



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Bendrai finansuoja
Europos Sąjunga

SIMA
socialinės informacijos ir mokymų agentūra

UŽSIENIO (ANGLŲ) KALBOS VALSTYBINIO BRANDOS EGZAMINO VERTINTOJŲ MOKYMAI

2025 m. kovo-gegužės mėn.

B2+ kalbos mokėjimo lygis B2+ kalbos vartotojo kalbiniai ištekliai

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Apie ką ši paskaita

Kas yra B2+ lygis? Kuo jis skiriasi nuo B2 ar C1?

B2+ lygiui būdinga raiška: žodynas, gramatika

Anglų kalbos ištekliai internete

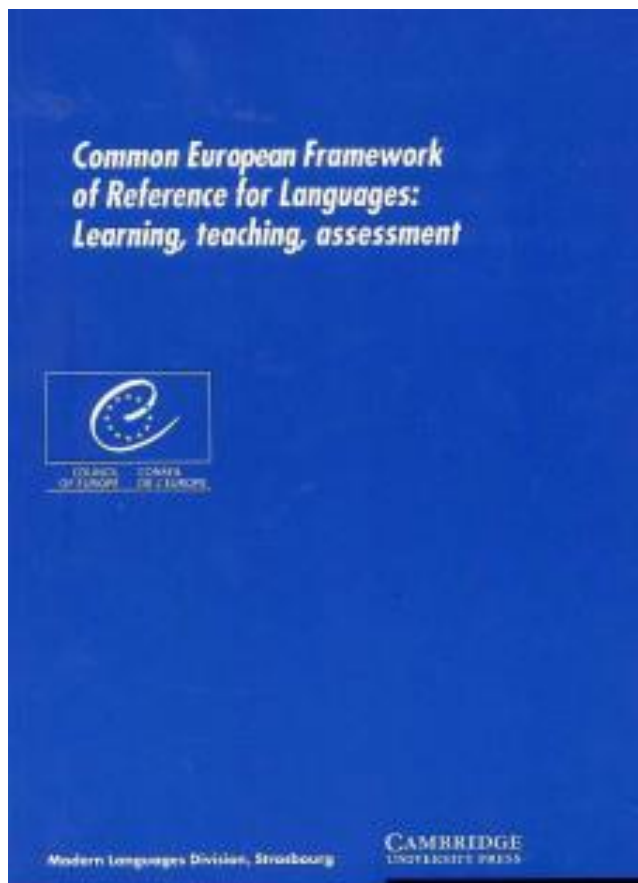
EnglishProfile, SKELL, tekstynai

Vertintojo kompetencija

- Užsienio kalbos mokymas ir vertinimas – dvi skirtingos veiklos
- Mokytojo darbas
 - Ugdyti, skatinti, lavinti, mokyti ir aiškinti, sudominti, formuoti įgūdžius ir t.t.
- Vertintojo darbas
 - Išmanyti egzamino kriterijų (B2+ kalbos mokėjimo lygis)
 - Suprasti užduočių vertinimo kriterijus
 - Gebėti naudotis autentiškos kalbos šaltiniais: tekstynais, žodynais, gramatikomis
 - Patikimai ir tvarkingai atlikti vertinimo užduotis
 - Nešališkai skaityti ir vertinti mokinių atliktis
 - Išlikti objektyviam ir visiems vienodai teisingam (*intra-rater reliability*)
 - Gebėti profesionaliai bendrauti vertintojų grupėje (*inter-rater reliability*)
 - Tinkamai organizuoti ir planuoti savo darbą

Kas yra B2+ kalbos mokėjimo
lygis?

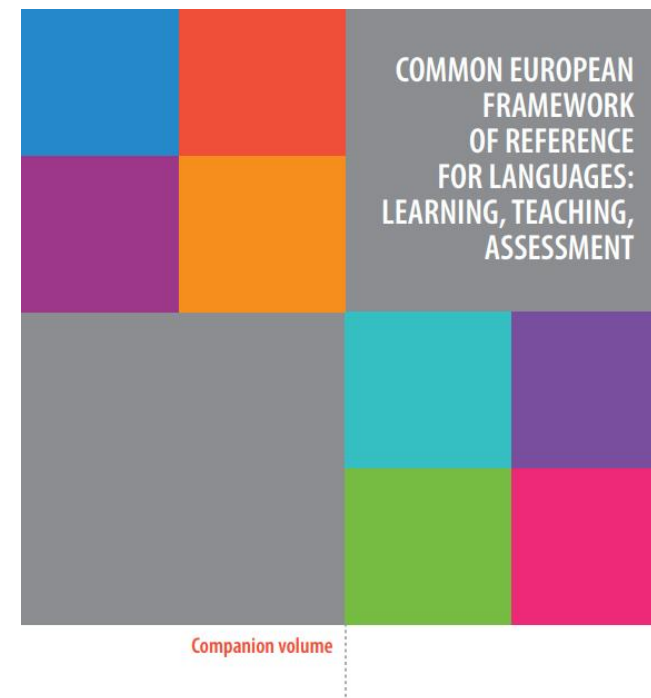
Šaltiniai



CEFR 2001



BEKM 2008



CV 2020



CEFR Companion Volume (2020) (liet. *BEKM praplėta*)

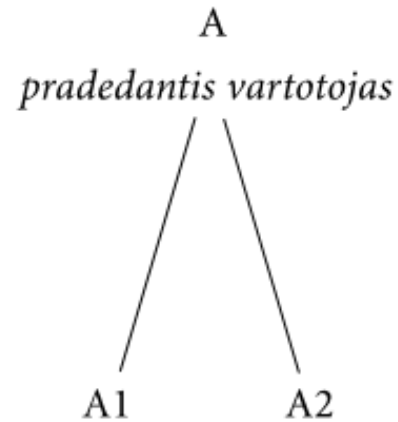
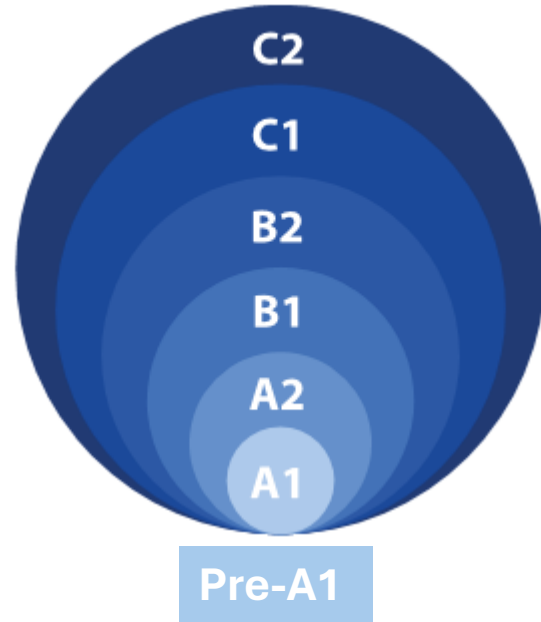
Naujovės:

- Mediacija (tarpininkavimas) tarp skirtingų kalbų, tarp skirtingų vienos kalbos atmainų, tarp grafiškai ir verbališkai pateiktos informacijos.
- Įvairių užsienio kalbų dermė ugdymo procese (angl. *plurilingual and pluricultural competence*).
- Naujas „Pre-A1“ lygis.
- Papildytos aukštesniųjų („plusinių“) lygių aptartys.
- Gimtakalbio standarto panaikinimas (žr. C2 lygį).
- Fonologinės kompetencijos aprašas, gestų kalba ir t.t.

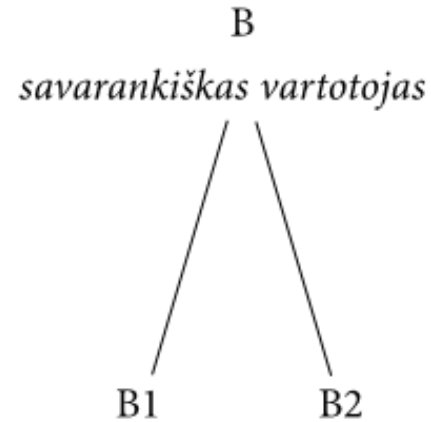
COMMON EUROPEAN
FRAMEWORK
OF REFERENCE
FOR LANGUAGES:
LEARNING, TEACHING,
ASSESSMENT

Companion volume

Kalbos mokėjimo lygiai (angl. *proficiency levels*)



A2+



B1+



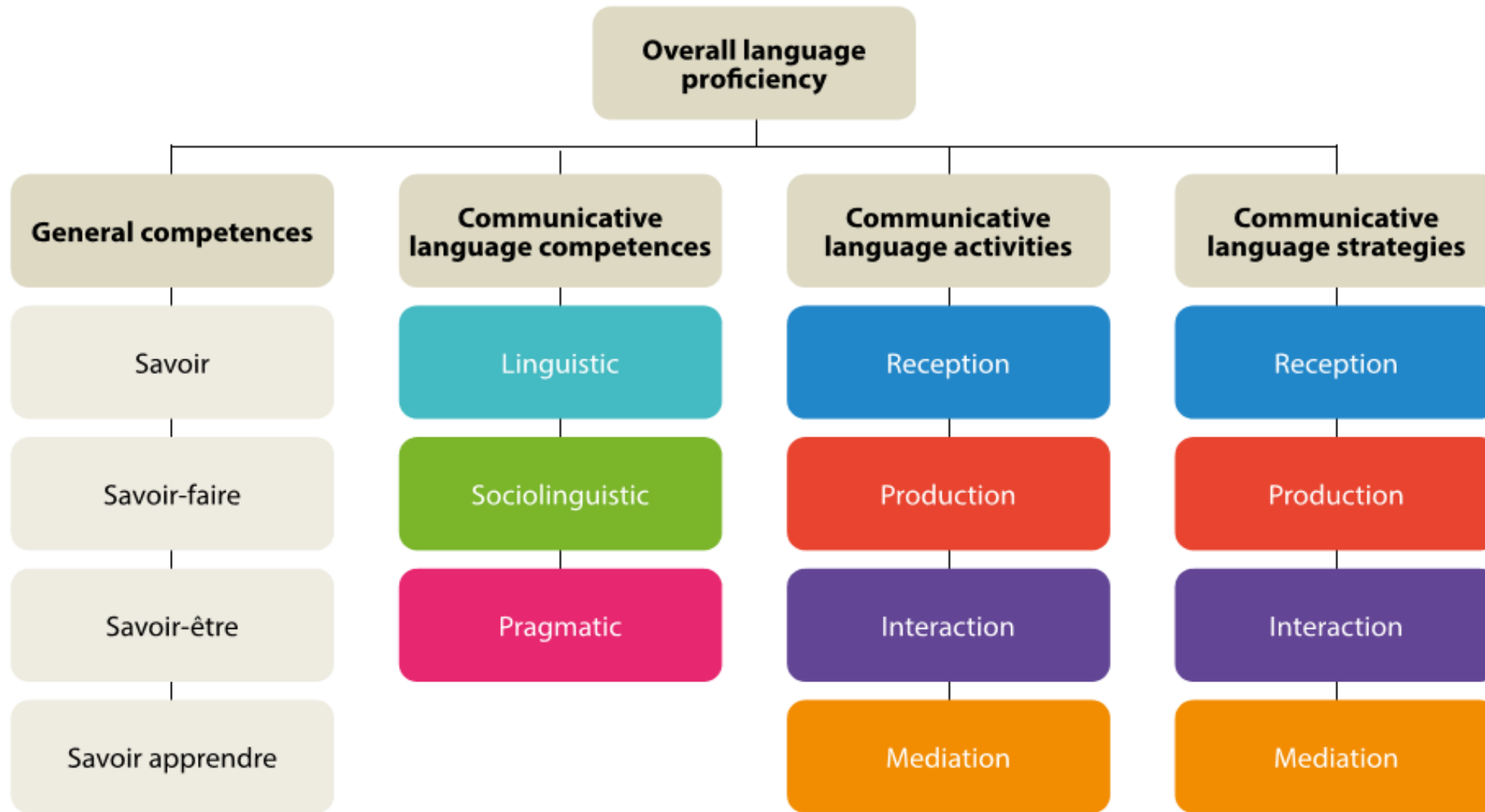
B2+

4 lentelė. A2.1 ir A2.2 (A2+) lygiai: klausymo supratimas

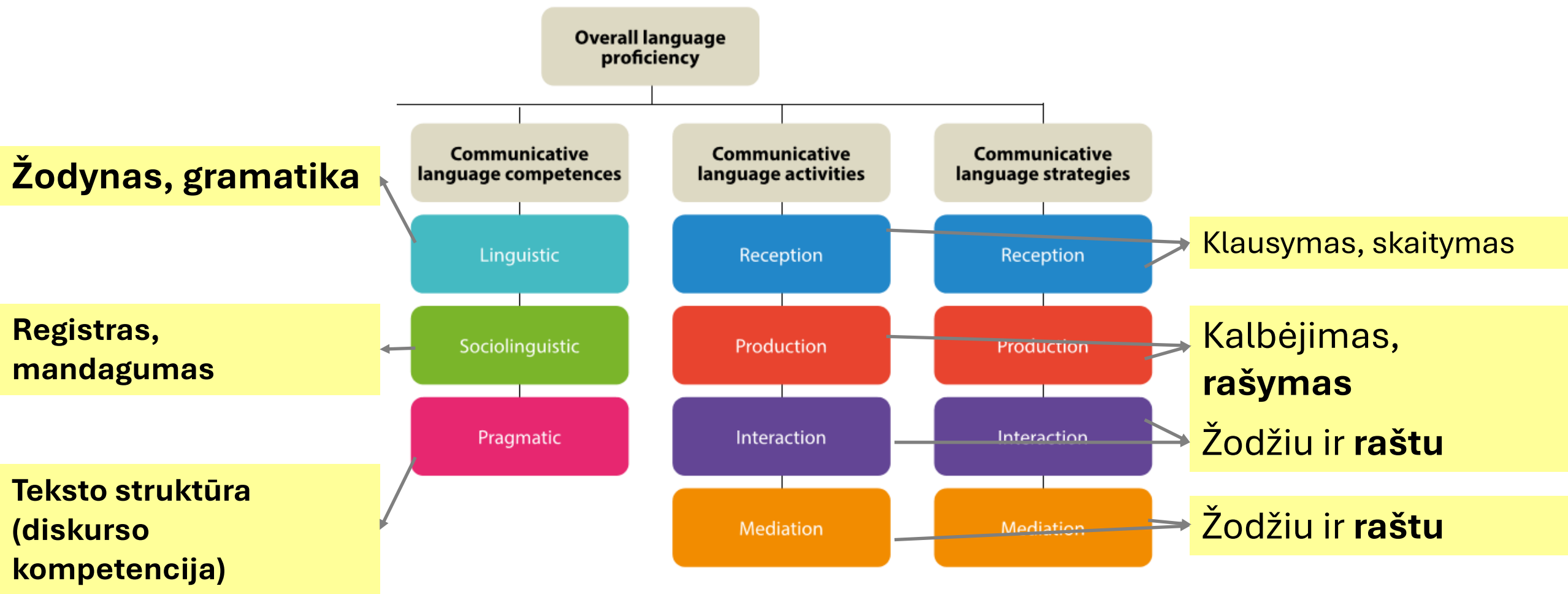
A2	Geba suprasti tiek, kad patenkintų konkrečius poreikius, jei kalbama aiškiai ir lėtai.
	Geba suprasti frazes ir pasakymus, susijusius su artimiausia aplinka (pavyzdžiui, svarbiausią informaciją apie šeimą ir asmenį, apsipirkimą, vietos geografiją, darbą), jei kalbama aiškiai ir lėtai.

