



UŽSIENIO KALBA (ANGLŲ)

Kalbėjimo įskaitos užduotys antrajam poros mokiniui (B)

2013 m. kovo 28 d. (antroji 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 KELTS.

9B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Fine Art Competition**

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

Every year the College of Eastern Utah (USA) hosts a High School Art Competition. The competition offers students an opportunity to create noteworthy artwork and to learn how to prepare, frame, and present their work in a show. All artists of high school age (14–18 years old) are able to participate. Works in any technique will be considered. This includes: drawing, painting, photography, graphic design, digital art, ceramics, sculpture, non-clothing textiles, jewelry, film, video and transmedia work.

(adapted from <http://eastern.usu.edu/humanities/htm/art/high-school-fine-art-competition>)

- Would you like to take part in a similar Fine Art competition? Why / Why not?
- Which of the arts listed above have you tried / would you like to try?
- Why are pupils encouraged to visit art museums and galleries?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Campaign “Get a Summer Job”**

Situation: Your School Council has decided to launch a campaign “Get a Summer Job”. 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 pupils to get a summer job is to organise a meeting with teenagers and students who have had summer jobs before. The pupils could ask them questions on practical issues, such as how to look for a part-time summer job or how to prepare for a job interview. 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.

10B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Books or Films**

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

For some people the debate “Books versus Films” is pointless, as they are either book people or film people – they choose one. But most people have shelves full of books *and* DVDs, and this debate is for them. Jonathan H. Liu is both a book person and a film person. He suggests considering the following points in the book-vs-film debate: time, entertainment, visual effects, imagination, price, availability, entertainment value, quotations and opportunity to share.

(adapted from <http://www.wired.com/geekdad/2010/08/great-geek-debates-books-vs-movies>)

- Are you a book person or a film person? Why? What are your favourite book or film genres?
- Which of the criteria listed above are the most important ones in the debate about books and films? Why?
- Consider Lithuanian literature and cinematography. Which is better? Why?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Making a Brochure “Visit my Region”**

Situation: Your school is involved in an international school exchange project. Your class is responsible for making a brochure “Visit my Region”. Your classmate and you are generating ideas for the brochure.

You think that the content of the brochure could focus on the most interesting events happening in your region that should be attended by your foreign visitors, such as national and calendar holidays, local festivals, arts and crafts fairs, sports competitions, concerts etc. The dates and basic information of the events could be provided. 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.

11B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Homework**

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

New research in Australia has found that homework is generally of limited value and that high school students are given too much homework. The quality of homework is more important than the quantity. Very often, students find homework assignments boring, as it is just practice, an addition to what has been done in class, an individual activity. However, scholars suggest that homework assignments should be collaborative tasks, e.g. projects, done by groups of students, involving social and cultural experience as well as creativity.

(adapted from <http://www.abc.net.au/news/2012-10-24/study-finds-homework-has-limited-value/4330514>)

- What are your favourite subjects and homework tasks? Give examples.
- What strategies do you use in order to complete your homework tasks on time?
- Which is better – individual homework or group homework? Why?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Website: Pupils' Pages**

Situation: Your School Council has decided to add a few English pages to the school website to be monitored by the pupils. Your classmate and you are generating ideas for the pupils' pages.

You think that the pages in English should contain information on the pupils' after-school activities. It could have written reports, photographs and videos from different clubs, class trips, summer camps etc. The pages could include interviews with the most active pupils. All forms should be given space on the website. 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.

12B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Spring Cleaning Campaign**

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

National Spring Clean is Ireland's biggest campaign, which encourages people to take action against litter. The campaign runs throughout the whole month of April. To get involved you have to register your community group with the local Council who will issue a spring clean pack which contains helpful ideas on how to carry out your clean up as well as bags to collect waste. Councils will also issue two litter pickers per registered group. All you have to do is to organise a group of volunteers for clean-ups of any black spots in and around your local area.

(adapted from <http://www.clarecoco.ie/water-waste-environment/education-and-awareness/spring-clean-campaign/>)

- Have you ever taken part in a similar anti-litter campaign? If not, would you like to?
- What are the initiatives taken by your school aimed at cleaning your local area?
- What could be done to reduce pollution of parks, beaches and other public places?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Project “Traditional Food in English-Speaking Countries”**

Situation: Your School Council has decided to launch a project “Traditional Food in English-Speaking Countries”. Your class is going to write a project proposal. Your classmate and you are generating ideas for the proposal.

