

# ANGLŲ KALBA

## VERTINIMO INSTRUKCIJA

Mokyklinis brandos egzaminas

Pakartotinė sesija

### ANSWER KEY

#### Listening Paper (30 points)

##### Part 1

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

1	2	3	4	5	6
C	A	A	B	C	B

##### Part 2

**18 points** (2 points per item)

Atvirieji atsakymai vertinami diferencijuotai:

- 2 taškai skiriami už visiškai teisingą atsakymą, pvz., 4 punktas – *chefs*;
- 1 taškas skiriamas už iš dalies teisingą atsakymą, pvz., 4 punktas – *shefs*;
- 0 taškų skiriama už klaidingą atsakymą, pvz., 4 punktas – *chiefs*.

- 1 reasons
- 2 downtown
- 3 fine
- 4 chefs
- 5 room
- 6 circus
- 7 Design / design
- 8 9 / nine
- 9 fireworks

##### Part 3

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

1	2	3	4	5	6
F	T	F	F	F	T

## Reading Paper (30 points)

### Part 1

**10 points** (1 point per item)

1	2	3	4	5	6	7	8	9	10
B	D	A	B	B	B	C	D	A	B

### Part 2

**5 points** (1 point per item)

1	2	3	4	5
B	F	E	A	C

### Part 3

**15 points** (1 point per item)

- 1 part
- 2 times
- 3 intention
- 4 animals
- 5 did
- 6 higher
- 7 around
- 8 unusual
- 9 hard
- 10 chose
- 11 stay
- 12 local
- 13 forever
- 14 break
- 15 never

## Use of English Paper (15 points) (30:2=15)

### Part 1

**20 points** (2 points per item)

- 1 are surrounded
- 2 feel
- 3 was
- 4 had been dreaming
- 5 returns
- 6 forget
- 7 found
- 8 have proved
- 9 is operating
- 10 listen

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

- 1 better
- 2 personal
- 3 immigration
- 4 addition
- 5 identity
- 6 different
- 7 reliable
- 8 appearance
- 9 researchers
- 10 surprisingly

**PASTABA.** Jeigu mokinys pateikė, vertinimo komisijos nuomone, teisingą atsakymą, kuris nenurodytas instrukcijoje, vertinimo komisijos nariai užpildo tokią lentelę, pasirašo ir prideda prie vertinimo instrukcijos:

Testas, užduoties ir klausimo nr.	Įskaitytas atsakymas

**Questionnaire Assessment Scale (9 points)**

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
<b>Content</b>	<b>3</b>	<b>All content points included. Communicative purpose(s) fully achieved.</b>
	2	All major content points included with minor omissions and/or some irrelevant content. Communicative purpose(s) partly achieved.
	1	A few content points included with major omissions and/or some irrelevant content. Communicative purpose(s) hardly achieved.
	0*	Little or no content relevance. Communicative purpose(s) not achieved.
<b>Language Use</b>	<b><i>Appropriacy of Vocabulary and Grammatical Structures</i></b>	
	<b>3</b>	<b>All vocabulary and grammatical structures used appropriately to the sociolinguistic situation. Register consistently appropriate (neutral).</b>
	2	Vocabulary and grammatical structures used mostly appropriately to the sociolinguistic situation (context, purpose). Minor problems with register.
	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.
	<b><i>Accuracy** of Vocabulary and Grammatical Structures (Spelling Included)</i></b>	
	<b>3</b>	<b>Good handling of vocabulary and grammatical structures, no errors or a couple of (1-2) minor errors**, meaning never obscured.</b>
	2	Average handling of vocabulary and grammatical structures, a few (3-7) errors** mostly in complex structures, meaning never obscured.
	1	Poor handling of vocabulary and grammatical structures, frequent (8-11) errors** both in complex (if used) and simple structures, meaning may be obscured.
	0	Inadequate handling of vocabulary and grammatical structures, numerous (12 or more) errors** even in simple structures, meaning may be obscured.
<b>Total score</b>	<b>9</b>	

\* If the content is irrelevant and is scored 0, the whole text is scored 0.

\*\* All instances of the same TYPE of error are considered as ONE error. Both British and American spelling norms are acceptable.

