

# 2007 M. ANGLŲ KALBOS VALSTYBINIO BRANDOS EGZAMINO REZULTATŲ STATISTINĖ ANALIZĖ

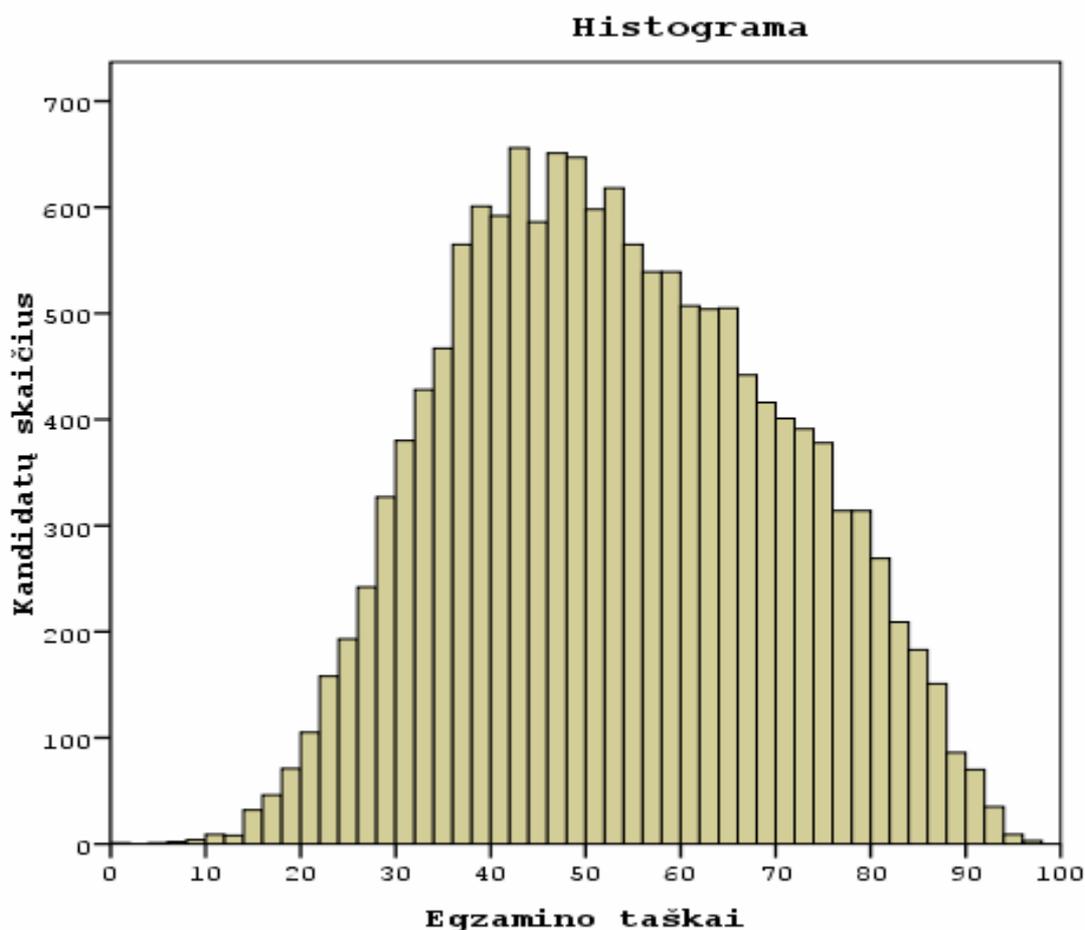
2007 m. gegužės 30 d. valstybinį anglų kalbos brandos egzaminą laikė 14 817 kandidatai – vidurinio ugdymo programos baigiamųjų klasių mokiniai, kitų laidų abiturientai.

Maksimali taškų suma, kurią galėjo surinkti laikantys egzaminą kandidatai, – 100 taškų. Minimali egzamino išlaikymo taškų sumos riba, kuri nustatoma po egzamino rezultatų sumavimo, – 31 taškas. Tai sudarė 31 proc. visų galimų taškų. Valstybinio anglų kalbos brandos egzamino neišlaikė 9,3 proc. laikusiųjų.

Valstybinio anglų kalbos brandos egzamino rezultatų vidurkis yra 52,72 taško, taškų sumos standartinis nuokrypis (dispersija) – 16,98.

Valstybinio brandos egzamino vertinimas yra norminis: kiekvieno mokinio pasiekimai lyginami su kitų laikusiųjų šį brandos egzaminą pasiekimais. Valstybinio brandos egzamino įvertinimas yra šimtabalės skalės skaičius nuo 1 iki 100. Šis skaičius rodo, kurią egzaminą išlaikiusių kandidatų dalį (procentais) mokinys pralenkė. Pavyzdžiui, 40 balų reiškia, kad blogiau egzaminą išlaikė 40 proc. kandidatų, geriau – 60 proc. ( $100 - 40 = 60$ ). Minimalus išlaikyto valstybinio brandos egzamino įvertinimas yra 1 (vienas) balas, maksimalus – 100 balų. Šie balai į dešimtabalės skalės pažymį nėra verčiami. Jie įrašomi kandidato brandos atestato priede kaip valstybinio brandos egzamino įvertinimas. Pavyzdžiui, įrašoma 40 (keturiasdešimt).

Laikiusių valstybinį anglų kalbos brandos egzaminą kandidatų surinktų taškų pasiskirstymas pateiktas 1 diagramoje.



**1 diagrama.** Valstybinį anglų kalbos brandos egzaminą laikusiųjų kandidatų surinktų taškų pasiskirstymas

Statistinei analizei atlikti atsitiktinai buvo atrinkta 400 kandidatų darbų. Suvedus iš tų darbų informaciją, kiekvienam užduoties klausimui (ar jo daliai, jei jis turėjo struktūrines dalis) buvo nustatyta:

- **kuri dalis (procentais) kandidatų pasirinko atitinkamą atsakymą** (A, B, C, D ar E, jei klausimas buvo su pasirenkamaisiais atsakymais) **ar surinko atitinkamą skaičių taškų** (0, 1, 2 ir t. t.);
- **klausimo sunkumas.** Šio parametro skaitinė reikšmė yra procentinis santykis