You think that the project should involve practical experience of making and tasting traditional food of English-speaking countries. The pupils could study eating habits in different countries and then make a dish according to a traditional recipe. The final event could be a food-tasting session. 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.

13B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Living with the Parents**

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

More than 1.6 million British people aged 20–40 are still living with their parents. Some of them are following cultural traditions, some have severe medical problems, but the majority report that they cannot afford a home of their own or paying a rent. Of those living at home, over a half say it is harder to develop new relationships because of their situation and nearly a quarter say that the relationship with their parents has become worse as a result. All of these people are desperate to be independent and make their own way in the world.

(adapted from <http://www.bbc.co.uk/news/uk-19936477>)

- Would you like to stay at home after finishing school or move to another place and live independently? Why?
- What are the advantages of living with the parents?
- Why should young people be encouraged to live independently?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Project “Book Expo”**

Situation: Your School Council has decided to launch a whole-school project “Book Expo”. 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 get everybody involved in the project is to ask pupils to produce their own books – write stories and illustrate them. Each class should write a story on the topic of school. The stories will be read on the day of the event. You suggest that the best authors and illustrators should be awarded prizes. 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.

14B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Smoking Ban in Schools**

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

Smoking in schools is banned in several countries. Nobody is allowed to smoke on school premises. Staff and visitors will not be able to light a cigarette. In the USA and Canada, laws on this issue have been passed. Why the ban? The Governments are concerned with the increase in smoking and its effect on health. Second-hand smoke is as harmful as the smoking itself. Adults should set up an example for children. A school should be a place where focus is on good health. By banning smoking in schools, the bad effects of smoking can be minimized.

(adapted from <http://smoking.ygoy.com/2008/03/11/why-smoking-should-be-banned-in-schools>)

- What are the anti-smoking measures taken in your school?
- What are the harmful effects of active smoking and passive smoking?
- Would you agree that all public spaces should be smoke-free? Why / Why not?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Campaign “Plant a Tree”**

Situation: Your School Council has decided to launch a campaign “Plant a Tree”. 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 encourage every pupil to plant a tree. You suggest that your school should act in cooperation with the regional park and forestry experts. The appropriate institutions should provide the trees and the pupils should plant them in the areas recommended by the experts. 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.

15B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Physical Activity at School**

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

The students at two schools in Ontario (Canada) are taking part in Sparking Life – a project that requires them to exercise in the school playground before sitting down in class. While a traditional gym class takes up a whole period of 50 minutes, Sparking Life is only 20 minutes of individual exercise which takes place in the morning. This project improves learning ability, boosts attention and motivation. In other words, exercising the body prepares the brain to receive information.

(adapted from <http://www.cbc.ca/news/canada/story/2011/09/01/f-sparking-life-niagara-region-schools.html>)

- What do you think about “Sparking Life”? Would you like to participate in a similar project?
- How is Physical Education organised at your school? What sports facilities do you have?
- Why should people exercise regularly? How can we encourage pupils to do sports on a daily basis?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **School Campaign “Save the Baltic Sea”**

Situation: Your School Council has decided to launch a campaign “Save the Baltic Sea”. 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 start cooperation with other schools in other Baltic Sea countries. You suggest starting the campaign by writing letters to schools in other countries and inviting them to join you in this initiative. Further activities could include launching a website and asking for support from international authorities or business companies to organise international events. 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.

16B

Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **The Problem of Cheating**

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

The use of drugs in sports is called doping. It is considered unethical by most sports organisations and especially the International Olympic Committee. It breaks the rule of equal opportunity and fair play. It also poses great health risks for athletes. Therefore, it is banned. However, despite the ban, many athletes take performance-enhancing drugs and hope that they will not be discovered. “Clean” sport does not seem to exist.

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

- What do you think about athletes who cheat? How should such athletes be punished?
- Which is worse – dishonest behaviour of athletes or dishonest behaviour of referees and jury members? Why?
- The problem of cheating exists in many areas. How can it be reduced / solved?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Community Campaign “A Drop of Blood”**

Situation: Your School Council has decided to launch a community campaign “A Drop of Blood” to encourage people to become blood donors. 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 become blood donors. You suggest producing a leaflet with the key information on blood donation and delivering the leaflet to each household 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.