

**2016 M. ANGLŲ KALBOS OLIMPIADA (11 KL.)**

**ENGLISH LANGUAGE OLYMPIAD 2016 (FORM 11)**

- Olimpiados užduočių struktūra (1 lapas)
- Pasirengimas (1 lapas)
- Rekomenduojamų video prezentacijų sąrašas (1 lapas)
- Vertinimo kriterijai (anglų kalba) (2 lapai)
- Užduotis raštu (5 lapai)
- Užduotys žodžiu (10 lapų)

## OLIMPIADOS UŽDUOČIŲ STRUKTŪRA

OLIMPIADOS DALIS	UŽDUOTYS	TAŠKAI	LAIKAS
<b>RAŠTU</b>	Rašinys / Straipsnis. Minimalus žodžių skaičius – 300. Rašymo užduotis atliekama pažiūrėjus trumpą video prezentaciją. Prezentacija žiūrima du kartus.	15	Video prezentacijos peržiūrai (2 kartus) skiriama apie 20 min. Rašymui skiriama iki 60 min. Iš viso 80 min.
<b>ŽODŽIU</b>	Dialogas: Diskusija aptariant perskaitytą naujienų tekstą.	15	Pasirengimui skiriama 2 min. Diskusijai skiriama 3 min. Iš viso 5 min. mokinių porai.
<b>IŠ VISO</b>		<b>30</b>	

**KOMANDINĘ UŽDUOTĮ** rajono (miesto) komisija organizuoja savo nuožiūra.

Ši užduotis vertinama neformaliai.

Rekomendacijos:

**Temos:** Mano miestas / Mano regionas.

**Potemės:** Vietovės / Žmonės / Renginiai.

**Formatai:** skelbimas, skrajutė, plakatas, eilėraštis, daina, vaidybinis etiudas, skaidrių šou, filmukas.

**Užduoties pavyzdžiai:**

- Sukurkite skaidrių šou „Aplankykite mano miestą“.
- Sukurkite vaidybinį etiudą „Susipažinkite su mano miesto žmonėmis“.
- Sukurkite skelbimą „Kviečiame į miesto tradicinius renginius“.
- Sukurkite eilėraštį / dainą „Mano miestas – pats šaunias“.

## PASIRENGIMAS

UŽDUOTYS		LAPAI	PASIRENGIMAS
<b>RAŠTU</b>	Viršeliai kodavimui.	2 lapai	<ul style="list-style-type: none"> <li>- Parengti kopijas kiekvienam mokiniui.</li> <li>- Surašyti kodus prieš išdalijant užduotis dalyviams.</li> <li>- Surinkti pirmuosius viršelius su dalyvių pavardėmis.</li> </ul>
	<p>Rašinys / Straipsnis.</p> <p>Rašymo užduotis atliekama pažiūrėjus trumpą video prezentaciją.</p> <p>Prezentacija žiūrima du kartus.</p>	<p>1 lapas – užduotis ir vieta užrašams.</p> <p>1 lapas – juodraštis.</p> <p>1 lapas – švarraštis.</p> <p>1 lapas – vertinimo lentelė.</p>	<ul style="list-style-type: none"> <li>- Pasirinkti video prezentaciją iš sąrašo.</li> <li>- Siekiant išvengti interneto trikdžių olimpiados dieną, patartina video prezentaciją išsaugoti laikmenoje.</li> <li>- Parengti užduoties kopijas dalyviams.</li> <li>- Parengti vertinimo lentelės kopijas – tiek kopijų, kiek mokinių. Vertintojai apveda balų skaičių pagal kiekvieną kriterijų, o bendrą balą įrašo apačioje. Pasibaigus olimpiadai, vertinimo lenteles galima atiduoti mokiniams.</li> </ul>
<b>ŽODŽIU</b>	<p>Dialogas:</p> <p>Diskusija pagal perskaitytą naujienų tekstą.</p>	<p>5 užduočių komplektai (Mokiniui A ir Mokiniui B).</p> <p>1 lapas – vertinimo lentelė.</p>	<ul style="list-style-type: none"> <li>- Parengti užduočių komplektų kopijas dalyviams ir vertintojams.</li> <li>- Parengti vertinimo lentelės kopijas – tiek kopijų, kiek mokinių. Vertintojai apveda balų skaičių pagal kiekvieną kriterijų, o bendrą balą įrašo apačioje. Pasibaigus olimpiadai, vertinimo lenteles galima atiduoti mokiniams.</li> </ul>

