

**2017 M. ANGLŲ KALBOS OLIMPIADA (11 KL.)**

**ENGLISH LANGUAGE OLYMPIAD 2017 (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 uždutis atliekama pažiūrėjus trumpą (apie 10 min.) 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 uždutis vertinama neformaliai.

Rekomendacijos:

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

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

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

**Užduties 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 šauniausias“.

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 JR: One year of turning the world inside out (6:31)**

**ARBA**

Atsidarykite šią nuorodą:

[https://www.ted.com/talks/jr\\_one\\_year\\_of\\_turning\\_the\\_world\\_inside\\_out](https://www.ted.com/talks/jr_one_year_of_turning_the_world_inside_out)

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

**TED TALK Angelica Dass The beauty of human skin in every colour (11:27)**

**ARBA**

Atsidarykite šią nuorodą:

[https://www.ted.com/talks/angelica\\_dass\\_the\\_beauty\\_of\\_human\\_skin\\_in\\_every\\_color](https://www.ted.com/talks/angelica_dass_the_beauty_of_human_skin_in_every_color)

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 2017 (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> <b>(pildo komisija)</b>	
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<b>Dalyvio vardas, pavardė</b> <b>(pildo dalyvis)</b>	
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<b>Dalyvio mokykla</b> <b>(pildo dalyvis)</b>	
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**ENGLISH LANGUAGE OLYMPIAD 2017 (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(s) discussed by the speaker and / or by 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.



### Using smartphones increases risk of dry-eye disease

A new study has found that our smartphones are doing more damage than we had previously suspected, specifically to our eyes.

The report published in Ophthalmology revealed that children who spend more time on their phones have more symptoms of dry-eye disease. When those children went without their phones for a month, their symptoms were reduced.

Dry-eye disease is a condition that occurs when the eyes don't produce enough tears, which results in eyes becoming red, swollen and irritated. When we stare at screens, we blink less which means our tear film evaporates faster and our risk of dry-eye disease increases.

The Ophthalmology study examined 900 children and 16 per cent had dry-eye disease. Those children used smartphones for 3 hours a day on average, compared to 40 minutes a day by children without any symptoms.

Researcher Tanya Goodin said, "Overuse of screens also affects eyesight through other symptoms categorised as 'digital eye strain' - the physical discomfort felt after two or more hours in front of a screen. This condition is on the up amongst adults and children.

Goodin's tips are: "Keeping screen usage within healthy limits, no screens an hour before bedtime and no single screen session over two hours."

<http://www.independent.co.uk/life-style/health-and-families/>

## Student B

### PAIR DISCUSSION

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## NO 2.



### **Thousands of multi-coloured Easter eggs wash up on German beach after storm**

Thousands of coloured Easter eggs containing small toys have washed up on the shore of a German island Langeoog, after they were washed off a cargo ship during a storm.

The small plastic capsules reportedly came to the island on freight containers, as a ship belonging to Reederei Maersk struggled through the heavy winds of Storm Axel. The ship was travelling to Bremen when bad weather struck.

Tourists and children on Langeoog quickly joined the game of collecting up the capsules.

The local mayor, Uwe Garrels, meanwhile pointed out that many plastic bags and other items of rubbish had washed up on the beach alongside the eggs. "This isn't funny anymore - it's damaging for the environment and highly dangerous for animals," he said.

A large crowd from the island later congregated on the beach to help with the clean-up effort, with local photographer Daniela Skrzypczak writing on Twitter: "Many hands make light work and nature says thank you."

Storm Axel contributed to the worst flooding on Germany's north-east coast for a decade, causing major damage. Rising sea levels left cars and homes submerged, and emergency services were called out to save residents from the freezing waters.

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

## Student B

### PAIR DISCUSSION

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## Student A

### PAIR DISCUSSION

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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 3.



#### The jacket that lets you stash 42 gadgets

As we swim in the ocean of new tech, we may wonder where we could put all this stuff if we had to take it with us. One firm thinks it has the answer - a jacket with 42 secret pockets, each tailored for a specific device.

Scotte Vest's sleeveless vest includes a laptop-sized space on the back, somewhere to store a tablet in each of the front panels, an inside breast pocket for smartphones and a channel for headphone cables or chargers.

However, the firm does not recommend using all 42 pockets at once.

After stashing a laptop, charging cable and plug, smartphone, tablet, radio equipment, battery power bar and notebook in a single garment, you may not look particularly elegant, but once the load settles on the shoulders, you may feel like you are wearing a backpack.

The idea was born in 2000 when chief executive Scott Jordan almost damaged his ears in an airport after getting a headphone cable tangled on a doorknob. It was inspired by the traditional fisherman's vest.

Scotte Vest claims to have sold more than 10 million garments so far. It is great for travellers, said Mr Lappala, and drone pilots, too.

<http://www.bbc.com/news/technology-38527350>



## 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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*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.

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## Student A

### PAIR DISCUSSION

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- *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 4.



**Razer gaming laptop has not one but three screens**

Gaming PC maker Razer has unveiled a concept laptop with three 4K screens at the CES tech show in Las Vegas. The firm claims Project Valerie is the world's first portable laptop of its kind.

Two additional screens slide out from the central display via an automatic mechanism. When folded up and closed, the laptop is 1.5in thick.

Razer said this was comparable to many standard gaming laptops, which tend to be chunkier than home and office devices.

"We thought, 'This is crazy, can we do this?'," a company spokesman told the BBC. "The answer was: 'Yeah, we are crazy enough, we can do it'."

Project Valerie is still a prototype and Razer has not yet published a possible release date or price.

Gamers commonly used more than one monitor these days, said gaming analyst Jonathan Wagstaff. He added that increasing numbers of gamers - particularly those who travel to e-sports tournaments - are in the market for portable computers with high specs.

Mr Wagstaff said that industry data he had reviewed suggested widening interest in such machines from architectural and graphic design firms, as well.

<http://www.bbc.com/news/technology-38526705>

## 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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## 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.



### Huge Antarctic icebergs about to break off and slide into the sea

A huge iceberg is about to break off Antarctica. Part of the Larsen C ice shelf is now hanging by only a thread (about 20 km) after a crack expanded last month.

When it splits off, it will radically change the landscape of the Antarctic Peninsula, it could even lead to the wider break-up of the entire shelf.

Ice shelves are huge areas of ice floating around on the sea at the end of glaciers. If they are lost, they could allow those glaciers to slide faster towards the sea as temperatures rise because of global warming. That will help contribute towards rising sea levels and could have catastrophic effects across the world. Several ice shelves – including Larsen B – have disintegrated in recent years as a result of climate change.

Andrew Fleming, remote sensing manager who tracks icebergs, said ice was being thawed by warmer air above and by warmer waters below. Some icebergs float around Antarctica for years, causing little threat as they melt gradually. "But Larsen B shattered like car safety glass into thousands of pieces," he said. "It disappeared in about a week."

Last year was the warmest on record, as a result of greenhouse gases. Changes to sea temperatures and levels are one of the most significant results of this and could in turn bring extreme alterations in the weather.

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## 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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