Kriteriniai lygiai
(pvz., B2) ir
aukštesni lygiai
(pvz., **B2+** arba **B2.2**)

Kalbos mokėjimas pagal BEKM



Kas tikrinama ir vertinama užsienio kalbų VBE?



Aptarčių lentelės atrodo taip:

Aptartis
(angl.
descriptor)

B2 ir B2+
lygių aptartys

B1 lygis šioje
lentelėje
neskaidomas

	KŪRYBINIS RAŠYMAS
C2	Geba rašyti aiškiai, sklandžiai, patraukliai pasakoti ir aprašyti patirtį pasirinktam žanrui tinkamu stiliumi.
C1	Geba kurti aiškius, detalius geros struktūros išplėtotus aprašymus ir grožinius tekstus asmeniniu natūraliu stiliumi, tinkamu numatomam skaitytojui.
B2	Geba aiškiai, detaliai aprašyti tikrus ar įsivaizduojamus įvykius bei patirtį, sieti mintis ir jas dėstyti laikydamasis žanro reikalavimų.
	Geba aiškiai, detaliai aprašyti įvairius dalykus, susijusius su asmens interesų sritimi. Geba apžvelgti filmą, knygą, spektaklį.
B1	Geba tiesmukai, detaliai aprašyti daugelį žinomų dalykų, susijusių su asmens interesų sritimi. Geba raštu papasakoti apie patirtį, rišliai aprašydamas jausmus ir reakcijas. Geba aprašyti tikrus ar įsivaizduojamus įvykius, neseną kelionę. Geba pasakoti.
A2	Geba aprašyti savo kasdienę aplinką, pavyzdžiui, žmones, vietas, darbo ar mokymosi patirtį tarpusavyje susietais sakiniais. Geba trumpai paprastai aprašyti įvykius, praeities veiklą ar asmeninius įspūdžius.
	Geba parašyti keletą paprastų frazių ir sakinių apie savo šeimą, gyvenimo sąlygas, mokymąsi, dabartinį ar ankstesnį (neseną) darbą. Geba parašyti trumpos paprastos įsivaizduojamas biografijas arba paprastus eilėraštukus apie žmones.
A1	Geba parašyti paprastas frazes ar sakinius apie save ir įsivaizduojamus žmones, kur jie gyvena, ką veikia.

NB: „Metmenų“ ir CEFR lentelės skiriasi nuo „Companion Volume“

	KŪRYBINIS RAŠYMAS
C2	Geba rašyti aiškiai, sklandžiai, patraukliai pasakoti ir aprašyti patirtį pasirinktam žanrui tinkamu stiliumi.
C1	Geba kurti aiškius, detalius geros struktūros išplėtotus aprašymus ir grožinius tekstus asmeniui natūraliu stiliumi, tinkamu numatomam skaitytojui.
B2	Geba aiškiai, detalai aprašyti tikrus ar įsivaizduojamus įvykius bei patirtį, sieti mintis ir jas dėstyti laikydamasis žanro reikalavimų.
	Geba aiškiai, detalai aprašyti įvairius dalykus, susijusius su asmens interesų sritimi. Geba apžvelgti filmą, knygą, spektaklį.
B1	Geba tiesmukai, detalai aprašyti daugelį žinomų dalykų, susijusių su asmens interesų sritimi. Geba raštu papasakoti apie patirtį, rišliai aprašydamas jausmus ir reakcijas. Geba aprašyti tikrus ar įsivaizduojamus įvykius, nesenas keliones. Geba pasakoti.
A2	Geba aprašyti savo kasdienę aplinką, pavyzdžiui, žmones, vietas, darbo ar mokymosi patirtį tarpusavyje susietais sakiniiais. Geba trumpai paprastai aprašyti įvykius, praeities veiklą ar asmeninius įspūdžius.
	Geba parašyti keletą paprastų frazių ir sakinių apie savo šeimą, gyvenimo sąlygas, mokymąsi, dabartinę ar ankstesnę (neseną) darbą. Geba parašyti trumpas paprastas įsivaizduojamas biografijas arba paprastus eilėraštingus apie žmones.
A1	Geba parašyti paprastas frazes ar sakinius apie save ir įsivaizduojamus žmones, kur jie gyvena, ką veikia.

	Creative writing
C2	Can relate clear, smoothly flowing and engaging stories and descriptions of experience in a style appropriate to the genre adopted. Can exploit idiom and humour appropriately to enhance the impact of the text.
C1	Can produce clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Can incorporate idiom and humour, though use of the latter is not always appropriate. Can give a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.
B2	Can give clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
	Can give clear, detailed descriptions on a variety of subjects related to their field of interest. Can give a review of a film, book or play.
B1	Can clearly signal chronological sequence in narrative text. Can give a simple review of a film, book or TV programme using a limited range of language.
	Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest. Can give accounts of experiences, describing feelings and reactions in simple, connected text. Can give a description of an event, a recent trip – real or imagined. Can narrate a story.
A2	Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences. Can give very short, basic descriptions of events, past activities and personal experiences. Can tell a simple story (e.g. about events on a holiday or about life in the distant future).
	Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job. Can create short, simple imaginary biographies and simple poems about people. Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like "and", "but" and "because". Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).
A1	Can produce simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can describe in very simple language what a room looks like. Can use simple words/signs and phrases to describe certain everyday objects (e.g. the colour of a car, whether it is big or small).
Pre-A1	No descriptors available

B2+ lygio aptartys, į kurias orientuojamos rašymo užduotys

Šios aptartys sudaro užsienio kalbų VBE kriterijų

Kuo B2+ skiriasi nuo gretimų lygių?

B1

- Gebėjimas kalbėtis ir pasiekti ko nori įvairiose situacijose, netgi lanksčiai spręsti netikėtai iškylančias problemas.

B1+

- Kaip ir B1, tik prisideda apdorojamos informacijos kiekis: produkuojami ilgesni tekstai ir pasisakymai.

B2

- Nauja raiškos kokybė: laisvai reiškiamas požiūris, kalbama sklandžiai, veiksmingai, be įtampos, gebama įtikinti, kontroliuojama raiška – pasitaikomos klaidos.

B2+

- Naujos kokybės diskurso kompetencija: minčių rišlumas ir raiškos sklandumas (koherencija ir kohezija), argumentavimas, veiksmingai įtikinama.

C1

- Raiškos laisvumas, spontaniškumas, nepastebima, kad trūktų kalbos išteklių.

Rašytinės raiškos (angl. *Written production*) aptartys

C1

Can produce clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

Can employ the structure and conventions of a variety of genres, varying the tone, style and register according to addressee, text type and theme.

B2

Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.

B1

Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

Palyginkite aptartis: B1+, B2, B2+, C1

- B2** Can give a review of a film, book or play.
- B2** Can give clear, detailed descriptions on a variety of subjects related to their field of interest.
- B1+** Can clearly signal chronological sequence in narrative text.
- B1+** Can give a simple review of a film, book or TV programme using a limited range of language.
- C1** Can produce clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
- C1** Can give a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.
- B2+** Can give clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.

Kuo B2+ vartotojas skiriasi nuo gretimų lygių?

(Written production: reports and essays)

- C1** akademiniai ir profesiniai tekstai; teksto struktūros konvencijos
- B2+** logiškas nuoseklus minčių dėstymas ir tinkamos paremiamosios detalės; argumentuotas vertinimas
- B2** argumentai „už“ ir „prieš“, priežastys, privalumai ir trūkumai

C1	Can produce a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided the topic is within their field of interest and there are opportunities for redrafting and revision.
B2+	Can produce an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
B2+	Can produce a detailed description of a complex process.
B2+	Can evaluate different ideas or solutions to a problem.
B2	Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
B2	Can synthesise information and arguments from a number of sources.

Kuo B2+ vartotojas skiriasi nuo gretimų lygių?

(angl. *Written production strategies: compensating*)

C2	Can substitute an equivalent term for a word/sign they can't recall, so smoothly that it is scarcely noticeable.
C1	Can exploit their range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.
B2+	Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.
B2	Can address most communication problems by using circumlocution, or by avoiding difficult expressions.
B1+	Can define the features of something concrete for which they can't remember the word/sign.
B1+	Can convey meaning by qualifying a word/sign meaning something similar (e.g. a truck for people = bus).

Circumlocution is the use of many words where fewer would do, especially in a deliberate attempt to be vague or evasive. E.g. *I said no the moment he said to do it* instead of *I refused at once*

Palyginkite: B2, B2+, C1 (*Written correspondence*)

B2

Can compose letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. Can use formality and conventions appropriate to the context when writing personal and professional letters and e-mails.

Can compose formal e-mails/letters of invitation, thanks or apology using appropriate registers and conventions. Can compose non-routine professional letters, using appropriate structure and conventions, provided these are restricted to matters of fact. Can obtain, by letter or e-mail, information required for a particular purpose, collate it and forward it by e-mail to other people.

C1

Can express themselves with clarity and precision in personal correspondence, using language flexibly and effectively, including emotional, allusive and joking usage. Can, with good expression and accuracy, compose formal correspondence such as letters of clarification, application, recommendation, reference, complaint, sympathy and condolence.

B2+

Can maintain a relationship through personal correspondence using the language fluently and effectively to give detailed descriptions of experiences, pose sympathetic questions and follow up issues of mutual interest.

Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other communications and use the most common ones themselves as appropriate to the situation.

Can compose formal correspondence such as letters of enquiry, request, application and complaint using appropriate register, structure and conventions.

Can compose a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.

Duomenų komentavimo aptartys (angl. *Mediation*)

Aptartys iš
„Companion
Volume“

C1	Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.
B2	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in their fields of interest.
B1+	Can interpret and describe (in Language B) detailed information in diagrams in their fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.
B1	Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.

Aukštesniojo
lygio aptartys iš
„Pirmosios UK
bendrosios
programos“

Laisvai žodžiu ar raštu perteikia sakytinę ar rašytinę informaciją socialinėmis, akademinėmis ir (ar) profesinėmis temomis; **visada detaliai apibūdina ir komentuoja vaizdinės medžiagos informaciją**; visada detaliai ir tiksliai užsirašo informaciją ir (arba) konspektuoja pranešimus; išsamiai pateikia sakytinio, rašytinio, audiovizualinio teksto santrauką; apibendrina faktus ir autorių požiūrius. Išsamiai palygina, susistemina raštu informaciją ir požiūrius (D1.4).

Kalbos ištekliai (angl. *General linguistic range*)

Ką reiškia „without much sign of having to restrict what they want to say“?
Ko nereikėtų tikėtis iš B2+ lygio vartotojo? Plg. B2+ ir C lygių aptartis.

C2	Can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what they want to say.
C1	Can use a broad range of complex grammatical structures appropriately and with considerable flexibility.
C1	Can select an appropriate formulation from a broad range of language to express themselves clearly, without having to restrict what they want to say.
B2+	Can express themselves clearly without much sign of having to restrict what they want to say.
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.
B1+	Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and film.

Žodyno aprėptis (angl. *Vocabulary range*)

Rašydami apie savo interesų sritį mokiniai gali vartoti ir specializuotą leksiką. Ko nereikėtų tikėtis iš B2+ lygio vartotojo? Plg. B2+ ir C1 lygių aptartis.

C1	Can select from several vocabulary options in almost all situations by exploiting synonyms of even words/signs less commonly encountered.
C1	Has a good command of common idiomatic expressions and colloquialisms; can play with words/signs fairly well.
C1	Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to their area of specialisation.
B2+	Can understand and use the main technical terminology of their field, when discussing their area of specialisation with other specialists.
B2	Has a good range of vocabulary for matters connected to their field and most general topics.
B2	Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B2	Can produce appropriate collocations of many words/signs in most contexts fairly systematically.
B2	Can understand and use much of the specialist vocabulary of their field but has problems with specialist terminology outside it.

Taisyklingumas (angl. *Grammatical accuracy*)

Ar B2+ lygio vartotojai rašydami nedaro jokių klaidų?

C1	Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.
B2+	Good grammatical control; occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect.
B2	Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
B2	Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with some inaccuracy.
B1+	Communicates with reasonable accuracy in familiar contexts; generally good control, though with noticeable mother-tongue influence. Errors occur, but it is clear what they are trying to express.

Registras (angl. *Sociolinguistic appropriacy*)

Ko nereikėtų
tikėtis iš B2+
lygio mokinio?

C1

Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar.

Can understand humour, irony and implicit cultural references and pick up nuances of meaning.

Can follow films employing a considerable degree of slang and idiomatic usage.

Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.

Can adjust their level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate, and maintain a consistent register.

Can frame critical remarks or express strong disagreement diplomatically.

B2

Can with some effort keep up with and contribute to group discussions even when talk is fast and colloquial.

Can recognise and interpret sociocultural/sociolinguistic cues and consciously modify their linguistic forms of expression in order to express themselves appropriately in the situation.

Can express themselves confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Can adjust their expression to make some distinction between formal and informal registers but may not always do so appropriately.

Can sustain relationships with users of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient user.

Can express themselves appropriately in situations and avoid crass errors of formulation.

Temos plétotè (angl. *Thematic development*)

C1

Can use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.

Can give elaborate descriptions and narratives, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Can write a suitable introduction and conclusion to a long, complex text.

Can expand and support the main points at some length with subsidiary points, reasons and relevant examples.

Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.

Can present and respond to complex lines of argument convincingly.

B2

Can follow the conventional structure of the communicative task concerned when communicating their ideas.

Can develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.

Can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.

Can evaluate the advantages and disadvantages of various options.

Can clearly signal the difference between fact and opinion.

Rišlumas (angl. *Coherence and cohesion*)

C2

Can create coherent and cohesive text making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.

C1

Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, connectors and cohesive devices.

Can produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.

B2

Can use a variety of linking expressions efficiently to mark clearly the relationships between ideas.

Can use a limited number of cohesive devices to link their utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.

Can produce text that is generally well-organised and coherent, using a range of linking expressions and cohesive devices.

Can structure longer texts in clear, logical paragraphs.

Apibendriname: B2+ lygio mokinys (aukštesnysis lygis)

- The B2+ learners can produce **clear, detailed texts on various topics**, synthesizing information and **evaluating ideas effectively**. They can describe events, write essays, and explain complex processes, **presenting arguments systematically with supporting details**.
- In written correspondence, they can provide detailed descriptions, pose questions, and **compose formal and informal letters** such as inquiries or complaints **with appropriate tone and structure**.
- They can **overcome vocabulary gaps** through circumlocution and paraphrasing. Their grammatical control is strong, **with minimal errors**, and they use confidently specialized terminology in their field of interest.
- They communicate **clearly and politely in both formal and informal settings** and can **efficiently link** ideas.