## REKOMENDUOJAMOS VIDEO PREZENTACIJOS

Atsidarykite [www.youtube.com](http://www.youtube.com) ir paieškos laukelyje įveskite:

**TED TALK Ann Morgan: MY YEAR READING A BOOK FROM EVERY COUNTRY IN THE WORLD (12:03)**

**ARBA**

Atsidarykite šią nuorodą:

[www.ted.com/talks/ann\\_morgan\\_my\\_year\\_reading\\_a\\_book\\_from\\_every\\_country\\_in\\_the\\_world?language=en](http://www.ted.com/talks/ann_morgan_my_year_reading_a_book_from_every_country_in_the_world?language=en)

Atsidarykite [www.youtube.com](http://www.youtube.com) ir paieškos laukelyje įveskite:

**TED TALK Bell Pesce: 5 WAYS TO KILL YOUR DREAMS (06:11)**

**ARBA**

Atsidarykite šią nuorodą:

[https://www.ted.com/talks/bel\\_pesce\\_5\\_ways\\_to\\_kill\\_your\\_dreams](https://www.ted.com/talks/bel_pesce_5_ways_to_kill_your_dreams)

Atsidarykite [www.youtube.com](http://www.youtube.com) ir paieškos laukelyje įveskite:

**TED TALK Kira Bedi: A POLICE CHIEF WITH A DIFFERENCE (08:47)**

**ARBA**

Atsidarykite šią nuorodą:

[www.ted.com/talks/kiran\\_bedi\\_a\\_police\\_chief\\_with\\_a\\_difference?language=en](http://www.ted.com/talks/kiran_bedi_a_police_chief_with_a_difference?language=en)

## VERTINIMO KRITERIJAI

### ARTICLE ASSESSMENT SCALE

CRITERIA	SCORE	DESCRIPTORS
Content	3	All / Major content points covered. Thorough and extensive coverage.
	2	Some major content points covered. Adequate and sufficient coverage.
	1	Too few content points covered. Insufficient coverage. Some irrelevant material.
Organisation	3	Ideas effectively organized. A variety of linking devices.
	2	Ideas adequately organised. Simple linking devices.
	1	Lack of organisation or linking devices.
Range of vocabulary and structure	3	Wide / Good range of structure and vocabulary.
	2	Adequate range of structure and vocabulary.
	1	Limited / Narrow range of structure and vocabulary.
Accuracy (vocabulary, grammar, spelling, punctuation)	3	No errors / minimal errors.
	2	A number of errors, but they do not obscure communication.
	1	Frequent errors, some of which may obscure communication.
Appropriacy of register	3	Consistent use of neutral / semi-formal register.
	2	Inconsistent use of neutral / semi-formal register.
	1	Little awareness of register.
Total (out of 15)		ASSESSOR'S SIGNATURE AND COMMENT

#### NOTES

- **Length** – minimum 300 words. If the text is shorter, the final score is adjusted as agreed by the evaluation committee.
- **Spelling** – British and American varieties are acceptable.
- **Contractions** are acceptable.