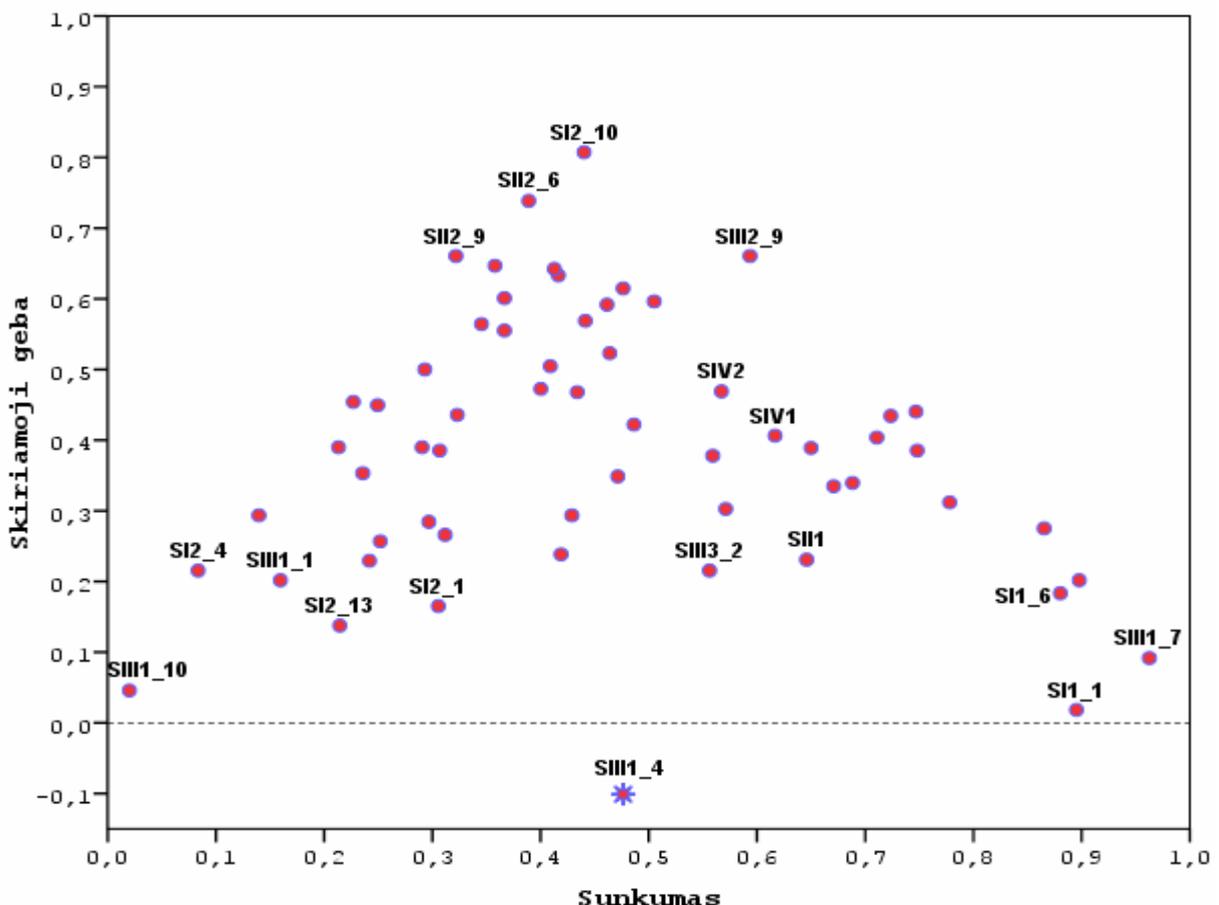
$$\frac{(\text{visų kandidatų už šį klausimą surinktų taškų suma})}{(\text{visų už šį klausimą teoriškai galimų surinkti taškų suma})}$$

Jei klausimas buvo vertinamas vienu tašku, tai jo sunkumas tiesiogiai parodo, kuri dalis kandidatų į tą klausimą atsakė teisingai;

- **klausimo skiriamoji geba.** Šis parametras rodo, kaip atskiras egzamino klausimas išskiria stipresnius ir silpnesnius kandidatus. Jei klausimas buvo labai lengvas ir į jį beveik vienodai sėkmingai atsakė ir stipresnieji, ir silpnesnieji, tai tokio klausimo skiriamoji geba maža. Panaši skiriamoji geba gali būti ir labai sunkaus klausimo, į kurį neatsakė taip pat beveik visi. Neigiama skiriamosios gebos reikšmė rodo, kad silpnesnieji (sprendžiant pagal visą egzamino užduotį) už tą klausimą surinko daugiau taškų nei stipresnieji (tai tikrai blogo klausimo požymis). Pagal statistinę testų teoriją geri klausimai yra tie, kurių skiriamoji geba yra 40–50, labai geri – 60 ir daugiau. Dėl įvairių pedagoginių ir psichologinių tikslų kai kurie labai sunkūs (arba labai lengvi) klausimai pateikiami teste, nors jų skiriamoji geba ir nėra optimali;

- **klausimo koreliacija su visa užduotimi.** Tai to klausimo ir visų užduoties taškų koreliacijos koeficientas (skaičiuotas Pirono koreliacijos koeficientas). Šis parametras rodo, kuria dalimi atskiras klausimas matuoja taip, kaip ir visa užduotis. Aišku, daugiataškio klausimo koreliacija su visa užduotimi yra didesnė nei vienataškio.

Visų anglų kalbos valstybinio brandos egzamino užduočių sunkumo ir skiriamosios gebos priklausomybė pavaizduota 2 diagramoje.



2 diagrama. Visų užduočių sunkumo ir skiriamosios gebos priklausomybė

Valstybinio užsienio kalbos egzamino užduotį sudaro keturios dalys: sakinio teksto supratimo (klausymo), rašytinio teksto supratimo (skaitymo), kalbos priemonių vartojimo ir rašytinio teksto kūrimo (rašymo). Pateikiame informaciją apie anglų kalbos brandos egzamino užduoties atskirų dalių tarpusavio

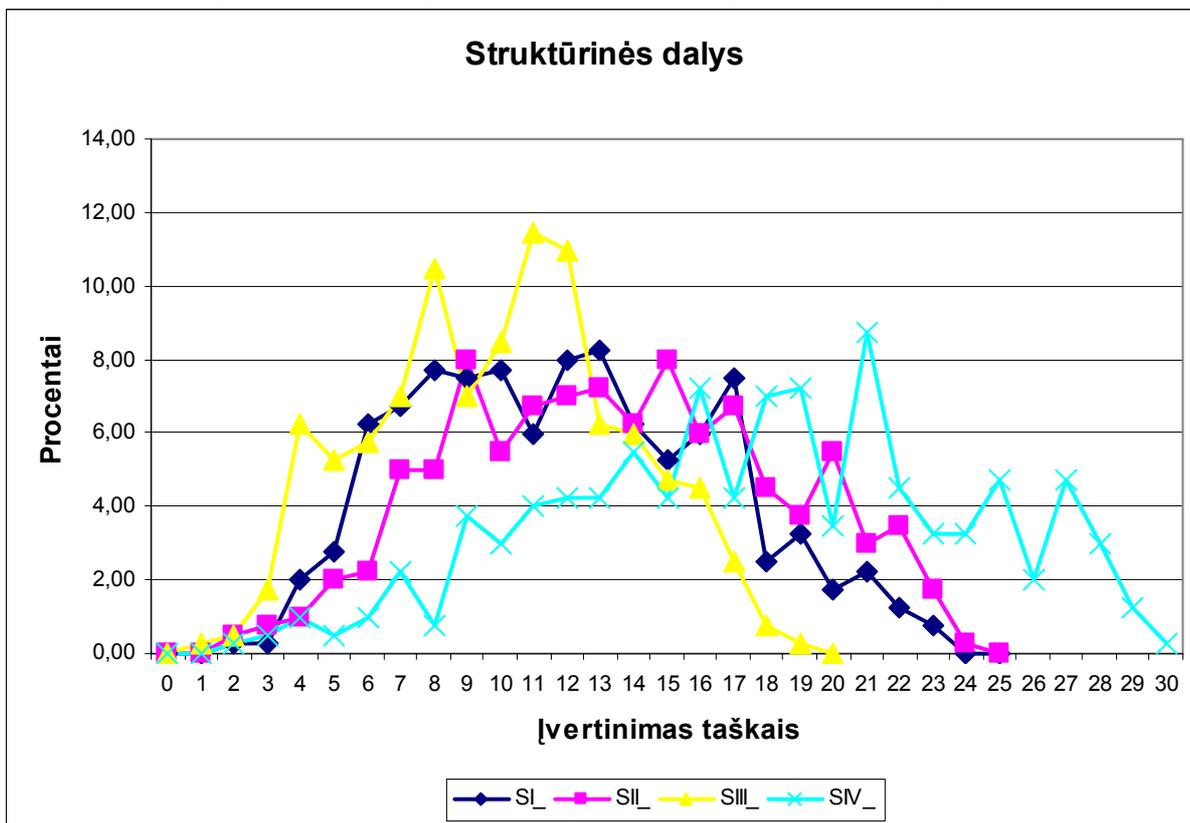


koreliaciją. Šis parametras rodo, kuria dalimi tam tikra atskira testo užduotis matuoja mokinio kompetencijas visos užduoties atžvilgiu.

