

# UŽSIENIO KALBA (ANGLŲ)

## VALSTYBINIO BRANDOS EGZAMINO VERTINIMO INSTRUKCIJA

2009 m. brandos egzaminų pagrindinė sesija

### ANSWER KEY

#### Listening Paper (50:2=25 points)

##### Part 1 (Total 14 points, 2 points for each item)

I variantas	II variantas
1 B	1 A
2 A	2 C
3 C	3 C
4 A	4 C
5 B	5 B
6 B	6 A
7 B	7 B

##### Part 2 (Total 26 points, 2 points for each item)

###### Pastaba:

Atvirieji atsakymai vertinami diferencijuotai:

2 taškai skiriami už visiškai teisingą atsakymą, pvz. 8 punktas – *attention*

1 taškas skiriamas už iš dalies teisingą atsakymą, pvz. 8 punktas – *attention*

0 taškų skiriama už neteisingą atsakymą, pvz. 8 punktas – *a tension*

0 taškų skiriama, jei parašyti 3 ir daugiau žodžių. (Užduotyje nurodyta: *You may use no more than TWO words*).

1. home(s)
2. three / 3 decades
3. authority
4. natural sciences / Natural Sciences / Natural sciences
5. desire
6. Garden / garden
7. 23 / twenty three / twenty-three
8. attention
9. principal
10. friendship
11. communities
12. solitary
13. environment

##### Part 3 (Total 10 points, 2 points for each item)

I variantas	II variantas
1 E	1 E
2 A	2 C
3 C	3 A
4 D	4 B
5 B	5 D

**Reading Paper (25 points)**

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

<b>I variantas</b>	<b>II variantas</b>
<b>1 D</b>	<b>1 E</b>
<b>2 E</b>	<b>2 A</b>
<b>3 B</b>	<b>3 B</b>
<b>4 C</b>	<b>4 E</b>
<b>5 A</b>	<b>5 D</b>
<b>6 E</b>	<b>6 C</b>

**Part 2 (Total 13 points, 1 point per item in questions 1–5 and 2 points per item in questions 6–9)**

<b>I variantas</b>	<b>II variantas</b>
<b>1 F</b>	<b>1 F</b>
<b>2 D</b>	<b>2 D</b>
<b>3 B</b>	<b>3 E</b>
<b>4 E</b>	<b>4 B</b>
<b>5 A</b>	<b>5 C</b>

Pastaba:

6–9 punktų atsakymai vertinami diferencijuotai:

2 taškai skiriami už visiškai teisingą atsakymą, pvz., 6 punktas – disastrous

1 taškas skiriamas už iš dalies teisingą atsakymą, pvz., 6 punktas – *disastros*

0 taškų skiriama už neteisingą atsakymą, pvz., 6 punktas – *desastros*

0 taškų skiriama, jei parašyti 2 ir daugiau žodžių. (Užduotyje nurodyta: *Write ONE word only*).

6. disastrous
7. tiny
8. abbreviation
9. dispel

**Part 3 (6 points, 1 point per item)**

<b>I variantas</b>	<b>II variantas</b>
<b>1 C</b>	<b>1 B</b>
<b>2 E</b>	<b>2 C</b>
<b>3 A</b>	<b>3 A</b>
<b>4 F</b>	<b>4 F</b>
<b>5 B</b>	<b>5 E</b>
<b>6 D</b>	<b>6 D</b>

**Use of English Paper** (40:2=20 points)

Pastaba: atsakymai su rašybos klaida vertinami 0 taškų.

