



UŽSIENIO KALBA (ANGLŲ)

Kalbėjimo įskaitos užduotys antrajam poros mokiniui (B)

2014 m. balandžio 17 d. (pirmoji įskaitos diena)

PAAIŠKINIMAI

- Kalbėjimo įskaitos užduočių skaičius skiriamas vienai vertinimo grupei – mokinio A 5 įskaitos bilietų rinkiniai ir mokinio B 5 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 4 įskaitos bilietų rinkiniai mokiniui A ir 4 įskaitos bilietų rinkiniai mokiniui B: po 1 kiekvienam vertinančiam ir egzaminuojančiam mokytojui ir 1 – mokinių porai.
- Mokinių atsakinėjimą organizuoja egzaminuojantis mokytojas 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. Egzaminuojantis mokytojas atsakinėjančių mokinių pokalbyje nedalyvauja, bet prireikus gali palaikyti pokalbį arba paskatinti kalbėti.
- Mokinio kalbėjimas vertinamas vadovaujantis Užsienio kalbos įskaitos programoje pateiktomis vertinimo lentelėmis. Vertinantis mokytojas įvertinimą užrašo įskaitos vertinimo lape, kurio forma skelbiama duomenų perdavimo sistemoje KELTAS.

1B

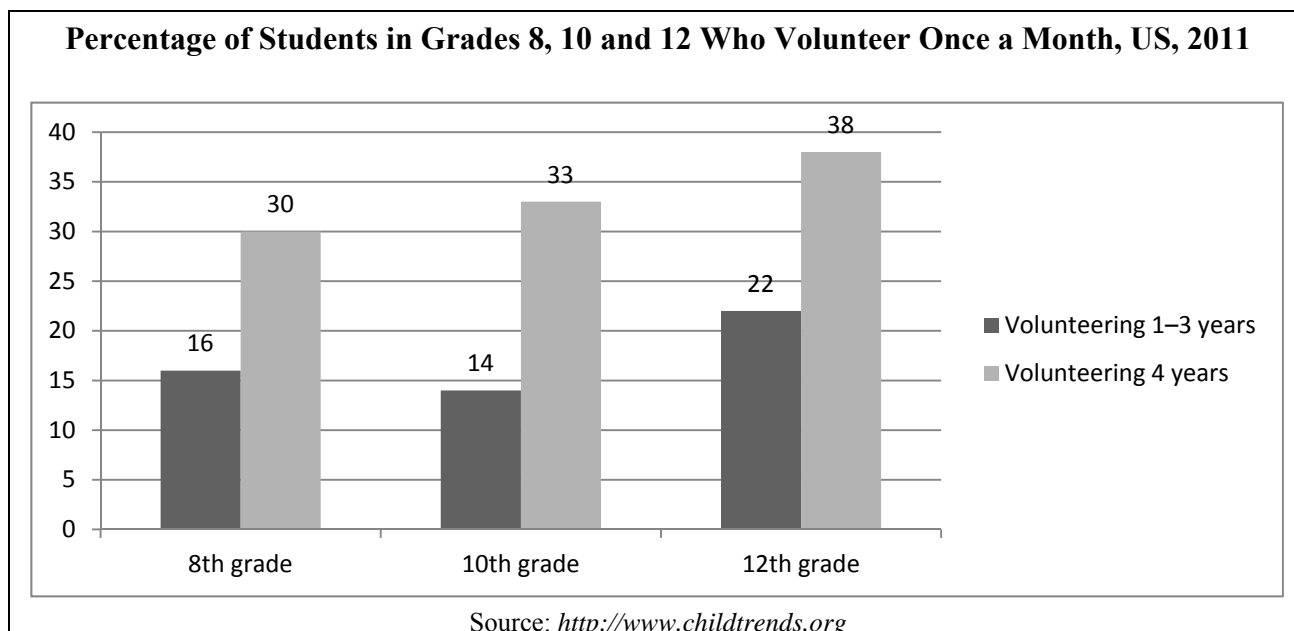
Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **Volunteering**

Task: Study the chart and answer the questions below.