	Klausymas	Skaitymas	Kalbos vartojima	Rašymas	Bendra taškų suma
Klausymas	1	0,680	0,697	0,590	0,846
Skaitymas	0,680	1	0,704	0,588	0,853
Kalbos vartojima	0,697	0,704	1	0,746	0,895
Rašymas	0,590	0,588	0,746	1	0,868
Bendra taškų suma	0,846	0,853	0,895	0,868	1

Atskirų užduoties dalių taškų pasiskirstymas pateikiamas 4 diagramoje: vertikaloje ašyje pažymėta kiek procentų kandidatų surinko atitinkamą taškų skaičių už atskirą dalį. Struktūrinių dalių žymėjimas:

SI – klausymas, SII – skaitymas, SIII – kalbos vartojimas, SIV – rašymas.



Toliau pateikiama egzamino užduoties klausimų statistinė analizė.

## LISTENING PAPER

**Part 1** (14 points, 2 points per item). You will hear part of an interview with an author who has just published a collection of stories. For questions 1-7, choose the best answer, A, B or C, and circle it. You will hear the text twice.

Hello, today in our studio we talk to a new short story writer. We are going to ask her some questions.

*When did you decide you wanted to be a writer?*

I think I always wanted to be one. I always wrote stuff, little ideas, thoughts – that kind of thing. I'm not sure how to explain it. My first story was a kind of surreal love story in which I wanted to never write the word love, because I thought there were lots of interesting ways of writing about the subject. I never showed it to a publisher. Only a handful of people have read it. Amongst the people who read it were some of my brother Steven's students from across Europe. Some people wrote to me to tell me how much they liked it – so I suppose it was received well, if not that widely.

*What unites your latest stories into a book?*

I think they're all about characters looking for meaning in their lives; about people who feel moments of intense spirituality but don't have religion and don't know what to do with those feelings. They're stories about everyday miracles, the most amazing things that we take for granted, and, mostly, about people who are alive now and have the same kind of references to pop culture and contemporary technology as I do, in addition to that a number of the stories also share characters, sometimes re-appearing in minor roles, so you get this sense that people move on and they're not just trapped in one simple story.

*How did the idea behind the book come about?*

I wanted to write about the kinds of people I mix with and meet in my life. So much of our lives are shaped around popular culture and technology it seemed important to address that – it seems that's where we do a lot of our living. I also wanted to explore it without resorting to the laziness of cynicism. I wanted to find ways of writing about how amazing life can be sometimes and how people have feelings – and I wanted to do this without being dogmatic or superficial.

*Which aspects of the work that you put into your book did you find most difficult?*

There are cartoons in the book – well, sort of a graphic story told with imagery like in self-assembly furniture instructions. Finding the right people to do them was hard. Then I found two very talented artists based in Glasgow – and I couldn't have been happier.

*What did you enjoy most during the process that led to publishing the book?*

I liked working on all of it – I really set out to have fun with storytelling and to experiment with techniques and ideas. For example, there's one story written entirely in text message form, because there were lots of characters and I wanted them all to speak with their own voices. There's a story that tracks a relationship through the things that the couple buy. There's another tracking the state of mind of a guy as he grows up and hits his 30s through the gadgets he has.

*What sets the book apart from the other things you have written?*

Most of what I've written to date is for clients – people who hire me to tell stories – mostly in computer games, but sometimes other mediums. This book is different because it's the first thing I've published that's by me, where the copyright and all the words and ideas aren't owned by a company that paid me. It's really me expressing myself, which is something I only get to do professionally in a more limited way, as a general rule.

*How do you find the time for all the projects you are working on?*

Well, there's no real magic to it – I just work hard. It's not like it's a chore because I like it – and if I didn't do it it just wouldn't get done and I'd be left feeling I wished I'd done it. Plus I actually like working on a few things at once – it keeps them all interesting and bits of my subconscious just take care of things on projects in the back of my mind, then when I go to work on them my brain has already done some of it for me – my PC is still just single processor – I'm good at making minutes count too – and they add up.

Taškų pasiskirstymas (%)								Sunkumas	Skiriamoji geba	Koreliacija
0	2	4	6	8	10	12	14			
0,50	1,75	3,49	12,97	23,94	24,44	21,20	11,72	0,68	0,30	0,81

1. Who read the author's first story?

- A the author's friends
- B the publisher of the book
- C the brother's students

Atsakymų pasirinkimas (%)				Sunkumas	Skiriamoji geba	Koreliacija
A	B	C*	Neatsakė			
5,74	4,49	89,53	0,25	0,90	0,02	0,03



2. What do all the stories in the author's latest book share together?

- A the religion of all characters  
 B the rare miracles of life  
 C the characters travelling from story to story

Atsakymų pasirinkimas (%)				Sunkumas	Skiriamoji geba	Koreliacija
A	B	C*	Neatsakė			
14,71	40,65	44,14	0,50	0,44	0,57	0,46

3. What did the author want to write about?

- A popular culture  
 B wonderful life  
 C superficial people

Atsakymų pasirinkimas (%)				Sunkumas	Skiriamoji geba	Koreliacija
A	B*	C	Neatsakė			
37,41	47,13	15,21	0,25	0,47	0,35	0,25

4. What caused problems for the book to appear?

- A finding the artists  
 B drawing the cartoons  
 C writing instructions

Atsakymų pasirinkimas (%)				Sunkumas	Skiriamoji geba	Koreliacija
A*	B	C	Neatsakė			
57,11	34,16	8,48	0,25	0,57	0,30	0,23

5. Why did the author like writing the book?

- A She liked texting the messages.  
 B She experimented with writing.  
 C She pictured a couple of 30-year-olds.

Atsakymų pasirinkimas (%)				Sunkumas	Skiriamoji geba	Koreliacija
A	B*	C	Neatsakė			
15,71	77,81	6,23	0,25	0,78	0,31	0,30

6. How is the book different from other things the author has written?

- A The book is ordered by customers.  
 B The book is a computer game story.  
 C The book is her original work.

Atsakymų pasirinkimas (%)				Sunkumas	Skiriamoji geba	Koreliacija
A	B	C*	Neatsakė			
8,73	3,24	88,03	0,00	0,88	0,18	0,24

7. How does the author organise her time?

- A She takes one job at a time.  
 B She uses a powerful PC.  
 C She works a lot.

Atsakymų pasirinkimas (%)				Sunkumas	Skiriamoji geba	Koreliacija
A	B	C*	Neatsakė			
17,21	11,72	71,07	0,00	0,71	0,40	0,37

**Part 2** (26 points, 2 points per item). You will hear a text about the research on teenagers' internet use. For questions 1-13, complete the sentences. You may use more than one word. You will hear the recording twice.

