






Užsienio kalba (anglų)

2021 m. pasiekimų lygio testo vertinimo instrukcija

I. KLAUSYMO TESTAS

1 užduotis

1.	2.	3.	4.	5.
A	C	C	A	B
				

2 užduotis

6.	7.	8.	9.	10.
A	C	F	D	B
ignored critical comments	paid attention to details	wished to be at the top	preferred hard work to talent	kept all the promises

3 užduotis

11.	12.	13.	14.	15.
B	A	B	C	A
writing skills	Tuesday	12 students	Xavier	please the local people

4 užduotis

16.	17.	18.	19.	20.
B	B	A	C	B
comparing two sets of facts about birds	They make the hobby dull.	They are useful to have.	It gives him pleasure.	They can teach you listening skills.

II. SKAITYMO TESTAS

1 užduotis

21.	22.	23.	24.	25.
C	A	B	C	C
They were eaten as convenient food.	She believes that it is not true.	It became richer in taste.	They were made with new ingredients.	Special cheeses were invented for pizzas.

2 užduotis

26.	27.	28.	29.	30.
E	A	B	D	F

3 užduotis

31.	32.	33.	34.	35.
3	5	5	5	4
4	3	4	2	1
2	1	2	3	5
5	2	3	1	3
1	4	1	4	2

4 užduotis

36.	37.	38.	39.	40.
E	F	H	D	G

III. RAŠYMO TESTAS

Laiškelių vertinimo lentelė (6 taškai)

<i>Taškų skaičius</i>	<i>Aptartys</i>
Turinys (užduoties įvykdymas, minčių aiškumas)	
3	Atsakyta į visus punktus. Mintys dėstomos aiškiai. Užduotis įvykdyta puikiai.
2	Atsakyta į visus punktus, tačiau informacija minimali. Mintys dėstomos aiškiai. ARBA Atsakyta į daugiau nei pusę punktų, jų informacija pakankama. Mintys dėstomos aiškiai. Užduotis įvykdyta gerai.
1	Atsakyta į mažiau nei pusę punktų; informacija nepakankama. Gali pasitaikyti nukrypimų nuo temos ARBA mintys gali būti neaiškios. Užduotis įvykdyta patenkinamai.
0	Neatsakyta į punktus. Turinys neatitinka temos arba nesuprantamas. Užduotis neįvykdyta.
Kalbinė raiška (leksinės-gramatinės struktūros, rašyba, skyryba)	
3	Leksinės-gramatinės struktūros vartojamos tinkamai. Žodyno pakanka užduoties tikslui pasiekti. (Beveik) nėra gramatikos, rašybos, skyrybos klaidų. Visada aišku, ką norima pasakyti.
2	Leksinės-gramatinės struktūros vartojamos beveik visada tinkamai. Žodyno pakanka užduoties tikslui pasiekti. Yra kelios gramatikos, rašybos, skyrybos klaidos. (Dažniausiai) aišku, ką norima pasakyti.
1	Leksinės-gramatinės struktūros dažnai vartojamos netinkamai. Žodynas ribotas, ne visai pakanka užduoties tikslui pasiekti. Yra daug gramatikos, rašybos, skyrybos klaidų. Dažnai gali būti neaišku, ką norima pasakyti.
0	Leksinės-gramatinės struktūros nepakankamos užduoties tikslui pasiekti. Žodynas ribotas, jo nepakanka užduočiai atlikti. ARBA Vartojami pavieniai žodžiai ir frazės, jų nepakanka užduočiai atlikti. Daroma daug klaidų, dėl kurių mintys gali būti nesuprantamos.
6	

PASTABOS:

- Jei turinys neatitinka temos, visas tekstas vertinamas 0.
- Jei parašyta mažiau nei 30 žodžių, atimamas 1 taškas iš bendros taškų sumos.
- Jei parašyta daugiau nei 50 žodžių, taškai neatimami.
- Pasikartojančios vienodo pobūdžio klaidos skaičiuojamos kaip viena klaida.