VBE rašymo užduočių vertinimo lentelės

- Kriterijų aptartys atitinka B2+ lygio reikalavimus
- Trys pagrindiniai kriterijai:
 - Turinys (bus aptariama II teorinėje paskaitoje)
 - Teksto struktūra (bus aptariama II teorinėje paskaitoje)
 - **Kalbos ištekliai**

VBE rašymo užduočių vertinimo lentelės

I MOKYMIŲ DALIS: Rašymo užduočių vertinimo lentelės

ESE / STRAIPSNIS [daugiau nei 15 taškų]	
Taiškai	Turinyje
6	<ul style="list-style-type: none"> Vienas turinys atitinka turinį. Tvora atitiktumui išlaikyti: pateiktai turiniui argumentai, mintys išplėtos, turinai pagrįsti.
PUSIAU OFICIALUS LAŠKAS [daugiau nei 7 taškų]	
Taiškai	Turinyje ir teksto struktūra
5	4
4	3
3	2
2	1
1	0
Taiškai	Kalbos tikslumas
3	2
2	1
1	0

Taika	Teksto struktūra
4	<ul style="list-style-type: none"> • Turpinis detaliau nagrinėja ir suapibūdina. • Viena pagrindinė teksto dalis išplėtinama, sukuriantis išsilydinant pagrindines mintis ir atskleidiant pagrindinį šalies detales. • Vėlesnįjį teksto dalį daroma mintis: vartojama įvairių tekstų detaliau priemonių (jungiamųjų frazų, jungtelių, leksikos raiškų).
3	<ul style="list-style-type: none"> • Turpinis išsivysta vėlesnės detaliau nagrinėja ir suapibūdina. • Dauguma pagrindinių teksto dalis išplėtinama, išsilydinant pagrindines mintis ir pagrindinį šalies detales. • Mintis daroma: sukuria mintis sukuria teksto detaliau priemonių (jungiamųjų frazų, jungtelių, leksikos raiškų).
2	<ul style="list-style-type: none"> • Struktūra išsivysta ir vėlesnė išplėtinama ir suapibūdina, tačiau kartais nėra nuosekli. • Kai kurios pagrindinės išplėtinamos, tačiau ne visada išsilydinamos. • Pateiktas tekstas išsivysta: dauguma vartojama pa pagrindines teksto dalis: dauguma išsivysta.
1	<ul style="list-style-type: none"> • Logiškai teksto dalis išsivysta, pateiktas pagrindinis, vėlesnįjį išsivysta. • Dauguma pagrindinių išsivysta nuosekli. • Pateiktas tekstas išsivysta: dauguma vartojama pa pagrindines teksto dalis: dauguma išsivysta. • Logiškai teksto dalis išsivysta.
0	<ul style="list-style-type: none"> • Teksto nuoseklumas [į pagrindines dalis] daroma nuosekli. • Mintis daroma išsivysta: dauguma vartojama pa pagrindines teksto dalis: dauguma išsivysta.
Taika	Kalbos lygis
5	<ul style="list-style-type: none"> • Kalbos lygis išsivysta nuosekli mintis, tačiau ir detaliau vartojama plačius išsivysta ir išsivysta išsivysta, tačiau leksikos ir gramatinės struktūros, tačiau profесиškai, tačiau išsivysta: dauguma. • Nuosekli išsivysta: dauguma nuosekli. • Leksikos ir gramatinės struktūros išsivysta vartojama plačius. Tačiau pagrindinis išsivysta vartojama ir ar dauguma išsivysta: dauguma.
4	<ul style="list-style-type: none"> • Kalbos lygis išsivysta nuosekli mintis, tačiau ir detaliau vartojama plačius išsivysta ir išsivysta išsivysta, tačiau leksikos ir gramatinės struktūros, tačiau profесиškai, tačiau išsivysta: dauguma. • Nuosekli išsivysta: dauguma nuosekli. • Leksikos ir gramatinės struktūros išsivysta vartojama plačius. Tačiau pagrindinis išsivysta vartojama ir ar dauguma išsivysta: dauguma.
3	<ul style="list-style-type: none"> • Mintis išsivysta: dauguma nuosekli mintis, tačiau ir detaliau vartojama plačius išsivysta ir išsivysta išsivysta, tačiau leksikos ir gramatinės struktūros, tačiau profесиškai, tačiau išsivysta: dauguma. • Nuosekli išsivysta: dauguma nuosekli. • Leksikos ir gramatinės struktūros išsivysta vartojama plačius. Tačiau pagrindinis išsivysta vartojama ir ar dauguma išsivysta: dauguma.
2	<ul style="list-style-type: none"> • Mintis išsivysta: dauguma nuosekli mintis, tačiau ir detaliau vartojama plačius išsivysta ir išsivysta išsivysta, tačiau leksikos ir gramatinės struktūros, tačiau profесиškai, tačiau išsivysta: dauguma. • Nuosekli išsivysta: dauguma nuosekli. • Leksikos ir gramatinės struktūros išsivysta vartojama plačius. Tačiau pagrindinis išsivysta vartojama ir ar dauguma išsivysta: dauguma.
1	<ul style="list-style-type: none"> • Mintis išsivysta: dauguma nuosekli mintis, tačiau ir detaliau vartojama plačius išsivysta ir išsivysta išsivysta, tačiau leksikos ir gramatinės struktūros, tačiau profесиškai, tačiau išsivysta: dauguma. • Nuosekli išsivysta: dauguma nuosekli. • Leksikos ir gramatinės struktūros išsivysta vartojama plačius. Tačiau pagrindinis išsivysta vartojama ir ar dauguma išsivysta: dauguma.
0	<ul style="list-style-type: none"> • Mintis išsivysta: dauguma nuosekli mintis, tačiau ir detaliau vartojama plačius išsivysta ir išsivysta išsivysta, tačiau leksikos ir gramatinės struktūros, tačiau profесиškai, tačiau išsivysta: dauguma. • Nuosekli išsivysta: dauguma nuosekli. • Leksikos ir gramatinės struktūros išsivysta vartojama plačius. Tačiau pagrindinis išsivysta vartojama ir ar dauguma išsivysta: dauguma.

Ursula Milčević aprieta – 210 kodlij, beta.wiki.hr/aprieta valdece – 210 kodlij, lemdas veridinas valdece
most valdece il lemdas valdece aprieta

120-212 kodiq – talqinotirmas;

100–110 kcal/mol – anion and 1 kcal/mol
a) 105 kcal/mol – a diatomic cation and 0

DUDIMŲ KOMENTAVIMAS (daugiau kaip 1 taškai)	
Taškai	Turinyje ir teksto struktūroje
4	<ul style="list-style-type: none"> • Naudoti ir išnaudoti atskaitą į sakinių sudėtį. Naudojami patikslinimo būdais ir apibūtinę, apibūdinančio ir gerstiniojo pagraiždinio bendrosios; patikslinančio tikrąsą pagraiždinio sąjūgų dėšing. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas.
3	<ul style="list-style-type: none"> • Naudojami apibūtinimo būdais, išdėstymas patikslina bendrą apibūtinę, apibūtinimo ir gerstiniojo pagraiždinio bendrosios, išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Naudojami išdėstymai apibūtinimo būdais, išdėstymas patikslina bendrą apibūtinę, apibūtinimo ir gerstiniojo pagraiždinio bendrosios, išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas.
2	<ul style="list-style-type: none"> • Naudojami apibūtinimo būdais, išdėstymas patikslina bendrą apibūtinę, apibūtinimo ir gerstiniojo pagraiždinio bendrosios, išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas.
1	<ul style="list-style-type: none"> • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas.
0	<ul style="list-style-type: none"> • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas. • Teksto rėkės ir išdėstymas struktūriškai veiksmingai patikslina minčių išdėstymą sąjūgais išdėstomi vieta įmanoma įmanoma. Teksto struktūra orientuota išdėstymas, išdėstymas, išdėstymas, išdėstymas, išdėstymas.

Minimální aktivita: spolek – 100 bodů. Je-li dálemeq komentování spolek malebné rogu 100 bodů, boudra ve
všechny mluví mluví, mluví mluví 10 bodů mluví mluví

148-150: *Scalby - Telling meowmeow*

[illegible]

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Trys vertinimo aspektai: esė/straipsnis

Taškai	Kalbos ištekliai
5	<ul style="list-style-type: none">- Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai: vartojamas platus bendrasis ir teminis žodynas, sudėtingesnės raiškos leksinės ir gramatinės struktūros; laisvai perfrazuojama, siekiant išvengti pasikartojimo.- Nuosekliai laikomasi pasirinkto registro.- Leksinės ir gramatinės struktūros visuomet vartojamos taisyklingai. Gali pasitaikyti klaidų vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Daroma pavienių rašybos ar skyrybos klaidų.
4	<ul style="list-style-type: none">- Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Bendrasis ir teminis žodynas gana platus, pasitaiko sudėtingesnės raiškos leksinių ir gramatinių struktūrų. Bandoma perfrazuoti, siekiant išvengti pasikartojimo.- Nuosekliai laikomasi pasirinkto registro.- Leksinės ir gramatinės struktūros beveik visuomet vartojamos taisyklingai. Daugiau klaidų pasitaiko vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Kai kurios rašybos ar skyrybos klaidos pasikartoja.
3	<ul style="list-style-type: none">- Mintys kartais reiškiamos apibendrintais teiginiais, dėl žodžių žodynas, teminės leksikos pasitaiko retai, daugiausia vartojami paprasti būdvardžiai. Būti bandoma vartoti vieną kitą sudėtingesnę struktūrą.- Bandoma laikytis pasirinkto registro, tačiau ne visada sėkmingai.- Daroma klaidų vartojant sudėtingesnes ir paprastas struktūras. Kai kurios rašybos ar skyrybos klaidos kartojasi.

1. Raiškos turtingumas (*range*)

2. Raiškos tinkamumas (*appropriacy, register*)

3. Raiškos taisyklingumas (*accuracy*)

Laiškas

	- Mintys dažnai reiškiamos apibendrintais teiginiais, netiksliai. Daugiausia vartojamos paprastos leksinės ir gramatinės struktūros, pasitaiko pavienių sudėtingesnių raiškos leksinių ir gramatinių struktūrų.
Taškai	Kalbos ištekliai
3	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai. Vartojamos sudėtingesnės raiškos leksinės ir gramatinės struktūros. Laisvai perfrazuojama, siekiant išvengti pasikartojimo. - Nuosekliai laikomasi pasirinkto registro (neutralaus arba pusiau oficialaus). - Kalba vartojama taisyklingai: gali pasitaikyti klaidų, vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Daroma pavienių rašybos ar skyrybos klaidų.
2	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Pasitaiko sudėtingesnės raiškos leksinių ir gramatinių struktūrų. Bandoma perfrazuoti, siekiant išvengti pasikartojimo. - Laikomasi pasirinkto registro (neutralaus arba pusiau oficialaus). - Kalba vartojama gana taisyklingai: daugiau klaidų daroma vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Kai kurios rašybos ar skyrybos klaidos pasikartoja.
1	<ul style="list-style-type: none"> - Mintys dažnai reiškiamos apibendrintais teiginiais, netiksliai. Daugiausia vartojamos paprastos leksinės ir gramatinės struktūros, pasitaiko pavienių sudėtingesnių raiškos leksinių ir gramatinių struktūrų, bandoma perfrazuoti. - Bandoma laikytis pasirinkto registro (neutralaus arba pusiau oficialaus). - Daroma klaidų vartojant net ir paprastas struktūras, tačiau klaidos pasikartoja.
0	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis apibendrintais netiksliais teiginiais. Daugiausia vartojamos paprastos struktūros sakiniai. Dažnai pasikartoja, nelaisvai perfrazuojama. - Registro nepaisoma. - Daroma daug klaidų, dėl to gali būti sunku suprasti mintis.

1. Raiškos turtingumas (*range*)

2. Raiškos tinkamumas (*appropriacy, register*)

3. Raiškos taisyklingumas (*accuracy*)

Duomenų komentavimas

Taškai	Kalbos ištekliai
4	<ul style="list-style-type: none">- Kalbos ištekliai leidžia reikšti mintis tiksliai ir detalai. Siekiant išvengti pasikartojimo, vartojamos įvairios leksinės ir gramatinės struktūros, dažnai pasitaiko sudėtingesnės raiškos struktūrų.- Nuosekliai laikomasi neutralaus arba pusiau oficialaus registro.- Kalba vartojama taisyklingai: beveik nedaroma žodyno ar gramatikos klaidų. Rašybos ar skyrybos klaidų pasitaiko retai.
3	<ul style="list-style-type: none">- Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Siekiant išvengti pasikartojimo, bandoma vartoti įvairias leksines ir gramatines struktūras, pasitaiko sudėtingesnės raiškos struktūrų.- Laikomasi neutralaus arba pusiau oficialaus registro.- Kalba vartojama gana taisyklingai: klaidų gali pasitaikyti struktūras. Daroma pavienių rašybos ar skyrybos klaidų.
2	<ul style="list-style-type: none">- Kalbos ištekliai leidžia reikšti mintis apibendrintais teiginiais struktūrų, dažniau vartojamos paprastos raiškos struktūrų.- Bandoma laikytis neutralaus arba pusiau oficialaus registro.- Kalba vartojama gana taisyklingai, tačiau kartais neišku, klaidų.

1. Raiškos turtingumas (*range*)
2. Raiškos tinkamumas (*appropriacy, register*)
3. Raiškos taisyklingumas (*accuracy*)

I aspektas: raiškos turtingumas

Maks. 5 tšk. esė/straipsnio užduotyje

Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai: vartojamas platus bendrasis ir teminis žodynas, sudėtingesnės raiškos leksinės ir gramatinės struktūros; laisvai perfrazuojama, siekiant išvengti pasikartojimo.

Maks. 3 tšk. laiško užduotyje

Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai. Vartojamos sudėtingesnės raiškos leksinės ir gramatinės struktūros. Laisvai perfrazuojama, siekiant išvengti pasikartojimo.

Maks. 4 tšk. duomenų komentavimo užduotyje

Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai. Siekiant išvengti pasikartojimo, vartojamos įvairios leksinės ir gramatinės struktūros, dažnai pasitaiko sudėtingesnės raiškos struktūrų.

Mokinių raiškos pavyzdžiai:

(1)...the **classes** did not have air conditioning. vs ...the **classrooms** did not have air conditioning – netikslus žodis

(2) AI requires not only IT professionals, but **psychologists** as well since the **ethics** of it is constantly being questioned. – netiksliai parinkti žodžiai arba trūksta detalių?

(3) Others use artificial intelligence to make money online by selling digital products. For example, they create poster designs using artificial intelligence that people can buy and print out on their own. – viskas suprantama, nors raiška gana paprasta

I aspektas: raiškos turtingumo aptartys skirtingiems lygiams

5: Kalbos ištekliai leidžia reikšti mintis tiksliai ir detalai: vartojamas platus bendrasis ir teminis žodynas, sudėtingesnės raiškos leksinės ir gramatinės struktūros; laisvai perfrazuojama, siekiant išvengti pasikartojimo.

4: Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Bendrasis ir teminis žodynas gana platus, pasitaiko sudėtingesnės raiškos leksinių ir gramatinių struktūrų. Bandoma perfrazuoti, siekiant išvengti pasikartojimo.

3: Mintys kartais reiškiamos apibendrintais teiginiais, dėl žodyno spragų apibūdinama netiksliai. Vyrauja bendrasis žodynas, teminės leksikos pasitaiko retai, daugiausia vartojamos paprastos leksinės ir gramatinės struktūros, gali būti bandoma vartoti vieną kitą sudėtingesnę struktūrą. Pasitaiko pakartojimų, nebandoma perfrazuoti.

