

UŽSIENIO KALBA (ANGLŲ)

VALSTYBINIO BRANDOS EGZAMINO VERTINIMO INSTRUKCIJA

2010 m. brandos egzaminų pagrindinė sesija

ANSWER KEY

Listening Paper (25 points)

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

1. **Mitchell** (vienintelis teisingas atsakymas)
4. **Hughes** (vienintelis teisingas atsakymas)
2. **793665091**
3. **red**
5. ***yellow** / yelow / yellou (turi būti vienas žodis, reiškiantis spalvą)

*Pateikti variantai su viena rašybos klaida nekeičia žodžio prasmės ir yra priimtini.

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

1	2	3	4	5
C	B	C	B	C

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

1	2	3	4
C	B	B	A

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

1. ***merged** / murged / mirged
2. **longer**
3. ***screen** / screan / skreen
4. **week**

5. **2,500 / two thousand five hundred / 2.500 / 2500**
6. ***castle** / castles / castl / casle / kastle
7. ***globe** / gloube
8. ***tours** / tour / toures
9. ***articles** / article / artikles
10. ***changes** / change
11. ***seek** / seak

*Variantai su viena rašybos ar kalbos vartojimo klaida nekeičia sakinio prasmės ir yra priimtini.

Reading Paper (25 points)

Part 1 (5 points, 1 point per item)

1	2	3	4	5
B	C	A	D	C

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

1. **run**
2. **unique**
3. **works**
4. **enjoy**
5. **lighting**

Part 3 (6 points, 1 point per item)

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

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

1	2	3	4	5
C	A	F	B	E

6. **closure**
7. **bold**
8. **distracted**
9. **minor**

Use of English Paper (40 points)

Pastaba: atsakymai su rašybos klaida vertinami 0 taškų.

Part 1 (8 points, 1 point per item)

1. **on**
2. **at**
3. **to**
4. **there**
5. **too**
6. **in**
7. **by**
8. **with**

Part 2 (8 points, 1 point per item)

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

Part 3 (8 points, 1 point per item)

1. **survival**
2. **essential**
3. **inactive**
4. **pressure**
5. **daily**
6. **reduction**
7. **commonly**
8. **powerful**

Part 4 (8 points, 1 point per item)

1. **thrill / thrilled**
2. **were**
3. **has contributed**
4. **provides**
5. **are carried**
6. **discovered**
7. **have been covered**
8. **is being studied / is studied**

Part 5 (8 points, 2 points per item)

1. **am / 'm not used // to studying**
2. **wishes he // had not missed / hadn't missed**
3. **ought not / oughtn't to // have spent**
4. **are said // to be**

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 / 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>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 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	Richness of Vocabulary and Grammatical Structures. Register Appropriacy	
	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.
	Accuracy** of Vocabulary and Grammatical Structures (Spelling Included)	
	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 Yes, can I help you?
 B Two of my bags seem to be missing.
 A Where were you coming from, Madam?
 B From New York via London.
 A OK – Could you to fill out this form, please?
 B I am sorry, I don't have my glasses with me. Would you mind reading it for me?
 A OK. Can I have your name, Madam?
 B Mrs Mary Mitchell – that's M-I-T-C-H-E-L-L.
 A And the phone number there?
 B I'll give you my contact number 793665091.
 A Ok... Two red bags, right?
 B That's right.

TWO

- A One moment, please. So, how can I help you?
 B I just arrived on the plane from Johannesburg, and my suitcase is missing.
 A Oh, well, let's see then. Can you show me your ticket please?
 B Sure. Will it take long?
 A Only a few minutes. I just need to get your details. Could you spell your name for me, please?
 B Sam Hughes. H-U-G-H-E-S and my phone number is 004827355.
 A Could you describe your suitcase for me?
 B It's a yellow, medium sized suitcase with wheels.
 A Yellow and medium sized. With the red band around the handle?
 B Yeah, that's it! How did you know?
 A Well, it is right over there, next to the column.
 B Oh, super. Thanks for your help!
 A You're welcome.