Laiško vertinimo lentelė (14 taškų)

Taškų skaičius	Aptartys
Turinys (užduoties įvykdymas, informacijos išsamumas)	
5	Tinkamai ir išsamiai atsakyta į visus užduoties punktus. Paaiškinama, argumentuojama. Užduotis įvykdyta puikiai.
4	Atsakyta į visus užduoties punktus, tačiau nepakankamai išsamiai. Ne visada paaiškinama, argumentuojama. Užduotis įvykdyta gerai.
3	Atsakyta į daugiau nei pusę užduoties punktų; (gali būti) nepakankamai išsamiai. Dažnai nepakanka paaiškinimų, argumentų. Užduotis įvykdyta vidutiniškai.
2	Atsakyta į mažiau nei pusę užduoties punktų; nepakankamai išsamiai. Beveik nepateikiama paaiškinimų, argumentų. ARBA / IR Pasitaiko nukrypimų nuo temos. Užduotis įvykdyta patenkinamai.
1	Atsakyta tik į vieną užduoties punktą. Nepakanka paaiškinimų, argumentų. ARBA / IR Nukrypstama nuo temos. Užduotis įvykdyta prastai.
0	Neatsakyta į užduoties punktus. Turinys neatitinka temos arba nesuprantamas. Užduotis neįvykdyta.
Minties ir teksto rišlumas. Skirstymas į pastraipas	
2	Mintys siejamos ir dėstomos nuosekliai. Teksto siejimo žodžiai vartojami veiksmingai kuriant rišlų tekstą. Tinkamas skirstymas į pastraipas.
1	Dauguma minčių siejamos ir dėstomos gana nuosekliai, tačiau gali trūkti rišlumo. Teksto siejimo žodžių per daug / per mažai arba jie netinkami. ARBA / IR Skirstymas į pastraipas ne visai tinkamas.
0	Tekstas sunkiai skaitomas dėl nuoseklumo ar rišlumo stokos. Teksto siejimo žodžiai dažnai vartojami netinkamai arba nevartojami. ARBA / IR Į pastraipas neskirstoma.
Žodyno aprėptis ir vartojimas	
4	Žodynas pakankamas užduočiai atlikti, vartojamas tinkamai. Žodynas įvairus, siekiama išvengti pasikartojimo. Nėra / beveik nėra žodyno klaidų. Visuomet aišku, ką norima pasakyti.
3	Žodynas pakankamas užduočiai atlikti, vartojamas dažniausiai tinkamai. Kartais bandoma perfrazuoti siekiant išvengti pasikartojimo, bet ne visada sėkmingai. Beveik nėra žodyno klaidų. Visuomet aišku, ką norima pasakyti.
2	Žodynas gana ribotas, tačiau jo pakanka užduočiai atlikti. Yra keletas žodyno klaidų, bet tai netrukdo suprasti tekstą.
1	Žodynas ribotas, jo pakanka tik kai kurioms mintims išreikšti. Daug žodžių vartojimo klaidų, jos kartais gali apsunkinti teksto supratimą.
0	Žodynas labai ribotas, dažnai vartojamas netinkamai. Dėl netinkamo žodyno vartojimo sunku suprasti tekstą.

<i>Taškų skaičius</i>	<i>Aptartys</i>
<i>Kalbos taisyklingumas (gramatika, rašyba, skyryba)</i>	
3	Kalba vartojama gana taisyklingai. Nėra / beveik nėra gramatikos, rašybos, skyrybos klaidų. Gali pasitaikyti klaidų sudėtingesnėse struktūrose. Visuomet aišku, ką norima pasakyti.
2	Yra keletas klaidų vartojant tiek sudėtingesnes, tiek paprastas struktūras. Visuomet aišku, ką norima pasakyti. ARBA Vartojamos tik paprastos struktūros; beveik nėra klaidų. Visuomet aišku, ką norima pasakyti.
1	Daroma daug klaidų paprastose struktūrose, bet iš esmės aišku, ką norima pasakyti. ARBA Vartojamos tik paprastos gramatinės struktūros. Pasitaiko klaidų.
0	Daroma daug įvairių klaidų. Dėl labai dažnų klaidų sunku suprasti, ką norima pasakyti.
14	

