



# UŽSIENIO KALBA (ANGLŲ)

## Kalbėjimo įskaitos užduotys antrajam poros mokiniui (B)

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 KELTAS.

## 9B

## Part 1

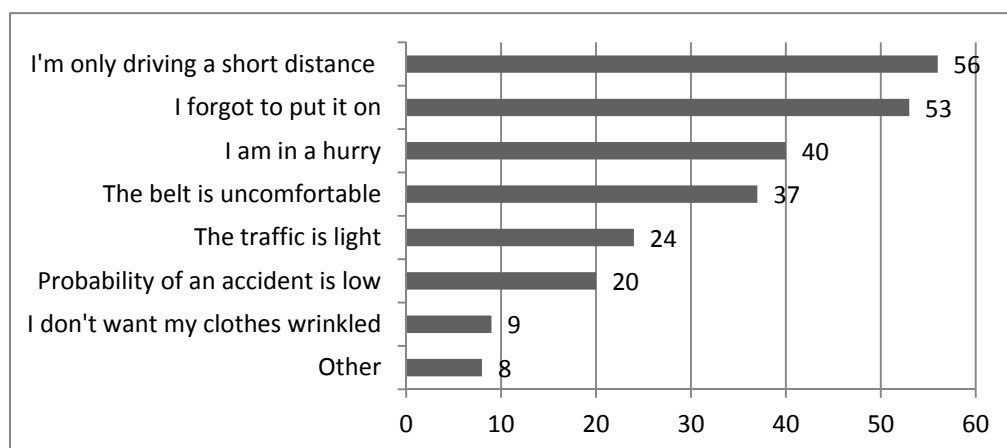
## MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Safety on the Road**

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

**Reasons for Non-Use Of Seat Belts – Survey Results, US, 2010 (% of drivers)**



Source: <http://www.nhtsa.gov>

- 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 reflected in the chart compare to the situation in Lithuania?
- Why should drivers and passengers wear seat belts? What other safety rules on the road are important for drivers? How can we make people obey the rules of safe driving?

## 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 learn how to make animated films. You suggest organising an international summer school and inviting professional animated film makers. You would like to have practical lessons and learn different techniques. The festival would end with a show of animated films and awards of the winners. 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

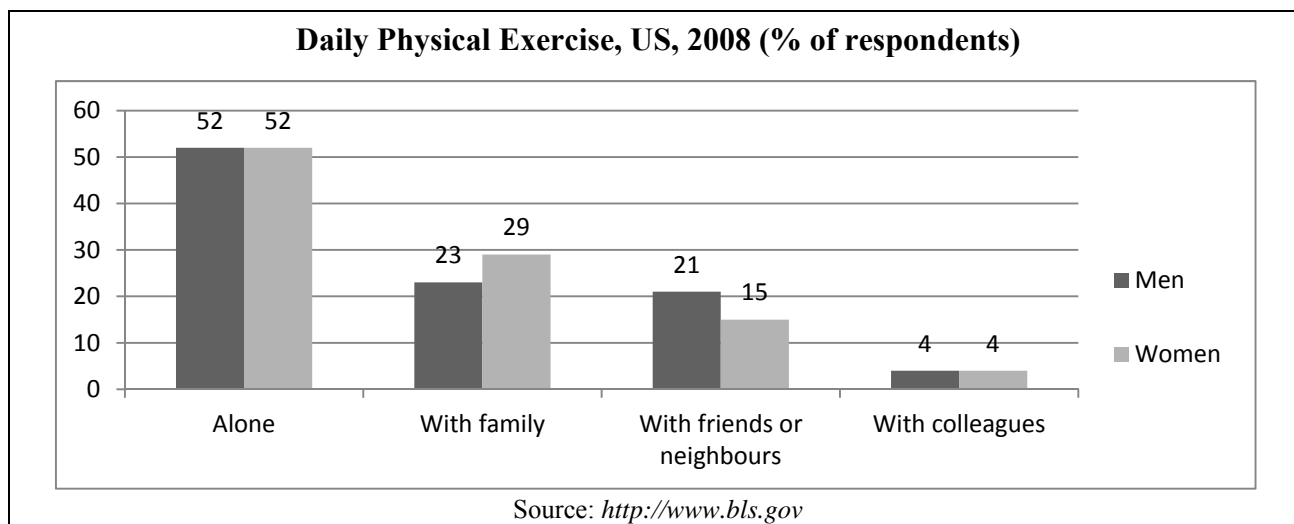
## Part 1

## MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Enjoying Sports and Exercising**

*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 reflected in the chart compare to the situation in Lithuania? What type of sports and exercise could be done alone? What sports are good for groups?
- What are the benefits of regular exercise? Why is it important to keep fit? Consider different age groups of the population.