**Part 1** (Total 15 points, 1 point for each item)

1. at
2. the
3. for
4. for
5. up
6. the
7. like
8. of
9. to
10. on / upon
11. up
12. in
13. from
14. there
15. than

**Part 2** (Total 10 points, 1 point per item)

1. enables
2. effectively
3. referring
4. consumers
5. advertisement
6. usefulness
7. treatment
8. widely
9. partnership
10. accessible

**Part 3** (Total 15 points, 1 point per item)

1. entered
2. was studying
3. would like
4. had learned / had learnt / had been learning
5. taught
6. to be prepared
7. wasn't/was not
8. had joined/joined
9. would not know / wouldn't know
10. are judged / are being judged
11. have
12. have been teaching / have taught
13. experiment
14. to get
15. work/ do work

**Writing Paper (30 points)**  
**Letter Assessment Scale (14 points)**

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>	
<b>Content</b>	<b>3</b>	<b>All content points included. Communicative purpose(s) fully achieved.</b>	
	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.	
<b>Layout and Organisation</b>	<b>3</b>	<b>Appropriate layout. Ideas effectively organized, parts of text (clauses, sentences) linked appropriately with suitable linking devices.</b>	
	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	Major problems with layout. Inappropriate organization and linking. Lack or absence of linking devices.	
<b>Language Use</b>	<b><i>Appropriacy of Vocabulary and Grammatical Structures</i></b>		
	<b>4</b>	<b>All vocabulary and grammatical structures used appropriately to the sociolinguistic situation (context, purpose, addressee). Register consistently appropriate (neutral or semi-formal). Politeness conventions observed.</b>	
	3	Vocabulary and grammatical structures used mostly appropriately to the sociolinguistic situation. Register on the whole appropriate. Minor problems with politeness.	
	2	Vocabulary and grammatical structures often used inappropriately to the sociolinguistic situation. Inconsistent attempts at appropriate register. Problems with politeness.	
	1	Vocabulary and grammatical structures used mostly inappropriately to the sociolinguistic situation. Major problems with register and politeness.	
	0	Vocabulary and grammatical structures used inappropriately to the sociolinguistic situation. Little or no awareness of register. Little or no sense of politeness.	
	<b><i>Accuracy** of Vocabulary and Grammatical Structures (Spelling Included)</i></b>		
	<b>4</b>	<b>Excellent handling of vocabulary and grammatical structures, no errors or a couple of (1–2) minor errors**, meaning never obscured.</b>	
	3	Good handling of vocabulary and grammatical structures, a few minor (3–5) errors** mostly in complex structures, meaning never obscured.	
	2	Average handling of vocabulary and grammatical structures, a few (6–8) errors** mostly in complex structures, meaning never obscured.	
	1	Poor handling of vocabulary and grammatical structures, frequent (9–11) errors** both in complex (if used) and simple structures, meaning may be obscured.	
	0	Inadequate handling of vocabulary and grammatical structures, numerous (12 or more) errors** even in simple structures, meaning may be obscured.	
	<b>Total score</b>	<b>14</b>	

\* 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 English and American spelling norms are acceptable.

**Pastabos dėl laiško vertinimo:**

1. Jei laiško parašyta ne daugiau kaip 55 žodžiai, užduotis nevertinama.
2. Jei parašyta 56–99 žodžiai, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.
3. Jei parašyta 100–140 žodžių, vertinimas nemažinamas.
4. Jei parašyta 141 žodis ir daugiau, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.