PASTABOS:

- Jei turinys neatitinka temos, visas tekstas vertinamas 0.
- Jei parašyta mažiau nei 80 žodžių, atimamas 1 taškas iš bendros taškų sumos.
- Jei parašyta daugiau nei 120 žodžių, taškai neatimami.
- Pasikartojančios vienodo pobūdžio klaidos skaičiuojamos kaip viena klaida.

KLAUSYMO TESTO TEKSTAI

Task One. [...]

EXAMPLE ZERO. When will the flight to London leave? This is an announcement for passengers travelling on the 12.15 flight A 230 to London. The flight has been delayed for 2 hours due to bad weather conditions. The new departure time is 14:15 and the departure gate has been changed to 11. We apologise for any inconvenience and thank you for your patience.

ONE. Which instrument has the man never played? At home, we had a lovely dark brown piano and my sister took piano lessons every week. When my parents bought me a violin, we used to practice playing together. At school, I could choose to attend flute classes, which I did, but I never learned to play it properly.

TWO. Where is the family going on their holidays?

- I'm thinking about summer holidays with the kids by the sea.
- I'd rather go to some place where it's not so crowded. We could rent a cottage by the sea away from those noisy tourist centres – just the four of us.
- Then I'll call Aunt Lucy and accept her offer to stay in her mountain cabin.
- Sure. We can go to the seaside any time.

THREE. Which room does the woman like the most? Believe it or not, I finally found an apartment I want to rent. The bedroom is the smallest of the rooms, but I'll put up my favourite pictures to make it cosier and more relaxing. The living room faces a magnificent view, and with all the lovely cushions, it's going to be the place I prefer. And you must see the kitchen – with all the modern equipment, cooking is nothing but pleasure.

FOUR. What will Nelly get for her birthday?

- What could we buy Nelly for her birthday?
- Something related to sports? A T-shirt or a sweatshirt?
- Yes, something short-sleeved, for this weather.
- And I bet she would be happy with a pair of sneakers.
- Sounds great, but it's easier to choose the right size of a top.
- True. Then agreed.

FIVE. Where has Sue spent most of her time exploring? Welcome to the press-conference with Sue Wright, an explorer and photographer. Sue has covered thousands of kilometres of icy land, travelling for over a month, and has spent almost double that time in the Amazon rainforest. She is just back from a mini-tour of Australia where she went to prepare for a major half-year adventure in the desert. Sue, to start with, could you tell the audience...

Task Two. [...]

Today we're sharing a few stories of professional athletes whose road to success was full of challenges.

As a child, **Sam** dreamed of becoming an Olympic champion in gymnastics. However, after he injured his leg, Sam found himself in a wheelchair. He was told he would never walk again, but he kept training despite his aching leg. He is now a top athlete and an example of tough character.

Kim's journey to the best tennis courts wasn't easy either. Many people made fun of her strong-looking body, but Kim never concentrated on negative attitudes. She had no time for this because she was always busy working towards her next match.

Nick wanted to play basketball, as he was rather tall. But he didn't do well in the school basketball team and was asked to leave it. Most students would give up in such a situation, but Nick didn't: whenever he was not happy with his game, he worked on every single mistake he'd made and, as a result, became one of the best players in the region.

When **Jane** started competing as a swimmer, the only thought she had every time she jumped into the pool was "You must come 1st!". She had a strong ambition to succeed and practised daily to keep her body in excellent condition. Now Jane can beat the best swimmers in the country.

As a boy, **Ted** played football everywhere he could. He would just make a paper ball and practise. His special skill was quickly noticed, but Ted never thought his abilities were unusual. Even as a famous footballer, he trained regularly for hours and was always ready for a challenge.