Taškų pasiskirstymas (%)													
0	1	2	3	4	5	6	7	8	9	10	11	12	13
5,99	4,74	8,48	7,73	6,48	7,73	6,98	7,73	4,49	7,23	4,74	4,99	2,49	2,74

Taškų pasiskirstymas (%)														Sunkumas	Skiriamoji geba	Koreliacija
14	15	16	17	18	19	20	21	22	23	24	25	26				
4,4	2,4	1,5	1,2	2,2	1,0	0,5	1,5	1,0	0,0	0,0	0,0	0,0	0,0	0,29	0,39	0,81

Teens frequently complained about sites that they find boring on the web. Being boring is the kiss of death in terms of keeping teens on your site. That's one stereotype teenage use of websites study confirmed: teens have a short attention span and want to be stimulated. That's also why they leave sites that are difficult to figure out. Teenagers don't like to read a lot on the Web. They get enough of that at school. Also, the reading skills of many teenagers are not what one might hope for, especially among younger teens. Sites that were easy to scan or that illustrated concepts visually were strongly preferred to sites with dense text. One surprising finding in the study: teenagers don't like tiny font sizes any more than adults do. We've often warned websites about using small text because of the senior citizens – and even people in their 40s whose eyesight has begun to decline. We have always assumed that tiny text is predominant on the Web because most Web designers are young and still have perfect vision, so we didn't expect to find issues with font sizes when testing even younger users. However, small type often causes problems or provoked negative comments from the teen users in our study. Even though most teens are sufficiently sharp-eyed, they move too quickly and are too easily distracted to attend to small text.

What's good? The following interactive features all worked well because they let teens *do* things rather than simply sit and read: online quizzes, forms for providing feedback or asking questions, online voting, games, features for sharing pictures and stories, message boards, forums for offering and receiving advice, features for creating a website or otherwise adding content.

These interactive features allow teenagers to make their mark on the Internet and express themselves in various ways, some small, some big.

Clearly, there are many differences between age groups. Teens have different needs than both adults and young children. This goes for interaction design as well as for more obvious factors such as the choice of topics and content style.

Some websites in our study tried to serve both children and teens in a single area, usually titled something like *Kids*. This is a grave mistake; the word "kid" is a teen repellent. Teenagers are fiercely proud of their newly won status and they don't want overly childish content (one more reason to ease up on the heavy animations and color schemes that actually work for young audiences). We recommend having separate sections for young children and teens, labeling them *Kids* and *Teens*, respectively.

The average participant in our study spent five to ten hours per week on the Web. This in addition to the many hours they spent with other technologies.

According to the study 83 percent of U.S. teenagers are online. Other advanced countries show similar percentages. Websites should improve their design to better meet this huge user group's actual needs and desires, rather than target mistaken stereotypes. The opportunities are there.

The teenager stereotype suggests (1) \_\_\_\_\_ attention span.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
46,13	46,63	7,23	0,31	0,17	0,22

School gives enough of (2) \_\_\_\_\_ for teenagers.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
63,09	0,50	36,41	0,37	0,56	0,50

Teens like sites which they can (3) \_\_\_\_\_ easily.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
75,31	6,73	17,96	0,21	0,39	0,41

Small fonts are avoided by people even in their (4) \_\_\_\_\_.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
88,28	6,73	4,99	0,09	0,22	0,41

Small text is problematic for younger (5) \_\_\_\_\_.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
55,86	1,50	42,64	0,43	0,47	0,34

Small fonts get (6) \_\_\_\_\_ remarks.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
77,06	0,50	22,44	0,23	0,45	0,46



Interactive features allow teenagers (7) \_\_\_\_\_ things.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
39,90	40,15	19,95	0,40	0,47	0,50

Teenagers wish to make (8) \_\_\_\_\_ on the Internet.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
80,30	11,47	8,23	0,14	0,29	0,41

Teenagers dislike websites titled (9) \_\_\_\_\_.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
59,35	16,71	23,94	0,32	0,44	0,43

Kids and teens sites should be in separate (10) \_\_\_\_\_.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
54,36	3,24	42,39	0,44	0,81	0,64

Teenagers spend on the web maximum (11) \_\_\_\_\_ hours a week.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
70,07	0,50	29,43	0,30	0,28	0,26

US teenagers statistics is similar to statistics of other (12) \_\_\_\_\_ countries.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
63,84	0,75	35,41	0,36	0,65	0,54

Websites for young people still have a lot of (13) \_\_\_\_\_.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
72,07	12,97	14,96	0,21	0,14	0,13

**Part 3** (10 points, 2 points per item). You will hear five people talking about students' experience in a foreign country. For questions 1-5, choose which of the opinions A-F each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use. You will hear the recording twice.

Klausimo nr.	1	2	3	4	5
Teisingai atsakė (%)	56,36	59,35	78,05	81,55	49,63
Sunkumas	0,56	0,59	0,78	0,82	0,50
Skiriamoji geba	0,42	0,54	0,36	0,17	0,41
Koreliacija	0,35	0,46	0,38	0,17	0,36

Taškų pasiskirstymas (%)						Sunkumas	Skiriamoji geba	Koreliacija
0	2	4	6	8	10			
2,00	9,73	19,95	23,94	18,45	25,94	0,65	0,39	0,58

*Speaker one*

For my future plans I really want to go back home and have the kind of complex, entertainment sports complex a restaurant you know all the kind of big complex where you can have everything for entertainment for youth. We would really like that back home so I think that is what I want to do with my International Business major.

*Speaker two*

When I first came here which was Fall of 2004, of course, it was hard the first couple of weeks, but after the first couple of weeks I started to get into the things. I started getting involved in after class activities, joined different groups so I could meet different people, offering my assistance where it was needed and I think that helped me a lot. I've been working there since 2004 and that made the days, the weeks, the months go fast and now it has been five semesters here, this is my fifth semester and I only went home this summer.

*Speaker three*

My major is Political Science and my specialty is Political Marketing. I've always been interested in politics and I like a variety in my life and Political Science studies is like a combination of different fields of interests like Economy, Sociology, Psychology and Philosophy and of course politics. So it was really interesting for me so I wanted to study it, but my area of interest is really, really broad and I like to know a lot of things, I am very curious guy.

*Speaker four*

Then I discovered several programs that one could volunteer for and one of them is an editing program for graduate students whose first language is not English. Many years ago, I am a lawyer now, but many years ago I did graduate work and many of my friends were from other countries some of them did have some trouble with English, but they were otherwise extremely competent people. So that was a very attractive idea to me. It was also attractive because I thought by helping edit some of these papers I myself would find out what is going on in academic environment these days and so I did I signed up for it and pretty soon people were sending me PhD proposals and seminar papers which I could then edit.

*Speaker five*

Students from every corner of the world flock to American universities. They may be at ease with the most complex mathematical theories, but are often bewildered by Americans. So some universities initiated a class for foreign students, which make up 60 percent of all post-doctorates on campus. Called America 101, it's a basic introductory course explaining everyday life in the United States.

And there's a lot to explain. A German student asks what it meant when an American friend invited him to dinner saying, 'Let's go pig out on buffalo wings.' Others want to know when to use a handshake, a hug or a kiss on the cheek. One young woman observes that Americans have to do everything by themselves, and her friend agrees, "You can get along here a lot easier by yourself than any other country."