Part 2

ONE

While preparing for his trip Ken forgot

- A** to pack his clothes
B to leave his keys
C to take care of his cat

- A Now, are you sure you've got everything, Ken?
 B I think so but I get the feeling I'm missing something important.
 A You've got two huge suitcases. What can you have possibly left out?
 B That's the trouble. If I knew what it was, I'd be able to pack it.
 A Let me see if I can run your memory. Have you packed your clothes?
 B Yes.
 A Looks like you've got enough to last you a month! And keys?
 B Yes, here on the fridge.
 A So, what can you've forgotten?
 B Hi, Kitty. Of course, the cat food!

TWO

The girl knows about painting the walls because

A she studies at a college.

B she used to help her uncle.

C she is a project manager.

B Let's get the paint ready. How many coats do you think we'll need?

A Well, the walls seem quite – what's the word? – porous. We might need two.

B So, have you done much of this before?

A My uncle's a painter and a decorator back home and I often helped him out during the holidays.

B Well, it's certainly nice to have professionals to do the painting for a change.

A You know, I need to start thinking about a business project to do for my college paper. Do you think I could write mine on this redecorating?

B I don't see why not. But who is the project manager? Is it you or me?

A I'll be the painter, OK?

THREE

What activity does the girl choose in the sports centre?

A swimming

B diving

C tennis

A What are you up to?

B Oh, just looking at what's being offered at the sports centre.

A Why?

B Well, I promised myself that I was going to get fit. I want to participate in a sport. I just don't know which one.

A Well, do you like team sports or individual sports?

B It doesn't matter, really.

A Do you like swimming or diving?

B Neither, I can't swim!

A What... what sports do you like watching then?

B I really enjoyed the tennis when I went to Wimbledon last summer.

A So maybe a racquet sport then?

B Perfect!

FOUR

What does Jack tell Simone to do?

A to help him in the kitchen

B to cut the onions

C to peel the potatoes

A Jack, have you got a moment?

B What have I done wrong now?

A No, no, no. It's nothing like that. Can I help you in the kitchen? I think I should know more about what you do. It could make us more of a team.

B Teamwork! OK, Simone, I'll grab an apron and peel some potatoes.

A This is quite hard work, isn't it?

B Sure is! Then you need to chop the onions and that'll bring tears to your eyes!

A Actually, Jack, I have to go. Keep up the good work!

B Oh, right, see you later. I guess a little teamwork is better than none.

FIVE

What time did the man book the tickets for?

A 7 a.m. on Tuesday

B 7 p.m. on Tuesday

C 7 p.m. on Thursday

A Good morning, London Attractions.

B I'd like to book two tickets for next week. For the River Boat cruise, please.

- A OK. When?
 B Next Thursday.
 A Sorry?
 B Thursday.
 A I'm sorry, sir, is that Tuesday, the first, or Thursday, the third?
 B Thursday, the third.
 A Alright, and what time would you like?
 B In the evening.
 A Because it's winter, the last trip is at 7.00. Is that OK?
 B Yes, thanks.

Part 3

Last summer Jessica Ennis, a 23-year-old athlete, won gold in the heptathlon at the World Athletics Championships only one year after a career-threatening injury. She is in our studio today where she will reveal her seven steps to her success in her own words.

Q When did you start showing your competitive character, Jessica?

Well, my mum always said that from a young age I was very determined and I knew what I wanted. Once I'd achieved something it was straight on to the next thing. If I want to change something in my life, I'll just do it. I'll train that little bit harder or do a little bit more work on that technique.

Q Who in your family set that example of determination?

My mum works for a charity that helps people with substance-abuse problems. You have to have so much patience. My mum has that and I really admire her for it. My dad's a painter and a decorator. He was born in Jamaica and he had a happy life there. Then moved over here when he was 13. I was brought up with culture – my dad always cooked Jamaican food and told us about our roots. When my dad moved to England, it was a really difficult time to be black, and I feel lucky that I'm a part of this generation and not his.

