



# UŽSIENIO KALBA (ANGLŲ)

## Kalbėjimo įskaitos užduotys pirmajam poros mokiniui (A)

2014 m. balandžio 18 d. (antroji 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 KELTSAS.

9A

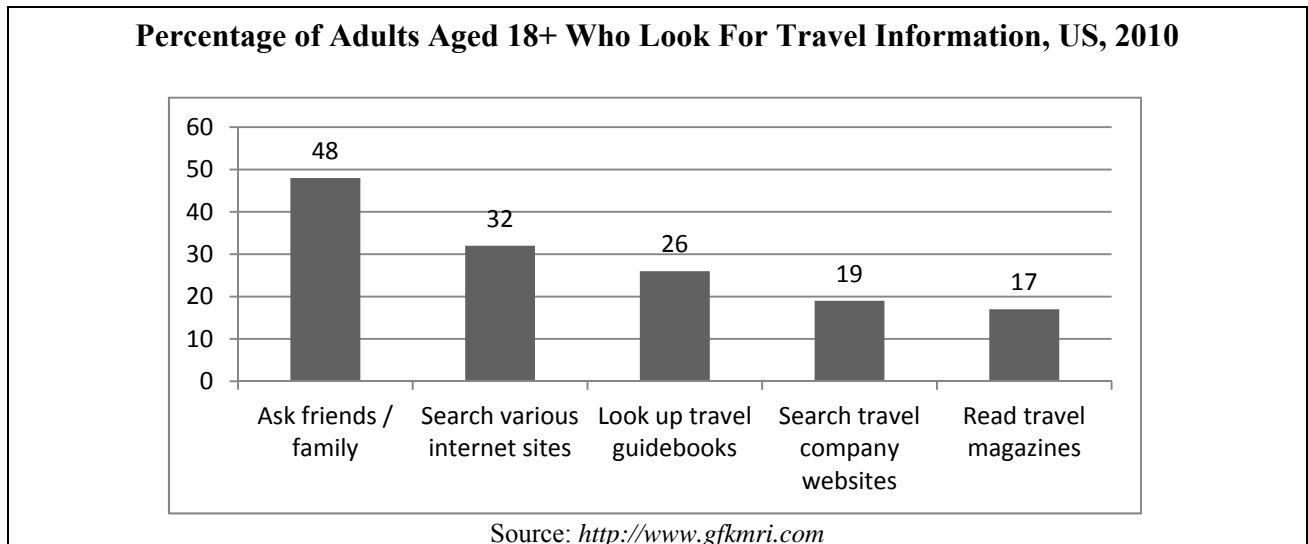
**Part 1**

MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Travel Information**

*Task:* Study the chart and answer the questions below.



- What information is presented in the chart? Describe the statistical data.
- In your opinion, how does the situation in the US compare to the situation in Lithuania? If you had to look for travel information, what sources would you use? Why?
- Where would you like to travel this summer? Why? What are the benefits of local and foreign travel? Consider different age groups of travellers.

**Part 2**

DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Animated Film Festival**

*Situation:* Your school is planning an international animated film festival for secondary schools. Your classmate and you are generating ideas for the event.

You think that the aim of the festival is to have an opportunity to watch the best animated films produced in different countries. You suggest inviting representatives from as many countries as possible. You would like to have a show of films followed by commentary and discussions. Viewers could vote on the best animated films from different countries. 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.