**Personal Letter Assessment Scale (16 points)**

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
<b>Content</b>	<b>4</b>	<b>Very good 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, good variety of ideas, accurate detail / examples, good coherence/unity of ideas, all content relevant to the topic.
	2	Average treatment of the topic, some variety of ideas, adequate use of detail / examples, adequate coherence/unity of ideas, most content relevant to the topic.
	1	Poor treatment of the topic, little variety of ideas, poor or no use of detail / examples, lack of coherence/unity of ideas, some irrelevant content.
	0	Treatment of the topic is inadequate, little or no content relevance.
<b>Organisation</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.</b>
	3	Reasonable fluency of expression, main ideas clearly stated and supported, evident attempt at organization and paragraphing, logically sequenced, simple linking devices used mainly appropriately.
	2	Uneven expression, but main ideas stand out, problems with organization or paragraphing, logical sequence difficult to follow, simple linking devices used mainly appropriately.
	1	Very uneven expression, ideas difficult to follow, little sense of organization or paragraphing, very little sense of logical sequence, linking devices not used or used inappropriately.
	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.
<b>Language Use</b>	<b>Range and Appropriacy of Vocabulary and Grammatical Structures</b>	
	<b>4</b>	<b>Very good range of vocabulary and grammatical structures used effectively. Register always appropriate to audience (neutral).</b>
	3	Good range of vocabulary and grammatical structures used effectively. Register always appropriate to audience (neutral).
	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 text is scored 0.

\*\* All instances of the same TYPE of error are considered as ONE error. Both British and American spelling norms are acceptable.

## TAPESCRIPTS

### Part 1

**Let us go back to Athens, what were your feelings about winning the gold medal?**

Winning the gold medal in Athens was unbelievable. I'm not sure I can even put words on what it feels like to have the gold medal placed around your neck and then you're standing on the podium with the 11 other women that you just kind of went to war with, literally and figuratively, and have them play the national anthem. It's something that for me was my ultimate goal and to actually achieve that, and to do it while representing your country is pretty unbelievable.

**Yes, I can believe that. You were more of a supporting player in Athens, but a leader now. Have you got used to that role?**

Well, being a leader usually comes in the territory of being a point guard, so I've been doing this for my whole career. But from an Olympic standpoint, the international game is different. The one thing that I learned from other leaders, well the thing that stuck out the most, was just how they were able to prepare everybody. They always had the team ready to go, every single game, whether we were playing the gold medal game or the very first game in the Olympics. So that's something that hopefully I can bring to this team.

**Right! Does No. 10 have a significance to you or did you just get it when you were younger and you kept it?**

Yes. I chose to wear No. 10 because my older sister wore it. We're both born in October – which is the 10th month – and that's where it all originated. And it's totally different when you have a No. 10 on your back and every single country is trying to take you down. There are expectations with that, and pressures with that.

**OK. Next question. One of your fans is asking: What advice would you give to an 8th grader who has had many injuries including one that ended her season, for example, she badly hurt her ankle?**

Sorry to hear about your ankle. The advice I would give is to be smart and listen to your body, try not to rush back and when you do get back on the court take your time. Try not to let the injury get in your head. That's how I cope.

**Sounds like good advice to me. U.S. teammates Diana Taurasi and Tina Thompson are also on Spartak Moscow. Does that help you guys on Team USA?**

Absolutely, yes. The one thing about the U.S. team is that we don't get enough time to train together. With the WNBA and people's overseas commitments, it's really hard to find the time to train as a team. I think heading into the Olympics this year, we will literally have a week of practice together. And the thing is, we're still talented enough to play well, but compared to some of these other teams, they've had months to play together, if not years. So to play with Diana and Tina on the same team overseas is really valuable because hopefully we'll be three contributors for Team USA. For me, I'm a point guard, it's great to be able to play with them and learn their games.

## Part 2

The 5th Montreal High Lights festival is a winter-time festival to give Montreal citizens and everyone else a reason to celebrate our fair city in the dead of winter. The Festival's most important achievement: capturing the hearts of festival goers through unique, top-quality entertainment during one of the coldest months of the year.

Experience and the extraordinary quality of the shows presented by the Performing Artists give good reasons for everyone to come to our festival and we set the table so that we can welcome even more visitors and guests in the years to come.

From the very first week-end of the event, the site was filled with visitors, and you could sense their anticipation at the full week of action awaiting them in the streets of downtown Montreal. Restaurants participating in the Festival reported a 5 to 10 % increase in traffic. A number of their special events were sold-out right from the start, bringing the flavours of the world to our doorstep to the great delight of all lovers of fine food. This year's featured American city was Chicago, which left us many fond memories not only of its fine chefs who came to the town for the event, but also for shows by the Jazz Project.

Festival visitors this year had a choice of 44 restaurants that participated in the Montreal's Finest Tables event. 60,000 festival goers participated in over 300 tasting activities, including cooking workshops, and thematic evenings.

The Montreal High Lights Festival has always made plenty of room for dance during its 10-day run, and this year was no exception. Participants gave dazzling performances in night clubs, and there were two marvellous shows arriving from featured city Chicago. The Merry Ballets were in town, too, as were circus dancers.

