



UŽSIENIO KALBA (ANGLŲ)

KALBĖJIMO ĮSKAITOS UŽDUOTYS

Antrajam poros mokiniui (B)

2011 m. balandžio 20 d. (pirmoji įskaitos diena)

PAAIŠKINIMAI

- Kalbėjimo įskaitos užduočių skaičius, skiriamas vienai vertinimo grupei, – 4 mokinio A įskaitos bilietų rinkiniai ir 4 mokinio B įskaitos bilietų rinkiniai.
- Kiekviename įskaitos bilietų rinkinyje yra po 8 bilietus, todėl ruošimosi patalpoje turi būti paruoštos 8 kortelės su bilietų numeriais (1–8).
- Ruošimosi patalpoje vienu metu ruošiasi 1 mokinių pora: mokinys A ir mokinys B. Abu mokiniai ruošiasi atskirai, nebendraudami tarpusavyje. Ruošimosi laikas – 15 min. Baigę ruoštis, mokiniai pasiima ruošimosi lapus, įskaitos bilietų rinkinius palieka ruošimosi patalpoje, o atsakinėjimo patalpoje gauna tokius pačius įskaitos bilietų rinkinius.
- Atsakinėjimo patalpoje turi būti 3 įskaitos bilietų rinkiniai A ir 3 įskaitos bilietų rinkiniai B: po vieną egzaminuotojui, vertintojui ir mokinių porai.
- Mokinių atsakinėjimą organizuoja egzaminuotojas tokiu būdu: pirmiausia paprašo mokinių prisistatyti, paduoda jiems atitinkamus kalbėjimo įskaitos bilietų rinkinius ir paprašo mokinių A atlikti pirmąją užduotį. Po to pirmąją užduotį atlieka mokinys B. Antrąją užduotį abu mokiniai atlieka kartu. Egzaminuotojas atsakinėjančių mokinių pokalbyje nedalyvauja, bet prirėikus gali paraginti kalbėti.
- Mokinio kalbėjimas vertinamas vadovaujantis Užsienio kalbos kalbėjimo įskaitos programoje pateiktomis kalbėjimo vertinimo lentelėmis. Vertintojas įvertinimą užrašo kalbėjimo vertinimo lape, kurio forma skelbiama duomenų perdavimo sistemoje KELTSAS.

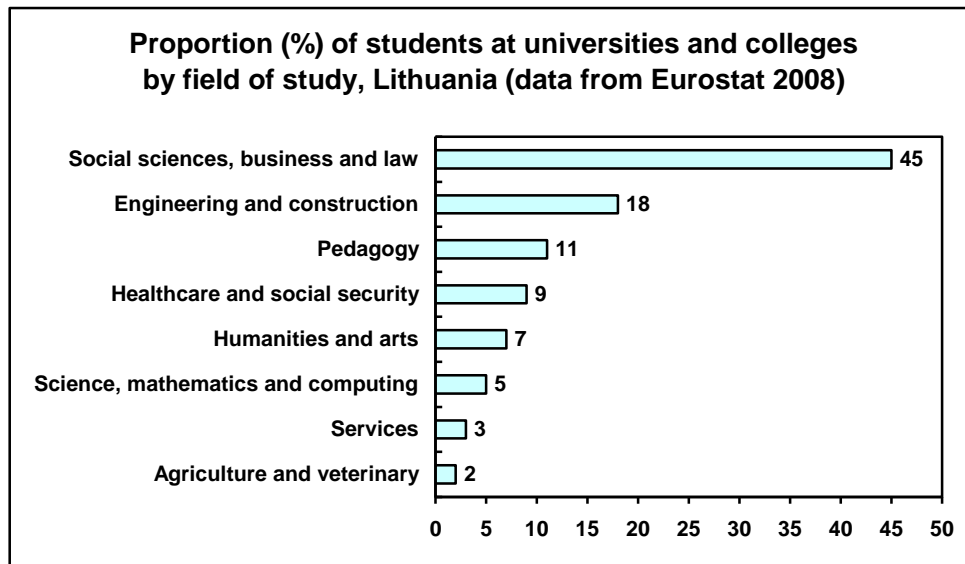
**Paper 1
B**

MONOLOGUE

Time: 3–4 minutes

Topic: **Jobs and professions. Your choice**

Task: Interpret the data of the graph. Answer the questions below.



1. Which of the areas of study are of interest to you?
2. What subjects are important for your chosen profession? Are you taking exams in them?
3. What personal qualities are essential to gain professional qualifications in your chosen area?