2: Mintys reiškiamos apibendrintais teiginiais, paaiškinami svarbiausi dalykai, bet žodyno nepakanka aptarti detales. Vyrauja bendrasis žodynas, daugiausia vartojamos paprastos leksinės ir gramatinės struktūros. Dažnai pasikartojama, nebandoma perfrazuoti.

Mokinių raiškos pavyzdys:

However, AI could also create more job opportunities since it requires more and more professionals so it could be modified. For instance, university of Cambridge already has a study course based on how AI functions and how to control it. AI requires not only IT professionals, but psychologists as well since the ethics of it is constantly being questioned. This could motivate some individuals to pursue a career related to AI since this technology will always need those who can modify it.

Vertintojo sprendimas: žodžių pasikartojimas, stinga tikslumo, 3 taškai?

I aspektas: raiškos turtingumo aptartys skirtingiems lygiams

5: Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai: vartojamas platus bendrasis ir teminis žodynas

4: Kalbos ištekliai leidžia reikšti mintis gana tiksliai.

3: Mintys kartais reiškiamos apibendrintais teiginiais, dėl žodyno spragų apibūdinama netiksliai.

2: Mintys reiškiamos apibendrintais teiginiais, paaiškinami svarbiausi dalykai, bet žodyno nepakanka aptarti detales.

Pavyzdžiai:

- (1) There is a nice festival in my town. Many people come to sell their products. Others come to buy something special. They sell everything in the streets, you can also buy food here. You can see many traditional things here: art, clothes, wooden things. There is music and a crowd of people.
- (2) The traditional city fair is attended by thousands of visitors from all over the country. This is the place to marvel at the creativity of local craftsmen who put up their tents and market stands along several main streets in the city centre to sell a variety of goods ranging from food to artwork. The traditional wooden spoons, baskets, and all kinds of other handicraft items are among the most popular purchases. The local food and drinks brought from different regions of the country are another attraction. St Casimir's Fair is truly the first sign of spring in our neck of the woods.

Vertintojo sprendimas: kuris aprašymas detalesnis ir leidžia tiksliau įsivaizduoti šventę? Kiek taškų skirtumėte?

II aspektas: registras, stilius, mandagumas

Maks. 5 tšk. esė/straipsnio užduotyje

Nuosekliai laikomasi pasirinkto registro.

Maks. 3 tšk. laiško užduotyje

Nuosekliai laikomasi pasirinkto registro (neutralaus arba pusiau oficialaus).

Maks. 4 tšk. duomenų komentavimo užduotyje

Nuosekliai laikomasi neutralaus arba pusiau oficialaus registro.

Apie sukurto teksto registro reikėtų spręsti ne iš pavienių žodžių, o įvertinant visumą. Pvz., ar mandagus tonas išlaikomas per visą tekstą, ar kartais pasitaiko nuslydimų į kitą registrą?

Mokinių raiškos pavyzdžiai:

Dear Mrs Sullivan

I am writing in response to your invitation. I just wanna ask some things. Can I bring my friend to the camp?

III aspektas: raiškos taisyklingumas

5: Leksinės ir gramatinės struktūros visuomet vartojamos taisyklingai. Gali pasitaikyti klaidų vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Daroma pavienių rašybos ar skyrybos klaidų..

4: Leksinės ir gramatinės struktūros beveik visuomet vartojamos taisyklingai. Daugiau klaidų pasitaiko vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Kai kurios rašybos ar skyrybos klaidos pasikartoja..

3: Daroma klaidų vartojant sudėtingesnes ir paprastas struktūras, tačiau klaidos netrukdo suprasti, ką norėta pasakyti. Kai kurios rašybos ar skyrybos klaidos kartoja.

2: Klystama vartojant net ir paprastas struktūras, tačiau klaidos netrukdo suprasti, ką norėta pasakyti. Rašybos ar skyrybos klaidos kartoja.

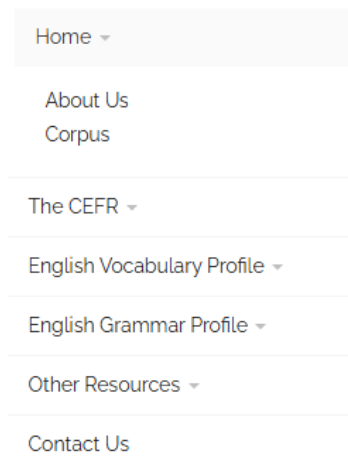
Mokinio pastraipa:

People live longer with modern technologies. – suprantama, bet gana elementari raiška
They can make old people healthy and stop bad deseasis. – valdoma *make* konstrukcija, bet leksika dažna, *disease* – OK, bando vartoti, bet rašybos nemoka

In hospital we have new devices and pain killing tablets can minimize pain and it is easier to go through operations. – kablelio trūksta, dgs formos reikėtų, bando išsiversti su *tablets*, nes turbūt stinga žodžių?

So modern medicine allows to live much longer, but then somebody has to take care of the old people. So that is not so simple. – *allows* OBJ, paprasti žodžiai. **Sprendimas: 3 taškai?**

Kriteriniai B2 lygio požymiai pagal EnglishProfile duomenis

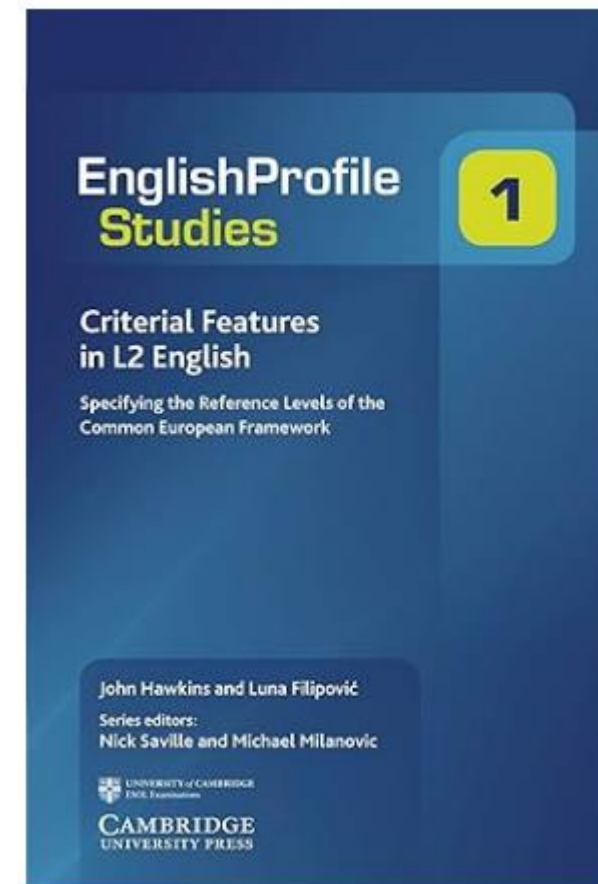


English Profile – what the CEFR means for English

English Profile helps teachers and educationalists understand what the [Common European Framework of Reference \(CEFR\)](#) means for English. It describes what aspects of English are typically learned at each CEFR level. This tells teachers, curriculum developers, course-book authors and test writers what is suitable for learning at each level.

This site contains a wealth of information about English Profile, including two innovative online tools: English Vocabulary Profile Online and English Grammar Profile Online. These are searchable databases that give you free access to the research findings on what English vocabulary and grammar is suitable for teaching at each CEFR level.

This work has been carried out as part of a ground-breaking collaborative project – supported by the Council of Europe. It collected data from learners all over the world to inform the research. The research was led by two departments of the University of Cambridge, UK: Cambridge University Press and Cambridge English Language Assessment. The outcomes of the research are referred to as Reference Level Descriptions (RLDs) for English. [Click here for more information on RLDs.](#)



Hawkins & Filipovic 2012

Leksinių-gramatinių konstrukcijų prieskyra BEKM lygiams

- *EnglishProfile* (EP) duomenys surinkti iš Kembridžo egzaminus laikusių kandidatų darbų.
- Pavienių raiškos vienetų priskyrimas konkrečiam lygiui kol kas nėra pilnai ištirtas ar plačiai pripažįstamas dalykas.
- Konstrukcijų įsisavinimą veikia mokinių gimtoji kalba, todėl universalūs ir visiems tinkami, pavyzdžiui, B2 lygiui būdingų konstrukcijų ar žodžių aprašai mokslininkams dar kelia įvairių abejonių.
- Toliau pateikiamas B2 lygiui būdingų konstrukcijų sąrašas yra tik orientacinis.

B2 lygiui būdinga raiška pagal EP (angl. *criterial features for B2*)

1. Adverbial subordinate clauses with *-ing* that precede the main clause

E.g. Talking about spare time, I think we could go to the Art Museum.

2. 'It' extraposition with infinitival phrases

E.g. ... it would be helpful to work in your group as well.

3. WH-clause as a subject

E.g. ... what fascinated me was that I was able to lie on the sea surface...

4. Verbs with a noun phrase plus finite complement clause

E.g. I told him I loved his songs.

B2 lygiui būdinga raiška (angl. *criterial features for B2*)

5. Secondary predications

E.g. ...go and paint the houses yellow and blue

6. Constructions with the verbs *appear, cease, fail, happen, prove, turn out* and the adjectives *certain, likely, sure, unlikely*.

E.g. It appeared to be closed. My worries proved to be wrong. You are sure to arrive in time.

7. Constructions with the verbs *imagine* and *prefer*.

E.g. I would prefer my accommodation to be in log cabins. I would have never imagined myself to have visited your country.

8. Passive constructions with the verbs *expected, known, obliged, thought*.

E.g. He is thought to represent the whole nation. How many hours am I expected to work?

B2 lygiui būdinga raiška (angl. *criterial features for B2*)

9. Constructions with the adjectives *difficult, good, hard*

E.g. Grammar and vocabulary are hard to learn.

10. Double embedding of an *of* genitive within an –s genitive

E.g. United States of America's government

11. Specific verbs first attested at B2: *acquire, capture, drag, fit, melt, ruin, rush, skip, spread, swallow, upset*

12. Prepositional and phrasal verbs first attested at B2: *blow up, fall apart, pour out, run away, walk away, wrap up*

NB!

Tai tik orientacinis **B2 lygiui** būdingų požymių sąrašas.

VBE užduotys orientuojamos į **B2+ lygį**.

Palyginimai – keletas C1 lygio požymių

1. Construction with the verb *chance*:
I chanced to know about your competition
2. Constructions with *assumed*, *discovered*, *felt*, *found*, *proved*:
Children's stories were felt to be the best.
A more modern style was found to be represented in the Arnewood Hotel
3. Double embedding of an –s genitive: The bride's family's house
4. Lexical verbs first attested at C1: *accommodate*, *boast*, *house*, *reassure*, *shape*, *urge* etc.

English Profile (www.englishprofile.org)



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English Vocabulary Profile ▾

English Grammar Profile ▾

Other Resources ▾

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Anglų kalbos vartosenos šaltiniai

Raiškos pavyzdžiai, tekstynai

British National Corpus (BNC)

- Kaip patikrinti, ar mokinio parašytas žodis/frazė yra tinkami?
 - Registracija BNCweb puslapyje.
- Tekstynas – autentiškos anglų kalbos ištekliai
 - Beveik 100 mln. žodžių dydžio kalbos šaltinis
 - Tekstynas leidžia patikrinti, ar „taip sakoma/rašoma“ angliškai
 - Reikia atsižvelgti į tai, kad tekstyne nerasime lietuviškų realiųjų, jis tinka ieškoti tipinės raiškos pavyzdžių.



Lancaster University

<http://bncweb.lancs.ac.uk> > [bncwebSignup](#) > [user](#) > [login](#) ⋮

BNCweb registration - Main

Welcome to the **BNCweb username administration system**. First time users: [Register for an Account](#).

Make changes to an existing account: Username: Password: No ...

Kaip patikrinti, ar mokinys taisyklingai išreiškė mintį?

Mokinių raiškos pavyzdžiai

The material, and composition of uniforms is often not pleasant

While, it is not possible to overlook the fact that uniforms may save the family's budget that would otherwise be spent on the children's clothes and also could prevent bullying, I believe that it still does not outweigh the uptakes. (*outweigh the benefits?*)

SKELL

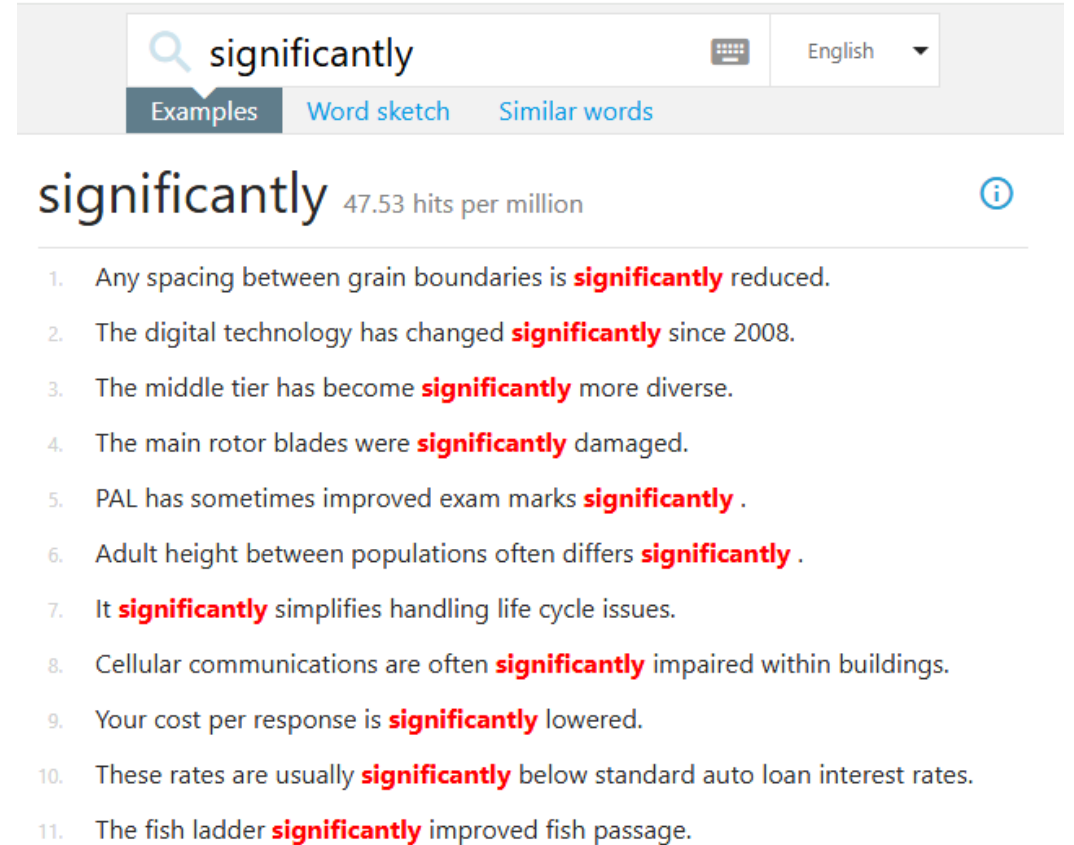


- „Sketch Engine“ platformos įrankis
- Tekstynų duomenimis paremtas kalbinių duomenų šaltinis
- Skirtas mokytojams ir mokiniams:
 - Žodžių vartojimo kontekste pavyzdžiai
 - Kolokacijos
 - Sinonimiškų žodžių paieška

SKELL – illustrative examples

Kaip vartoti kontekste?