*You start the conversation.*

10A

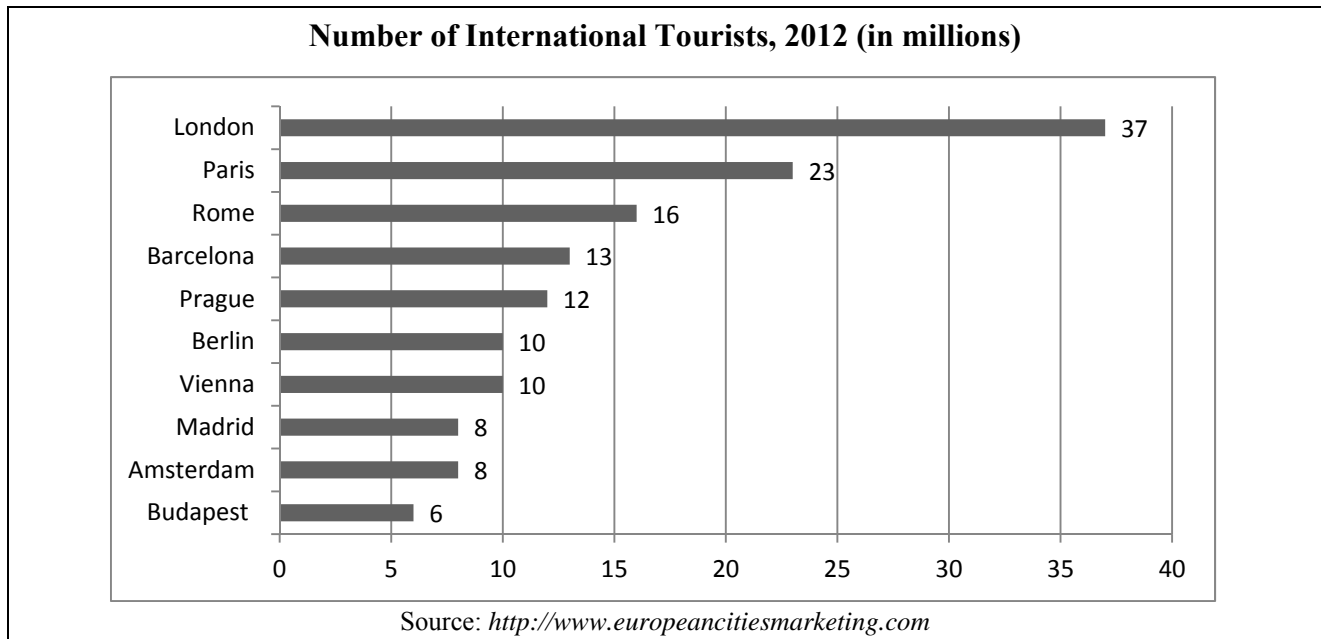
**Part 1**

MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Top 10 European Cities to Visit**

*Task:* Study the chart and answer the questions below.



- What information is presented in the chart? Describe the statistical data.
- Which of the cities listed above would you like to visit? Why?
- In your opinion, what are the major tourist attractions in Vilnius, the capital of Lithuania? What sights would you recommend to local and foreign visitors in Vilnius? Why?

**Part 2**

DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Project “Big Brothers, Big Sisters”**

*Situation:* Your school is going to join the current educational project called “Big Brothers, Big Sisters”. Your classmate and you are generating ideas for the project.

You think that the project should have the following format: senior students are helping junior students to develop academic knowledge and skills and achieve better results. You suggest helping your younger friends with homework, revising for tests together, doing knowledge quizzes etc. One senior student would take care of one junior student and meet every day at school. Teachers could be asked for advice. 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.