DIALOGUE

Time: 4–5 minutes

Topic: **Cultural life. Let's organize an event!**

Situation:

Your friend and you would like to contribute to your local school's cultural life by organizing an event dedicated to Mikalojus Konstantinas Čiurlionis. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You highly appreciate Čiurlionis as an artist and have a collection of reproductions of his paintings. You would like to show your collection to your schoolmates as you know that many of them are not familiar with Čiurlionis' work. You think that having a slide show with comments would be interesting to both students and teachers.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Student A starts the conversation.

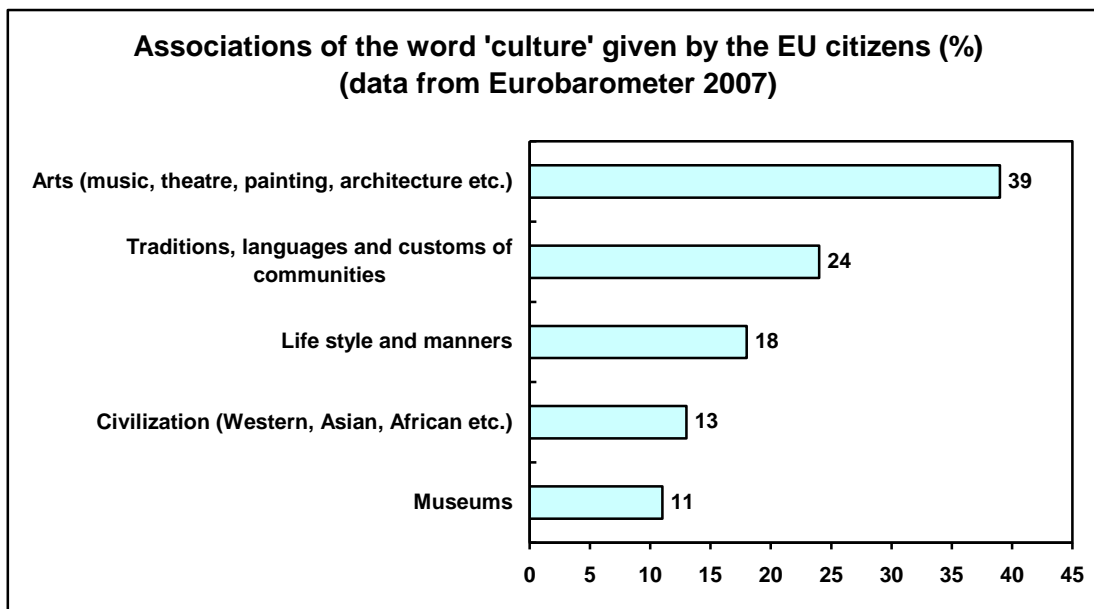
**Paper 2
B**

MONOLOGUE

Time: 3–4 minutes

Topic: **Cultural life. What is culture to you?**

Task: Interpret the data of the graph. Answer the questions below.



1. What comes to your mind when you think about the word 'culture'?
2. Which of these (or any other) areas of culture are taught at secondary school in Lithuania?
3. In your opinion, what are the most important cultural values for young people in Lithuania?

DIALOGUE

Time: 4–5 minutes

Topic: **Everyday life. Let's sort the waste!**

Situation:

Your friend and you want to encourage your schoolmates to sort the domestic waste and use the different containers provided. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You would like to invite your schoolmates to go out to the nearby park and collect all the waste that can be found. Then the pupils should sort the waste and put it into the right container. You want to invite primary pupils to participate in this activity.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

You start the conversation.

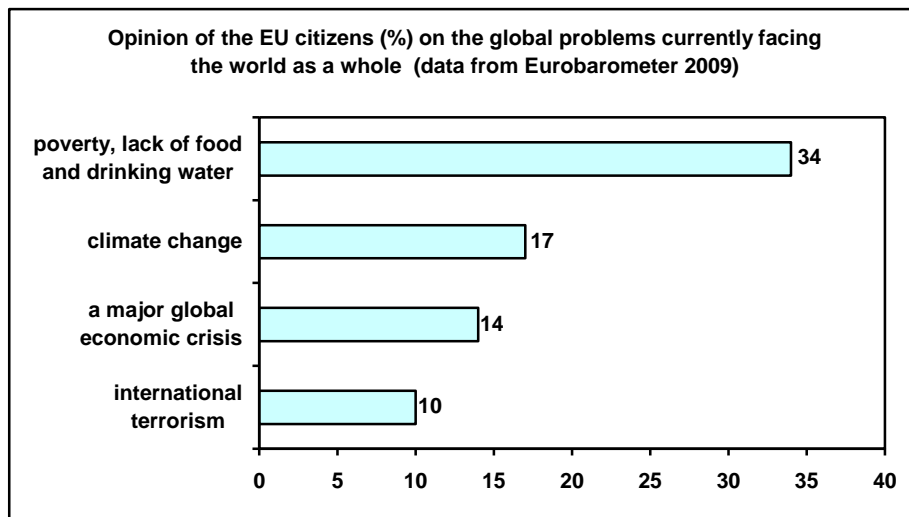
Paper 3
B

MONOLOGUE

Time: 3–4 minutes

Topic: **Social and political life. We are the world**

Task: Interpret the data of the graph. Answer the questions below.