That is the end of part three and the end of the listening test. Thank you.

**A** Education can give good ideas for making life at home better.

Speaker 1

**B** Integrating into a new culture is difficult for a foreign student.

Speaker 2

**C** University programmes help to write a good paper in English.

Speaker 3

**D** Choice of your studies and your interests can agree.

Speaker 4

**E** Education at home universities helps to study abroad.

Speaker 5

**F** Keeping busy helps to get used to new places.



## READING PAPER

**Part 1** (6 points, 1 point per item). You are going to read a text about astronauts' experience in space. For questions 1-6, choose from the people A-D. The people may be chosen more than once. There is an example (0).

<b>A</b>	<b>Harrison</b>
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He flew with the last manned mission to land on the moon and said that the technique allowed him to glide over the surface faster than his fellow astronauts, who instead adopted what is called an inelegant 'bunny hop' gait. Once you get a rhythm going it's very easy. You can propel yourself with a push. On the moon you don't slide, you glide above the surface. He also predicted that settlers at NASA's planned moon base will be able to experience lunar skiing holidays. 'Part of their recreation will be downhill skiing. I think there are some excellent downhill skiing areas', added the astronaut. He recommended the Taurus Littrow valley as a potential destination for a lunar ski resort. He said astronauts did not have to actually wear skis, although taking poles for balance would help. 'Settlers are going to have a delightful time on the moon. I wish everybody could share that experience', he told the annual meeting of the American Association for the Advancement of Science in San Francisco.

<b>B</b>	<b>Jim</b>
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One of my favourite memories is hanging with just one hand on the Space Station, and then swinging out so I could look across the Earth. The atmosphere is really clear, so you can see a lot of detail. One time when I had a chance to hang on the bottom of the station, the sunset was coming. I left my lights off so I could watch the Sun go down. And as it went down, the stars started popping out. Of course they don't twinkle. They're all different sizes, and even different colours, in space. At night you can see lightning flashes from thunderstorms on the surface down below. And as I was watching all this, we flew through the edges of the aurora, kind of green and white curtains as we flew past. Pretty amazing, but space-walking astronauts can't afford to look around for long. They do a dangerous job that requires all their attention. A careless motion could send them spinning off into space. And they're usually busy, fixing satellites and doing construction work. Working in space is much more difficult than working on Earth. The most important thing is that you need to slow down. If you turn a bolt in space, there is nothing to hold you in place, and you can push yourself off pretty fast. You learn to bring yourself to a stop, and then make yourself motionless. Then, you can do whatever needs to be done.

<b>C</b>	<b>Dan</b>
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The best thing about space is looking at the Earth and the second best thing is being weightless. It's a very interesting sensation to be able to be upside-down and right side-up. I think some of the best part of being weightless is that you can do somersaults and do them over and over again, and you are flying like Superman in the space shuttle. It's an exciting experience to feel really a completely different environment, to see how your body responds and to understand how that different environment affects the way you live and work. Sleeping is also a very interesting experience. What we do is, we have a sort of sleeping bag that we pin to the wall. My sleeping bag was up high on the wall near the ceiling and you float up to your sleeping bag and unzip it, crawl in, and then zip it up. The only reason to be in a sleeping bag is so that you don't go floating off and bump into other people. You have this sense of yourself floating, and your clothes floating, and your sleeping bag floating and you all kind of falling up there together.

<b>D</b>	<b>Gordon</b>
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It was in 1951 over Germany. He and several other pilots were flying F-86 jets – 'We were super-sonic, barely', he said – when they looked up and saw what appeared to be a large group of double lenticular shaped aircraft, classic flying saucers, flying in formation. These craft were much higher than his plane could go, though he couldn't tell how high. They were going faster too, but he couldn't tell how much faster. Over the next two or three days, he and other pilots saw several hundred of these craft. They flew formation maneuvers very much like his own squadron would fly. He and the other witnesses were uniformly convinced they were seeing a technology that wasn't human. But Gordon had already made up his own mind that UFOs represented visitations from elsewhere, and in time he made his position clear. He wrote a letter to the United Nations in 1978. It said, in part, 'I do believe UFOs exist and that the truly unexplained ones are from some other technically advanced civilisation. I believe that these extraterrestrial vehicles and their crews are visiting this planet from other planets, which are obviously a little more advanced than we are here on earth.'

Adapted from NASA website

### *Which of the astronauts*

- had an opportunity to see a mysterious phenomenon?
- had fun performing routine activities?
- reported about his observations to the international organization?
- discovered a better way to do sports than his colleagues?
- had to keep polite distance?
- combined admiration with scrupulous work?
- could do some sports on board?

<b>0</b>	<b>C</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	

<i>Klausimo nr.</i>	1	2	3	4	5	6
<i>Teisingai atsakė (%)</i>	59,60	84,54	82,04	41,90	85,54	33,92
<i>Sunkumas</i>	0,60	0,85	0,82	0,42	0,86	0,34
<i>Skiriamoji geba</i>	0,26	0,20	0,35	0,09	0,20	0,24
<i>Koreliacija</i>	0,22	0,26	0,38	0,07	0,25	0,21

<i>Taškų pasiskirstymas (%)</i>							<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija</i>
0	1	2	3	4	5	6			
1,50	3,99	7,98	19,95	32,42	26,98	7,23	0,65	0,39	0,44

**Part 2** (13 points, 1 point per item in questions 1-5 and 2 points per item in questions 6-9). You are going to read a text about climate change. For questions 1-5, choose from headings A-G the one which best summarises each paragraph. There is one extra heading which you do not need to use. There is an example (0). For questions 6-9, find words in the text to complete the sentences.

- |          |                         |
|----------|-------------------------|
| <b>A</b> | Steps to improvement    |
| <b>B</b> | Financial loss          |
| <b>C</b> | 'Positive' consequences |
| <b>D</b> | Impact on the North     |
| <b>E</b> | Changes in farming      |
| <b>F</b> | Variety of threats      |
| <b>G</b> | Loosing prominence      |

### CLIMATE CHANGE WILL TRANSFORM THE FACE OF THE CONTINENT

0 | G

The European Union predicts today that Europe, the richest and most fertile continent and the model for the modern world, will be devastated by climate change. The ecosystems that have underpinned all European societies from Ancient Greece and Rome to present-day Britain and France, and which helped European civilisation gain global superiority, will be disabled by fast rising temperatures, EU scientists forecast in a remarkable report which is as ominous as it is detailed.

1 |

Much of the continent's age-old fertility, which gave the world the vine and the olive and now produces mountains of grain and dairy products, is under threat. It will not survive the climate change in the coming century. Mediterranean countries may lose their agriculture. Crop harvest may drop sharply as drought conditions, worsened by more frequent forest fires, make crop growing ever more difficult.

2 |

The report marks a step change in Europe's own role in pushing for international action to combat climate change. The report encourages to commit the EU to ambitious new targets for cutting emissions of greenhouse gases. The European Commission wants to hold back the rise in global temperatures to 2C above the pre-industrial level (at present, the level is 0.6C). To do that, it wants member states to commit to cutting back emissions of carbon dioxide as long as other developed countries agree to do the same.

3 |

'Climate change will alter the supply of European ecosystem services over the next century', the report says. 'While it will result in development of some ecosystem services, a large portion will be negatively impacted because of drought, reduced soil fertility, fire, and other climate change-driven factors. Europe can expect a change in arable land, a change in Mediterranean forest areas, a change in soil fertility, and an increase in the number of basins with water scarcity. It will increase the loss of biodiversity'.



