

2010 M. UŽSIENIO KALBOS (ANGLŲ)

VALSTYBINIO BRANDOS EGZAMINO BANDOMOSIOS UŽDUOTIES VERTINIMO INSTRUKCIJA

ANSWER KEY

Listening Paper (25 points)

Part 1 (Total 5 points, 1 point per item)

1. 37521
2. 30
3. Forever
4. Green
5. Summerton

Part 2 (Total 5 points, 1 point per item)

1	2	3	4	5
A	B	C	B	B

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

1	2	3	4
A	C	C	B

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

1. 1983
2. astronomer
3. maths, mathematics
4. reporter
5. evolve
6. ignorant
7. myths, mythology
8. turtle
9. crazy
10. complicated
11. intelligent

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

1	2	3	4	5
D	A	B	C	B

Part 2 (Total 5 points, 1 point per item)

1. make
2. thing
3. grow
4. ordinary
5. history

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

1	2	3	4	5	6
C	F	A	B	E	G

Part 4 (Total 9 points, 1 point per item)

1	2	3	4	5
B	C	E	A	G

6. feedback / ideas
7. issues
8. navigate
9. voluntary

Use of English Paper (20 points)

Pastaba: atsakymai su rašybos klaida vertinami 0 taškų.

Part 1 (Total 8 points, 1 point per item)

1. an
2. for
3. from
4. when
5. that
6. to
7. not
8. in

Part 2 (Total 8 points, 1 point per item)

1	2	3	4	5	6	7	8
D	A	C	A	C	A	D	B

Part 3 (*Total 8 points, 1 point per item*)

1. comparatively
2. specifically / specific
3. active
4. darken
5. undoubtedly / doubtless
6. enjoyable
7. unused / disused
8. variety

Part 4 (*Total 8 points, 1 point per item*)

1. will have risen
2. Using / Having used
3. leading
4. has changed / has been changing
5. heals / is healed
6. given
7. are shrinking
8. had been predicted

Part 5 (*Total 8 points, 2 points per item*)

1. must // have told the
2. (high) time // the college was / were
3. succeeded in // persuading
4. would/'d rather // have gone

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	<i>Appropriacy of Vocabulary and Grammatical Structures</i>	
	3	All vocabulary and grammatical structures used appropriately to the sociolinguistic situation (context, purpose, addressee). Register consistently appropriate (informal).
	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>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.
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 English 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

Hello. You've reached the CD Warehouse voicemail. Please leave your message after the beep.

(Beep)

This is Jerald Jackson speaking. Client No 37521. I'd like to order a CD called *Great Piano Concerts*. The composer is Mozart. Wolfgang Amadeus Mozart. The catalogue number is 768. Please send it to 30 Park Lane, Edinburgh. Thank you.

(Beep)

Hi! This is Jane Grinsby speaking. G_R_I_N_S_B_Y. I think my client number is 39450. I hope you still have got the Spice Girls' album *Forever*. I don't know the catalogue number but I really hope you've got the CD. My address is 21 Green Road, London. Bye.

(Beep)

I'd like to order U2's album *War*. It was in your latest catalogue number 5409. Please send it to Paul Summerton. S_U_M_M_E_R_T_O_N. Client 2370. My address has changed. It's now 91 Brompton Road, Sussex. Thank you.

(Beep)

Part 2

1

Where did the woman leave the money for the phone bill?

- A in the cupboard**
- B on the kitchen table**
- C on the fridge**

Hi, I have a long weekend, so I'm going to the mountains for three days. Could you please feed my parrot? Its food is in a jar on the fridge. And ... I have a small problem. I have to pay the phone bill today, but I didn't have time to go to the post office, so could you, please, go there and pay the bill? The bill is on the table in the kitchen. It is for 16 pounds, so take a 20 pound note from the envelope in the cupboard next to the fridge. You can keep the change. I'll be back on Monday evening! See you and thanks.

2

What does the boy think of school uniforms?

School uniforms

- A are good only for girls.**
- B make students look the same.**
- C are expensive for some students.**

A: Do you really have to wear a uniform at school, Michelle? That must be awful!

B: Well, we do wear uniforms, but you get used to it very quickly.

A: I wouldn't! I like to wear jeans and T-shirts to school. I want to look good. Fashion is not only for girls!

B: You can look good in a uniform, as well. And it's very comfortable, especially in the morning, when you don't have to think about what to wear. Getting dressed doesn't take long and you can sleep longer.

A: Yeah, maybe, but I want to look different from my classmates.

B: That's it! Now how would you feel if your family was not rich? Would you like to be different then? No, and that's another reason why I like wearing a uniform. A uniform is not expensive!

3

Which free time activity does the boy like doing now?

A watching music channels

B playing football

C watching sport channel

What do I do in my free time? Well, when I attended primary school, I spent most of my free time watching TV – mostly music channels – and I used to play football a lot on the field behind our house. And I went out with my friends a lot, too. Now, it is different, because I am a grammar school student. I have new friends and I am interested in different things. I enjoy reading and going to the cinema with my schoolmates. I still watch TV a lot, but I watch only documentaries, the news and a special TV channel with extreme sports.

4

What does the man paint?

A food

B flowers

C portraits

A: He spends so much money on paints and brushes, but his paintings are not worth the money.

B: Have you ever seen any of his paintings?

A: A few. The colours are too bright and he paints nothing but flowers. Funny, because he doesn't go out of his flat very often, only to buy food or paints across the street. He doesn't go out but people come to visit him quite often.

B: Does he paint portraits of them?