**Composition Assessment Scale (16 points)**

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>	
<b>Content/Task Fulfilment</b>	<b>4</b>	<b>All content relevant to the topic. Excellent treatment of the topic: good variety of ideas, accurate details / examples.</b>	
	3	Most content relevant to the topic. Good treatment of the topic: some variety of ideas, reasonably accurate details / examples.	
	2	Some irrelevant content. Average treatment of the topic: little variety of ideas, restricted 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	Little content relevance, or content irrelevant. Treatment of the topic is inadequate: too few ideas, very poor or no use of details / examples.	
<b>Layout and Organisation</b>	<b>4</b>	<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>	
	3	Minor problems with layout: evident attempt at organisation and paragraphing. Adequate expression: adequately united, logically sequenced ideas, main ideas clearly stated and supported. Simple linking devices used appropriately.	
	2	Problems with layout, 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	Major problems with 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.	
<b>Language Use</b>	<b><i>Richness of Vocabulary and Grammatical Structures. Register Appropriacy</i></b>		
	<b>4</b>	<b>Very rich vocabulary and grammatical structures. Register always appropriate to audience (neutral or semi-formal).</b>	
	3	Rich vocabulary and grammatical structures. Register appropriate to audience (neutral or semi-formal).	
	2	Adequate vocabulary and grammatical structures. Register on the whole appropriate.	
	1	Limited range of vocabulary and grammatical structures, sometimes used inadequately. Register often inappropriate.	
	0	Very limited vocabulary and grammatical structures. Little or no awareness of register.	
	<b><i>Accuracy of Vocabulary and Grammatical Structures (Spelling Included)</i></b>		
	<b>4</b>	<b>Very good control of both complex and simple vocabulary and grammatical structures, a couple of (1–4) minor errors<sup>**</sup>, meaning never obscured.</b>	
	3	Good control of both complex and simple vocabulary and grammatical structures, a few (5–8) errors <sup>**</sup> , 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 <sup>**</sup> , meaning may be obscured.	
	1	Problems with both complex (if used) and simple vocabulary and grammatical structures, frequent (13–15) errors <sup>**</sup> , meaning may be obscured.	
	0	Major problems with both complex (if used) and simple vocabulary and grammatical structures, a large number of errors <sup>**</sup> (16 and more), meaning may be obscured.	
	<b>Total score</b>	<b>16</b>	

- \* 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 mažiau nei 75 žodžiai, užduotis nevertinama.
2. Jei parašyta 75–139 žodžiai, teksto organizavimo vertinimas mažinamas 1 tašku.
3. Jei parašyta 181 žodis ir daugiau, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.

## TAPESCRIPTS

### Part 1

Each year the EU chooses a theme for a campaign aimed at raising public awareness of and drawing national governments' attention to a specific issue. 2009 highlights the role that creativity and innovation play in fostering economic and social prosperity through benefits to the individual and society. We ask a high-profile figure who is committed to and shares the aims of the European Year of Creativity and Innovation to speak of her vision of creativity and innovation.

**Why do we need to emphasize creativity and innovation in our present day environment?**

Well, innovation and creativity, without question, have been the driver of human development. Investing in them is not only a safe bet, it's the most vital one. Creativity always involves risk, and this risk, this difficulty, is the reason why we must support creative people. So, we need to place our bet on creativity and innovation, especially among young people, without ever forgetting that they have the right to be wrong.

**What in, your opinion, should people draw attention to first and foremost?**

World thinking is poor because it lacks formal creative methods. In business and in education. Yet, now we come across such methods as lateral thinking, that is thinking of that which is not immediately obvious and of ideas that may not be obtainable by using traditional step-by-step logic, and we have parallel thinking, that is looking for what *can be* rather than for what *is*.

**Who influenced your formation as a creative individual most?**

I was most influenced by my father who was a physician and my mother who was a journalist and an activist. I am grateful to my father who encouraged me to study science, despite my being a girl. Teachers were always encouraging, too.

**What do you value most in life?**

The most precious thing in my life has always been my family, especially my children and now my grand children. The second most precious thing is the entire freedom that I had for my professional life. It allowed me to invest time to pursue and achieve my goals. I think that freedom in everyday life can be limited, but is entire in creativity.

**In our situation, what should people draw most optimism from?**

Well, I am convinced that interactive learning brings diverse individuals together in open and generous communication and is the key to creativity and innovation. My second conviction is that there are free lunches in the learning economy: A knowledge sharing teamwork effort or a symposium is like a pot luck where there is more food on the table *after* than it was *before* the meal. And it might be just as fun!

**Thank you.**

## Part 2

Every evening, Birutė Galdikas' children dash through the tropical rain forest of Borneo at the sound of a familiar dinner call. They aren't conventional kids, as they are a few evolutionary steps behind their mother. Galdikas' children are wild orangutans, living in one of their last homes on the planet.