4

Europe's modern lifestyles, from summer package tours to winter skiing trips, will go the same way, they say, as the Mediterranean becomes too hot for holidays and snow and ice disappear from mountain ranges such as the Alps. The report predicts there will be some European 'winners' from climate change, at least initially. In the north of the continent, agricultural harvest will increase with a lengthened growing season and a longer frost-free period. Tourism may become more popular on the beaches of the North Sea and the Baltic as the Mediterranean becomes too hot, and deaths and diseases related to winter cold will be less often.

5

But the negative effects will far outweigh the advantages. Take tourism. The report says, 'The zone with excellent weather conditions, currently located around the Mediterranean (in particular for beach tourism) will shift towards the north.' And it spells out the consequences. 'The annual migration of northern Europeans to the countries of the Mediterranean in search of the traditional summer "sun, sand and sea" holiday is the single largest flow of tourists across the globe, accounting for one-sixth of all tourist trips in 2000. This large group of tourists, totalling about 100 million per annum, spends an estimated €100bn per year. Any climate-induced change in these flows of tourists and money would have very large implications for the destinations involved.'

Adapted from *The Independent*

For questions 6-10 (2 points per item) use the information given in the text to complete the sentences. Find in the text the words which mean the same as the underlined words below.

6. Nuclear submarines are a danger to marine life.  
Nuclear submarines are a \_\_\_\_\_ to marine life.
7. US cities and businesses will reduce greenhouse gas emissions.  
US cities and businesses will \_\_\_\_\_ greenhouse gas emissions.
8. Global warming will change European natural environment.  
Global warming will \_\_\_\_\_ European natural environment.
9. The benefits of the scheme will be more significant than the risks involved.  
The benefits of the scheme will \_\_\_\_\_ the risks involved.

Klausimo nr.	1-5	6	7	8	9
Teisingai atsakė (%)	55,91	38,90	29,05	23,57	32,17
Sunkumas	0,56	0,39	0,29	0,24	0,32
Skiriamoji geba	0,38	0,74	0,39	0,35	0,66
Koreliacija	0,33	0,59	0,42	0,35	0,56

Taškų pasiskirstymas (%)							Sunkumas	Skiriamoji geba	Koreliacija
0	1	2	3	4	5	6			
2,49	5,74	13,47	13,47	9,98	11,97	10,97			
Taškų pasiskirstymas (%)							0,41	0,45	0,80
7	8	9	10	11	12	13			
7,98	5,99	5,74	5,49	2,99	3,49	0,25			

**Part 3** (6 points, 1 point per item). You are going to read a newspaper article about architecture. Seven phrases have been removed from the text. For questions 1-6, choose from the phrases A-H the one which best fits each gap. There is one extra phrase which you do not need to use. There is an example (0).

### CAN ARCHITECTURE MAKE YOU FAT?

Experts are starting to think so – and they're urging architects and town planners to tackle the obesity epidemic by making new buildings more fitness-friendly.

We all know that a diet of Krispy Kremes and chicken nuggets is a sure path to elasticated trousers – (0) \_\_\_H\_\_\_ architecture can be bad for your health, too? It's an idea that the government advisory body, the Commission for Architecture and the Built Environment (Cabe), will be urgently promoting this year. Cabe argues that town planners and architects must help tackle Britain's obesity epidemic by designing cities and housing that encourage exercise. This may create an image of a futuristic metropolis fitted with endless stairwells and humiliatingly narrow doorways, (1) \_\_\_\_\_ Cabe recommends is simply thoughtful design.

So what, exactly, can architects do? For most of us, exercise is something that happens during the course of the day – while we are shopping, commuting, walking the dog. Planners need to maximise the potential for casual exercise by incorporating cycle paths and pedestrian areas into their designs. Parks and other green spaces encourage people to exercise, (2) \_\_\_\_\_ is within walking distance, people are more likely to leave the car behind. Offices can be made more fitness-friendly (3) \_\_\_\_\_ a bike park and a few showers. Even a signpost to the stairs is a step in the right direction; in too many modern office blocks, the stairwells are hidden away like dirty secrets.

Tim Townshend, a Newcastle academic and former town planner, (4) \_\_\_\_\_ suggesting that our public spaces – our cities, suburbs, shopping centres – are enforcing a culture that consumes energy without expending it, encouraging inactivity and poor eating habits. One of Townshend's more frivolous suggestions is (5) \_\_\_\_\_ a more attractive option by fitting them with piped music.

'Using the stairs is not seen as normal', says Amelia Lake, a research fellow who works with Townshend. 'In most new buildings it's very difficult to find a staircase. The focal point when you enter tends to be the lift. In certain buildings, you'll even find (6) \_\_\_\_\_ will set off the fire alarm'.

The architect Will Alsop takes a stronger line: 'If you really wanted to do something about it', he says, 'you could take all the elevators out of all the buildings in London. Then people would be fit'.

Adapted from the *Guardian Weekly*

- |                                  |                                |
|----------------------------------|--------------------------------|
| <b>A</b> and if a shop           | <b>E</b> with the addition of  |
| <b>B</b> is one of those         | <b>F</b> having a number of    |
| <b>C</b> but much of what        | <b>G</b> that using the stairs |
| <b>D</b> that we make stairwells | <b>H</b> but did you know that |

Klausimo nr.	1	2	3	4	5	6
Teisingai atsakė (%)	67,83	78,80	64,59	75,56	68,58	78,80
Sunkumas	0,68	0,79	0,65	0,76	0,69	0,79
Skiriamoji geba	0,47	0,44	0,32	0,38	0,51	0,43
Koreliacija	0,43	0,45	0,29	0,37	0,47	0,45

Taškų pasiskirstymas (%)							Sunkumas	Skiriamoji geba	Koreliacija
0	1	2	3	4	5	6			
1,25	5,49	9,23	15,21	13,97	20,45	34,41	0,72	0,43	0,66



## USE OF ENGLISH PAPER

**Part 1** (10 points, 1 point per item) For questions 1-10, insert the missing words. Use only **one word** in each gap. There is an example (0).

### THE WORLD'S GREENEST TRAVELLER?

Barbara Hadrill, who is so upset by our wrecking of the planet that (0) *instead* of flying to Brisbane for her friend's wedding, quit her job and set off (1) \_\_\_\_\_ land and sea.

She left (2) \_\_\_\_\_ September 1 and arrived seven weeks later, a few days before the wedding, (3) \_\_\_\_\_ was held on a beach. What did guests think of her travel methods? 'Most people were quite intrigued. A lot of them thought I was mad – they couldn't believe I'd done (4) \_\_\_\_\_'.

Pressed for time on the way out, she had to use (5) \_\_\_\_\_ she calls 'more normal methods': a coach from London to Moscow, (6) \_\_\_\_\_ Trans-Siberian railway through Mongolia and into China; buses, trains, boats through Vietnam, Cambodia, Thailand, Singapore (7) \_\_\_\_\_ finally, via Melbourne, to Brisbane.

Hadrill, staying (8) \_\_\_\_\_ a friend's in Brisbane, is defensive, but resolute. 'I think I'm even more concerned about the state of our planet, having done the trip. All the more in love with it but all the more concerned for (9) \_\_\_\_\_. I'm just so aware there are billions of people on this planet, and everyone's just living their lives using energy (10) \_\_\_\_\_ here, there and everywhere. No one seems to be stopping and thinking about what they're doing at all.'