- What information is presented in the chart? Describe the statistical data.
- What do you think of the tradition of volunteering in the US schools? In your opinion, how does the situation in the US compare to the situation in Lithuania?
- What kind of voluntary work would you like to do? Why? Why is volunteering important in contemporary society?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Project: The Year of Donelaitis**

Situation: Your school is planning to run an educational project in honour of the poet Kristijonas Donelaitis. Your classmate and you are generating ideas for the project.

You suggest that your school students should read the literary works of Donelaitis and create art works to illustrate the ideas expressed in them. The art works could be done in different techniques. They should be displayed in the hall. School community members should vote on the best works. The winners 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.

2B

Part 1

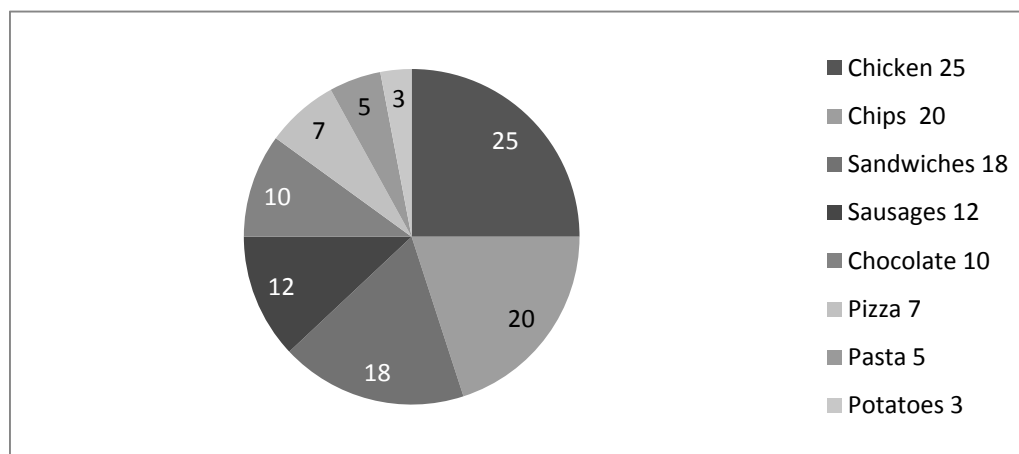
MONOLOGUE

Time: 3–4 minutes

Topic: **School Meals**

Task: Study the chart and answer the questions below.

“What kind of food do you usually have at school?” – Survey Results, UK, 2013 (%)



Source: <http://unhealthyschoolmeals.wordpress.com>

- What information is presented in the chart? Describe the statistical data.
- What do you think of the survey results presented in the chart? In your opinion, how does the situation in the UK compare to the situation in Lithuania? What kind of food do you usually have at school? Why? What food do you have after school and on weekends? Why?
- Why is healthy eating important for children and youngsters? In your opinion, what are the key rules of a healthy lifestyle?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Project: The Year of the Theatre**

Situation: Your school is planning to run an educational project with the focus on theatre. Your classmate and you are generating ideas for the project.

You think that the project should help your school students gain some practical skills of producing theatre performances. Each form in your school should choose a play and stage a performance. Students could also write their own mini-plays. You would like to produce a play in English. At the end of the project, a theatre festival should be held and student performances should be shown to the school community. 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

