



# ANGLŲ KALBA

## KALBĖJIMO ĮSKAITOS UŽDUOTYS

### Pirmajam poros mokiniui (A)

2009 m. balandžio 21 d. (pirmoji įskaitos diena)

#### PAAIŠKINIMAI:

- Kalbėjimo įskaitos užduočių skaičius, skiriamas vienai vertinimo grupei, – 4 mokinio A įskaitos bilietų rinkiniai ir 4 mokinio B 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 laikas – 15 min. Baigę ruoštis, mokiniai pasiima ruošimosi lapus, įskaitos bilietų rinkinius palieka ruošimosi kambaryje, o atsakinėjimo patalpoje gauna tokius pačius įskaitos bilietų rinkinius.
- Atsakinėjimo patalpoje turi būti 3 įskaitos bilietų rinkiniai A ir 3 įskaitos bilietų rinkiniai B: po vieną egzaminuotojui, vertintojui ir 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 paraginti kalbėti.
- Mokinio kalbėjimas vertinamas vadovaujantis Užsienio kalbos kalbėjimo įskaitos programoje pateikta kalbėjimo vertinimo lentelė. Vertintojas įvertinimą užrašo kalbėjimo vertinimo lape, kurio forma įdėta duomenų perdavimo sistemoje KELTAS.

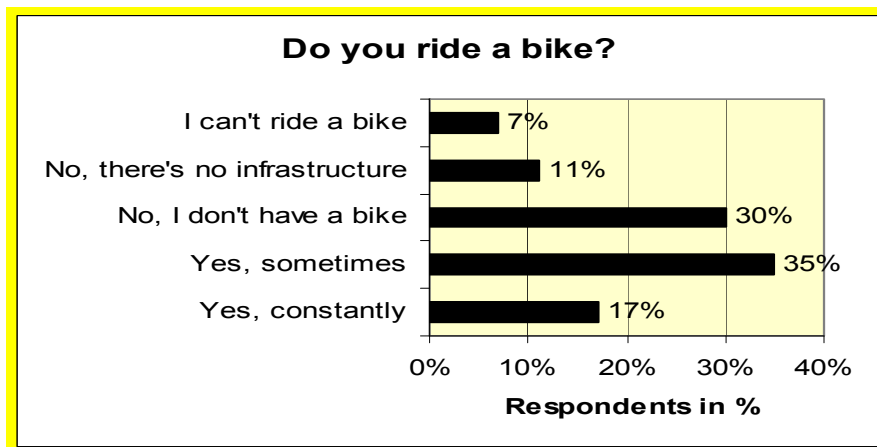
**Paper 1**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Riding a Bicycle**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group would you belong to?
2. If you can't ride the bike, would you like to learn or not? Give some reasons why. If you can ride a bike, describe your first bicycle/tricycle and your first impressions learning to ride.
3. What are the benefits of cycling? How could cycling help to solve traffic and pollution problems in big cities?

DIALOGUE

Time: 4–5 minutes

Topic: **'Lithuania 1009–2009' Commemoration at School**

Situation:

This year Lithuania is celebrating one thousand years of the first recorded mention of its name. Your partner and you are the members of the organization committee responsible for preparation of a project to celebrate this unique historical moment and a special happening in the millennium perspective at school.

Discuss the issues with your partner in order to have a clear idea how to commemorate this event at school:

- reasons why this event might be interesting for pupils;
- ways to make the event entertaining and enjoyable;
- best actions for younger students (drawing/poetry/singing/dancing/sport competitions, educational visits to museums, watching and discussing films, educational games, etc);
- total number of events per year;
- documentation of all actions (on paper/online).

Student B starts the conversation.

