

ANGLŲ KALBA

Pilotinės užduoties vertinimo instrukcija

ANSWER KEY

Reading Paper (25 points)

Part 1 (6 points, 1 point per item)

Gateways To The Internet

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

Part 2 (6 points, 1 point per item)

Battle Against Extinction

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

Part 3 (Total 13 points: 2 points per item in questions 1-5 and 1 point per item in questions 6-8)

Amazon group supports environmentalist case

Item 2 points (KEY)

1. blur
2. indigenous
3. impact
4. resistance
5. temporary

6	7	8
A	C	E

Listening Paper (25 points)

Part 1 (6 points, 1 point per item)

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

Part 2 (14 points, 2 points for each item)

1. independent
2. 1996
3. low-budget
4. charge
5. sponsors
6. first
7. cross

Pastaba:

1-7 punktų atsakymai vertinami diferencijuotai:

2 taškai skiriami už visiškai teisingą atsakymą, pvz., 7 punktą – cross

1 taškas skiriamas už iš dalies teisingą atsakymą, pvz., 7 punktą – cros

0 taškų skiriama už neteisingą atsakymą, pvz., 7 punktą – crossed.

Part 3 (5 points, 1 point per item)

1	2	3	4	5
B	B	C	A	C

Use of English Paper (40:2=20 points)

Part 1 (10 points, 1 point per item)

1. researchers
2. developing
3. questionnaires
4. sleepiness
5. recommended
6. less
7. poorly
8. likely
9. importance
10. concentration

Part 2 (15 points, 1 point per item)

Paris' Popular Bike Program

1. more
2. to
3. with
4. on
5. there
6. the
7. for
8. if/when
9. without
10. up
11. another
12. which
13. by
14. of
15. so

Part 3 (15 points, 1 point per item)

1. burned down/was/were burnt
2. am attached to
3. was made
4. was talking
5. standing
6. wasn't aching
7. does
8. had left
9. has ever landed
10. knows
11. nodding
12. enter
13. saying
14. have been stolen
15. saw

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 or 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*	No content relevance. Communicative purpose(s) not achieved.
Organisation and Layout	3	Ideas effectively developed and organized in paragraphs. Parts of text, clauses and sentences linked appropriately. Appropriate layout.
	2	Minor problems with development and organization of ideas. Linking sometimes used inappropriately. Minor problems with layout.
	1	Major problems with development and organization of ideas. Linking often used inappropriately. Major problems with layout.
	0	Inappropriate organization, linking and layout.
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 (neutral or semi-formal). Politeness conventions observed.
	2	Vocabulary and grammatical structures often used inappropriately to the sociolinguistic situation. Inconsistent attempts at appropriate register. Problems with politeness.
	1	Vocabulary and grammatical structures used mostly inappropriately to the sociolinguistic situation. Major problems with register and politeness.
	0	Vocabulary and grammatical structures used inappropriately to the sociolinguistic situation. Little or no awareness of register. Little or no sense of politeness.
	<i>Accuracy** of Vocabulary and Grammatical Structures</i>	
	3	Very good handling of vocabulary and grammatical structures, no errors or a few (1-3) minor errors**, meaning never obscured.
	2	Good handling of vocabulary and grammatical structures, some minor (4-7) 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.
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.

Composition Assessment Scale (18 points)

<i>Criteria</i>	<i>Score</i>	<i>Descriptors</i>
Content/Task fulfillment	5	Excellent treatment of the topic, considerable variety of ideas, accurate detail/examples, excellent coherence/unity of ideas, all content relevant to the topic.
	4	Very good treatment of the topic, good variety of ideas, accurate detail/examples, good coherence/unity of ideas, all content relevant to the content.
	3	Good treatment of the topic, some variety of ideas, reasonably accurate detail/examples, adequate coherence/unity of ideas, most content relevant to the content.
	2	Average treatment of the topic, little variety of ideas, restricted use of detail/examples, lack of coherence/unity of ideas, some relevant 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*.
Organization and Layout	4	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.
	3	Adequate expression, main ideas clearly stated and supported, evident attempt at organization and paragraphing, logically sequenced, simple linking devices used appropriately. Minor problems with layout.
	2	Uneven expression, but main ideas stand out, problems with organization and 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 sequence, 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.
Language Use	<i>Range and Appropriacy of Vocabulary and Grammatical Structures</i>	
	5	Excellent range of vocabulary and grammatical structures, used highly effectively. Register always appropriate to audience (neutral or semi-formal).
	4	Very good range of vocabulary and grammatical structures, used quite effectively. Register always appropriate to audience (neutral or semi-formal).
	3	Good range of vocabulary and grammatical structures, used mostly adequately. Register on the whole appropriate, with minor problems.
	2	Adequate range of vocabulary and grammatical structures, sometimes used inadequately. Register on the whole appropriate, with some problems.
	1	Limited range of vocabulary and grammatical structures, often used inadequately. Register often inappropriate, with major problems.
	0	Very narrow range of vocabulary and grammatical structures, very often used inadequately. Little or no awareness of register.
	<i>Accuracy of Vocabulary and Grammatical Structures (Spelling Included)</i>	
	4	Very good control of both complex and simple vocabulary and grammatical structures, a couple of (1-2) minor errors**, meaning never obscured.
	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.
	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.