Q How do you get on with your coach?

Tony has been coaching me since I was a kid so we know each other very well. Tony's always saying, 'Come on, get aggressive', but that doesn't come easily to me. Some athletes are out there slapping their thighs and getting into it, but I'm more internal. I end up angry and frustrated and I don't want to know. For a while he got a bit confused but I think he's realised that telling me to be aggressive doesn't work, so now he says things like 'Speed across the circle', because we've worked out that those instructions are more helpful.

Q Jessica, you have a dog, it must be difficult to devote time to your pet, how do you manage?

Tony really didn't want me to get a dog. He thinks that everything's a distraction unless it's athletics, and he was worried that Myla, my chocolate labrador, would be a bad influence. But my argument was that she'd be a nice distraction, something to focus on instead of coming home and worrying about training. So at Easter he finally relented.

She's still just a puppy so she's been trashing the house, she whines early in the morning and she snores loudly too. But she's so cute when you see her and you think, 'Aw, I forgive you!'

Q So, how has your gold medal changed your attitude towards yourself?

I keep my medal on my bedside table. I have a little peek at it every day just to remind myself, and to check that it's safe. It took a while to sink in; it would creep into my head and I'd think, 'Oh, my God, I'm the world champion! I've won!' It's so weird, I have to keep reminding myself. Thinking about it still makes me feel excited – and shocked. Some people don't manage that in the whole of their career. To achieve it at 23 is pretty special.

Part 4

Microsoft Encarta was a multimedia encyclopaedia published by *Microsoft* from 1993 until 2009. The name *Encarta* was created by an advertising agency. The multimedia *Encarta* is considered the successor of several famous American encyclopaedias such as *Funk and Wagnalls* and *Collier*. None of these successful encyclopaedias remained in print for long after being **merged** with *Encarta*.

Similar encyclopaedias under the *Encarta* trademark were published in various languages, including German, French, Spanish, Dutch, Italian, Portuguese and Japanese. New articles were written and shortened or lengthened to reflect the relevance of information in each language. For example, the English version of *Encarta* had a much **longer** chapter on Shakespeare than on Cervantes, while the Spanish version balances the entries more evenly. The British editors substituted British English words for American English words so, for example, 'pants' became 'trousers'.

Once *Encarta* was up and running, the **screen** was full of colour thanks to the bright interface. Next, there was the 'Update *Encarta*' option. This means you could keep your version of *Encarta* up to date with the latest articles and web links. There were about 3–4 updates per **week**. The *Encarta* web centre had links from all over the world, these links were checked first by people in the know to make sure that all the information was valid and correct.

Encarta contained hundreds of videos from the Discovery Channel all the way to timelines and virtual tours of landmarks. *Encarta* also had over **2,500** audioclips for users to listen to, from speech snippets to complete pieces of music.

Encarta also included a game called 'MindMaze' in which the player explored a **castle** by answering questions the answers of which could be found in the encyclopaedia's articles. There was also a Geography Quiz and several other games and quizzes. *Encarta* introduced a virtual **globe** that one could freely turn and magnify to any location, even down to major streets for big cities.

It's hard to go into great detail about all of the things that *Encarta* had to offer, but it had excellent chart makers for students to use, live media, news and weather reports (which were spot on every time you checked it). You could also have 3-D and 2-D **tours**.

With so many interactive parts to *Encarta*, there were very useful tools for those who had children still at school or anyone studying at college. Or those who wanted to write **articles** for websites! 'Microsoft Student 2007' which was specifically written for students included everything they would need for their homework and studies.

Early in 2005, the online version of *Encarta* started to allow users to suggest **changes** to existing articles. The articles were not immediately rewritten. Instead, user feedback was submitted to *Encarta's* editors for review, copyediting, and approval.

In March 2009, Microsoft announced it was discontinuing the *Encarta* disc and online versions, citing changes in the way people **seek** information and in the traditional encyclopaedia and reference material market as the key reasons behind the termination.