- **Significantly** – vartojama prieš ar po veiksmazodžio?
- **Average** – kokie prielinksniai?
Kaip vartojama?



The screenshot shows a search engine interface with the word "significantly" entered in the search bar. Below the search bar, there are tabs for "Examples", "Word sketch", and "Similar words". The "Examples" tab is selected, displaying a list of 11 sentences where the word "significantly" is used in various contexts. The word "significantly" is highlighted in red in each sentence. The search results also show "47.53 hits per million" and an information icon.

significantly 47.53 hits per million

1. Any spacing between grain boundaries is **significantly** reduced.
2. The digital technology has changed **significantly** since 2008.
3. The middle tier has become **significantly** more diverse.
4. The main rotor blades were **significantly** damaged.
5. PAL has sometimes improved exam marks **significantly** .
6. Adult height between populations often differs **significantly** .
7. It **significantly** simplifies handling life cycle issues.
8. Cellular communications are often **significantly** impaired within buildings.
9. Your cost per response is **significantly** lowered.
10. These rates are usually **significantly** below standard auto loan interest rates.
11. The fish ladder **significantly** improved fish passage.

SKELL - collocations

- A **survey** vartojama su kokiais veiksmažodžiais?
- **Tendency** – observed? reported? described?
- **Conclusion** – drawn but not made

verbs with **survey** as object

1. conduct survey conducted
2. undertake survey undertaken
3. commission survey commissioned by
4. complete completed the survey
5. administer survey was administered
6. publish survey published
7. sponsor survey sponsored by
8. perform survey performed
9. carry survey was carried out
10. release survey released
11. field survey was fielded
12. distribute survey was distributed
13. compile survey compiled
14. cite cited a survey
15. precede preceding the survey .

SKELL – synonyms (similar words)

- Tinkamesnio žodžio paieška
- Galimų klaidų prognozė

kindness noun ▼



compassion generosity patience humility honesty goodness empathy courage gratitude affection mercy sincerity grace gentleness
warmth wisdom respect sympathy devotion dignity piety dedication forgiveness professionalism loyalty joy bravery enthusiasm
willingness purity



SKELL – frazių paieška

- Phrasal verbs?
 - Set up
- Set expressions?
- Word forms
 - Look.*

set up 72.15 hits per million

1. **Setting up** both shopping carts is really easy.
2. Another bad precedence has been **set up** .
3. We have used several different **set ups** .
4. Window seven working method is **set up** .
5. Your soap might never **set up** properly.
6. An absolute education system was **set up** .
7. My skiing exercise machine is **set up** .
8. The jump shot **sets up** everything else.
9. **Set up** jet blue frequent flyer account.
10. The shelters had previously been **set up** 10 km away.
11. The room is **set up** strangely though.
12. This couple **set up** sophisticated electronic equipment.
13. But such units were being **set up** .
14. The play action is **set up** perfectly .
15. This group **set up** numerous religious nude communities.

Pabaiga



NACIONALINĖ
ŠVIETIMO
AGENTŪRA



Bendrai finansuoja
Europos Sąjunga

SIMA
socialinės informacijos ir mokymų agentūra

UŽSIENIO (ANGLŲ) KALBOS VALSTYBINIO BRANDOS EGZAMINO VERTINTOJŲ MOKYMAI

2025 m. kovo-gegužės mėn.

VBE rašymo užduotys (B2+): Turinio ir Organizacijos aspektai

Lekt. Jurga Kasteckienė
Vilniaus universitetas

Types of Writing

Writer-Oriented

- Audience: self
- Purpose: personal exploration of ideas
- Language: informal
- Forms: journals, notes, diaries

Reader-Oriented

- others
- communication between individuals
- (semi) formal
- essays, letters, papers

VBE rašymo užduotys (B2+)

1. Rašytinio teksto kūrimas (produkavimas) – **esė** arba **straipsnis**;

Tikrinami gebėjimai: reikšti nuomonę, pateikti kritinį komentarą, argumentuoti, aiškinti.

2. Rašytinė sąveika (interakcija) - **pusiau oficialus laiškas**;

Tikrinami gebėjimai: informuoti, išreikšti nuomonę, aprašyti savo patirtį, įvykius, įvardyti ir (ar) paaiškinti problemą, paprašyti paaiškinimo.

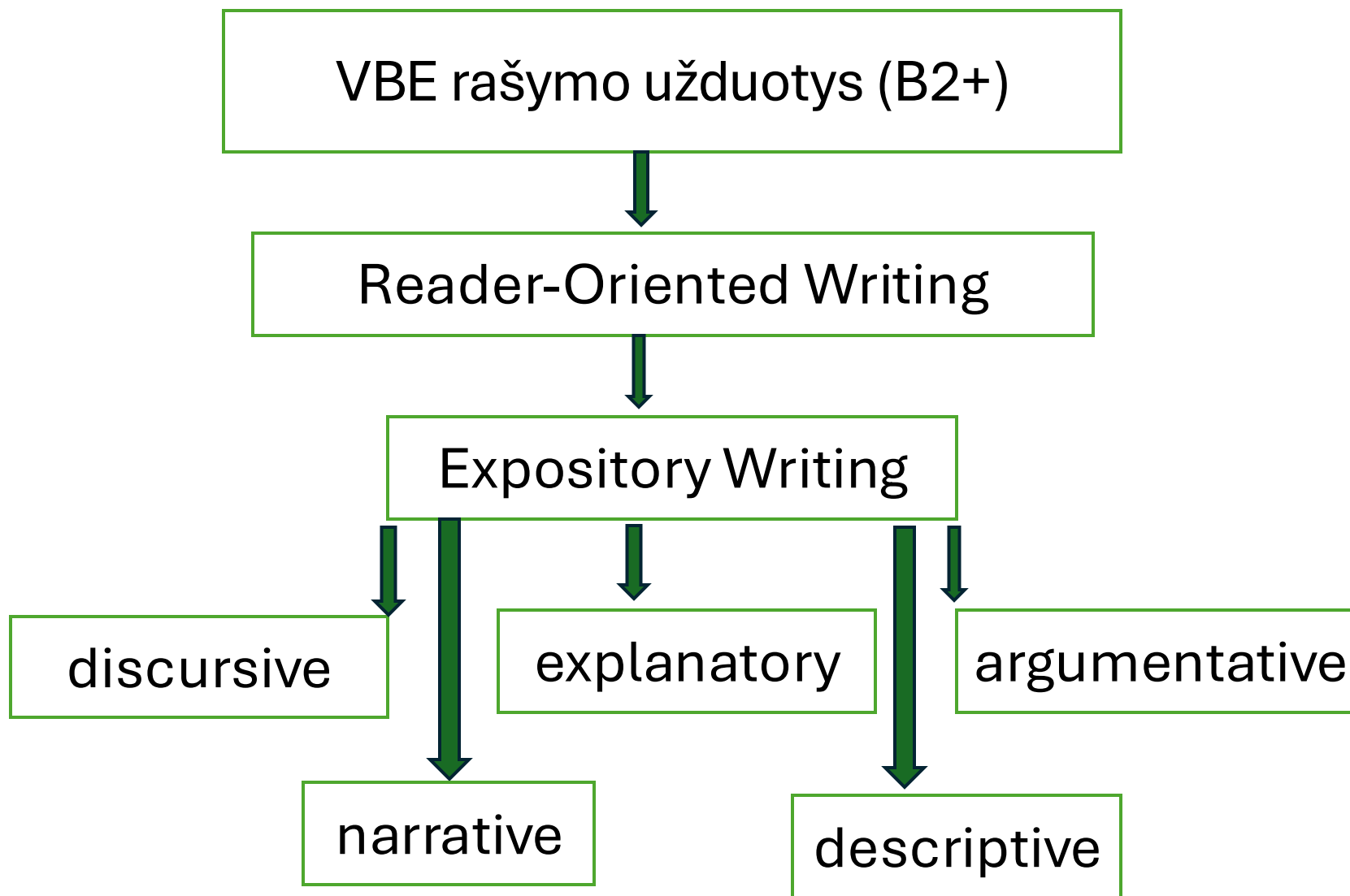
3. **Duomenų komentavimas raštu** (teksto mediacija).

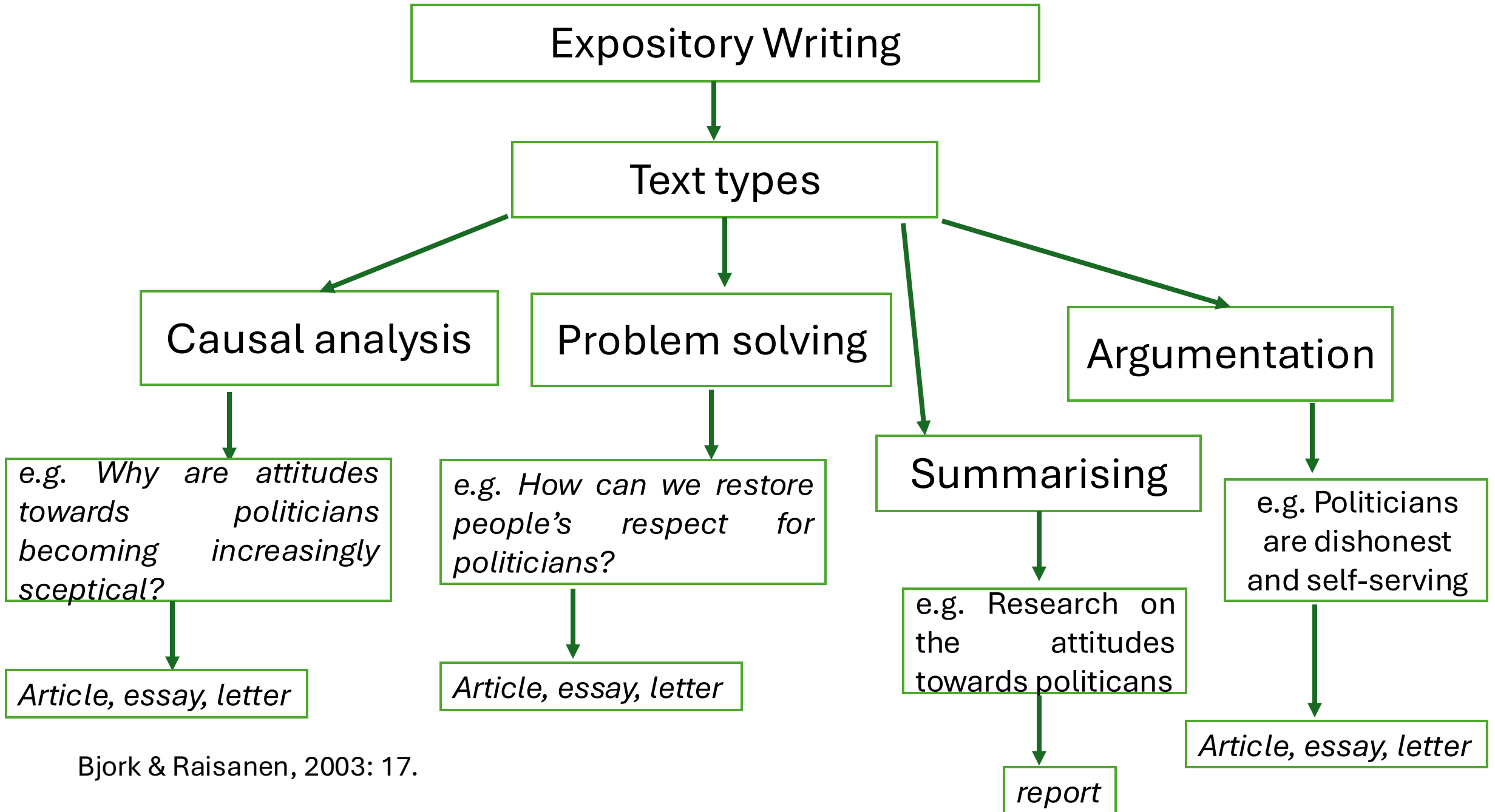
Tikrinami gebėjimai: apibendrinti, detaliai apibūdinti, palyginti.

Reader-Oriented Writing

Šaltinis: Kalbų VBE aprašas

https://www.nsa.smm.lt/wp-content/uploads/2024/09/VBE_uzduociu_aprasas_Kalbos_2024_09.pdf





Text type vs Genre

- The text types are found in **all types** of writings.
- The **title / task determines** which text type(s) will be used.

Genres?

The form in which messages are packed, from the

- macrofeatures: content, organization, typography
- microfeatures: vocabulary and grammar.

VBE anglų k. egzamino rašymo užduočių žanrai (B2+)

1. Rašytinio teksto kūrimas (produkavimas) – **esė** arba **straipsnis**;
2. Rašytinė sąveika (interakcija) - **pusiau oficialus laiškas**;
3. **Duomenų komentavimas raštu** (teksto mediacija).

Šaltinis: Kalbų VBE aprašas

https://www.nsa.smm.lt/wp-content/uploads/2024/09/VBE_uzduociu_aprasas_Kalbos_2024_09.pdf

VBE anglų k. egzamino rašymo užduotys (B2+)

Adresatas ir kuriamo **teksto paskirtis** apsprendžia sociolinguistinei situacijai tinkamą **raišką**:

- neutralų ar oficialesnį raiško **stilių**
- **argumentacijos** plėtojimą.

Komunikavimo kontekstas skatina remtis:

- kalbine kompetencija
- aukštesniaisiais mąstymo gebėjimais



B2+

Šaltinis: Kalbų VBE aprašas

https://www.nsa.smm.lt/wp-content/uploads/2024/09/VBE_uzduociu_aprasas_Kalbos_2024_09.pdf

VBE anglų k. egzamino rašymo užduotys (B2+)

Aukštesnieji mąstymo gebėjimai apima:

1. kritinį mąstymą

gebėjimą **interpretuoti**, **apibendrinti** pateiktą informaciją bei **įvertinti**, kokias **išvadas**, **nuomones** ar **vertinimus** galima daryti remiantis pateikta informacija,

2. problemų sprendimą

gebėjimą atsirinkti **reikalingą informaciją** bei atrasti **strategiją**, kaip ją pertvarkyti ir panaudoti konkrečiai užduočiai spręsti.



**Turinys ir
Teksto struktūra**

VBE rašymo užduočių žanrai (B2+)

Esė arba straipsnis:

1. Turinys
2. Teksto struktūra

Pusiau oficialus laiškas:

1. Turinys ir teksto struktūra

Duomenų komentavimas:

1. Turinys ir teksto struktūra



Kalbos ištekliai

Šaltinis: Kalbų VBE aprašas

https://www.nsa.smm.lt/wp-content/uploads/2024/09/VBE_uzduociu_aprasas_Kalbos_2024_09.pdf

VBE rašymo užduotys (B2+)

I. Esė arba straipsnis:

1. Turinys (6 taškai)
2. Teksto struktūra (4 taškai)
3. Kalbos ištekliai (5 taškai)

Šaltinis: Kalbų VBE aprašas

https://www.nsa.smm.lt/wp-content/uploads/2024/09/VBE_uzduociu_aprasas_Kalbos_2024_09.pdf

B2+ Esė / straipsnis

Turinio kriterijus

6

- Visas turinys atitinka temą.
- Tema atskleidžiama išsamiai: pateikiami tinkami argumentai, mintys išplečiamos, tinkamai grindžiamos pavyzdžiais.
- Aptariamose ir vertinamos skirtingos idėjos (galimybės, sprendimo būdai); apibendrinimas, išvados.
- Autoriaus pozicija visada suprantama, ji

Atitikimas temai

Išsamumas

Vertinimas /
apibendrinimas

Autoriaus pozicija

B2+ Esė / straipsnis

Turinio kriterijus

Taškai	Turinys
6	<ul style="list-style-type: none">- Visas turinys atitinka temą.- Tema atskleidžiama išsamiai: pateikiami tinkami argumentai, mintys išplečiamos, tinkamai grindžiamos detalėmis ar pavyzdžiais.- Aptariamos ir vertinamos skirtingos idėjos (pvz., požiūriai, galimybės, sprendimo būdai); apibendrinama, daromos logiškos išvados.- Autoriaus pozicija visada suprantama, ji pagrindžiama.
5	Visas turinys atitinka temą.