*You start the conversation.*

## 11A

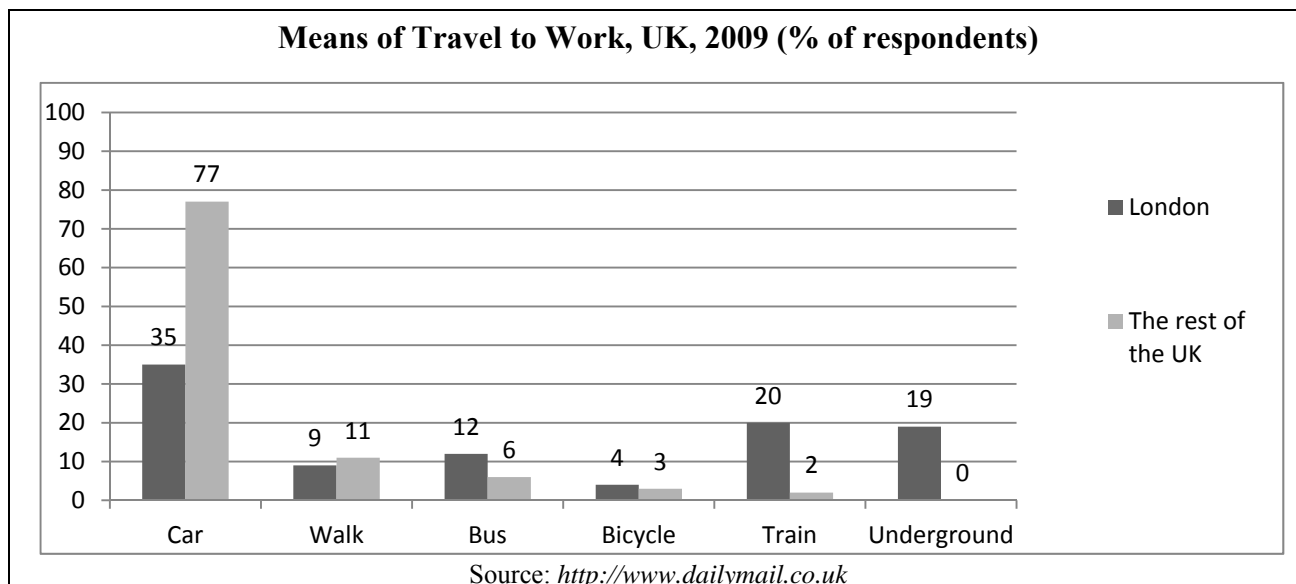
### Part 1

#### MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Inside and Outside the Capital City**

*Task:* Study the chart and answer the questions below.



- What information is presented in the chart? Describe the statistical data.
- How could you explain the differences in the use of cars and trains in London and the rest of the UK? In your opinion, how does the situation in the UK reflected in the chart compare to the situation in Lithuania?
- What are the advantages of living and working in a small town or a village as compared to living in a big city? What are some of the drawbacks of living outside the capital city?

### Part 2

#### DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Film Night**

*Situation:* Your school is going to take part in the annual international festival “Film Night”. Your classmate and you are generating ideas for the event.

You think that your school students should attend an outdoor international film festival organised by professionals in your region. You suggest hiring a bus to take you to and from the festival location. Family members and friend could be invited to join. Students could hold a mini conference after the event to present film reviews and discuss the films. Film reviews could be posted on the school 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.

*You start the conversation.*

12A

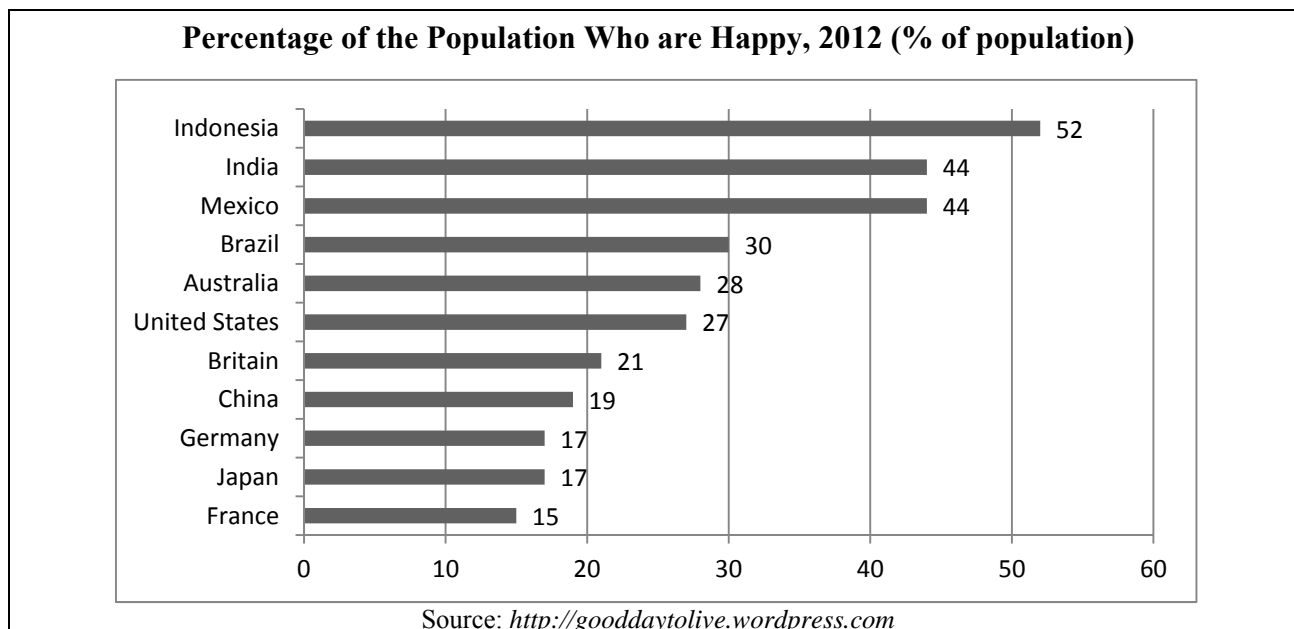
**Part 1**

MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Happiness**

*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, what percentage of the Lithuanian population would say they are happy?
- What are the key factors of happiness for people of different ages? How can we make people around us a little happier?