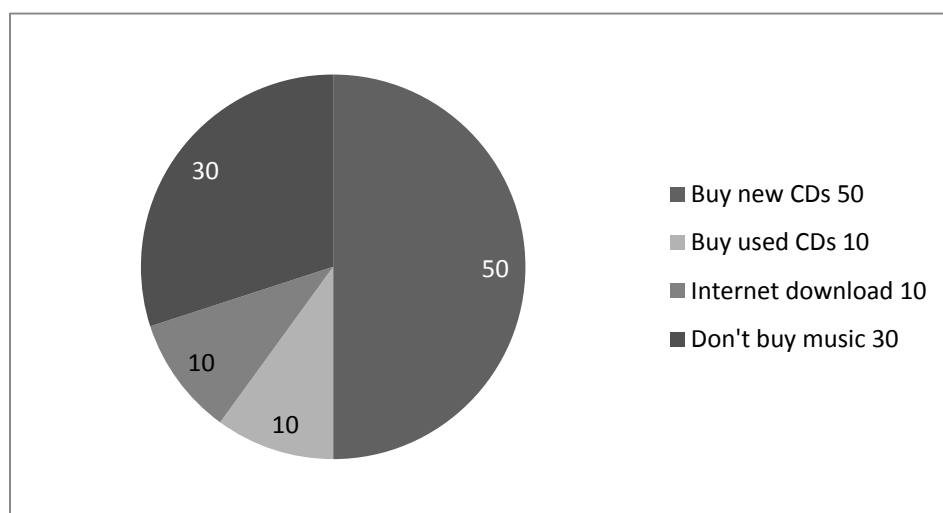
MONOLOGUE

Time: 3–4 minutes

Topic: **Music Collections**

Task: Study the chart and answer the questions below.

“How do you usually buy music?” – Survey Results, Japan, 2010 (% of respondents)



Source: <http://whatjapanthinks.com>

- What information is presented in the chart? Describe the statistical data.
- What do you think of the results of the survey? In your opinion, how does the situation in Japan compare to the situation in Lithuania?
- What is your opinion about illegal music downloads? Why do you think people collect music records? If you had an opportunity to buy a collection of music CDs, what would it be?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Linguistic Project: The Dialects of the Lithuanian Language**

Situation: Your class is going to take part in a project called “The Dialects of the Lithuanian Language”. Your classmate and you are generating ideas for the project.

You think that the best way to explore dialects is to meet people of the older generation who have been using their native dialect all their life. You suggest going to remote villages where the dialects are spoken and spending a few days with the local people. You would like to interview the local people and film the conversations. The films could be shown in class or put on YouTube. 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

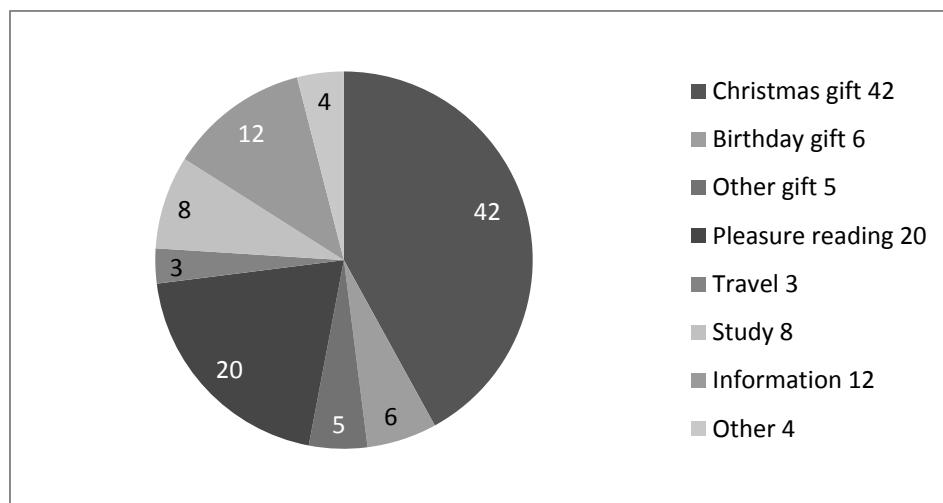
MONOLOGUE

Time: 3–4 minutes

Topic: **Buying Books**

Task: Study the chart and answer the questions below.

“Why do you buy books?” – Survey Results, UK, 2011 (% of respondents)



Source: <http://publishingperspectives.com>

- What information is presented in the chart? Describe the statistical data.
- What do you think of the results of the survey? In your opinion, how does the situation in the UK compare to the situation in Lithuania?
- What books are popular among young people in Lithuania? Why? If you won a special grant for purchasing books, what books would you like to buy? Why?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Mini Olympics for Secondary Schools**

Situation: Your school is going to host an international event – a mini Olympics for secondary school students. Your classmate and you are generating ideas for the event.