## 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 spending leisure time with junior students to help them develop social and communication skills. You suggest involving younger friends into a variety of activities such as sports, cinema, museums, excursions etc. You could spend leisure time after school and meet at the weekends. Family members could be asked to join the students. 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

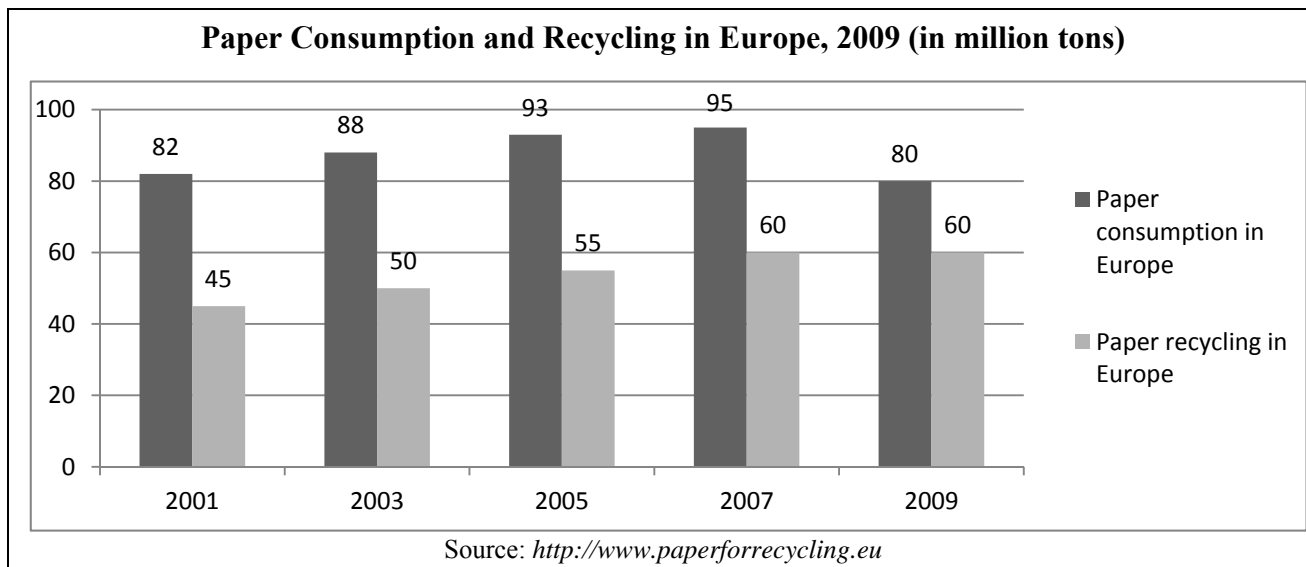
### Part 1

#### MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Paper Consumption and Recycling**

*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 paper consumption and recycling in Europe which is reflected in the chart? Do you think the situation has changed since 2009?
- How can we reduce paper consumption in schools and at home? Why is it important to sort out domestic and school waste for recycling? Is your school an eco-friendly school? Why / Why not?

### 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 organize a film festival in your school and invite all members of the school community to attend. You suggest including different kinds of films in different languages. You are going to look for online film providers and sponsors. The viewers could discuss the films in groups and choose the best film. The project could be 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.