**Part 2**

DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Museum Night**

*Situation:* Your school is going to take part in the annual international event “Museum Night”. Your classmate and you are generating ideas for the event.

You think that your school students should visit as many museums as possible during the Museum Night. You suggest visiting the museums in your local area which will be open on the day / night of the event. You would like to take pictures of the most interesting shows. Students could make a poster to illustrate the results and share the impressions of the 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.

*You start the conversation.*

## 13A

### Part 1

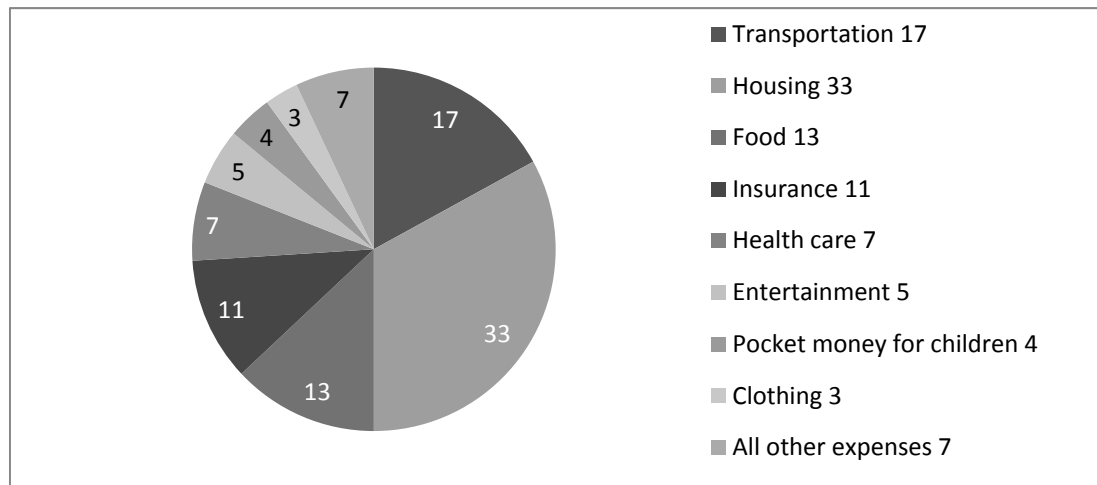
#### MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Spending Money**

*Task:* Study the chart and answer the questions below.

#### How American Families Spend Their Money – Survey Results, 2013 (% of family income)



Source: <http://www.dailymail.co.uk>

- 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 US compare to the situation in Lithuania?
- What are the main purposes for which young people spend their pocket money? If you won the national lottery, how would you spend the money?

### Part 2

#### DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Volunteering Weekends**

*Situation:* Your school is going to run a community project called “Volunteering Weekends”. Your classmate and you are generating ideas for the project.

You think that the aim of the project is to promote volunteering among your school students. You suggest that all students should try as many different voluntary activities as possible. Every weekend should be dedicated to a different activity and students could try working in different places. The project could be regularly reported on local TV. 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.