Dr. Birutė Mary Galdikas has studied and worked closely with the orangutans of Indonesian Borneo in their natural habitat for more than three decades. Today she is the world's foremost authority on the orangutan.

Her family, Lithuanian Canadians, moved to the United States in 1964. Galdikas began her studies of natural sciences at the University of California at Los Angeles. It was there as a graduate student that she first met Kenyan anthropologist Dr. Louis Leakey and spoke with him about her desire to study orangutans. And so in 1971, Galdikas arrived in one of the world's last wild places, Tanjung Puting Reserve, in Borneo. There were no telephones, roads, electricity, television, or regular mail service there at that time. 'The forest was basically untouched,' Galdikas says. 'The wild orangutans were basically untouched. It really was a Garden of Eden,' she says. 'Some of the orangutans that I met 23 years ago are still here in these forests.' What began as a five-year study has subsequently become life-time commitment for Galdikas. Four years later, she wrote the cover article for National Geographic magazine, bringing the orangutan widespread international attention for the first time.

After 32 years at reserve, now a national park, Galdikas has conducted the longest continuous study by one principal investigator of any wild mammal in the world. Her patience has been rewarded with new insights into concepts such as alliances and friendship. Galdikas has witnessed the solitude of the big apes, the essence of being an orangutan. An adult male's range is at least 40 square kilometres, and he can spend weeks moving slowly from tree to tree eating fruits, nuts, insects, leaves and bark without meeting any of his kin.

Human beings evolved from a different type of ancestral ape that learned how to live in communities. Orangutans never learned this. They have not changed in millions of years because the forests where they live have not changed. They have always had enough food and space to continue their solitary existence. Galdikas' concern is that this little relic of Eden be safeguarded forever.

Her dedication not only to understanding the nature of the orangutan but also to preserving the creature's rapidly diminishing natural habitat extends to the people and environment as well.

### Part 3

1.

In an effort to look at new ways to meet the research requirements of explorers on Earth and in space NASA is developing habitation modules for use on the Moon and Mars or other remote locations. They currently operate an inflatable house in Antarctica. The structure is undergoing a testing programme until January 2009. In 2009 the habitat will be taken down and removed to the United States. Future relocation of this structure and similar others will be decided.

2.

Google Earth is a computer-based 3 dimensional representation of the Earth based on satellite imagery. Environmental Scientists are using Google Earth and other similar virtual globes to visualise dense scientific data in new and revealing ways. For example, two separate sets of data simultaneously show how the passage of Hurricane Katrina affected sea surface temperature and the movement of penguins, recorded in real-time by scientists in the field combined with satellite images of the Arctic to plot where the penguins should be heading next.

3.

It looks like a plain white panel on the wall. But it's actually a touch-sensitive surface with a video projector arm at the top. It is unexpected how the iconic chalkboard has been replaced in every classroom by a high-tech, multi-purpose Smart Board. It takes a while to appreciate the various capabilities of the Smart Board because it can do a lot. It can show the morning announcements beamed from the school's small television studio or surf the World Wide Web. Washington-Lee High School also has some less-obvious high-tech features. Motion sensors turn off lights in empty rooms. There are even carbon dioxide detectors that trigger the ventilation system if classrooms get too stuffy.

4.

Plants and microbes could play vital roles in providing low-cost fuel and cleaning up industrial waste. However, to help these biological systems fill these roles requires a deep understanding of their behaviour, right down to their DNA. And, this is where a key problem starts. Many of today's computer programmes have a hard time keeping up with the massive data created by analyzing biological systems. BioPilot is tackling this problem. The BioPilot researchers are providing the computer tools necessary for analysis, including predictive modeling and simulation.

5.

The world's finite energy sources are being used inefficiently and urban transport plays a major role in energy wastage and climate changing pollution. Using a normal 220 Volt home outlet will take approximately seven hours to recharge Joule, the zero emission car, a six-seater multi-purpose vehicle. Joule has been designed to accommodate two large battery packs which employ chemistry similar to that used in mobile phones and laptop computers.