Apsprendžia užduoties formuluotė

- Iškeltas klausimas
- Išvardinti aspektai
- Teminiai žodžiai

Turinys

I aspektas – atitikimas temai

6	- Visas turinys atitinka temą.
	- ...
5	- Visas turinys atitinka temą.
	- ...
4	- Beveik visas turinys atitinka temą.
	- ...
3	- Turinys iš esmės atitinka temą.
	- ...
2	- Didesnė turinio dalis iš esmės atitinka temą.
	- ...
1	- Mažesnė turinio dalis iš esmės atitinka temą.
	- ...
0	- Turinys neatitinka temos*.
	- ...

Temos analizè (1)

You decided to publish an essay in the online youth magazine 'Generation Z'. Write an essay on the following topic:

Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this.

In the essay, discuss both these views and give your own opinion.

Write at least 250 words.

Introduction

Mokinių pavyzdžiai:

In today's world it is important for people to know how they should act in the society. They ought to know their rights and obligations. The importance of voting, doing volunteer work, paying taxes need to be explained to children before they become adults. Some people think that parents are responsible for teaching their kids how to be good members of society, others have the opinion that schools should take the responsibility.

Atitinka temą

Body paragraph

Mokinių pavyzdžiai:

Newborns have around 6 years to form their most usable social skills, after that period of time it is quite hard to change these bad habits into valuable qualities. Our appearance is not the only thing that we inherit from our parents, we also seem to get their values and morals, probably because we spend the most time with them in childhood. That is exactly why they have the biggest effect on how their children will act in our future society.

Iš esmės atitinka temą

Temos analizè (2)

Protecting our environment would be more **efficient** if **every person** **acted responsibly in their daily lives.** Write an article for the international online magazine www.savetheworld.com. In your article, you should discuss the **impact of individual actions** on the environment and the **challenges of encouraging widespread individual responsibility.**

You should write at least 250 words.

Turinys

II aspektas – išsamumas

6	- Tema atskleidžiama išsamiai: pateikiami tinkami argumentai, mintys išplečiamos, tinkamai grindžiamos detalėmis ar pavyzdžiais.
5	- Tema atskleidžiama išsamiai beveik visada pateikiami tinkami argumentai, mintys dažnai grindžiamos detalėmis ar pavyzdžiais.
4	- Tema atskleidžiama gana išsamiai: dažniausiai pateikiami tinkami argumentai, beveik visos mintys grindžiamos detalėmis ar pavyzdžiais.
3	- Tema atskleidžiama gana išsamiai: pateikiami argumentai, kai kurios mintys grindžiamos detalėmis ar pavyzdžiais, bet ne visada sėkmingai.
2	- Pasitaiko nukrypimų nuo temos: kai kurie argumentai netinkami, kartais stokojama detalių ar pavyzdžių.
1	- Dažnai nukrypstama nuo temos: pateikiama netinkamų argumentų, mintys retai grindžiamos detalėmis ir pavyzdžiais.
0	- Tema neatskleista: pateikti netinkami argumentai, pavyzdžiai.

Temos analizè (3)

Some people do not allow their children to participate in games, sports or competitions unless everyone gets a prize. Others think that children must learn to deal with winning and losing in order to be fully prepared for life.

Discuss both these views and give your own opinion.

Argumentation

- **Claim** is the opinion, judgement, statement or assertion about a controversial issue
- **Arguments for**, in favour of, the claim
- **Support** (information, examples, explanation) to explain **why** and / or **how** each argument strengthens the claim
- **Counterarguments** (arguments against the claim) with support (information and examples) for the arguments
- **Refutation of the Counterarguments** with support (information and examples for the refutation)

B2+ Esē / straipsnis

Evaluation of the argument

- Convincing?
- Extensive support?
- Relevant support?
- Refutation of the argument?
- Relevant to the purpose of the text?
- Fully explained? Too much?
- Tracing too back in time thus losing the force?

Turinys

II aspektas – išsamumas

- 6 - Tema atskleidžiama išsamiai: pateikiami tinkami argumentai, mintys išplečiamos, tinkamai grindžiamos detalėmis ar pavyzdžiais.

Mokinių pavyzdžiai:

However, others voice their opinions by saying that winning and losing a game is a great prototype of everyday life situations that adults must encounter, therefore, competitions teach young children that it is rarely possible for one to always win and they must accept it, as well as whatever comes after it. A great example would be the sport of motor racing. From an age as young as five-year-old children that compete in karting championships face the reality of succeeding and losing. This sets them a good example of what they might have to endure in the future in their daily life as most of them will later proceed to F3, F2 and gradually become full motor sport athletes in Formula 1 that compete almost every other weekend and face ups and downs on a daily basis.

Turiny

II aspektas – išsamumas

- 2 - Pasitaiko nukrypimų nuo temos: kai kurie argumentai netinkami, kartais stokoja detalių ar pavyzdžių.

Mokinių pavyzdžiai:

On one hand, for every child to receive a participation prize is simpler because parents would not have to deal with their child's disappointment. The offspring would not feel as if they are not good enough. After getting a prize the child's self-confidence improves and they feel like winners. For example in Lithuanian primary schools students do not get any grades. This makes them feel smart and as if they know as much as their classmates. This allows the child to feel safe and confident in their learning environment.

participate in games, sports or competitions?

Turinys

III aspektas – vertinimas / apibendrinimas

6	- Aptariamose ir vertinamos skirtingos idėjos (pvz., požiūriai, galimybės, sprendimo būdai); apibendrinama, daromos logiškos išvados.
5	- Aptariamose ir vertinamos skirtingos idėjos (pvz., požiūriai, galimybės, sprendimo būdai); stengiamasi apibendrinti, daryti išvadas.
4	- Aptariamose skirtingos idėjos (pvz., požiūriai, galimybės, sprendimo būdai); apibendrinama.
3	- Bandoma aptarti skirtingas idėjas (pvz., požiūrius, galimybes, sprendimo būdus); apibendrinama.
2	- Skirtingos idėjos pateikiamos, tačiau jų vertinimas paviršutiniškas; bandoma apibendrinti.
1	- Pateikiami skirtingi požiūriai, tačiau jie nevertinami; apibendrinama netinkamai.
0	- Turinys neatitinka temos*. - Nepateikiama kitokių požiūrių ar jų vertinimo.

Turinys

III aspektas – vertinimas / apibendrinimas

- 6 - Aptariamos ir vertinamos skirtingos idėjos (pvz., požiūriai, galimybės, sprendimo būdai); apibendrinama, daromos logiškos išvados.

Mokinių pavyzdžiai:

Another valid reason why it is good for children to compete in contests that do not award all the competitors is the fact that winning as well as losing evokes a wide range of different emotional states which are highly important to be known how to deal with. While winning a chess game provides fame and high expectations for future performances, failing to succeed induces disappointment, resentment and reduced positive thinking about one's abilities. After facing unsuccessful challenges, one could use this knowledge in the future as negative emotions are very often encountered in the ordinary life situation in adulthood. So, competitions are highly beneficial for learning to deal with upcoming situations in a person's life.

Turinys

III aspektas – vertinimas / apibendrinimas

- 3 - Bandoma aptarti skirtingas idėjas (pvz., požiūrius, galimybes, sprendimo būdus); apibendrinama.

Mokinių pavyzdžiai:

Howether, many parents argue that children should only participate in games where everyone gets a prize, because then children do not have to deal with bad emotions of losing. In comparison to competitions where only one participant gets a price this approach does not emotionally traumatize children. The worst aspect of losing is when a child realises that he does not match expectations of his parents. This happens usually when parents professionally competed in some sports and want their children have achievements in the same exact sport. For example, when I was competing is judo, I saw other competitor who had lost his match and was more afraid of the pressure of his dad that loosing.

Turinys

IV aspektas – autoriaus pozicija

6	- Autoriaus pozicija visada suprantama ji pagrindžiama.
5	- Autoriaus pozicija visada suprantama
4	- Autoriaus pozicija beveik visada suprantama.
3	- Autoriaus pozicija pateikta tiesmukai, nesistengiama jos pagrįsti.
2	- Autoriaus pozicija kartais nesuprantama.
1	- Autoriaus pozicija gali būti nesuprantama ar nepagrįsta.
0	- Turinys neatitinka temos*. - Autoriaus pozicija nesuprantama ir nepagrįsta.

Turinys

IV aspektas – autoriaus pozicija

- Asmeninė nuomonė ir gebėjimas vertinti kitų požiūrius yra dalis **aukštesniųjų gebėjimų**.
- Mokiniai ugdomi formuoti savo **požiūrius ir vertybines nuostatas**.
- Apima **įvairias** nuomonių ir nuostatų **raiškos priemones**.

Turinys

IV aspektas – autoriaus pozicija

Autoriaus pozicija (Authorial stance) gali būti reiškiamą

- modaliniais veiksmažodžiais (pvz., *must, should, could, had better*)
- būdvardžiais (pvz., *convinced, incredible, impressive, proud, determined, embarrassed*)
- prieveiksmiais (pvz., *evidently, no doubt, certainly, actually, luckily*)
- daiktavardžiais (pvz., *doubt, hypothesis, impresssion, reluctance, tendency*)
- veiksmažodžiais (pvz., *appear, suppose, consider, attempt, encourage*)

Turiny's

IV aspektas – autoriaus pozicija

Mokinių pavyzdžiai:

- *Despite being costly uniforms definitely have a number of positive effects such as providing students with a sense of discipline, reducing their differences in appearance or making them feel more united.*
- *That can sometimes make students, especially fashionistas, feel trapped in their own clothes. Also it can make students dissatisfied with their schools and that actually leads to school's authority dealing with students whose attendance is nonexistent and grades are low too.*
- *Uniforms seem to boost students' performance, lead to less bullying and undoubtedly equip students with a sense of community.*

B2+ Esė / straipsnis

Teksto struktūra

4	<ul style="list-style-type: none">- Turinys dėstomas logiškai ir nuosekliai.- Visos pastraipos tinkamai išplėtos, veiksmingai išryškinant pagrindinę mintį ir atskiriant pagrindžiančias detales.- Veiksmingai parodomos minčių sąsajos: vartojama įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).	nuoseklumas pastraipos kohezija
3	<ul style="list-style-type: none">- Turinys beveik visada dėstomas logiškai ir nuosekliai.- Dauguma pastraipų tinkamai išplėtos, išryškinant pagrindinę mintį ir pagrindžiančias detales.- Parodomos minčių sąsajos: stengiamasi vartoti įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).	

Teksto struktūra

I aspektas - nuoseklumas

4	- Turinys dėstomas logiškai ir nuosekliai.
3	- Turinys beveik visada dėstomas logiškai ir nuosekliai.
2	- Stengiamasi turinį dėstyti logiškai ir nuosekliai, tačiau kartais seka nutrūksta.
1	- Loginė teksto seka nenuosekli, pasitaiko padrikų nesusietų minčių.
0	- Loginė teksto seka netinkama.

Teksto struktūra

I aspektas - nuoseklumas

Mokinių pavyzdžiai:

However, others voice their opinions by saying that winning and losing a game is a great prototype of everyday life situations that adults must encounter, therefore, competitions teach young children that it is rarely possible for one to always win and they must accept it, as well as whatever comes after it. A great example would be the sport of motor racing. From an age as young as five-year-old children that compete in karting championships face the reality of succeeding and losing. This sets them a good example of what they might have to endure in the future in their daily life as most of them will later proceed to F3, F2 and gradually become full motor sport athletes in Formula 1 that compete almost every other weekend and face ups and downs on a daily basis.

Logiškai ir nuosekliai

Teksto struktūra

I aspektas - nuoseklumas

Mokinių pavyzdžiai:

However, on the other hand, some argue that learning to win and lose is an essential life skill. There are both positive and negative events, and keeping children away from this reality may leave them unprepared for challenges later in life. Understanding that effort does not always lead to immediate success teaches resilience and rationality. Competitions can provide valuable lessons about teamwork, handling disappointment and learning from mistakes. A child who learns to deal with losing is likely to develop a stronger character and a better understanding of personal growth.

Mintys nesusietos

Teksto struktūra

II aspektas – pastraipų plėtojimas

4	- Visos pastraipos tinkamai išplėtos, veiksmingai išryškinant pagrindines mintis ir atskiriant pagrindžiančias detales.
3	- Dauguma pastraipų tinkamai išplėtos, išryškinant pagrindines mintis ir pagrindžiančias detales.
2	- Kai kurios pastraipos išplėtos, tačiau ne visada sėkmingai.
1	- Daugumos pastraipų struktūra netinkama.
0	- Tekstas į pastraipas nesuskirstytas arba tai daroma netinkamai

B2+ Esē / straipsnis

Teksto struktūra

I. INTRODUCTION

General statements

Thesis statement

II. BODY

A.Topic sentence

1. Support

2. Support

3. Support

(Concluding sentence)

B.Topic sentence

1. Support

2. Support

3. Support

(Concluding sentence)

C.Topic sentence

1. Support

2. Support

3. Support

(Concluding sentence)

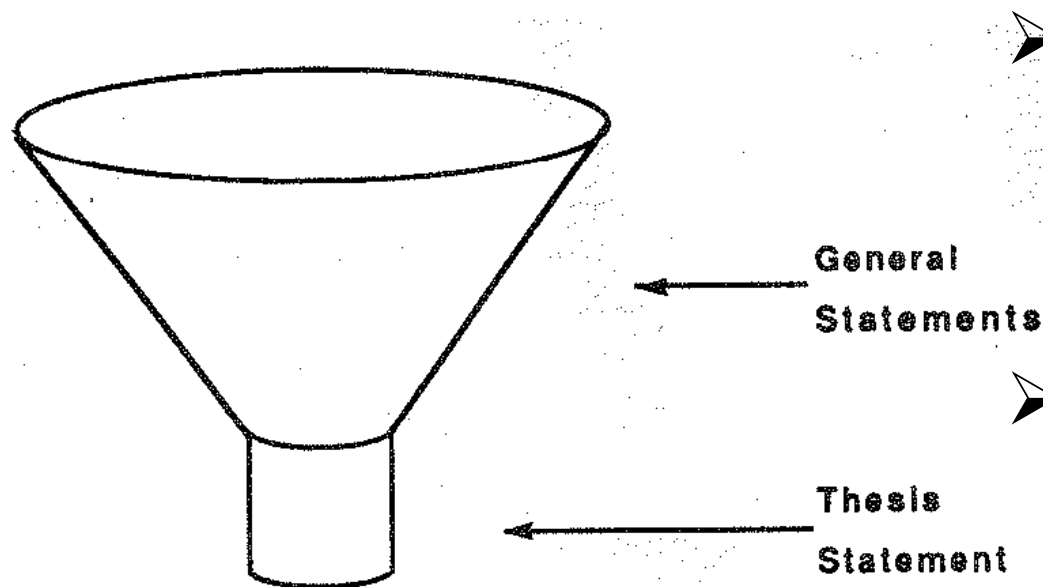
III. CONCLUSION

Restatement of the thesis

Food for thought

B2+ Esē / straipsnis

Teksto struktūra - Ižanga



➤ Įvedimas į temą

bendras kontekstas
temos aktualumas
skaitytojo dėmesio patraukimas

➤ Teminis sakiny (angl. *thesis statement*)

aiškus diskusinis klausimas
dėstymo principas
sudėtiniai aspektai
gali būti “split thesis”

Protecting our environment would be more **efficient** if **every person** **acted responsibly in their daily lives.** Write an article for the international online magazine www.savetheworld.com. In your article, you should discuss the **impact of individual actions** on the environment and the **challenges of encouraging widespread individual responsibility.**

You should write at least 250 words.