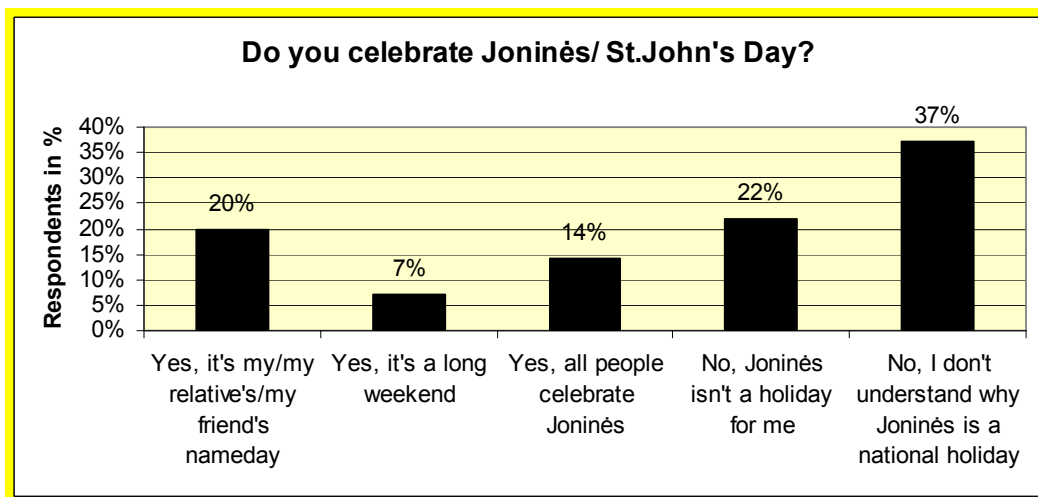
**Paper 2**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Celebration of Joninės / St. John's Day**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group would you belong to?
2. What are the traditions of Joninės? How are Jonai and Janinos honoured on that Day? Why are bonfires and looking for a fern blossom necessary elements of this celebration?
3. What other official holidays do you celebrate? Which one is the most important to you? Give some reasons why.

DIALOGUE

Time: 4–5 minutes

Topic: **Green Week at School**

Situation:

Your partner and you are on the organization committee of the Green Week at your school. You think that pupils could personally contribute to saving and protection of nature indoors and outdoors.

Discuss the issues with your partner in order to prepare for the Green Week:

- aims of the week;
- ways to inform all school community about the event;
- role of the school subjects related to the environment;
- actions to involve all pupils (Wearing Green Clothes or Accessories Day, Save Water/Electricity Day, No Litter Day, Drink Water Day, etc);
- visiting speakers (famous environmentalists, journalists, book writers, parents, etc).

You start the conversation.

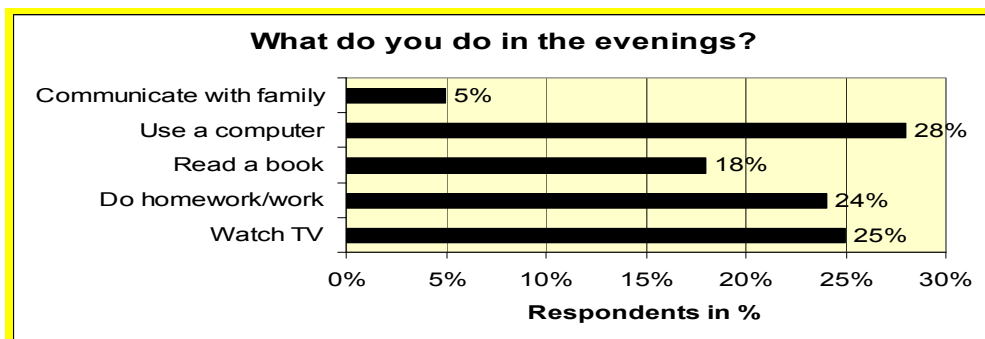
**Paper 3**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Activities in the Evening**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group(s) would you belong to?
2. How important is doing homework for you? What subjects do you spend most time preparing at home? Why? What tasks do you usually perform?
3. Are you satisfied or not with how you spend the time after lessons? Give arguments. What would you do in the evenings if you had no homework at all or just little homework?

DIALOGUE

Time: 4–5 minutes

Topic: **'Cut Your Spending' Online Competition**

Situation:

Your partner and you are members of the Economic Club at your school. Your Economics teacher has offered you to participate in the online competition called 'Cut Your Spending' which was advertised at [www.kiplinger.com](http://www.kiplinger.com). The candidates have to write an article suggesting the most effective ways to save money. You think it might be an interesting experience for both of you.