*Student A starts the conversation.*

## 12B

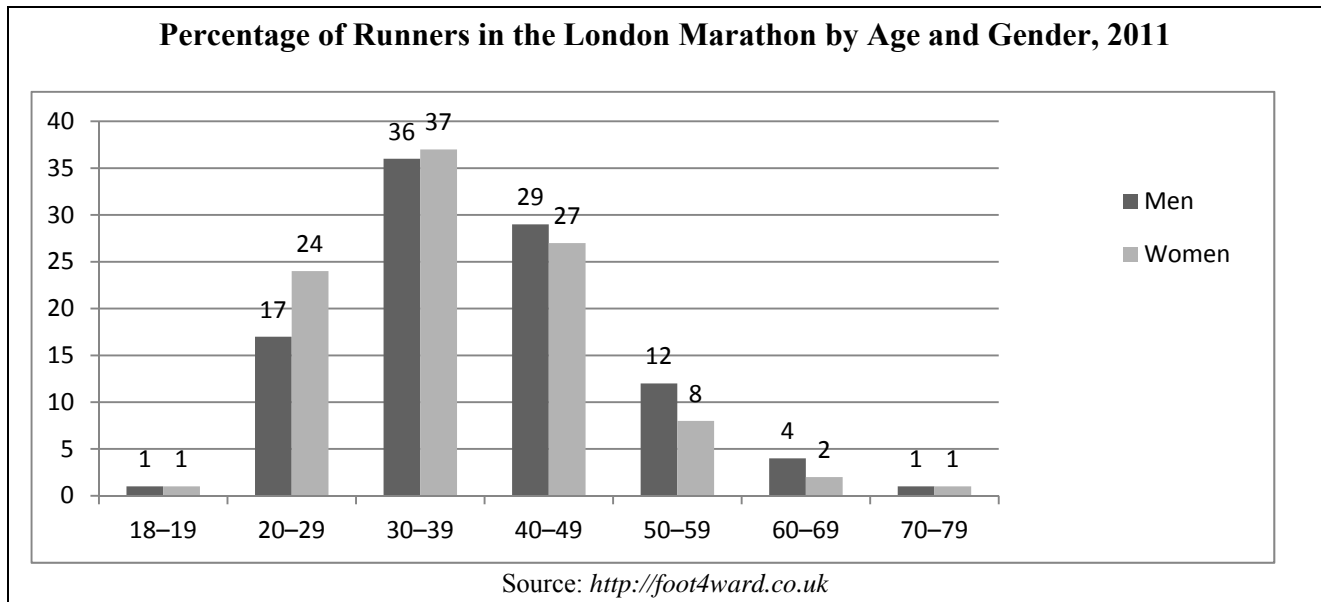
### Part 1

#### MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Marathon**

*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 age and gender differences reflected in the chart? Why do you think marathons are popular among people of all ages? Do you think marathons are popular in Lithuania?
- What physical skills and personal characteristics are important for a marathon runner? Why? If you had a chance to meet a regular marathon runner, what would you ask him / her?

### 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 should open a few temporary exhibitions on the occasion of the Museum Night. You suggest asking students, teachers or local collectors to contribute to the exhibitions. Local community members should visit your school's temporary museum. You would like to film the event and show the film at your school assembly. 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

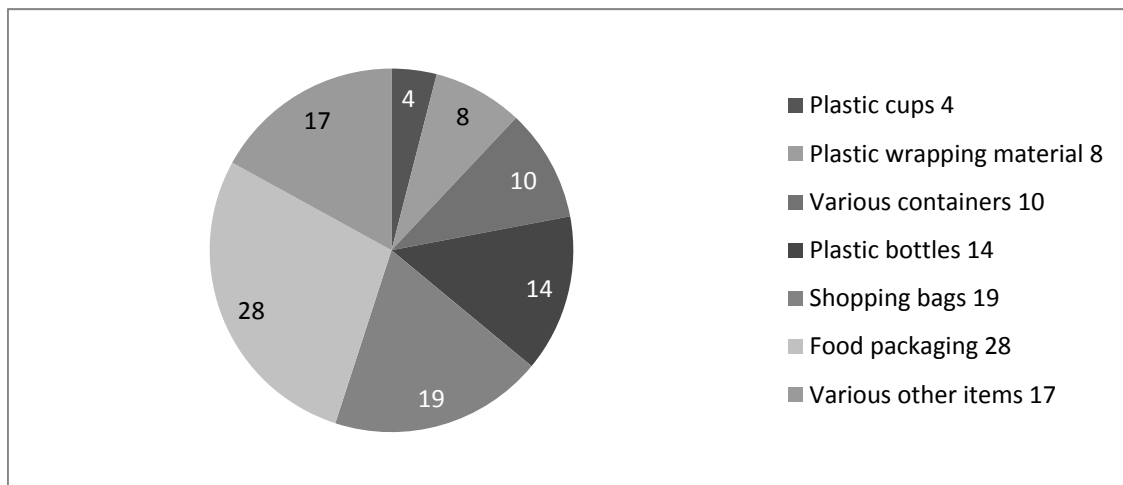
#### MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Plastic Waste**