B2+ Esē / straipsnis

Teksto struktūra - Ižanga

Mokinių pavyzdžiai:

Temos aktualumas

Never before have environmental problems been of such importance as they are nowadays. Sea levels are rising, temperatures are surging, animal species are becoming extinct and all these outcomes are due to human activity on Earth. Some people believe that environmental preservation starts with individual choices but motivating people to do so can be hard due to people's desire to have an easier life or failure to recognise the environmental problems.

Teminis sakiny

Teminis sakinyys (ang. *thesis statement*)

➤ Vienas sakinyys

e.g. Some people believe that environmental preservation starts with individual choices but motivating people to do so can be hard due to people's desire to have an easier life or failure to recognise the environmental problems.

➤ Keli sakiniai (ang. *split thesis*)

e.g. Every person's daily choices, such as reducing waste, conserving energy, and making sustainable purchases, contribute to the overall health of the planet. However, implementing widespread individual responsibility remains a challenge due to factors like convenience, lack of awareness, and resistance to change.

Body Paragraph

- a thought unit (one main idea or one aspect of a larger topic)
- a group of related sentences
- different types of paragraphs (e.g. comparison and contrast, advantages and disadvantages, pros and cons, cause and effect, problem and solution, definition, description, argumentation, opinion, process etc.)
- clear structure
 - topic sentence (topic + controlling idea)
 - supporting sentences (reasons, *specific details, examples, facts, etc*)
 - conclusive statement

Paragraph Organizational patterns

- Induction starting with the supporting sentences and proceed towards the topic sentence.
- Deduction going from general to specific.

Paragraph – induction

Mokinių pavyzdžiai:

*While AI may transform education with automated grading and personalized learning, it cannot replace teachers. Education is more than just delivering information as it requires empathy, mentorship, and human connection. Teachers understand students' unique needs, offering encouragement, motivation, and emotional support that AI lacks. They inspire critical thinking, creativity, and social skills, shaping students beyond academics. Unlike AI, teachers can adapt to classroom dynamics, addressing emotions and challenges in real-time. So, **the ability to nurture, motivate, and connect on a personal level makes teachers irreplaceable.***

Topic sentence

Paragraph - deduction

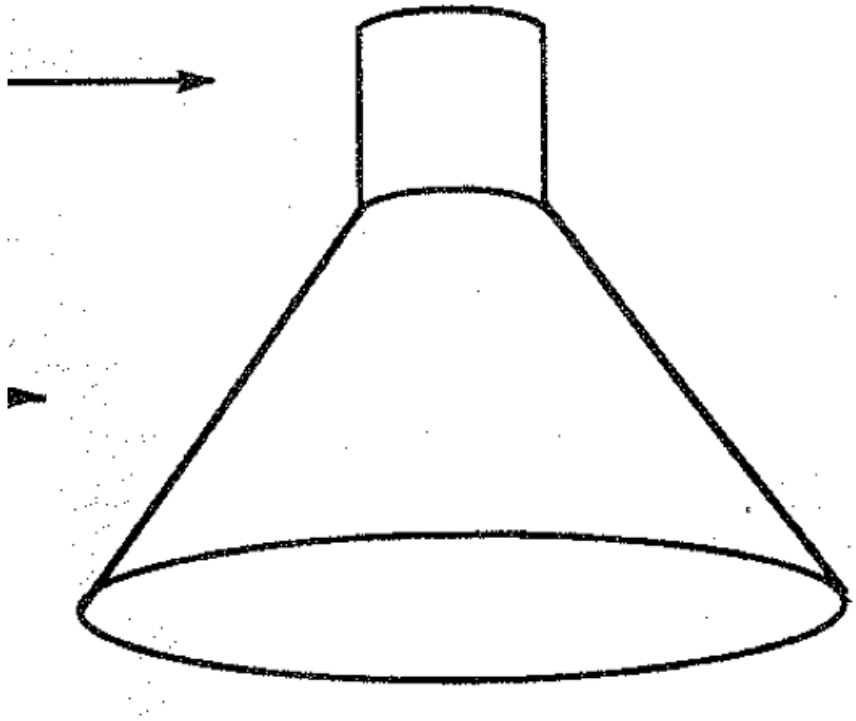
Mokinių pavyzdžiai:

Topic sentence

Encouraging people to learn and help environment comes with several challenges. Firstly, without proper education and awareness campaigns, individuals may not feel motivated to adopt sustainable habits. For example, not everyone has the finances to afford eco-friendly products, like organic products or electric cars. Convenience is another major challenge, as many people prioritize ease over sustainability single-use plastics, fast fashion often stem from the desire for quick and affordable solutions. And finally, society's norms and people's influence play a significant role in shaping behavior. If sustainable practices are not widely accepted within a community, individuals may be less likely to adopt them.

B2+ Esē / straipsnis

Teksto struktūra - Pabaiga



- Atsakymas ī temā / nāgrinētu aspektu apibendrinimas (angl. *Restatement of the thesis*)
- Tolesnēs mintys pamāstymui nāgrinēta tema
Sprendimai / pasiūlymai
Pasekmēs / iēvados
Ateities perspektyva

Teksto struktūra - Pabaiga

Mokinių pavyzdžiai:

Restatement of the thesis

In conclusion, as environmental issues become more and more important each individual should contribute to environmental conservation by consuming less and using eco-friendly transportation. However, encouraging people to do so becomes a hard task as people are not ready to put their needs aside or are unaware of the importance of environmental problems. This is why scientists should share more data on social media platforms about global warming and this way more people would be acquainted with the problem and take action.

Solution / suggestion

Teksto struktūra - Pabaiga

Mokinių pavyzdžiai:

To sum up, pollution is big problem nowadays. Irresponsible peoples' actions create damage to the environment. As the population gets bigger, the more garbage are being thrown away. This destroys planet earth and causes harm for people.

Pastraipos struktūra netinkama

Teksto struktūra

III aspektas - kohezija (cohesion)

4	- Veiksmingai parodomos minčių sąsajos: vartojama įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).
3	- Parodomos minčių sąsajos: stengiamasi vartoti įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).
2	- Pasitaiko nesusietų minčių: siejimui dažniausiai vartojami įprastiniai teksto siejimo žodžiai ir frazės.
1	- Pasitaiko nesusietų minčių: siejimui vartojami įprastiniai teksto siejimo žodžiai ir frazės.
0	- Mintys dažnai siejamos netinkama: gali būti klystama vartojant įprastinius siejimo žodžius ir frazes.

Cohesion

Cohesion "refers to relationships of meaning that exist within the text, and that define it as a text".

Types of cohesion:

1. Grammatical

- Reference
- Substitution
- Ellipsis
- Conjunction

2. Lexical cohesion

Grammatical Cohesion

- Reference

Pronouns, e.g. *it, he, she, they, one*, etc.

Determiners, e.g. *this, these*, etc.

Adverbs, e.g. *here, there, similarly, likewise, so much, equally*, etc.

NB must be of the **same grammatical class** as the item for which it substitutes

e.g. *And lastly, small steps like turning off taps while brushing teeth, and fixing leaks contribute to water conservation. While **this action** may seem minor, **their** collective impact is significant when adopted by large numbers of people.*

*Some people believe that competitions can bring children's self-esteem down while others say that **it** helps them to manage failure and teaches understanding.*

Grammatical Cohesion

- **Substitution** is the replacement of one item by another
- **Ellipsis** is the omission of an item ('something left unsaid')

*e.g. The current policy does not work so the government should look for a new **one**.*

*Men work hard to maintain the family, so **do** women nowadays.*

Grammatical Cohesion

- Adverbs,

e.g. *so, then, next, subsequently, therefore, furthermore, nevertheless, instead* etc

- Prepositional phrases,

e.g. *on the contrary, as a result, in addition, instead of, in spite of, because of*, etc.

Lexical Cohesion

achieved by the selection of vocabulary in some kind of **semantic relation**

- General nouns (*boy ...child*)
- Synonyms (*climb ... ascent, disease ... illness*)
- Antonyms (*like ... hate, wet... dry, crowded ... deserted*)
- Converses (*order ... obey*)
- Pairs of words from the same ordered series (*Tuesday ... Wednesday, North ... South*)
- Words from lexical sets (*basement ... roof, road ... rail, red ... green, car ... brake, laugh ... joke, ill ... doctor*).

Collocational Cohesion

Words

- share the same **lexical environment**
- occur **in collocation** with one another

e.g. candle ... flame ... flicker,

hair ... comb ... curl ... wave,

poetry ... literature ... reader ... writer ... style, etc.

Inappropriate Cohesion

- Chippy sentences

e.g. *There are still people who care about our planet. Influencers and other role models play a big role in planet saving. People start making some changes. They start walking instead of driving a car. They start choosing ecological products which don't harm the environment.*

- Stringy sentences

e.g. *In other hand, environment caring is also important, because if we care about environment, if we care about pollution, we do something about the problem, we improve situation and live better.*

VBE rašymo užduotys (B2+)

II. Pusiau oficialus laiškas:

1. Turinys ir teksto struktūra (4 taškai)
2. Kalbos ištekliai (3 taškai)

Šaltinis: Kalbų VBE aprašas

https://www.nsa.smm.lt/wp-content/uploads/2024/09/VBE_uzduociu_aprasas_Kalbos_2024_09.pdf

Pusiau oficialus laiškas

Oficialumą nulemia kontekstas ir sociolingvistinė situacija:

- Rašymo tikslas
- Adresatas
- Rašančiojo požiūris

Turiny's ir teksto struktūra

You work part-time at a bookshop. In recent months, sales at the shop have fallen. **Manager John Smith** has asked staff to think of ways to reverse the situation and has expressed interest in receiving **written suggestions**. Write **an email** providing ideas on

- how the physical appearance of the shop could be improved,
- what methods of advertising could be used,
- what new activity could be introduced in the shop to attract more customers and explain why this would work.

You should write at least 150 words.

Turiny's ir teksto struktūra

You have recently read a series of articles in the online magazine “Life Today” about various modern life issues. You have decided to write a letter to the editor. In your letter, you should:

- encourage the publication of more articles on economic topics and explain their significance for young people.
- Identify and discuss a particular economic challenge that should be addressed in future editions.
- present your own opinion about this issue.

Write at least 150 words.

Pusiau oficialus laiškas

Turinys ir teksto struktūra

- | | | |
|---|---|--|
| 4 | <ul style="list-style-type: none">- Tinkamai realizuotos visos užduotyje nurodytos- Laisvai ir išsamiai perteikiama informacija, pasakojama, apibūdinama patirtis, komentuojami įvykiai. Mandagiai reišk- Laikomasi pusiau oficialaus susirašinėjimo laiško (prašymo, skundo) struktūros. Laiškas tinkamai sus- Turinys išdėstytas nuosekliai ir logiškai. Teksto siej | <div>Komunikacinės intencijos</div> <div>Išsamumas / mandagumas</div> <div>Struktūra / įforminimas</div> <div>Koherencija / kohezija</div> |
|---|---|--|

Turinys ir teksto struktūra

I aspektas: komunikacinės intencijos

4	- Tinkamai realizuotos visos užduotyje nurodytos komunikacinės intencijos.
3	- Tinkamai realizuotos beveik visos užduotyje nurodytos komunikacinės intencijos.
2	- Realizuotos beveik visos užduotyje nurodytos komunikacinės intencijos, tačiau kai kada nesėkmingai.
1	- Realizuota dauguma užduotyje nurodytų komunikacinių intencijų.
0	- Realizuota mažiau negu pusė užduotyje nurodytų komunikacinių intencijų. Pateiktas atsakymas neatitinka užduoties temos.

Turinyš ir teksto struktūra

Komunikacinės intencijos

You work part-time at a bookshop. In recent months, sales at the shop have fallen. Manager John Smith has asked staff to think of ways to reverse the situation and has expressed interest in receiving written suggestions. Write an email providing ideas on

- how the **physical appearance** of the shop **could be improved**, 1
- what **methods of advertising** could be used, 2
- what **new activity** could be introduced in the shop to attract more customers and explain **why** this would work. 3 4

You should write at least 150 words.

Turiny's ir teksto struktūra

Komunikacinės intencijos

You have recently read a series of articles in the online magazine “Life Today” about various modern life issues. You have decided to write a letter to the editor. In your letter, you should:

- **encourage the publication** of more articles on economic topics and **explain their significance** for young people. 1 2
- **Identify and discuss** a particular **economic challenge** that should be addressed in future editions. 3
- **present your own opinion** about this issue. 4

Write at least 150 words.

Turinys ir teksto struktūra

II aspektas: išsamumas ir mandagumas

4	- Laisvai ir išsamiai perteikiama informacija, pasakojama, apibūdinama patirtis, komentuojami įvykiai. Mandagiai reiškiamas požiūris, išdėstomi lūkesčiai.
3	- Perteikiama detali informacija pasakojama, apibūdinama patirtis, komentuojami įvykiai. Stengiamasi mandagiai reikšti požiūrį ir dėstyti lūkesčius.
2	- Dažniau perteikiama tik esminė informacija be detalių, apibendrintai pasakojama, apibūdinama patirtis, komentuojami įvykiai. Reiškiant požiūrį ir dėstant lūkesčius kartais nukrypstama nuo registro.
1	- Perteikiama esminė informacija, apibendrintai pasakojama, apibūdinama patirtis, komentuojami įvykiai. Reiškiant požiūrį ir dėstant lūkesčius kartais nepaisoma registro.
0	- Informacija perteikiama nesėkmingai. Nepaisoma registro.

Turinys ir teksto struktūra

II aspektas: išsamumas ir mandagumas

- 4 - Laisvai ir išsamiai perteikiama informacija, pasakojama, apibūdinama patirtis, komentuojami įvykiai. Mandagiai reiškiamas požiūris, išdėstomi lūkesčiai.

Mokinių pavyzdžiai:

Firstly, I believe that not until the physical apperance of the shop seems more attractive, will more customers be willing to come in. The renovation could include only repainting the forefront wall which faces the main street and creating a showcase which design should be planned with a professional designer in order to ensure the best quality.

1 komunikacinė intencija

Talking about adversiting, digital platforms have become the most efficient tool for promotion. If an official account of the bookshop was created in social media, the customers would stay informed about new books or sales as well as possibly publish their purchase and tag our account which may increase the bookshop's popularity. Fortunately, this promotion is free of charge!