Discuss the issues with your partner in order to start preparing for the competition:

- aims of the competition (to teach young people to handle money with care, to develop effective saving/spending habits, etc);
- influence of the current economic situation on people's spending habits;
- ways to save on food (cook at home, shop once a week, eat at regular hours, etc);
- ways to save on entertainment (attend free cultural events, search for special discounts for students, download films/music/books from the Internet, organize social gatherings at home, etc);
- money management strategies (preparation of family budgets with parents, using shopping lists, searching for cheapest goods/discounts, buying/selling online, etc);

You start the conversation.

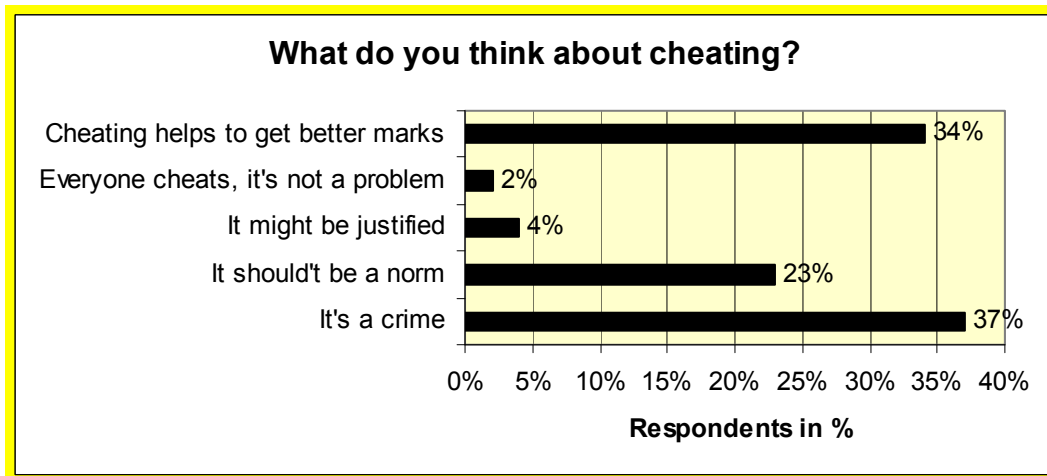
**Paper 4**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Cheating Problem at School**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group(s) would you belong to?
2. What are the most common reasons for cheating at school?
3. What are the advantages of tests, credits and exams in which cheating is impossible?

DIALOGUE

Time: 4–5 minutes

Topic: **World Development International Conference**

Situation:

Your partner and you have been offered to make a presentation on World Development in an international conference for young leaders. As it will be held in Riga, you both think that it is not only a good opportunity to meet interesting people but also to learn new things.

Discuss the issues with your partner in order to start the preparation for the conference.

- aim of the presentation (to discuss the pressing problems of the 21<sup>st</sup> century, to offer some solutions, etc);
- choosing some burning problems for the presentation (global political, economic, food, water crisis, etc);
- choosing countries to speak about;
- possible consultants/assistants;
- importance of visuals, video material.

You start the conversation.

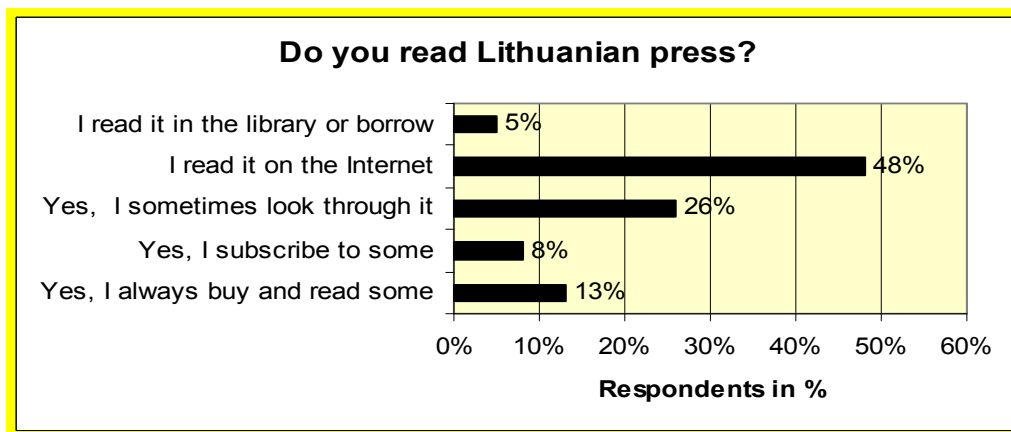
**Paper 5**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Lithuanian Press**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group(s) would you belong to?
2. Is it necessary or not to be well-informed about local and international events? Why? Why not?
3. What is your favourite newspaper or news portal on the Internet? Why do you like it? What information interests you most?