Klausimo nr.	1	2	3	4	5	6	7	8	9	10
<i>Teisingai atsakė (%)</i>	15,96	68,83	47,63	47,83	30,67	24,19	96,26	46,38	48,63	2,00
<i>Sunkumas</i>	0,16	0,67	0,48	0,48	0,31	0,24	0,96	0,46	0,49	0,02
<i>Skiriamoji geba</i>	0,20	0,34	0,62	-0,10	0,39	0,23	0,09	0,52	0,42	0,05
<i>Koreliacija</i>	0,26	0,28	0,53	-0,02	0,35	0,21	0,22	0,39	0,35	0,12

<i>Taškų pasiskirstymas (%)</i>											<i>Sunkumas</i>	<i>Skiriamoji geba</i>	<i>Koreliacija</i>
0	1	2	3	4	5	6	7	8	9	10			
0,25	3,74	11,47	18,20	21,95	21,20	13,22	6,48	2,99	0,50	0,00	0,43	0,27	0,69

**Part 2** (10 points, 1 point per item). Read an interview with a comedian Howie Mandel. For questions 1-10, complete the gaps by putting the verbs in brackets in the appropriate form.

**Reporter:** It seems that between releasing the 'Bobby's World' DVDs, your touring and the 'Tonight Show', you're pretty busy.

**Howie:** It's really not that hard. If I go and do a 'Tonight Show', it's six or seven minutes. If I do a concert, it's 90 minutes. If I do an interview for 'Bobby's World' about the release, that's only another 15 minutes. So by the end of the day I 1) \_\_\_\_\_ (to do) three hours worth of work.

**Reporter:** How did you choose to release the first 'Bobby's World' episodes?

**Howie:** These were the ones that I remembered and the ones that I looked back on and made me laugh. When I went into 'Bobby's World' I had no idea it 2) \_\_\_\_\_ (to be) a success. I had been doing the Bobby voice in one of the clubs for years. I couldn't imagine it to be appropriate as it was.

**Reporter:** Why did 'Bobby's World' end?

**Howie:** Well, we did it for nine years, No.1, and the Fox Children's Network moved it into a different direction. When we ended we were still No.3 and we 3) \_\_\_\_\_ (to tell) a lot of stories that happened in our life. At that time my kids were getting older and we also 4) \_\_\_\_\_ (to run) out of stories to tell.

**Reporter:** Do you hope that the series will come back?

**Howie:** Now I do. Now I 5) \_\_\_\_\_ (to have) new stories and I feel refreshed and there is a talk of 'Bobby's World' eventually coming back and I am happy to do that. The situation around us 6) \_\_\_\_\_ (to change) a lot since then.

**Reporter:** It 7) \_\_\_\_\_ (to sound) like you needed the time to recharge.

- Howie:** The success of 'Bobby's World' and the success of any stand-up comedy comes out of life experience. I needed time to step back and go through a lot more experience in life.
- Reporter:** How involved were you in 'Bobby's World' beyond the writing aspects?
- Howie:** I was totally busy with 'Bobby's World' from the time we **8)** \_\_\_\_\_ (**to start**) sitting with the artists to the time of writing script, music, lyrics and songs. I **9)** \_\_\_\_\_ (**to involve**) in every way.
- Reporter:** Were the other characters beside Bobby based on your own life too?
- Howie:** We were a very small circle of writers. Everybody **10)** \_\_\_\_\_ (**to bring**) to the table their own life experience. Gali Mattius, who played the mom, is a good friend of mine. She often told us about her mom, so the character was based on Gail's mom. The success of 'Bobby's World' was that it touched a lot of people.

Klausimo nr.	1	2	3	4	5	6	7	8	9	10
Teisingai atsakė (%)	24,94	40,90	25,19	31,17	74,81	41,85	86,53	41,90	59,35	42,89
Sunkumas	0,25	0,41	0,25	0,31	0,75	0,42	0,87	0,42	0,59	0,43
Skiriamoji geba	0,45	0,51	0,26	0,27	0,39	0,63	0,28	0,24	0,66	0,29
Koreliacija	0,43	0,42	0,27	0,26	0,36	0,48	0,33	0,26	0,52	0,23

Taškų pasiskirstymas (%)											Sunkumas	Skiriamoji geba	Koreliacija
0	1	2	3	4	5	6	7	8	9	10			
1,50	6,23	10,22	12,72	15,21	17,46	15,46	10,22	7,23	3,24	0,50	0,43	0,27	0,69

**Part 3** (20 points, 2 points per item). Complete the second sentence so that it has the same meaning as the first. Do not change the word given. You must use between two and five words.

Taškų pasiskirstymas (%)													
0	1	2	3	4	5	6	7	8	9	10	11	12	13
0,00	1,25	1,75	3,24	3,24	4,99	6,23	6,98	9,48	6,23	6,98	7,98	5,74	8,23

Taškų pasiskirstymas (%)							Sunkumas	Skiriamoji geba	Koreliacija
14	15	16	17	18	19	20			
5,74	6,23	5,24	4,24	2,49	2,24	4,50	0,53	0,45	0,84

1. Could I close the window?

**if**

Would \_\_\_\_\_ the window?

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
11,97	26,68	61,35	0,75	0,44	0,50

2. They turned the fire on because they didn't want to get cold.

**as**

They turned the fire on \_\_\_\_\_ get cold.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
22,69	43,39	33,92	0,56	0,22	0,26

3. They didn't know the risks involved in that hobby.

**aware**

They \_\_\_\_\_ the risks involved in that hobby.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
46,63	33,42	19,95	0,37	0,60	0,65



4. You can borrow my MP3 player if you return it on Tuesday.

**long**

You can borrow my MP3 player \_\_\_\_\_ it on Tuesday.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
46,63	14,46	38,90	0,46	0,59	0,53

5. It's a pity I missed the train.

**wish**

I \_\_\_\_\_ the train.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
10,72	44,39	44,89	0,67	0,34	0,44

6. There are only a few people who can speak this language.

**many**

There \_\_\_\_\_ who can speak this language.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
2,24	15,96	81,80	0,90	0,20	0,32

7. I have trouble speaking French.

**difficult**

I \_\_\_\_\_ French.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
58,85	23,69	17,46	0,29	0,50	0,51

8. This film was not as interesting as the other ones.

**least**

This film \_\_\_\_\_ all films.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
53,87	23,19	22,94	0,35	0,56	0,54

9. I prefer reading to watching television.

**rather**

I \_\_\_\_\_ television.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
46,38	24,69	28,93	0,41	0,64	0,59

10. Susan and Nick are not keen on poetry.

**is**

Neither Susan \_\_\_\_\_ poetry.

Taškų pasiskirstymas (%)			Sunkumas	Skiriamoji geba	Koreliacija
0	1	2			
35,16	28,68	36,16	0,51	0,60	0,58

## WRITING PAPER

**You must do both Part 1 and Part 2 of the Writing Paper.**

**Part 1 (14 points).** Read the task given in Lithuanian and do it in English.

Kelias atostogų savaites ketinate pakeliauti. Internete pastebėjote jus sudominusį skelbimą.