You suggest using your school facilities for the mini-olympics and including those sports which could be done at your school. You want to hold the olympics in summer. Different age groups of students should compete in their age groups. You would like to invite professional athletes of Lithuania to act as judges during the games. 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

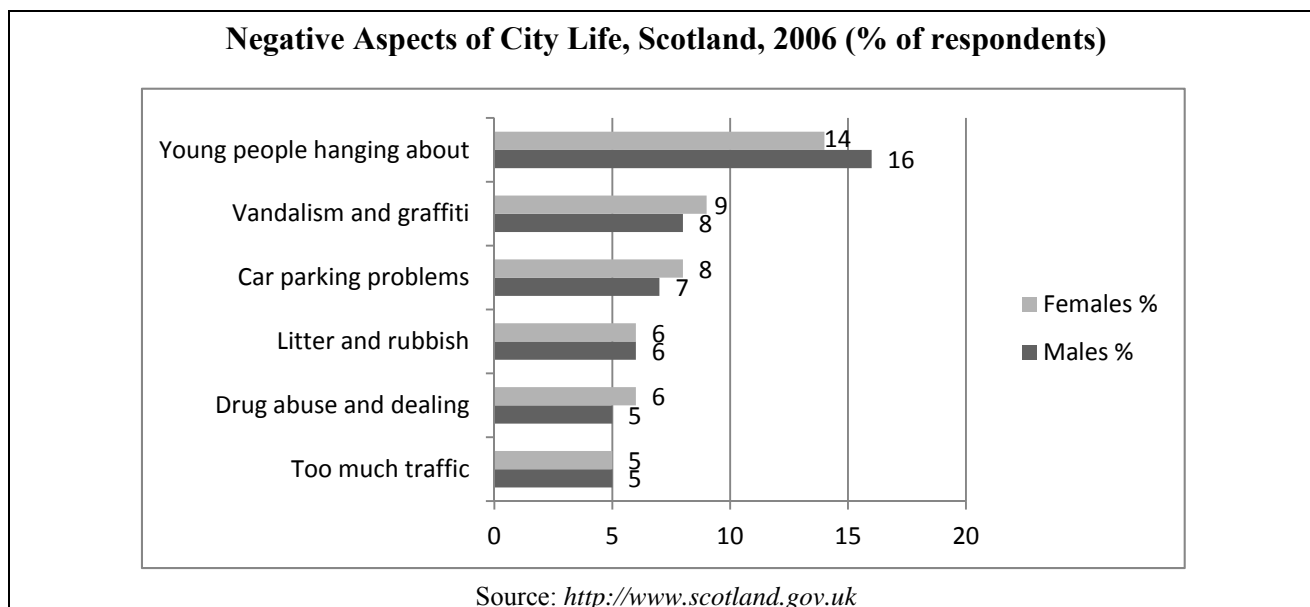
Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **City Life**

Task: Study the chart and answer the questions below.



- What information is presented in the chart? Describe the statistical data.
- What do you think of the results of the survey? In your opinion, how do the attitudes of the Scottish city dwellers compare to the attitudes of the inhabitants of Lithuanian towns?
- What aspects of urban life would be a problem to you? Why? What are the aspects of city life that you consider to be positive?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Graduation Party**

Situation: Your class is writing a scenario for the school graduation party. Your classmate and you are generating ideas for the scenario.