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

**Percentage of Plastic Waste in an Average Japanese Household, 2013**



Source: <http://ourworld.unu.edu>

- What information is presented in the chart? Describe the statistical data.
- In your opinion, how does the situation in Japan reflected in the chart compare to the situation in Lithuania? What plastic items do you use every day?
- Why should plastic be reused and recycled? How can we raise people's awareness of the importance of sorting domestic waste for recycling?

### 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 help students develop certain working skills which will be necessary in the future. You suggest that each student should choose one area of interest and spend a few weekends doing voluntary work in his / her chosen area. The project should finish with a mini-conference on volunteering and working skills. 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

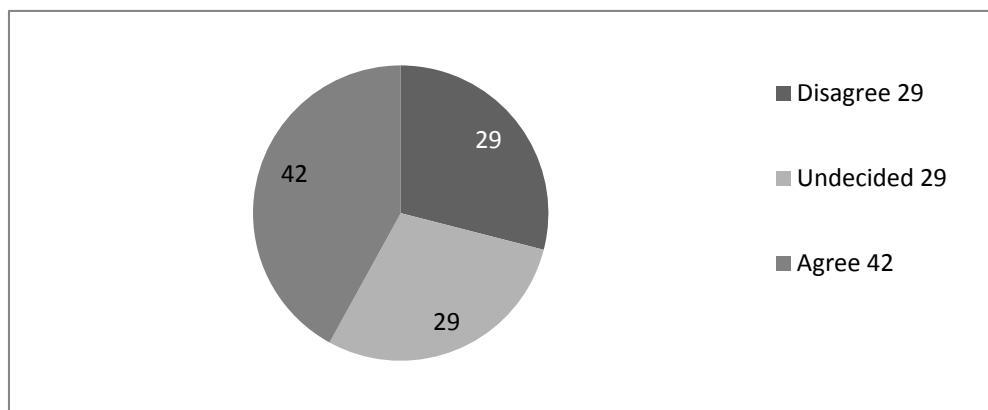
## MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **The Internet**

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

**“The Internet does more harm than good” – Survey Results, Turkey, 2011**  
(% of respondents; total number of respondents – 3000)



Source: <http://www.konda.com.tr>

- What information is presented in the chart? Describe the statistical data.
- What do you think of the results of the survey? What is your opinion about the internet – is it useful or harmful?
- How can the internet resources be used for studying and for social communication? What are the dangers that internet users may face? How can we increase our online safety?

## 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 making a photo album representing the history of your school. Students could visit school graduates of the previous years and collect photos from their personal archives. The photos should include historical pictures of the building and portraits of the teachers of different generations. The photos could be posted on the school website or published as a book. 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