1. Which of these do you consider to be the most serious problems? Why?
2. What other global problems could you identify?
3. What could be done by international organizations and by individuals to solve them?

DIALOGUE

Time: 4–5 minutes

Topic: **Entertainment. What shall we do for our school-leaving party?**

Situation:

Your friend and you are making plans for your school-leaving party as you want to have a good time together with your classmates, teachers and parents. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You are thinking about a picnic by the lake where people could wear casual clothes and enjoy home-made sandwiches and cakes. You could make a camp-fire and play the guitar, swim in the lake and play team games etc. You know it's going to be fun and not expensive at all.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Student A starts the conversation.

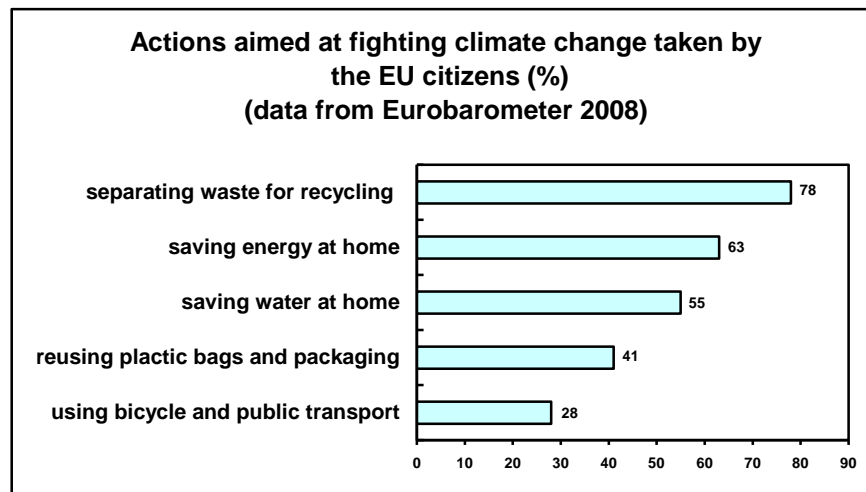
**Paper 4
B**

MONOLOGUE

Time: 3–4 minutes

Topic: **Environment. Can we stop climate change?**

Task: Interpret the data of the graph. Answer the questions below.



1. Which of these actions are taken by most people in Lithuania? How about you?
2. Why is it important for all people and countries to fight climate change?
3. What else can be done to reduce consumption and save the environment?

DIALOGUE

Time: 4–5 minutes

Topic: **Appearance. What should we wear for school?**

Situation:

Your friend and you are preparing for a whole-school forum on your school's image and are focusing on the question of what type of clothes students should wear for school. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You are in favour of casual clothes because you think that people can better focus on work and study when they feel comfortable and relaxed – they don't have to worry about spoiling clothes when they make experiments, cook etc. You also think that students can express their individuality by choosing clothes of a certain style or colour.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Student A starts the conversation.

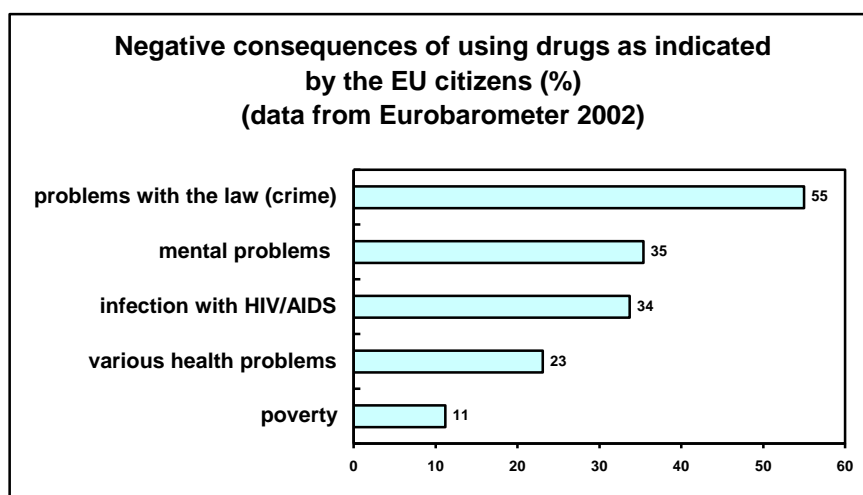
Paper 5
B

MONOLOGUE

Time: 3–4 minutes

Topic: **Healthy living. Say NO to drugs!**

Task: Interpret the data of the graph. Answer the questions below.