A: I wanted him to paint a portrait of my daughter but he said he doesn't do portraits. So why do people come to see him so often?

5

Where are the man and the woman going to sit on the bus?

A at the back

B in the front

C in the middle

A: Did you book the seats on the 12 o'clock bus? I wanted a seat at the window, somewhere at the back of the bus, remember?

B: Sure, but all the seats at the back were sold out, so I had to book the seats in the front part of the bus.

A: Oh, didn't they have any seats in the middle of the bus? I hate sitting in the front!

B: They did, but the only free seats by the window were in the front, so be happy with what you have.

Part 3

I: My guest today is a senior court reporter, Natalie Bracken. Hello Natalie.

N: Hello, Mike.

I: Could you give our listeners a short description of your job?

N: Sure. We, the court recorders, do a very specialized job.

What I meant was that it's not a job that a commercial shorthand secretary, even with exceptional speeds, can just move straight into.

Whenever a case is heard in court, a court recorder takes notes of everything that is said. Being able to do this job means not missing a word of what is said and being quick enough to write all the words down.

I: And, what do you do when you actually sit in court?

N: When I'm in court, I sit and take notes all day, you can't miss anything. I take down what the judge says, the counsel, the witnesses, and everything has to be verbatim, that is, word for word, 90 per cent accuracy.

After the court rises I go back to the office and back up all my work on the computer. With very difficult or complicated cases you sometimes do Live Note, which involves one person taking the notes and someone else sitting beside them editing what they've written. In other words I take the notes and there is a person next to me who edits my notes or revises them.

I: What skills do you need to be a good court recorder?

N: You need speed skills, definitely. Some court recorders I know do reach incredible typing speeds, but you also need 99.9% accuracy. And you need stamina, because sometimes a judge might be summing up from 10am to 1pm without a break, so it's very tiring. We like to be invisible in court, we don't interrupt or ask for a break unless it's an emergency. A lot of Latin phrases are used, so you need to have a good knowledge of technical terms and good English skills – we do have dictionaries and atlases though, so if a road name is mentioned we can type it phonetically and check the correct spelling later.

I: What a job! What do you like about it?

N: The atmosphere in the Royal Courts is fantastic, and the people are brilliant. Having been here for five years, I know everyone – from the ushers and the clerks, to the policemen and security staff – we're like one big happy family. Having done law school for some time, I find I can understand most of what goes on in court, even when it gets pretty technical, and I really enjoy being part of the legal process. It's interesting work, and I like being in a position to help witnesses or victims.

I: Is there a downside to your job?

N: Definitely, being tired – if you're sitting in court all day working away, it can be exhausting. Another problem is taking notes from witnesses with really strong accents. You know, it's also depressing when the witnesses get very upset or have suffered in some way. We don't just sit there impassively with evidence going over our heads.

I: Your job really deserves admiration. ... Well, stay with us, we'll be right back after a break...

Part 4

Today in the studio we have an author of many world known novels Mr. Terry Pratchett. Terry Pratchett has got his first short story published when he was thirteen years old. In 1983 he wrote his first Discworld novel *The Colour of Magic*, and that changed his life. Up until now he's written more than twenty Discworld novels, and there's more to come.

Mr. Pratchett, how did you become a writer?

Well, I wrote a story and sent it off to a magazine and they paid me some money. It was as simple as that. I mean there wasn't any kind of agonizing, I just did it.

Was writing something that you had on mind from early on?

No, I wanted to be an astronomer. Because I thought that being an astronomer meant that you can stay up late at night looking at the stars. Then I found out that really you spend your time doing mathematics, ...I've never been any good at maths. After I sold a few stories while I was a kid I thought it would be quite nice to be a writer, but I realized that it would be almost impossible. I mean, you can't set out to be a writer. So, I got a job as a reporter on a local newspaper so I could make a living out of writing. I could make a definite living. I would be very very suspicious if someone that'd just left school or university and suddenly became a writer. I think becoming a writer happens in the same way, I think a writer is something you evolve into, not something you set out to become.

And what was the first book you wrote?

The first book was called *The Carpet People*. I wrote it when I was seventeen, it was published when I was twenty. I was so ignorant about how you do this sort of thing that I looked up publishes in the local telephone book and just sent it to the nearest one.

And was it accepted straight away?

Yes, it was accepted straight away.

So when did you have this idea for *Discworld*? What inspired it?

Well, the physical shape of it is based on one of those myths of mankind. The idea that the world is flat and goes through space on the back of the giant turtle is one of the great commonplace myths of the world. I feel that I've always known about that. I think I must have found it in books on astronomy when I was a kid. It features a lot in Hindu mythology, for example. It just shows that because it was a naturally ridiculous world. I didn't think about it very much. I knew about the mythology and I just wanted to crazy world to set things on the crazier and better. Because I wanted the people to be quite normal but I wanted the world to be crazy.

Now, did it become more difficult to come up with the ideas as the serious went on?

No, that was a short answer. You've got to remember that for an author ideas are nothing. Ideas are as free as the air. The things that make a book work are far more complicated than to do with characterization and things like that.

And what, in your opinion, makes your books so successful?

I honestly don't know. If I think about it I come up with the different answer every day. I'm not sure if it's the kind of question you should ask me it's like asking the man on the tight rope how he keeps his balance. The last thing you want him to do is to start thinking about it because then he is going to fall off. I think one of the corner stones is that people are slightly more intelligent than they look. I don't think the education system is quite what it's cracked up to be, and people are doing a lot educating themselves from television and out of papers and odds and ends, like I did.

Well, thank you very much and we are all waiting for your next novel to be published.

Thank you.