*You start the conversation.*

14A

**Part 1**

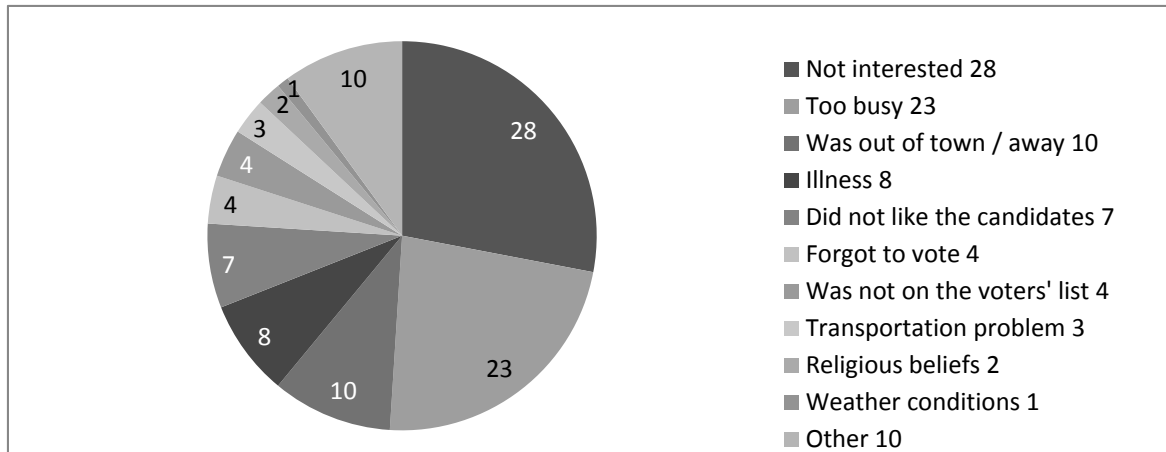
MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Voting in the Elections**

*Task:* Study the chart and answer the questions below.

**Reasons For NOT Voting in the Federal Elections – Survey Results, Canada 2011**  
(% of respondents)



Source: <http://news.nationalpost.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 Canada reflected in the chart compare to the situation in Lithuania?
- At what age should young people be allowed to vote? Why do you think so? Why is it important for citizens of any country to vote in the elections?

**Part 2**

DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Project: My School in Pictures**

*Situation:* Your school is planning to run an educational project “My School in Pictures”. Your classmate and you are generating ideas for the project.

You suggest holding a photography show and a competition. The photos should represent different aspects of school life: lessons, after-school clubs, holidays, traditions etc. All students and teachers could take part in the competition. Professional photo artists could be asked to give advice to the project participants and also to select the best photos. 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.

*You start the conversation.*

## 15A

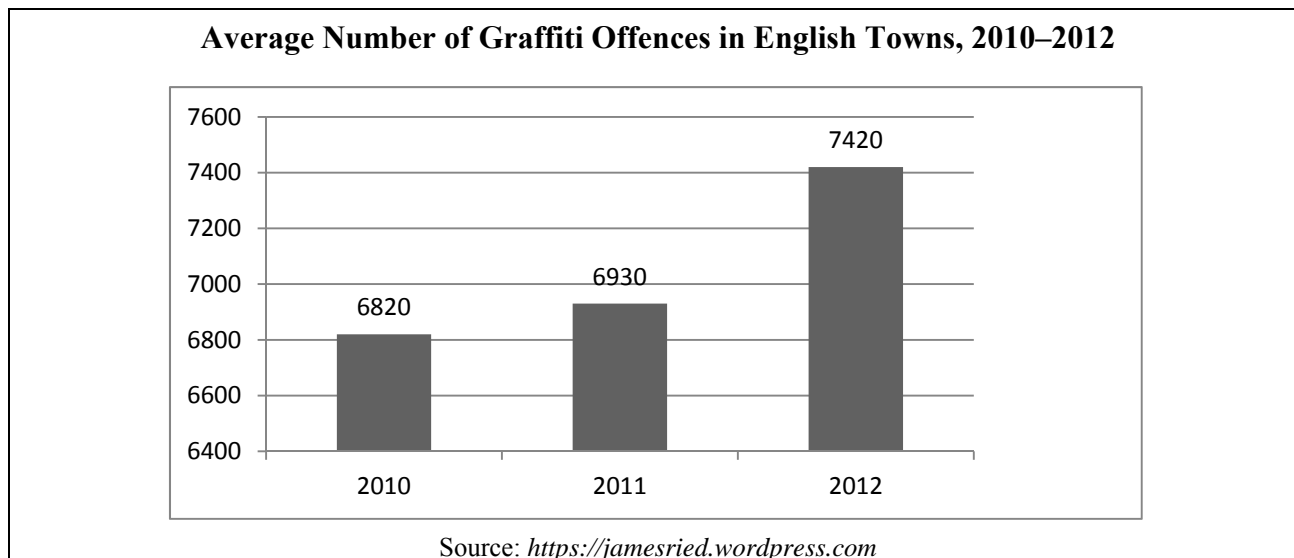
## Part 1

## MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Graffiti**

*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 trend in graffiti offences reflected in the chart? In your opinion, how does the situation in England compare to the situation in Lithuania?
- Why do people paint graffiti? Do you consider graffiti to be a form of street art or a public offence – a form of vandalism? Give arguments to support your view.