Jill was able to surf waves at seven. A tragedy happened when a shark bit off her left arm. When she recovered, Jill made two decisions. First, she would never complain about what happened. Second, she would get back on the surfboard. And she did! She is now among the top surfers in the world.

So these were our success stories. Join us next week for another report about amazing people.

Task Three. [...]

- Manchester Language School. Can I help you?
- Hi. I'm calling to ask about the language courses you offer.
- What language are you interested in?
- I want to develop my Spanish and get some basic knowledge of Portuguese. I wouldn't mind improving my French, but not now.

- We do offer Spanish, but no Portuguese, unfortunately. What level is your Spanish?
- I'm not sure. I picked up a bit of it when I was on holiday, and I can use it in shops and restaurants, but I badly need to communicate in it by e-mail. I guess I'll have to learn some grammar, too.

- You will, you can't do without it, and we have a very good grammar class on Thursdays.
- How about writing? On Tuesdays? That would be my top choice.
- We have Advanced Writing every weekday. But I'm afraid the level is too high for you. Why don't you try our General Course on Saturdays.
- I guess I'll have to. I should be free at weekends.

- So, shall I sign you up? We have a couple of places left.
- Yes, please, do. My name is Ryan Parker. By the way – how big are the groups?
- We normally have 12 students in an intermediate group, which is quite sensible, to my mind. With beginners, the manager keeps the numbers down to 8, which I don't think is necessary. And we sometimes have groups of 18, which I find rather unusual, but then the fee is lower.

- I see. What time does the class start?

- 10 a.m. and your teacher's name is William XAVIER. X-A-V-I-E-R.
- Thank you.

- And talking about French – why do you wish to improve it?
- Well, I travel a lot in France and I think it's nice to speak in the language of the people, just to gain their respect. I've got some French friends, but they all want to learn English. I never considered using French in my job, and I don't think I ever will. Still, learning is fun, isn't it?
- Exactly. Good luck and see you soon.
- See you.

Task Four. [...]

Welcome to the programme 'Unusual Hobbies'. Today we'll be talking about birdwatching. With us in the studio is Robin Reed, an experienced birdwatcher. Hello Robin. Hello.

Could you tell us how it all started? My interest in birds started at kindergarten. We had a huge library of picture books and I would ask the librarian for books about birds. Then my primary teacher would take us to the park to feed the birds and admire them. And then my college classmate took me to one of those bird-watching stations where I am still going even today.

What exactly is birdwatching? The point is that you have to decide on the bird's type, based on the facts you have about the bird – its size, shape, colour, behaviour, voice and other details. The information you collect outdoors must be compared to the information in science books. This way you can check what birds you saw. And the final step – when you find what you've been looking for – is like making a great discovery.

It sounds as if birdwatching is a kind of science. It is similar to research, but not that complicated if you use technologies. When I started, I drew the birds – pen on paper. Now, you can record the birds with your smartphone. To compare my notes to scientific texts, I read books. Now, you can use an app for that. All this means – much less time and trouble, but less fun, too. I've never tried apps. I stick to my old-fashioned ways.

Don't you use any equipment at all? I do. I have a pair of binoculars and a telescope. At first, I couldn't afford them, but then I realised I couldn't manage without them. If you want to enjoy this hobby to the full, get yourself a decent pair of binoculars – they allow you to see more details more clearly. And they are now quite affordable. Unlike binoculars, a telescope is not a must, but you might consider buying one as your interest deepens. And don't forget a stand, otherwise, it's not convenient to use.

What can people gain from birdwatching? They can develop their character. When I go to bird-watching stations, I sometimes watch people, not just birds. Some are concentrated, paying attention to detail, while others are just relaxed. I'm in between – I'm patient and I do my best; but even if I can't be proud of my results, I'm always satisfied.

What advice could you give to those who want to start birdwatching? Find someone who's got some experience and can help you learn to describe the shapes of the birds or train your hearing. With a partner, you'll make fewer mistakes. And it's always nice to have some company, isn't it?

It is, indeed! Well, thank you Robin for joining us today and good luck with the birds!