## PAIR DISCUSSION

### ASSESSMENT SCALE

CRITERIA	SCORE	DESCRIPTORS
<b>CONTENT</b>		
<b>*Introduction (Student A)</b>		
2		Effective summary of the news item and initiation of the discussion.
1		Adequate summary of the news item and initiation of the discussion.
<b>Argumentation</b>		
2		All arguments relevant, very well organised and easy to follow.
1		Most arguments relevant, quite well structured and rather easy to follow.
<b>Examples / Illustrations</b>		
2		Highly effective use of relevant examples.
1		Adequate use of examples.
<b>Language resources</b>		
2		Uses a wide range of lexico-grammatical structures; the meaning is always clear and precise.
1		Uses an adequate range of lexico-grammatical structures; the meaning is generally clear and precise.
<b>*Conclusion (Student B)</b>		
2		Effective summary of the main points and excellent final comment.
1		Adequate summary of the main points and acceptable final comment.
<b>DELIVERY</b>		
<b>Interaction</b>		
2		Effective use of strategies to initiate discussion and respond to questions.
1		Adequate use of strategies to initiate discussion and respond to questions.
<b>Accuracy</b>		
3		Excellent control of simple and complex lexico-grammatical structures; no accuracy errors.
2		Good control of simple and complex lexico-grammatical structures; occasional errors.
1		Adequate handling of simple lexico-grammatical structures; problems may occur with complex structures.
<b>Pronunciation</b>		
2		Clear articulation. Effective intonation.
1		Most text is articulated clearly. Adequate intonation.
<b>Total (out of 15)</b>		<b>Assessor's signature and comment:</b>
<b>* NOTE: Student A gets points for the introduction and Student B - for the conclusion.</b>		

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**ENGLISH LANGUAGE OLYMPIAD 2016 (FORM 11)**

*Šis viršelis skirtas kodavimui.*

*Dalyvio kodą įrašo komisija prieš išdalindama užduotis dalyviams.*

*Dalyvis užpildo savo duomenis ir grąžina šį viršelį komisijai prieš atlikdamas užduotis.*

<b>Dalyvio kodas</b> (pildo komisija)	
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<b>Dalyvio vardas, pavardė</b> (pildo dalyvis)	
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<b>Dalyvio mokykla</b> (pildo dalyvis)	
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**20156 M. ANGLŲ KALBOS OLIMPIADA (11 KL.)**

**ENGLISH LANGUAGE OLYMPIAD 2016 (FORM 11)**

*Šis viršelis skirtas rašymo užduoties vertinimo fiksavimui.*

*Dalyvio kodą įrašo komisija prieš išdalindama užduotis dalyviams.*

*Dalyvis grąžina šį viršelį komisijai kartu su atliktomis užduotimis.*

<b>Dalyvio kodas</b> <b>(pildo komisija)</b>	
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<b>UŽDUOTYS RAŠTU</b>	<b>MAKSIMALUS TAŠKŲ SKAIČIUS</b>	<b>SURINKTA TAŠKŲ (1 vertintojas)</b>	<b>SURINKTA TAŠKŲ (2 vertintojas)</b>
Rašinys / straipsnis	<b>15</b>		

1 VERTINTOJAS \_\_\_\_\_ (parašas)

2 VERTINTOJAS \_\_\_\_\_ (parašas)

KOMISIJOS PIRMININKAS \_\_\_\_\_ (parašas)



## ARTICLE

*You are going to write an article for an English website.*

*Before writing, you are going to watch a short video presentation. The video will be shown twice.*

*You can take notes if you wish. Use this sheet for your notes.*

*After viewing the video presentation, you will have 60 minutes to write your article.*

***Follow this plan:***

- ***state the topic / issue of the talk;***
- ***give a short summary of the content of the talk and formulate the main message;***
- ***respond to the message of the talk by giving your opinion on the issue discussed by the speaker and / or linking the topic / issue to your personal experience;***
- ***comment on the speaker's presentation style (manner of speaking, visuals etc.).***

*Use the sheets provided for your draft and your final version.*

***Write at least 300 words.***

*Give a title to your article.*

**USE THIS SPACE FOR YOUR NOTES WHILE WATCHING THE PRESENTATION**

**USE THIS SHEET TO WRITE YOUR DRAFT**

**USE THIS SHEET TO WRITE YOUR FINAL VERSION.**

**YOU MUST WRITE AT LEAST 300 WORDS.**

**TITLE:**

**Student A**

**PAIR DISCUSSION**

*You are going to read a news item. You have to respond to the news and discuss it with a partner.*

*Your partner has also read the same news item.*

*You have **2 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **3 minutes**.*

