56	57	58	59	60
B	D	A	D	B	C	B	D	A	A

Part 2 (6 points, 1 point per item)

61. spent / had spent
62. didn't (did not) want
63. are coming / are going to come / will be coming / will come
64. will have arranged
65. had been talking
66. were signed

Part 3 (8 points, 1 point per item)

67. by /with
68. up
69. their
70. with / in

71. it
72. lot
73. such
74. how

Part 4 (8 points, 1 point per item)

75. preference
76. variety
77. passionately
78. arguing / arguments / argument
79. encourage
80. willing
81. unstable
82. timeless

Part 5 (8 points, 2 points per item)

83. they had // their luggage brought
they got // their luggage brought
84. might // have been
85. didn't (did not) let us // make
86. put up with // so much

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

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
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.	

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
		<i>Accuracy^{**} of Vocabulary and Grammatical Structures (Spelling Included)</i>
	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.
<i>Total score</i>	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>
<i>Content/Task fulfillment</i>	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.
<i>Layout and Organization</i>	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

- A Good afternoon, Victoria Hotel. May I help you?
 B Good morning. Um... I would like to ask if you would have any rooms available?
 A Well, it depends, sir. Could I ask you when you are arriving?
 B Of course, I'm arriving on the 14th of June.
 A OK. Let me check our computer for a moment. The 13th of June, right?
 B No, the 14th.
 A Oh sorry. Let me see. Hmm... And how long will you be staying?
 B Well, actually four nights.
 A What kind of room would you like, sir: a double or a single?
 B Er, A double room with bath. I would appreciate if you could give me a room with a good view.
 A Certainly, sir. I'll just check what we have available... Yes, we have a room on the 12th floor with a really splendid view of the Town Hall square.
 B That's fine. How much will that be?
 A Would you like breakfast?

- B Yes, definitely.
 A So that's 114 euro per night excluding VAT.
 B That's fine.
 A And who's the booking for?
 B Mr. Paul *Wrylie*.
 A And how do you spell your last name?
 B W-R-Y-L-I-E
 A OK, let me make sure that I've got that Mr. Wrylie. That's a double room with bath for June the 14th. Is that correct?
 B Yes, it is. Thank you.
 A And let me give you your confirmation number. It's: 45776385. So thank you for choosing Victoria and have a nice day. Goodbye.
 B Good bye.

Part 2

SEVEN

Two people are talking about going out for the evening. What have they decided to do?

- A to see a film
 B to go to a club
 C to see a play
 A What about going out somewhere tonight?
 B Yes, sure. I'd love to. Where?
 A I thought we could go to the drama theatre. 'Hamlet' is on.
 B The version with the new cast is worth seeing but I saw it last week. How about going to a club. We haven't been to the club for ages.
 A I am not sure if I am up for clubbing tonight. Why don't we go to the cinema then?
 B I've already had a look at what's on, all the films sound pretty boring. So maybe the drama theatre will be a better option after all.

EIGHT

You hear a woman talking about Facebook. What's the main drawback of Facebook?

- A sharing photos
 B finding classmates
 C chatting with friends

I use social networking sites, but mostly Facebook. I enjoy chatting with friends and finding people I studied together with in secondary school that I haven't seen for ages. However, you have to be careful when sharing personal photos because you never know who may see them.

NINE

You hear a professional dog walker talking about his work day in London. When does he take the larger group of dogs?

- A 9.30 am
 B 12.30 pm
 C 2.30 pm

I generally walk up to 14 dogs a day. At 9.30 am I walk a group of six dogs in the park for an hour. Though this group isn't large, this walk is very energetic. At 12.30 pm I pick up the second group, which has more dogs than the first one, but they are much easier to walk. I drop them off at their home at 2.30 pm.

TEN

You hear a woman talking about shopping. What does she prefer to buy online?

- A electronics
- B clothes
- C books

It depends on what I'm shopping for: clothes, books or electronics. I always price-check an item online before purchasing it even if I want to buy it in a store. I most often find that you get the best deals if you buy things like stereo systems or computers online.