## Part 2

## DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Shakespeare's Birthday**

*Situation:* Your class is writing a scenario for a cultural-educational event celebrating Shakespeare's birthday. Your classmate and you are generating ideas for the scenario.

You think that the celebration of Shakespeare's birthday should be formal. You suggest holding a conference to mark the date and inviting literature professors to give talks on the works of this great playwright and poet. Students could give presentations on Shakespeare's life. At the end of the event students could read Shakespeare's sonnets in the original and in translation. 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.

*You start the conversation.*



## 16A

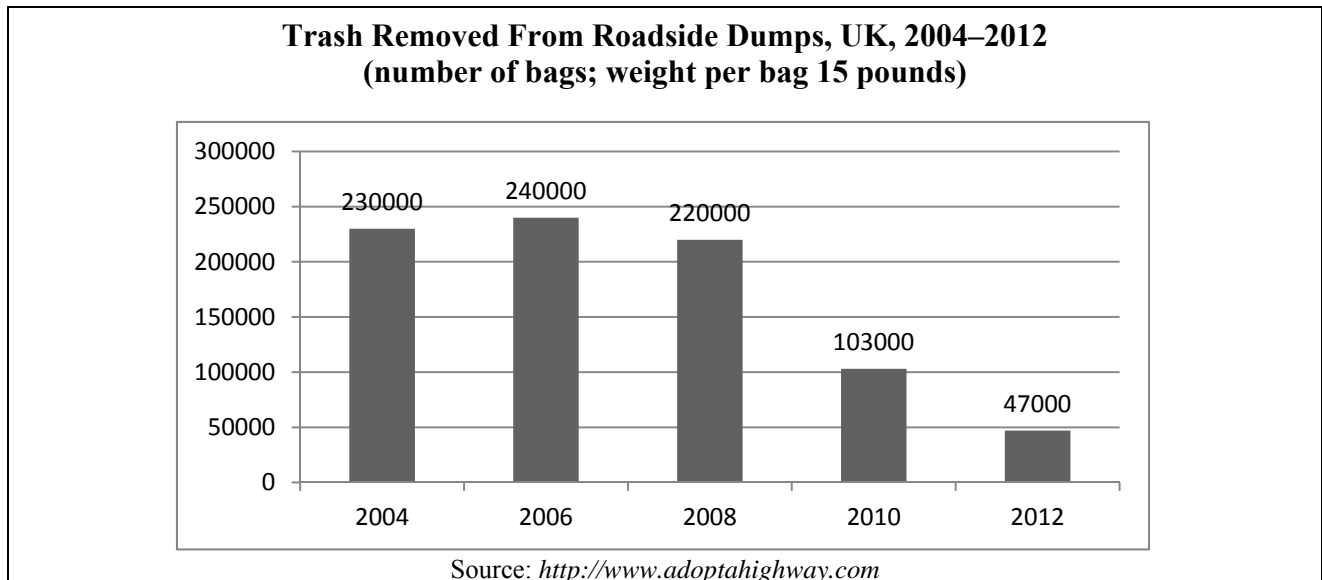
## Part 1

## MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Roadside Pollution**

*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 changes in the amount of trash dumped on roadsides in the UK? In your opinion, how does the situation in the UK compare to the situation in Lithuania? Why do you think people leave trash on roadsides?
- What could be done to reduce roadside pollution? What is more effective – punishing offenders or educating them? Why do you think so?

## Part 2

## DIALOGUE

*Time:* 4–5 minutes

*Topic:* **Knowledge Quiz: English-Speaking Countries**

*Situation:* Your school is organising a knowledge quiz on the topic of English-speaking countries. Your classmate and you are generating ideas for the event.

You think that the participants of the quiz should be 12<sup>th</sup> form students. Individual students should compete for the first prize. English should be the language of the event. You suggest that the quiz should focus on the topics of geography and history of English-speaking countries. You want to include as many countries as possible. 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.

*You start the conversation.*