1. Which of these would you consider to be the worst consequence of drug abuse?
2. Why do you think some young people want to try drugs?
3. What could be done to prevent young people from using drugs?

DIALOGUE

Time: 4–5 minutes

Topic: **Jobs and professions. Let's look for a summer job!**

Situation:

Your friend and you are looking for a summer job as you want to earn some money and have some work experience. You would like to work together so that you can support each other and have nice company. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You would like to apply for a part-time job at the local kindergarten, as they need some assistants for the summer period. The job involves looking after the kids on Monday to Friday afternoons and engaging them in outdoor sports activities.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Student A starts the conversation.

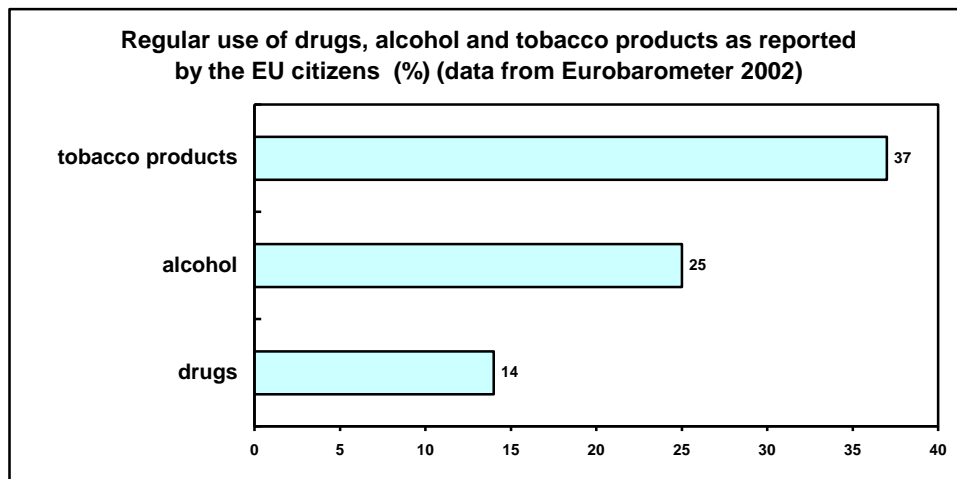
Paper 6
B

MONOLOGUE

Time: 3–4 minutes

Topic: **Healthy living. Harmful habits**

Task: Interpret the data of the graph. Answer the questions below.



1. What are the possible consequences of developing harmful habits?
2. Why do you think some young people want to try these substances?
3. What kind of education on healthy living is offered at secondary school in Lithuania?

DIALOGUE

Time: 4–5 minutes

Topic: **Schoolmates. Let's make a class album!**

Situation:

Your friend and you are going to make a class album to record and remember your school years from grade 1 to 12. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You would like to include photos featuring the most important and interesting events in every student's personal life, e.g. pictures from early childhood, kindergarten, birthday parties, family situations etc. You think the album should be produced in the digital form (CD) so that every student could have a copy.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Student A starts the conversation.