DIALOGUE

Time: 4–5 minutes

Topic: **Preparation for the Speaking Credit**

Situation:

Your partner and you have chosen to take an English Exam, therefore you have to pass the Speaking Credit before it. You both think that speaking is one of the most important skills in any foreign language as it is most widely used in real life.

Discuss the issues with your partner in order to have a clear idea about the Speaking Credit and how to prepare for it:

- self-evaluation of speaking skill (strengths and weaknesses);
- real life situations one can speak English;
- most difficult topics (flora and fauna, ecology, social and political life, etc);
- what makes a good speech;
- characteristics of a good conversationalist.

Student B starts the conversation.

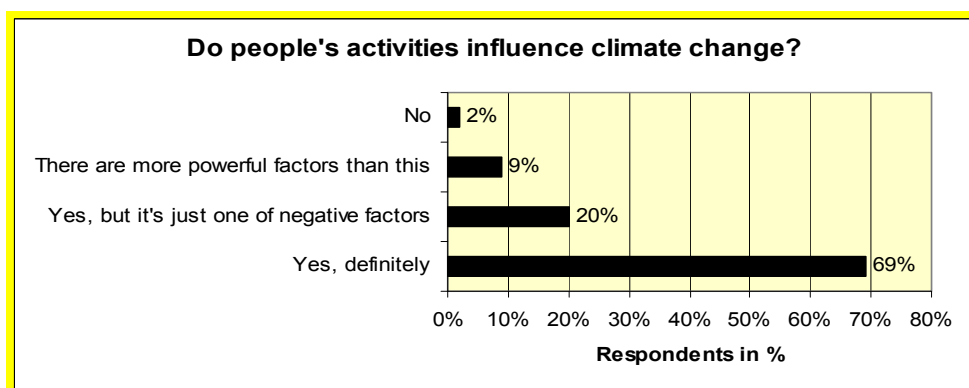
**Paper 6**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Climate Change**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group would you belong to?
2. How do other possible factors influence climate change in the world? What do you think about the effects of air, water and soil pollution, greenhouse effect and deforestation?
3. How has the climate in Lithuania changed in the last 10–15 years? Consider such factors as temperature, seasons and precipitation (rain/snow).

DIALOGUE

Time: 4–5 minutes

Topic: **School Guides' Competition**

Situation:

When your partner read on the notice board that school guides are needed to welcome visitors and new students to your school, s/he informed you at once. You both have decided to participate in the competition in which candidates will have to make a presentation about school in two languages (one's native and English) and answer judges' questions.

Discuss the issues with your partner in order to choose the aspects to speak about in the presentation:

- possible guests'/visitors' interests;
- school's history presentation;
- school's profile description;
- advantages of studying at this school;
- biggest achievements, distinctions and awards.

Student B starts the conversation.