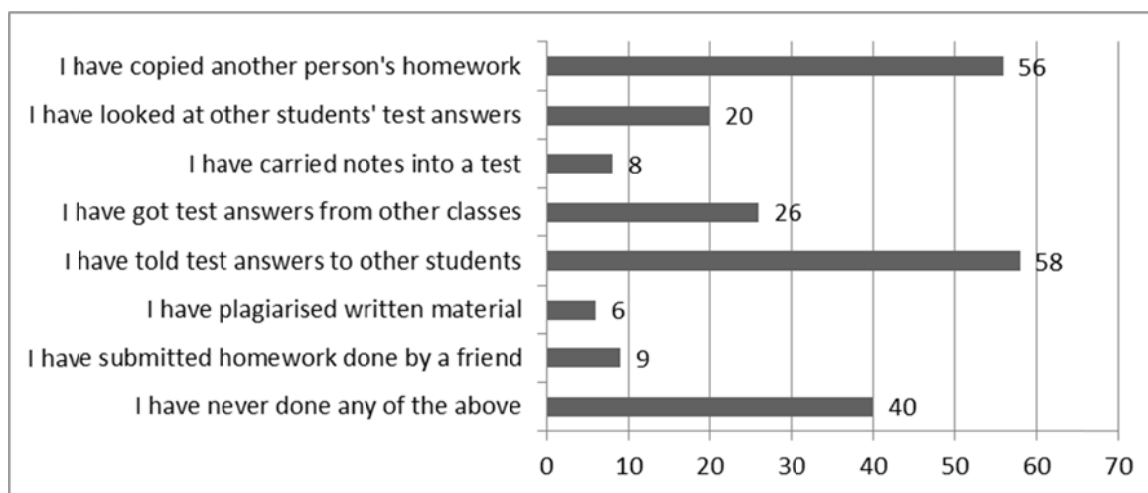
## Part 1

## MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **Cheating in Academic Life**

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

**Cheating in Academic Life – High School and College Survey, US, 2013 (% of respondents)**


Source: <http://www.fa-inkwell.org>

- 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 reflected in the chart compare to the situation in Lithuania?
- Why do some students cheat? How should dishonest students be treated?

## 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 lively. You suggest holding a series of competitions for students, such as performing a scene from a play or drawing illustrations. Students could also watch films based on the adaptations of Shakespeare's plays. The event could end with a knowledge quiz on Shakespeare's life and literary work. 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

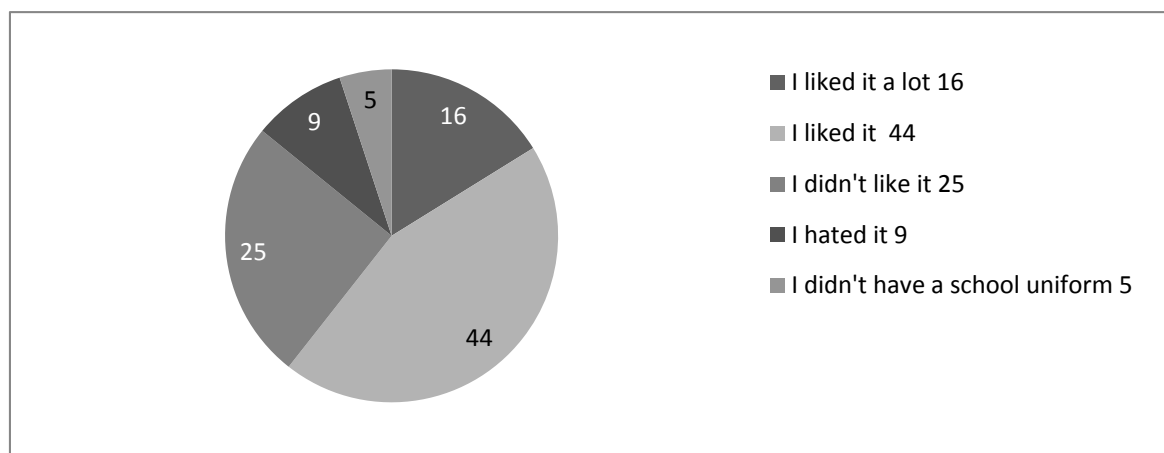
## MONOLOGUE

*Time:* 3–4 minutes

*Topic:* **School Uniforms**

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

“Did you like your school uniform?” – Survey Results, Japan, 2009 (% 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 reflected in the chart compare to the situation in Lithuania? Does your school have a uniform? If so, what is your opinion about it?
- What are the positive aspects of wearing a school uniform? What are the disadvantages of compulsory uniform use?

## 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 quiz participants should be teams of 5 pupils representing different forms. Both junior and senior forms could take part. Lithuanian would be the language of the event. You suggest that the quiz should cover a wide range of cultural topics. You want to include two major countries – the UK and the USA. 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.*