



UŽSIENIO KALBA (ANGLŲ)

Kalbėjimo įskaitos užduotys antrajam poros mokiniui (B)

2013 m. kovo 27 d. (pirmoji įskaitos diena)

PAAIŠKINIMAI

- Kalbėjimo įskaitos užduočių skaičius skiriamas vienai vertinimo grupei – mokinio A 4 įskaitos bilietų rinkiniai ir mokinio B 4 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 trukmė – 15 min. Baigę ruoštis, išeidami mokiniai pasiima ruošimosi lapus, o įskaitos bilietų rinkinius palieka ruošimosi patalpoje. Atsakinėjimo patalpoje gauna tokius pačius įskaitos bilietų rinkinius.
- Atsakinėjimo patalpoje turi būti 3 įskaitos bilietų rinkiniai mokiniui A ir 3 įskaitos bilietų rinkiniai mokiniui B: 1 skirtas egzaminuotojui, 1 – vertintojui ir 1 – mokinių porai.
- Mokinių atsakinėjimą organizuoja egzaminuotojas tokiu būdu: pirmiausia paprašo mokinių prisistatyti, paduoda jiems atitinkamus kalbėjimo įskaitos bilietų rinkinius ir paprašo mokinį A atlikti pirmąją užduotį. Po to pirmąją užduotį atlieka mokinys B. Antrąją užduotį abu mokiniai atlieka kartu. Egzaminuotojas atsakinėjančių mokinių pokalbyje nedalyvauja, bet prireikus gali palaikyti pokalbį arba paskatinti 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.

1B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Environmental Initiatives**

Task: Read the text in the box. Discuss the points below.

“Plant-for-the-Planet” is a children’s initiative that aims to plant trees and raise awareness among children and adults about climate change. It was started in Germany in 2007 by a 9-year-old boy Felix Finkbeiner. Felix once came across the story of Wangari Maathai, the Nobel Peace Prize Laureate, who had planted 30 million trees in Africa. Felix suggested to his class the idea that the children of the world could plant 1 million trees in every country on Earth. On 28 March 2007 the first tree was planted in Felix’s school, thus marking the official launch of “Plant-for-the-Planet”.

(adapted from <http://en.wikipedia.org/wiki/Plant-for-the-Planet>)

- How does your class / school contribute to the protection of the environment?
- Why are global initiatives, such as “Plant-for-the-Planet”, important?
- What is the role of famous people in promoting ecological initiatives?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Making a Film “My Local Community”**

Situation: Your School Council has decided to make a film about your local community. Your class is going to write a project proposal. Your classmate and you are generating ideas for the proposal.

You think that the film could cover everyday life of ordinary people of all ages, various occupations and different social status. You suggest including reports from kindergartens, schools, offices, services, shops, cafes, hospitals etc. The film should discuss the problems of local community life and ways of solving them. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other’s ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.

2B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Bridging the Generation Gap**

Task: Read the text in the box. Discuss the points below.

A generation gap is a difference in values and attitudes between one generation and another, especially between young people and their parents. It is the years separating the different generations as well as the lack of understanding between them. Sociologists agree that nowadays the generation gap is caused by the rapid cultural change, particularly in musical tastes, fashion, culture and politics.

(adapted from www.thefreedictionary.com/generation+gap, http://en.wikipedia.org/wiki/Generation_gap)

- In what areas do you feel the greatest lack of understanding between yourself and adults?
- Why do teenagers and adults sometimes disagree?
- How can positive relations be built among the junior and the senior members of society?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Project “Choose a Profession”**

Situation: Your School Council has decided to launch a project “Choose a Profession”. Your class is going to write a project proposal. Your classmate and you are generating ideas for the proposal.

You think that the pupils of grades 11 and 12 should spend a couple of days at various companies, businesses or institutions in order to get first-hand experience of what certain jobs involve. They could each visit a different place and then give a report to their schoolmates on what they found out during their visits. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other’s ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.

3B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Summer Jobs for Teenagers**

Task: Read the text in the box. Discuss the points below.

Summer 2012 was a good season for US teenagers – almost 160,000 teens found summer jobs. Summer jobs are highly important for young people, as they teach teens the things they will need to succeed in the world of work. The most popular summer jobs among teenagers are cashier, waiter/waitress, salesperson, cook, store clerk and babysitter. Still, America's youngest workers face tough competition from college students and older, unemployed workers.

(adapted from <http://jobs.aol.com/articles/2012/06/15/summer-jobs-7-best-jobs-for-teens-in-2012>)

- Have you ever had a part-time job? If so, what was it? If not, would you like to get one?
- What jobs are offered for teenagers in Lithuania? Is it easy to get a summer job?
- What are the main benefits of having a part-time job?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Project: School Television**

Situation: Your School Council has decided to start a school television. Your class is going to write a project proposal. Your classmate and you are generating ideas for the proposal.

You think that the school TV programmes could be shown once a week after the lessons. The programmes could cover pupils' involvement in various after-school activities, such as clubs, sports, entertainment etc. They could show interviews with the most active pupils. You also suggest making reports about teachers and their life outside school. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other's ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.

4B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Student Exchange Programmes**

Task: Read the text in the box. Discuss the points below.

Student exchange programmes give an opportunity for students from a secondary school, college or university to study abroad. Foreign exchanges help to increase the students' understanding of other cultures as well as improve their language skills. They also give the students a chance to share the history and traditions of different countries. Foreign students may live with a host family or in a hostel. They may stay in the host country for a period of 6 to 10 months.