Part 3

Today in our studio we have a guest, marketing professor Dr. James Roberts, who recently published a new book called 'Shiny objects'. In 1972, the percentage of Americans who said they were 'pretty happy' was about 50%. In the years since, the U.S.'s standard of living has risen dramatically, and our gross domestic product per capita has increased by 96%. That means we have more, and consume more. But today, what percentage of Americans say they're 'pretty happy?' Only fifty percent.

So in your book, you write that over the last several decades, we've consumed more and more products, but we're just as happy as we were 40 years ago. So, what's wrong with us?

We have short-term amnesia as consumers, and not only are we really not any happier than we were, we're probably worse off. What we've found after every recession in modern times is that we've actually increased our spending afterward, but we're finding that this extra increase in consumption doesn't bring us happiness. So, it's not only that our happiness has not increased, but there's a number of studies that tell us we are more depressed and more stressed than we were 30, 40 years ago.

So, it seems that consuming is in our DNA, but we still bare responsibility for our actions, right?

We have been programmed as human beings to store up materials for the future when there may not be food available. That was a good thing for us when we were living in the era of scarcity. But now in the era of abundance, we haven't learned that there's plenty tomorrow. As much as we've progressed as a civilisation, we're still that caveman under the stress of not having enough. People want to blame marketers and say, 'Well, it's all this advertising.' But history shows us that even before TV or radio we were storing up things for thousands of years.

And we've always had this idea of the American Dream: a nice house, with a picket fence. How has the definition changed over the last few years?

It started out with the puritan work ethic that we were supposed to scrimp and save through hard work, patience and perseverance. Then the goal was just to have some level of comfort. But we have corrupted the American Dream. Instead of the little white house with the picket fence we want a 3,000-square foot house and a Hummer out front. It's the American Dream on steroids. Today we want the easy wealth without the work.

So, do you think we can get out of this cycle of more, more, more?

If we can't convince ourselves that money and material possessions won't bring us happiness, we are forever going to be chasing that golden ring. So really the change has to be in our attitude. Then we'll start to say, well I don't need that watch, or that fancy car or that big house. I don't want to be misunderstood — I'm not saying money is evil. Money plays a very important role in our lives. But the point is that it's got to be held in balance with all our other important values. Money is a good servant but a poor master.

OK, Dr. Roberts, thank you very much for your time.

Part 4

Scientists know that global warming is thinning the Arctic ice cap. They're just not sure how fast. Some researchers think there could be ice-free summers at the top of the world within four years; others say it'll take a century. While satellites can show the total area covered by sea ice, relatively little is known about the thickness *of the ice* which is essential information if you want to calculate volume. The Arctic is a vitally important ecosystem that needs as much help as it can get. If the Arctic sea ice disappears, the habitat loss and ecosystem collapse could be significant. It's not just polar bears, there's a huge array of wildlife, right down to single-celled organisms, which will be affected.

Thus three British explorers Ann Daniels, Pen Hadow and Martin Hartley set out from northern Canada to gather data that will help scientists assess how much ice is left, and when it might disappear. During their 73-day, 434 km trek, they took 1,500 measurements of sea-ice thickness and recorded 16,000 observations on everything from snow distribution to the size of the cracks in the ice. Explorers have already mapped the world's surface. The next phase is getting to places that are too hazardous for standard scientific operations and extracting raw information.

Even for an Arctic veteran like Hadow getting that information would prove unexpectedly difficult. In 2003 he became the first person to trek from Canada to the North Pole without being resupplied and getting assistance. A portable, ice-penetrating radar designed to measure density and depth failed in the expedition's first few days, forcing Hadow and Hartley to collect measurements by boring holes in the ice with a hand-powered drill. They would spend up to five hours a night drilling in temperatures as low as -70°C . Hadow wrote the following in his diary: 'We were motivated by the knowledge that every measurement would be appreciated by a scientist sitting at a desk somewhere. Explorers can go to places other people can't go and find out what other people can't, to find out the information scientists need. Satellites cannot provide all the answers. We need to get out there, get our hands and knees dirty and get actual observations and information from the source. We cannot run everything on estimates. We need some real facts, and exploration can play a role in this kind of field work.'