Of the dozens and dozens of events and performances to be enjoyed, we'd like to single out the brilliant and many-sided jazzman Arturo Sandoval, who appeared in the context of the *Jazz* series. There was an exhibition by a master poster creator Raymond Savignac at the Centre of Design.

The Festival is unique in North America and has once again broadened the horizons of citizens and visitors alike.

Young and old turned up for this year's Hydro-Québec Celebration of Light. The ice slide and skating rink were also a hit. Live DJs and VJs played throughout the 9 nights of the Festival, so plenty of rhythm and plenty of imagination were on hand to delight the crowds.

But there was a lot happening in Old Montreal, too, and also on the mountain, where a night-time ascent on snowshoes took place during opening night.

Finally, and just before the grand fireworks display, thousands of visitors with glow-sticks gathered for a collective photo to demonstrate the typical warmth and hospitality for which our city is so well known.

## Part 3

Southbank Centre stretches from the London Eye to the British Film Institute on the South bank and includes a flagpole, a book market, cafés and restaurants, fountains and free foyer entertainment. But, most importantly, it is home to memories.

People who now live on the other side of the world met and fell in love on its terraces; dancers and musicians have begun their careers on its stages. Journalists have had their first break in its galleries, and performers have got lost in the underground car park trying to find the artists' entrances. Pensioners have danced on its roofs and Labour Party ministers sang along to 'Things Can Only Get Better' outside the Royal Festival Hall at the 1997 general election victory party.

Southbank Centre as it stands today grew out of the Festival of Britain's flagship exhibition, held on the south bank of the Thames in 1951. The Royal Festival Hall was designed and built within three years. The South Bank Exhibition was filled with new technology, art, design and colour. Eight-and-a-half million people from all over the world arrived by train, tram, bus, car and on foot to experience it. But all too soon the exhibition was over. The flags were taken down and the fountains switched off. One by one the pavilions were dismantled and the Royal Festival Hall stood alone.

Unsurprisingly, the 2005–2007 Royal Festival Hall refurbishment required significant funding – £91m in total. Unusually, for a public arts centre, the majority of this money did not come from the government but was split between public and private funding. More than 18,000 individual donors sponsored seats in the auditorium or sent cheques to help the fundraising campaign. The reason so many people contributed to the fundraising campaign is their great affection for the Royal Festival Hall and Southbank Centre. Many of those who have donated created an ongoing database of living history ‘Love the Festival Hall’.

## EGZAMINO REZULTATŲ ĮFORMINIMAS

### 1. Vertinimo komisijos pirmininkas:

1.1. egzamino užduoties sąsiuvinio viršelyje esančios lentelės atitinkamuose laukeliuose įrašo kiekvienos egzamino užduoties dalies (klausymo, skaitymo, kalbos vartojimo ir rašymo testų) įvertinimus taškais ir taškų sumą už visas šias dalis;

1.2. kandidatų gautų taškų suvestinės blanke, esančiame NEC duomenų perdavimo sistemoje KELTAS, įrašo klausymo, skaitymo, kalbos vartojimo ir rašymo testų įvertinimus taškais;

1.3. užpildytą kandidatų gautų taškų suvestinės blanką perduoda asmeniui, atsakingam už darbą su duomenų perdavimo sistema KELTAS (toliau – atsakingas asmuo).

2. Atsakingas asmuo suveda rezultatus į duomenų perdavimo sistemą KELTAS ir išspausdina kandidatų gautų taškų suvestinės juodrašį. Vertinimo komisijos pirmininkas jį patikrina. Atsakingas asmuo, jei reikia, duomenų perdavimo sistemoje KELTAS ištaiso netikslumus, patvirtina įvestus duomenis ir išspausdina gautų taškų suvestinę, kurią vertinimo komisijos pirmininkas patvirtina savo parašu.

3. NEC duomenų perdavimo sistemoje KELTAS pateikiama ir vertinimo komisijos pirmininko parašu patvirtinta kandidatų gautų taškų suvestinė perduodama mokyklos, kurioje dirbo vertinimo komisija, direktoriui.

4. Kurčiamam ar neprisigirdinčiam (specialiųjų poreikių) kandidatui, neatlikusiam klausymo testo, turi būti naudojamas koeficientas. Pildant taškų suvestinę duomenų perdavimo sistemoje KELTAS klausimo testo laukelyje šiam kandidatui įrašomas nulis (0). Užpildžius taškų suvestinę (įvedus visų kandidatų įvertinimus) ir paspaudus mygtuką „Įrašyti“, specialiųjų poreikių kandidato gauti taškai **automatiškai** bus padauginti iš NEC direktoriaus įsakymu patvirtinto koeficiento 1,43.