***Barcelona – 2007-ųjų vasara!  
Praleiskite atostogas Barselonoje.  
Gyvenkite viešbučiuose, jaunimo nakvynės namuose, jachtose.***

Barselonos turizmo agentūra siūlo palankias sąlygas studentams. Išsiųskite elektroninį laišką, agentūrai jį parašykite:

- kodėl susidomėjote atostogomis Barselonoje,
- Pasiteiraukite apie:
  - apgyvendinimą,
  - maitinimo įstaigas,
  - kainas,
  - lankytinas vietas.

Laiško apimtis 90-110 žodžių. Laiško nepasirašykite.

Please count the number of words, including articles and prepositions.

**To:**

**Subject:**

**Date:**

*Dear Sir/Madam,*

---



---

*Yours faithfully,*

*Name Surname* (pasirašyti nereikia)

**Part 2 (16 points).** You have decided to take part in the International Writing Contest. This year the topic is:

***Sitting at the computer long hours is harmful.  
Do you agree or disagree with this statement?***

Write 170-190 words.



*Letter Assessment Scale*

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>	<i>Mokinių sk. (%)</i>	
<i>Content</i>	<b>3</b>	<b>All content points included. Communicative purpose(s) fully achieved.</b>	<b>54,61</b>	
	2	All major content points included with minor omissions and/or some irrelevant content. Communicative purpose(s) partly achieved.	41,15	
	1	A few content points included with major omissions and/or some irrelevant content. Communicative purpose(s) hardly achieved.	3,99	
	0*	Little or no content relevance. Communicative purpose(s) not achieved.	0,25	
<i>Organisation and Layout</i>	<b>3</b>	<b>Ideas effectively organized, parts of text (clauses, sentences) linked appropriately with suitable linking devices. Appropriate layout.</b>	<b>24,94</b>	
	2	Minor problems with organization of ideas and linking. Linking devices sometimes used inappropriately. Minor problems with layout.	54,86	
	1	Major problems with organization of ideas and linking. Linking devices often used inappropriately. Major problems with layout.	18,95	
	0	Inappropriate organization and linking. Lack or absence of linking devices. Major problems with layout.	1,25	
<i>Language Use</i>	<i>Appropriacy of Vocabulary and Grammatical Structures</i>			
	<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>	<b>12,47</b>	
	3	Vocabulary and grammatical structures used mostly appropriately to the sociolinguistic situation. Register on the whole appropriate. Minor problems with politeness.	35,16	
	2	Vocabulary and grammatical structures often used inappropriately to the sociolinguistic situation. Inconsistent attempts at appropriate register. Problems with politeness.	37,66	
	1	Vocabulary and grammatical structures used mostly inappropriately to the sociolinguistic situation. Major problems with register and politeness.	13,47	
	0	Vocabulary and grammatical structures used inappropriately to the sociolinguistic situation. Little or no awareness of register. Little or no sense of politeness.	1,25	
	<i>Accuracy** of Vocabulary and Grammatical Structures (Spelling Included)</i>			
	<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>	<b>5,24</b>	
	3	Good handling of vocabulary and grammatical structures, a few minor (3-5) errors** mostly in complex structures, meaning never obscured.	19,95	
	2	Average handling of vocabulary and grammatical structures, a few (6-8) errors** mostly in complex structures, meaning never obscured.	29,93	
	1	Poor handling of vocabulary and grammatical structures, frequent (9-11) errors** both in complex (if used) and simple structures, meaning may be obscured.	24,94	
	0	Inadequate handling of vocabulary and grammatical structures, numerous (12 or more) errors** even in simple structures, meaning may be obscured.	19,95	
	<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 British and American spelling norms are acceptable.

**Pastabos dėl laiško vertinimo:**

1. Jei laiško parašyta ne daugiau kaip 45 žodžiai, užduotis nevertinama.
2. Jei parašyta 46-79 žodžiai, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.
3. Jei parašyta 80-120 žodžių, vertinimas nemažinamas.
4. Jei parašyta 121 žodis ir daugiau, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.

**Composition Assessment Scale**

<b>Criteria</b>	<b>Score</b>	<b>Descriptors</b>	<b>Mokinių sk. (%)</b>
<b>Content/Task fulfilment</b>	<b>4</b>	<b>Excellent treatment of the topic, good variety of ideas, accurate detail / examples, good coherence / unity of ideas, all content relevant to the topic.</b>	
	3	Good treatment of the topic, some variety of ideas, reasonably accurate detail / examples, adequate coherence / unity of ideas, most content relevant to the topic.	
	2	Average treatment of the topic, little variety of ideas, restricted use of detail / examples, lack of coherence / unity of ideas, some irrelevant content.	
	1	Treatment of the topic is hardly adequate, very few ideas, poor or no use of detail / examples, largely incoherent / no unity of ideas, little content relevance.	
	0	Treatment of the topic is inadequate, too few ideas, very poor or no use of detail / examples, incoherent / no unity of ideas, little content relevance, or content irrelevant*.	
<b>Organisation and Layout</b>	<b>4</b>	<b>Fluent expression, main ideas clearly stated and supported, effective organization and paragraphing, logically sequenced, a variety of linking devices used appropriately. Full command of layout.</b>	
	3	Adequate expression, main ideas clearly stated and supported, evident attempt at organisation and paragraphing, logically sequenced, simple linking devices used appropriately. Minor problems with layout.	
	2	Uneven expression, but main ideas stand out, problems with organisation or paragraphing, logical sequence difficult to follow, simple linking devices used mainly appropriately. Problems with layout.	
	1	Very uneven expression, ideas difficult to follow, little sense of organization or paragraphing, very little sense of logical sequencing, linking devices not used or used inappropriately. Major problems with layout.	
	0	Inadequate expression, ideas very difficult to follow, no sense of organization or paragraphing, no sense of logical sequence, linking devices not used or used inappropriately. Major problems with layout.	
<b>Language Use</b>	<b>Range and Appropriacy of Vocabulary and Grammatical Structures</b>		
	<b>4</b>	<b>Very good range of vocabulary. Grammatical structures used effectively. Register always appropriate to audience (neutral or semi-formal).</b>	
	3	Good range of vocabulary and grammatical structures. Register appropriate to audience (neutral or semi-formal).	
	2	Adequate range of vocabulary and grammatical structures, used mostly effectively. Register on the whole appropriate.	
	1	Limited range of vocabulary and grammatical structures, sometimes used inadequately. Register often inappropriate.	
	0	Very narrow range of vocabulary and grammatical structures, very often used inadequately. Little or no awareness of register.	
	<b>Accuracy of Vocabulary and Grammatical Structures (Spelling Included)</b>		
	<b>4</b>	<b>Very good control of both complex and simple vocabulary and grammatical structures, a couple of (1-2) minor errors**, meaning never obscured.</b>	
	3	Good control of both complex and simple vocabulary and grammatical structures, a few (3-5) errors**, mainly in complex structures, meaning never obscured.	
	2	Adequate handling of simple, but problems with complex (if used) vocabulary and grammatical structures, frequent (6-8) errors**, meaning may be obscured.	
	1	Problems with both complex (if used) and simple vocabulary and grammatical structures, frequent (9-11) errors**, meaning may be obscured.	
	0	Major problems with both complex (if used) and simple vocabulary and grammatical structures, a large number of errors** (12 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 85 žodžiai, užduotis nevertinama.
2. Jei parašyta 85-159 žodžiai, teksto organizavimo vertinimas mažinamas 1 tašku.
3. Jei parašyta 201 žodis ir daugiau, vertinimas teksto organizavimo aspektu mažinamas 1 tašku.