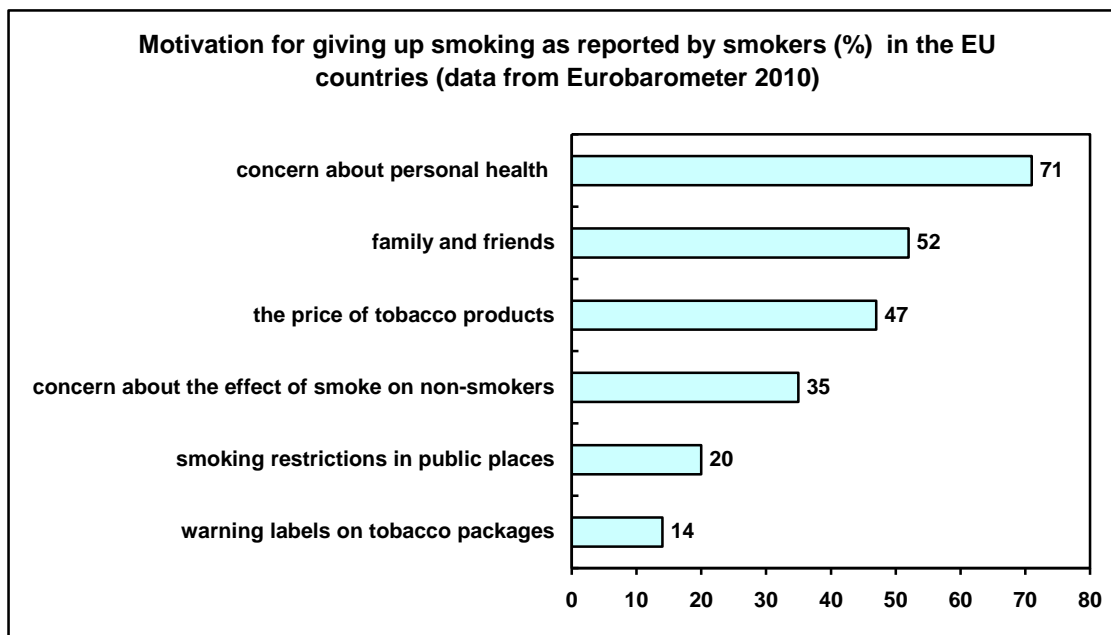
Paper 7
B

MONOLOGUE

Time: 3–4 minutes

Topic: **Healthy living. Giving up smoking**

Task: Interpret the data of the graph. Answer the questions below.



1. Which of these would you consider the most effective factors in helping smokers to quit?
2. What are the consequences of smoking and passive smoking?
3. Would you support the idea of banning smoking in all public places (streets, parks etc.)?

DIALOGUE

Time: 4–5 minutes

Topic: **Reading. Where should we look for books?**

Situation:

Your friend and you are preparing for a forum on Reading and are discussing the issue of whether people should buy their own books or borrow books from libraries. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You believe that people should borrow books not only from libraries but also from each other. Books are expensive and therefore it is not possible to buy all the books you want to read. Book clubs of people who could share books and impressions of them is the answer.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

Student A starts the conversation.

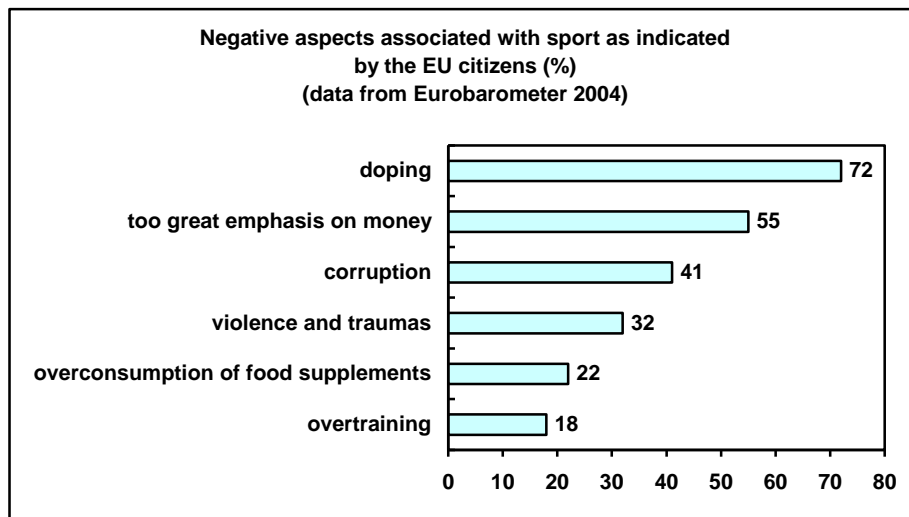
Paper 8 B

MONOLOGUE

Time: 3–4 minutes

Topic: **Sport. Leisure time activity or business?**

Task: Interpret the data of the graph. Answer the questions below.



1. Which of these would you consider to be the worst problems related to sport?
2. What are the positive aspects related to sport? Why do people get involved into sport?
3. What personal qualities are important for professional athletes?

DIALOGUE

Time: 4–5 minutes

Topic: **Leisure time. Shall we go to the zoo?**

Situation:

Your friend and you are preparing for a forum on animal rights and are focusing on the issues of animals in the zoo. Your friend and you have very different ideas about this. Discuss your ideas and reach a consensus.

You think that animals should live in their natural environment and that zoos should be closed. Zoos cannot provide appropriate living conditions for animals, therefore, many animals die. If people wish to see exotic animals, but cannot travel, they can watch films on TV or YouTube.

- Give your ideas and arguments. Find out your partner's ideas and arguments.
- Respond to your partner's ideas. Disagree politely.
- Try to persuade your partner to accept your ideas.
- Try to reach a compromise.

You start the conversation.