*You are expected to:*

- *define the message / state the issue presented in the text (**Student A**);*
- *exchange opinions with the partner about the issue;*
- *justify your opinion, provide arguments;*
- *relate the issue to your own experience or knowledge, give examples;*
- *summarise and conclude your discussion (**Student B**).*

*Note: if you start the discussion, your partner will have to complete the discussion and vice versa.*

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

**NO 1.**

Source: <http://www.times-series.co.uk/news/14179921>



**Microchip your dog - or face a hefty fine**

*Strict new laws will make it compulsory for all dogs in England to be microchipped. The new rules will be introduced in April but owners failing to comply could face a hefty fine.*

The news has been broadly welcomed by animal welfare charities.

According to a Dog's Trust survey, modern technologies like microchipping accounted for more than 10,000 dogs being reunited with their owners. However, research found that one in five owners are still unprepared for the upcoming legal change. It also found that 45 per cent of them had not chipped their dogs, either because they didn't know how to do so or simply did not know they had to.

All dogs must be chipped and registered with a recognised database by April 6.

Adrian Burder, chief executive of Dogs Trust, said: "Losing a dog is upsetting time for both the dog and the dog owner so we welcome the new law. We're working tirelessly to ensure even more dogs are given these painless but essential pieces of technology before April."

From then on, if an animal is not microchipped its owners could face a fine of up to £500. All breeders must microchip their puppies by eight-weeks-old and before they are transferred to a new keeper, who will be responsible for updating it with their details.

**Student B**

**PAIR DISCUSSION**

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**NO 2.**

Source: <http://www.independent.co.uk/life-style/>



**What's it like to be a board game tester?**

*Paul Grogan gave up his job as an IT manager to become one of the few professional board game testers in the UK*

Grogan gave up his day job as an IT manager earning £45,000 a year to pursue his gaming passion. "It's a risky move, but I haven't looked back," he says. He now earns half the money testing advanced board games, which are played by fanatics throughout the year.

The games, which include titles such as Ticket To Ride and The Settlers of Catan, are growing in popularity in the UK. They involve a "high level of decisionmaking" and much more strategy than the likes of Trivial Pursuit.

Grogan tests prototypes with his friends, and is proud of the frank feedback he gives to designers and publishers. "I am from the North. My blunt honesty has got me into a lot of trouble over the years. If it was a horrible game to play, I will say that."

He also often writes rule books and tests out whether they work by creating the game electronically and playing it with friends online via Skype.

Grogan is pleased board games have survived in today's digital age. "It's real-life interaction, and you can't beat that. Video games are not quite the same."

**Student B**

**PAIR DISCUSSION**

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**Student A**

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**NO 3.**

Source: <http://www.theguardian.com/world/2016/jan/06>



**Helsinki-Tallinn tunnel to bring cities closer than ever**

*Finland and Estonia look into a rail link that would reduce journey time from 2 hours to 30 minutes.*

The Baltic Finns populating opposite sides of the Gulf of Finland were long separated by ideology and sea. Now, the historic brethren of Estonia and Finland could be directly linked, as plans accelerate for a 50-mile tunnel running between their capital cities.

Although Helsinki can be glimpsed from Tallinn's tallest tower, the only way across the gulf is a two-hour boat trip. About eight million ferry journeys are made each year: a popular weekend cruise for Finns, but also a weekly commute for Estonians working in Helsinki.

The tunnel would house a railway to bring them just a half-hour train ride away.

The undersea tunnel is particularly attractive because of a planned Rail Baltica high-speed train line, which will run from Tallinn to Poland and link into western Europe's rail networks and would connect Helsinki via train to Berlin.

As the major case study, the Channel tunnel linking Britain and France has been a source of inspiration and misgiving for the Baltic planners. While it demonstrates the engineering possibilities and was a pointer towards a Europe without borders, it had little impact on the integration of the regions. The Channel still represents a significant cultural and psychological barrier.