You think that the school graduation party should be rather informal and cosy. You suggest holding the celebration in a country house, wearing casual clothes and having a picnic. Family members should be invited to join the festivity. You would like to make a camp-fire at night, sing songs and dance around the fire. 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

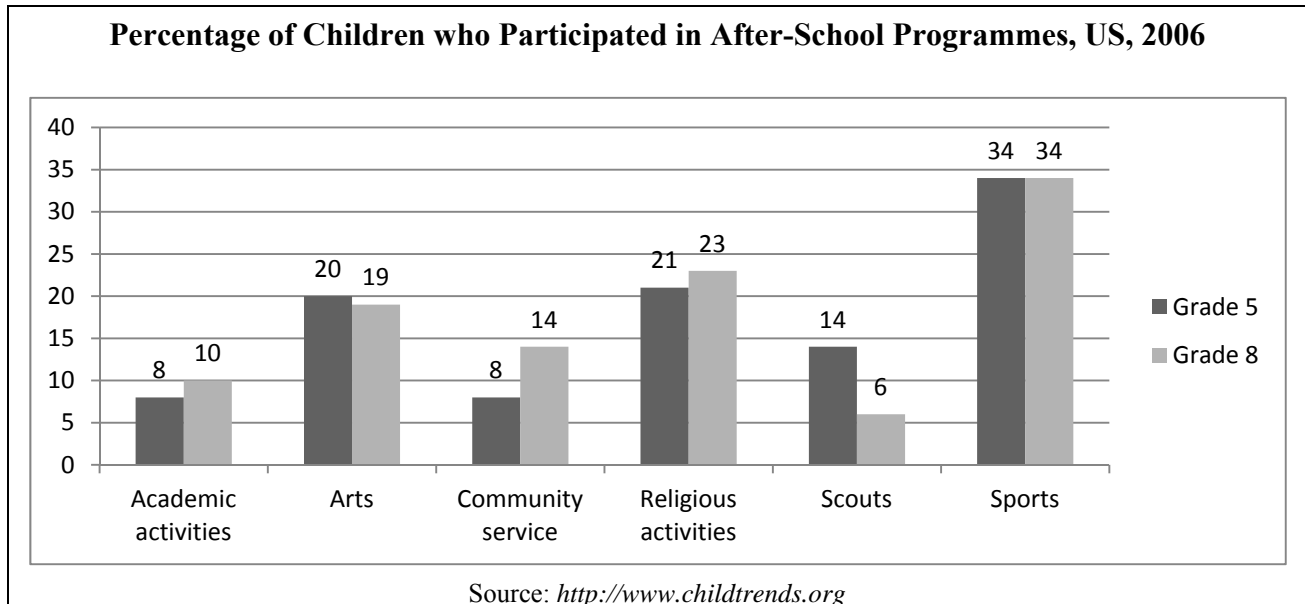
Part 1

MONOLOGUE

Time: 3–4 minutes

Topic: **After-School Activities**

Task: Study the chart and answer the questions below.



- What information is presented in the chart? Describe the statistical data.
- What is your opinion of the range of activities for children in the US? Do you think the situation has changed since 2006? In your opinion, how does the situation in the US compare to that in Lithuania?
- What are the most popular after-school activities among secondary school students in Lithuania? Why should young people join clubs and other after-school education programmes?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **European Youth Newspaper**

Situation: Your school is going to join the current educational project called “European Youth Newspaper”. Your classmate and you are generating ideas about the content and form of the newspaper.

You think that the articles should cover the issues which represent your school. You would like to present reports about the achievements of your school students. School rituals and celebrations should be described. You suggest including a link to your school website and providing illustrations of student academic and non-academic activities. 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

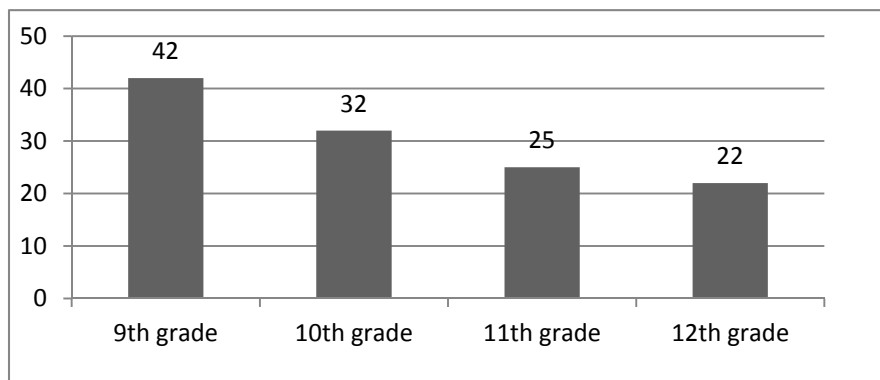
MONOLOGUE

Time: 3–4 minutes

Topic: **Sleeping Time**

Task: Study the chart and answer the questions below.