TAPESCRIPITS

Part 1

This is the VOA Special English Education Report. Public schools in New York, America's biggest city, commonly have numbers for names. But this is unusual. In the United States, the process of naming a school often involves parents and the community as well as elected school leaders. Researchers say school names can show civic values and also shape them. For example, naming a school after a historic person becomes a way to teach students about that person's importance in history. A new study examines the naming of American public schools. The study is from the Manhattan Institute, an organization that does public policy research. The study shows that fewer and fewer schools are being named after people. Instead, more schools are being named after the local area or natural features like hills, trees or animals. The researchers say these changes raise questions about the civic duty of public education.

They looked at seven states with twenty percent of all public school students in the country. They found similar results in every state: new schools are less likely to be named after people. This is true especially with presidents. For example, in Arizona, public schools in the past twenty years were almost fifty times more likely to be named after such things as landforms or plants. In Florida, out of almost three thousand public schools, the report says five honor George Washington, the nation's first president. Eleven honor the manatee, an endangered sea animal found in that state. In fact, the study says that today, a majority of all public school districts nationwide do not have a single school named after a president. School officials say they try to choose names that will not offend anyone. For example, a few years ago, the city of New Orleans banned the naming of any school after a person who owned slaves. Other school systems have rules against naming new schools after any person, living or dead. The researchers say naming a school after a person can lead to important debates about democratic values. They call for more research to identify the causes and effects of the changes in school names. The causes may include changes in American culture as well as in the political control of school systems. One area worth exploring, they say, is the link between trends in school names and weak results for public schools on measures of civic education. And that's the VOA Special English Education Report, written by Nancy Steinbach. I'm Joan Kornblith.

Part 2

Hello, I'm Callum Robertson and this is Entertainment. Our topic today is films and film festivals. You may have heard of the Venice Film Festival and the Cannes Film Festival, glamorous occasions with A-list celebrities from the movie world turning out to promote their latest projects. A festival you might not know is the Portobello Film Festival which is currently taking place in Portobello an area of West London. It's had its own independent film festival for a number of years and to learn more about it I spoke to the festival's director Jonathan Barnett. I first asked him when and how it started.

Jonathan Barnett

Well, it started in 1996 because even back then there were people making very low budget films often using video equipment and there wasn't really anywhere for them to show their films so we thought it would be nice to provide a platform for these new filmmakers. We had the mad idea at the time of showing every film that was submitted and we also decided not to charge because I suppose at heart we weren't rabid capitalists.

Callum:

Where do you get the money to run the festival and how many films are you showing this year?

Jonathan Barnett

Well, this year we're showing 700 films. The money comes in from funding, well, we get money from people like Film London and the Arts Council and also we get a lot of 'in kind' support from sponsors. So we don't have to pay for advertising, and we don't have to pay for launch parties, and we don't have to pay for prizes.

The actual films we're showing are a lot better than anything you'll see mostly on the tele or in the multiplexes and it's everything from student films to films of top filmmakers like, for instance, John Malkovich. So I think because we're a festival that has a reputation for a certain amount of integrity and also being a little bit out on a limb we attract the big names as well as people who are just starting out. The first year of the festival we had Guy Ritchie's first film which was called the Hard Case, which was fantastic, it's exactly the same as Lock Stock and Snatch but he was kind of formulating his ideas and it was a short film.

Callum:

The Portobello Film Festival runs until the 21 of August and as well as films there are other events as well. Jonathan wants the festival to be more than just for film.

Jonathan Barnett

Yes, what we want it to be is, we want it to be a bit like a kind of cross between Glastonbury and Edinburgh, but for free and set in the Portobello Road.

Callum:

That's all from Entertainment this week.

Part 3

In remote southern Peru this is the sight at the heart of the mystery a large crater some twenty meters across and five meters deep. The locals believe a meteorite is responsible and say it's left fowl smelling water and noxious fumes. They've been reporting health problems.

This woman says she's suffered a sore throat and a head ache after going close to the crater and breathing in the fumes. Peruvian authorities are urging people to keep away from the site until an investigation into the cause is complete. A police office says the locals should avoid contact with any fragments of raw core meteorite they find. One man claimed to have a sample and some meteorites can give awful a bad egg type smell from hydrogen sulphide gas.

But experts are dubious a natural explosion of underground gases could have caused the crater. It may be an impact but I have to say myself and my colleagues are very skeptical at this point. But we will reserve judgment and until actually see some evidence of something at the bottom of the hole and meteor debris around that hole because if it is a meteorite there will be bits left of it.

Our planet is bombarded constantly with tiny particles of interplanetary debris. Hundreds of fragments lands as meteorites every year rarely causing any harm. But whether this crater was caused by an object from space remains a mystery.