**Student B**

**PAIR DISCUSSION**

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**Student A**

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Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

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**NO 4.**

Source: <http://www.independent.co.uk/news/media/>



**Girl writes angry letter to parents after they tell her Santa is not real**

*A young girl wrote a very angry letter to her parents after learning they had not been honest with her about Santa Claus' existence.*

In a Facebook post that has since been removed, Nicki Adams from Maryland posted a picture of her 10-year-old daughter's response to the revelation of Father Christmas' fictionality.

Her daughter, Belle, wrote a letter and slid it under her bedroom door. The letter read: "You have no idea what you just did. I can't believe you anymore."

"Is the easter bunny real, how about the tooth fairy huh? You just ruined a 10 year old child's life. Nothing will make me feel better. You lied to me about something I loved that broke my heart."

Belle then drew three depictions of a fist showing its middle finger.

Ms Adams wrote on Facebook that Belle had asked "point blank about Santa" and when told the truth, became so angry that "she may never speak to us again".

At the moment, according to Ms Adams, Belle is no longer angry and understands "the magic of Santa and how he lives in her heart". She now knows that it's her duty to be part of Santa's team and to help others believe and spread the magic of Christmas.

**Student B**

**PAIR DISCUSSION**

*You are going to read a news item. You have to respond to the news and discuss it with a partner.*

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"Is the easter bunny real, how about the tooth fairy huh? You just ruined a 10 year old child's life. Nothing will make me feel better. You lied to me about something I loved that broke my heart."

Belle then drew three depictions of a fist showing its middle finger.

Ms Adams wrote on Facebook that Belle had asked "point blank about Santa" and when told the truth, became so angry that "she may never speak to us again".

At the moment, according to Ms Adams, Belle is no longer angry and understands "the magic of Santa and how he lives in her heart". She now knows that it's her duty to be part of Santa's team and to help others believe and spread the magic of Christmas.

**Student A**

**PAIR DISCUSSION**

*You are going to read a news item. You have to respond to the news and discuss it with a partner.*

*Your partner has also read the same news item.*

*You have **2 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **3 minutes**.*

*You are expected to:*

- *define the message / state the issue presented in the text (**Student A**);*
- *exchange opinions with the partner about the issue;*
- *justify your opinion, provide arguments;*
- *relate the issue to your own experience or knowledge, give examples;*
- *summarise and conclude your discussion (**Student B**).*

*Note: if you start the discussion, your partner will have to complete the discussion and vice versa.*

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

**NO 5.**

Source: <http://www.independent.co.uk/news/world/europe/>



**Sweden imposes border controls**

*Sweden has reimposed border controls on the bridge connecting it with Denmark, in an effort to reduce the number of migrants entering the country.*

Identity checks have been introduced on the Oresund bridge - which links Malmo and Copenhagen - making it harder for both migrants and commuters to travel.

The new restrictions are expected to add an extra 30 minutes to the 40-minute trip, while rail operators have also reduced the daily number of trips between the two countries.

The changes affecting the bridge will make it harder for ordinary Danes and Swedes to get to work and goes against an open-border system that dates back to the 1950s.

Dr Per Tryding from the Swedish Chamber of Commerce said: "We've had a nordic Schengen agreement since the fifties so this is a real shock for people here - sort of a version of the Berlin Wall."

Dr Tryding also said that originally architects of the "mini Nordic Schengen" had foreseen future problems and had designed measures to deal with temporary problems such as refugees or terrorism.

Over one million refugees have arrived in Europe over the past year as they flee conflict and oppression in the Middle East . Sweden is the second most popular destination after Germany.

**Student B**

**PAIR DISCUSSION**

*You are going to read a news item. You have to respond to the news and discuss it with a partner.*

*Your partner has also read the same news item.*

*You have **2 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **3 minutes**.*

*You are expected to:*

- *define the message / state the issue presented in the text (**Student A**);*
- *exchange opinions with the partner about the issue;*
- *justify your opinion, provide arguments;*
- *relate the issue to your own experience or knowledge, give examples;*
- *summarise and conclude your discussion (**Student B**).*

*Note: if you start the discussion, your partner will have to complete the discussion and vice versa.*

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

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