(adapted from http://en.wikipedia.org/wiki/Student_exchange_program)

- Would you like to participate in an exchange programme? Why / Why not?
- Which is better – staying with the host family or in a student hostel? Why?
- In your opinion, what are the best countries for student exchange programmes? Why?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Campaign “Let’s Keep Fit”**

Situation: Your School Council has decided to launch a campaign “Let’s Keep Fit”. Your class is going to write a proposal for the campaign. Your classmate and you are generating ideas for the proposal.

You think that the best way to encourage your school community to keep fit is to focus on healthy eating and organize a series of whole-school events on the issue, such as “My salad recipe”, “My healthy lunchbox” etc. You also suggest inviting famous people who practise a healthy lifestyle to share their ideas with the pupils and the teachers. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other's ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.

5B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Graffiti: Art or Vandalism?**

Task: Read the text in the box. Discuss the points below.

Graffiti is writing or drawings scribbled or sprayed on a wall in a public place. Graffiti ranges from simple words to elaborate paintings and has existed since ancient times. In most countries, painting property without the owner's consent is considered vandalism, which is a crime. Graffiti may also express social and political messages. There are many different types and styles of graffiti and it is a rapidly developing art form whose value is often discussed.

(adapted from <http://en.wikipedia.org/wiki/Graffiti>)

- What is graffiti to you – an art form or an example of vandalism? Why?
- Who should be responsible for cleaning graffiti off the walls?
- Why do you think some people practise graffiti?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Community Campaign “Let’s Recycle E-Waste”**

Situation: Your School Council has decided to launch a community campaign “Let’s Recycle E-Waste” to encourage local people to recycle electrical and electronic equipment. Your classmate and you are generating ideas for the campaign.

You think that the best way to contribute to the campaign is to encourage families, neighbours and other people in the local area to sort out waste and take e-waste to the appropriate recycling centres. You suggest producing a leaflet with the key information on e-waste and delivering a leaflet to all households, companies and institutions in the local area. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other's ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.

6B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Study Skills**

Task: Read the text in the box. Discuss the points below.

In order to succeed in high school, college or university, students need to have good study skills. The most important skill is effective time management. Socializing, going out, talking on the phone takes time, and so does homework. Therefore, keeping a daily planner may help students achieve a better balance of activity. Basic habits include attendance, being prepared, doing tasks on time, studying each day. Studying for a test on the last day is not a good idea, one should review on a regular basis.

(adapted from <http://education.more4kids.info/161/study-skills-for-high-school-students>)

- Do you find it easy / difficult to manage your time? Explain.
- How do you revise for tests? What problems do you have? What strategies do you use?
- Why is it important to use the weekend not only for study, but also for relaxation?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Project: Multilingual Radio**

Situation: Your School Council has decided to start a multilingual radio. Your class is going to write a project proposal. Your classmate and you are generating ideas for the proposal.

You think that the multilingual radio could offer programmes in as many languages as possible, including Estonian or Japanese. The radio could play songs in different languages and provide short lessons (e.g. dialogues). You also suggest making programmes in Lithuanian about the different languages and cultures of the world. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other's ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.

7B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **EU Science Olympiad**

Task: Read the text in the box. Discuss the points below.

The European Union Science Olympiad (EUSO) was founded by Mr. M. A. Cotter, Ireland. He wanted this competition to be different from the other science competitions in respect of student age, content and format. The main elements of the EUSO are: the students are 17 years of age or younger; each country delegation consists of a coordinator, three mentors and nine students; the competition has two parts; each part is a practical test, covering Biology, Chemistry and Physics in equal proportions.

(adapted from <http://www.euso.dcu.ie/euso/history/index.htm>)

- Which Science subject(s) do you like / dislike? Why? What Science activities do you find interesting / boring?
- Would you like to take part in a competition in any other subjects? Why / Why not?
- What are the benefits of international student competitions?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Community Campaign “Let’s Help Each Other”**

Situation: Your School Council has decided to launch a campaign “Let’s Help Each Other” to provide support for those who need it most. Your class is going to write a proposal for the campaign. Your classmate and you are generating ideas for the proposal.

You think that the best way to contribute to the campaign is to help large families with young children who live in the neighbourhood. You suggest that pupils should visit these families and organise various educational activities for the children, such as playing, drawing, reading, singing, doing sports etc. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other’s ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.

8B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Bicycle City**

Task: Read the text in the box. Discuss the points below.

Joe Mellett, a bike enthusiast from Cincinnati (USA) proposes to build a Bicycle City which will provide conditions for residents to get around by using bikes instead of cars. Bicycle City is planned to be an eco-friendly community. It will include an organic farm. Houses will be built with solar panels to optimize energy use. After raising funding, Mellett and his team bought 140 acres of land. City developers have begun building access roads and taking reservations from potential buyers.

(adapted from <http://matadornetwork.com/sports/bicycle-city-the-town-without-cars>)

- Would you like to live in a Bicycle City? Why / Why not?
- What do you personally do to save energy? Describe the eco-initiatives of your school.
- Do you think the idea of a Bicycle City would appeal to Europeans? How realistic would it be in Lithuania?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Project “Museum Fair”**

Situation: Your School Council has decided to launch a whole-school project “Museum Fair”. Your class is going to write a project proposal. Your classmate and you are generating ideas for the proposal.

You think that the best way to raise pupils’ interest in museums is to involve them in creating their own mini-museums. You suggest that each class should choose a theme for their museum, find objects, pictures or relevant information and arrange displays. Pupils should act as museum guides at the final project event called “Museum Fair”. Your classmate has a slightly different idea.

Task:

- Exchange your ideas with your classmate. Give arguments and examples.
- Respond to each other’s ideas. Disagree politely.
- Try to persuade your classmate to accept your ideas.
- Try to reach a consensus.

Student A starts the conversation.