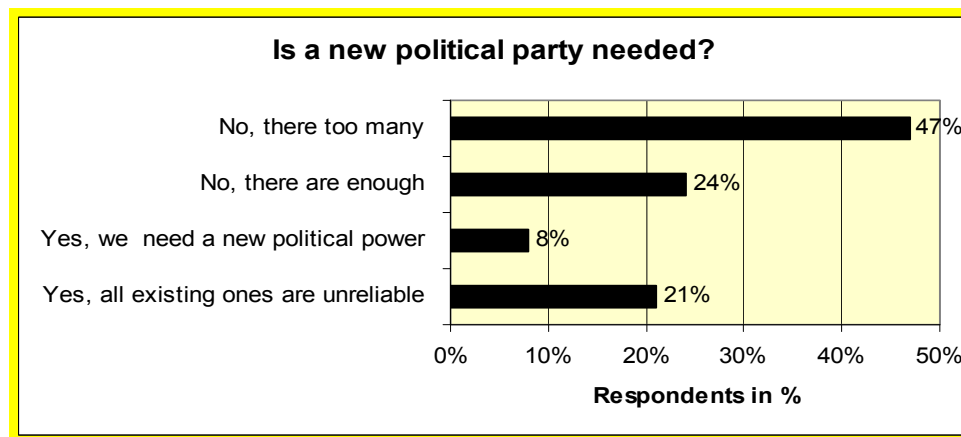
**Paper 7**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Social and Political Interests**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group would you belong to?
2. Is it important for young people to participate actively in social and political life of the country? Why? Why not? What parties, societies, unions or organizations did/do/will you belong to?
3. What issues – political, economic, social or cultural – have to be solved in the first place in the country? Why? Give examples.

DIALOGUE

Time: 4–5 minutes

Topic: **Peer Helper Club**

Situation:

Your partner and you are the members of the Students' Council responsible for school climate and relations among students. To have more supporters you have decided to establish a Peer Helper Club at your school and encourage any pupil with problems to come to your club and get help.

Discuss the issues with your partner in order to define the Club's role and functions:

- membership rules (free enrolment, code of appropriate behaviour based on tolerance and respect, obligatory participation in trainings and club's actions, etc);
- possible problems pupils might have at school;
- possible activities of the club (individual talks, classroom presentations on social issues, demonstration and discussion of video films, various actions to strengthen respect for each individual, etc);
- coordinator and consultant(s) of the club;
- best place for meetings.

Student B starts the conversation.

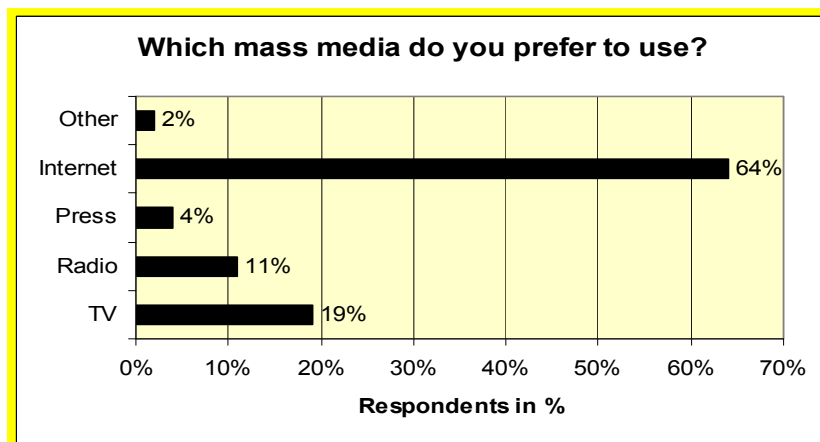
**Paper 8**  
**A**

MONOLOGUE

Time: 3–4 minutes

Topic: **Mass Media**

Task: Look through the results of the survey and give a talk answering the questions below.



1. Interpret the data of the survey. Which group(s) would you belong to?
2. What mass media do the members of your family use most often? Why? What issues – political, economic or cultural – are they most interested in?
3. Which information on mass media do you search for first? Why?

DIALOGUE

Time: 4–5 minutes

Topic: **Cooking Club**

Situation:

Your partner and you enjoy cooking very much and you have decided to initiate a Cooking Club at school. You think that being able to cook is a very useful skill which is dying nowadays, therefore it should be revived. You also want your friends to realize that traditional homemade dishes contribute to the preservation of cultural heritage of each nation.

Discuss the issues with your partner in order to define the Club's role and functions:

- aims of the club (to learn about cooking traditions, to try and make recipes, to enjoy cooking together, etc);
- possible results/outcomes for not being able to cook;
- ways to advertise club's activities;
- ways to get necessary products for cooking experiments;
- choice of recipes.

You start the conversation.