Percentage of Students Who Have 8 Hours of Sleep per Night, US, 2014



Source: <http://answers.mheducation.com>

- What information is presented in the chart? Describe the statistical data.
- In your opinion, how does the situation in the US reflected in the chart compare to the situation in Lithuania? What are your sleeping habits? Describe your typical school day and typical weekend.
- Why is it important for young people to plan the time for study and leisure? What are the best ways to relax? Why?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Weather and Climate: Engaging the Youth**

Situation: Your school is going to join to the current international project called “Weather and Climate: Engaging the Youth”. Your classmate and you are generating ideas about the content and form of the project activity.

You think that your school should hold a campaign to raise local people's awareness of the importance of ecological lifestyle. You suggest making a leaflet and distributing it to the local people. Senior students could teach young kids and elderly people how to sort out the waste. Students could organize a spring cleaning campaign and involve everybody living in the 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.

8B

Part 1

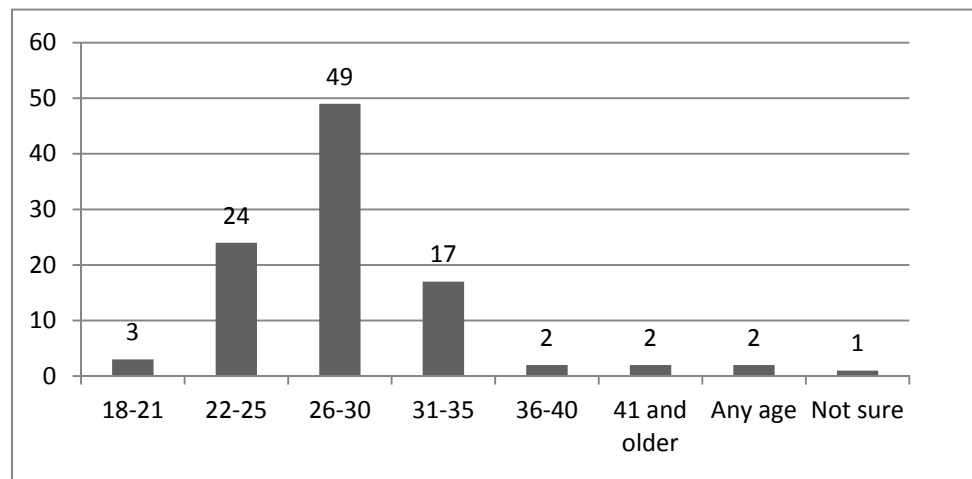
MONOLOGUE

Time: 3–4 minutes

Topic: **Marriage Issues**

Task: Study the chart and answer the questions below.

“What is the ideal age to marry” – Survey Results, US, 2009 (% of respondents)



Source: <http://thinkingonthemargin.blogspot.com>

- What information is presented in the chart? Describe the statistical data.
- What do you think of the results of the survey? In your view, how do the opinions of the American people compare to the opinions of the Lithuanians? What is your opinion about the ideal age to marry?
- What are the challenges that young people face if they marry at a young age? In your view, is it possible to combine family responsibilities and studies at the university or college? Why / Why not?

Part 2

DIALOGUE

Time: 4–5 minutes

Topic: **Midsummer**

Situation: Your school is preparing for an international project on calendar festivals. Your class is writing a scenario for the celebration of Midsummer on June 24th. Your classmate and you are generating ideas for the scenario.

You think that the international participants should share their own cultural traditions of celebrating Midsummer in their home countries. The project could start with informative presentations on Midsummer traditions in various countries followed by a demonstration of the rituals. Project participants could make a booklet on the topic of Midsummer. 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.