2 komunikacinė intencija

Turinys ir teksto struktūra

II aspektas: išsamumas ir mandagumas

Mokinių pavyzdžiai:

Nepilnai realizuotos komunikacinės intencijos

One of the biggest economic problems is the impact of climate change. Rising temperatures and natural disasters have impacted the economic situation a lot. Many businesses and other jobs have to stop their work. This increases the cost of different products and services. Then people start to think more about their purchase and many businesses face bankruptcy.

In my opinion, inform young people more about climate change, because in the future the situation will be even worse, if we don't encourage people to make changes now. This would help the economic situation and would improve people's daily life as well. I hope you will consider my recommendations and if you have any questions feel free to write me.

Ne visos detalės tinkamos

III aspektas: struktūra ir įforminimas

4	- Laikomasi pusiau oficialaus susirašinėjimo laiško (užklauso, reikalavimo, prašymo, skundo) struktūros. Laiškas tinkamai suskirstytas į pastraipas ir įformintas.
3	- Iš esmės laikomasi pusiau oficialaus susirašinėjimo laiško (užklauso, reikalavimo, prašymo, skundo) struktūros. Laiškas tinkamai suskirstytas į pastraipas gana nuosekliai laikomasi įforminimo reikalavimų.
2	- Bandoma laikytis pusiau oficialaus susirašinėjimo laiško struktūros. Pasitaiko netinkamo pastraipų išskyrimo ir įforminimo trūkumų.
1	- Dažnai nepaisoma pusiau oficialaus susirašinėjimo laiško (užklauso, reikalavimo, prašymo, skundo) struktūros. Laiško skirstymas į pastraipas netinkamas, daug įforminimo trūkumų.
0	- Dažnai nesilaikoma reikiamos struktūros.

III aspekts: struktūra ir ģforminimas

Salutation (semi-formal letters)

Dear Mr Hopkins

Dear Penny Hopkins

Do not use

Dear Mr James Carter

Dear James

Dear Sir or Madam

Signing-off phrase

Yours sincerely (BrE)

Sincerely yours (AmE)

Sincerely (AmE)

Best regards

Regards etc.

Yours faithfully

Faithfully

Dear Mr. Smith,

Salutation

I am writing to suggest a few ways to make the shop more attractive for the customers. I am impressively grateful that you have considered our solutions would be useful for sales decline.

Opening remarks

The visual impression is significant and the outside windows facing the street should be decorated for every occasion. We have never added new decorations through Christmas time or Halloween and it would be attention-grabbing.

Nowadays, there are various ways of how to promote public places. Our bookshop tends to be not recognised in the city as it should be. We can create our bookshop's social media accounts on the most popular programs such as Instagram or Facebook. There we could post all our bookshop's activities and more people would be introduced about our place.

Furthermore, we can add and vary our activities. We can create a schedule for quiet time hours that people would be able to read their new purchased books. This option would attract more book readers and that would return in the future.

I hope that these ideas would be helpful to solve the problem. I am looking forward to your reply.

Closing remarks

|

Sincerely,

Dear Mr. Smith,

I am writing to suggest a few ways to make the shop more attractive for the customers. I am impressively grateful that you have considered our solutions would be useful for sales decline.

The visual impression is significant and the outside windows facing the street should be decorated for every occasion. We have never added new decorations through Christmas time or Halloween and it would be attention-grabbing.

Nowadays, there are various ways of how to promote public places. Our bookshop tends to be not recognised in the city as it should be. We can create our bookshop's social media accounts on the most popular programs such as Instagram or Facebook. There we could post all our bookshop's activities and more people would be introduced about our place.

Furthermore, we can add and vary our activities. We can create a schedule for quiet time hours that people would be able to read their new purchased books. This option would attract more book readers and that would return in the future.

I hope that these ideas would be helpful to solve the problem. I am looking forward to your reply.

Sincerely,|

Dear Sir/ Madam,

Laikomasi pusiau oficialaus laiško struktūros

I am writing to you regarding the articles in the magazine "Life Today". I would like to suggest a few changes that could make the magazine more appealing to the readers.

I would recommend putting more articles concerning economic topics in the magazine. Such topics could broaden your younger readership as economy is an important part of their lives. They are keen on starting a business, saving up for the future or trying to reach their financial goals and articles regarding the economy would be beneficial for their goals.

One of the topics articles should discuss could be high unemployment. Due to an increased life span people are taking up places in the job market longer, making it hard for younger people to be employed. In various articles causes, consequences and solutions to high unemployment could be presented for the readers and they could use some of the ideas to break through in the job market.

As I am a part of the young people who are reading your magazine, I believe that I could represent the needs of this group accurately. Economic issues are a part of my everyday life as inflation and taxes affect the way I manage my finances. This is why I highly recommend adding more articles about the economy.

I hope that I have been of some assistance to you and my observations will help you improve your magazine.

Yours faithfully,
Alex Brown

Tinkamai suskirstytas į pastraipas / įformintas

Hello,

I want to inform you about my disappointing experience at your course. I came across your school page on the internet and decided to book a class in Milan to learn Italian. This exact class was in the city centre location. The page described this institution best to learn various languages, offering best teachers and clean and cozy environment to study. My teacher was great, she was really helpful and interested to try to help her students learn. But the thing that disappointed me was the classes. They absolutely were not clean and cozy as promised. It was dust and trash all over the place. I went to the class on August 18th which means it was extremely hot outside and the classes did not have air conditioning. There were ten of us in one small class and only four desks. We had to sit closely and share the desks. The open window did not help with the lack of air in the classroom. These conditions made it impossible to concentrate and try to learn something. I think for you to improve the quality of your school you must think of installing air conditioning and also cleaning the classes more carefully. I hope you will take my notes into consideration. (211 w.)

Dažnai nesilaikoma reikiamos struktūros

Turinys ir teksto struktūra

IV aspektas: koherencija ir kohezija

4	- Turinys išdėstytas nuosekliai ir logiškai. Teksto siejimo priemonėmis pavieniai elementai veiksmingai jungiami į rišlią minčių seką.
3	- Beveik visas turinys išdėstytas nuosekliai ir logiškai. Teksto siejimo priemonėmis pavieniai elementai jungiami į rišlią minčių seką.
2	- Turinį stengiamasi išdėstyti nuosekliai. Kartais teksto siejimo priemonės vartojamos netinkamai.
1	- Turinį stengiamasi išdėstyti nuosekliai. Teksto siejimo priemonės dažnai vartojami netinkamai.
0	- Mintys dėstomos nenuosekliai

Turiny's ir teksto struktūra

IV aspektas: koherencija ir kohezija

- 4 - Turinys išdėstytas nuosekliai ir logiškai. Teksto siejimo priemonėmis pavieniai elementai veiksmingai jungiami į rišlią minčių seką.

Mokinių pavyzdžiai:

What is more, I believe that in future editions the emphasis should be placed on the AI's impact on unemployment. More and more individuals working on repetitive tasks, that can be completed by artificial intelligence, are losing their jobs and are forced to drastically shift their career path. As numerous professions will become unnecessary, it is vital for young generation who is choosing their working field to grasp the core tendencies as this might help to avoid economic recession as well as radical alterations in distribution of income. This could be extensively researched in your articles.

Turinys ir teksto struktūra

IV aspektas: koherencija ir kohezija

- 2 - Turinį **stengiamasi** išdėstyti nuosekliai. **Kartais** teksto siejimo priemonės vartojamos **netinkamai**.

Mokinių pavyzdžiai:

One of the biggest economic problems is the impact of climate change. Rising temperatures and natural disasters have impacted the economic situation a lot. Many businesses and other jobs have to stop their work, because of unpredictable weather. For example, these increase the cost of different products and services. People start to think more about their purchase and many businesses face bankruptcy.

Dear Mr. Smith,

I hope you're well. You have mentioned that in recent months your bookshop sales have fallen, so I've been thinking about ways we could boost sales at the bookshop and would like to share some suggestions.

Firstly, enhancing the physical appearance of the shop could make it more inviting. We could rearrange the displays to highlight bestsellers and new arrivals at the entrance. Additionally, incorporating cozy reading corners with comfortable chairs and warm lighting might encourage customers to stay longer, thereby increasing the likelihood of purchases.

Secondly, advertising on social media platforms like Instagram and Facebook could reach a broader audience. Regular posts about new books, promotions, and events would help attract more customers. Collaborating with local influencers for book reviews could also raise our sales.

Finally, introducing weekly author readings or book club sessions could create a sense of community. These events would draw both loyal and new customers, giving them a reason to visit regularly.

I believe these ideas could significantly boost sales. I'm eager to discuss these ideas further.

Yours, (176 w.)

teksto siejimo
priemonės
vartojamos
netinkamai

Netinkama koherencija ir kohezija

Mokinių pavyzdžiai:

- *While I have some experience in improving these types of shops so that it would be more appealing, but I am not sure it will help but I will give it my best.*
- *As it is only a bookshop we could try to offer reading and writing sessions for the people that may like poetry, they would come to our shop write their work and read it out loud to the group, it would invite more people that like books and by that they would most definitely buy the books they see and by that the sales would go up.*
- *Not only was the teaching terrible, the meals that were given out for breakfast, lunch and dinner were disgusting, when it comes to food, I'm not that picky but this one was far worse than anyone could have imagined.*

Stringy sentence

VBE rašymo užduotys (B2+)

III. Duomenų komentavimas:

1. Turinys ir teksto struktūra (4 taškai)
2. Kalbos ištekliai (4 taškai)

Šaltinis: Kalbų VBE aprašas

https://www.nsa.smm.lt/wp-content/uploads/2024/09/VBE_uzduociu_aprasas_Kalbos_2024_09.pdf

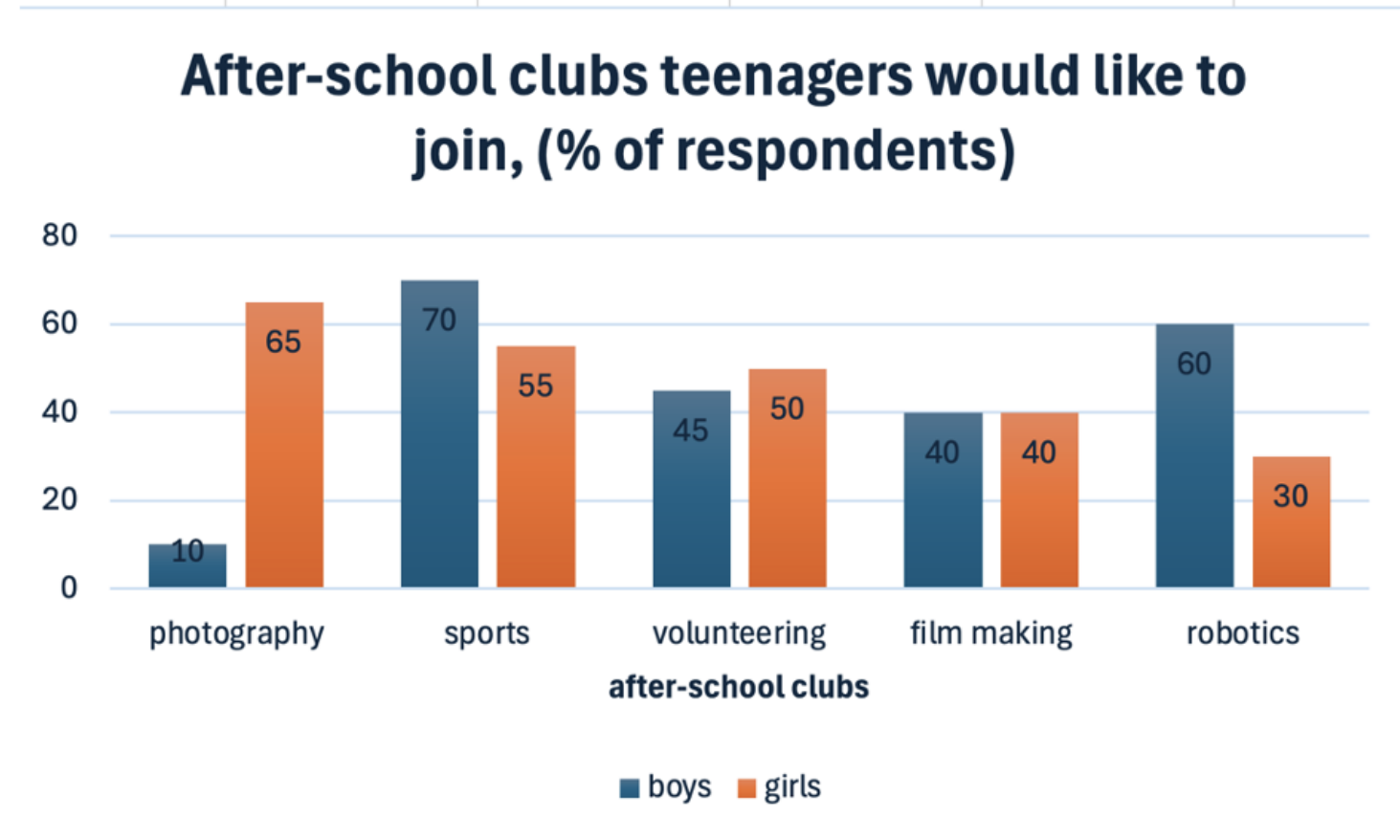
Duomenų komentavimas

Turinys ir teksto struktūra

- 4
- Išsamiai ir tinkamai atsakyta į uždavimą; pateikiama bendra apžvalga, apibūdinamos tendencijos; pateikiama tinkamų paremiamųjų detalių. **Išsamumas ir tinkamumas**
 - Tekstas rišlus ir tinkamos struktūros: **koherencija** rodoma minčių dėstymo seka; tinkama **struktūra** rodoma įvairių teksto siejimo priemonių (jungiamųjų frazų, jungtelių, **kohezija** leksinės raiškos).

The International Association of Youth is collecting data from all over the world about which after-school clubs teenagers would like to join. You have decided to send data from your region.

In your report, describe the data presented in the chart by highlighting the main trends and disclosing similarities and contrasts between male and female respondents. You have to write at least 150 words.



Teksto struktūra

I. Pastraipa - įžanga

- nurodomas kuriamo teksto **tikslas** pagal pateiktą kontekstą,
- paaiškinama, **kokie duomenys** bus aptariami.

II. Viena ar dvi dėstymo pastraipos

- įvardijama nustatyta **tendencija**(-os),
- aprašomi **išsiskiriantys ar panašūs aspektai**, t.y. lyginamos ir gretinamos respondentų grupės, duomenų kategorijos ir pan.
- tendencijos iliustruojamos tinkamais **duomenų pavyzdžiais**,
- pasirinkama veiksminga duomenų **pristatymo seka**.

III. Apibendrinimo pastraipa

- **apibendrinamos** anksčiau aptartos **įžvalgos**
- daromos **išvados**.

Turinys ir teksto struktūra

I kriterijus: išsamumas ir tinkamumas

4	- Išsamiai ir tinkamai atsakyta į užduoties klausimą: pateikiama bendra apžvalga, apibūdinamos ir gretinamos pagrindinės tendencijos; pateikiama tinkamų paremiamųjų detalių.
3	- Duomenys aprašomi tinkamai: bandoma pateikti bendrą apžvalgą, apibūdinti ir gretinti pagrindines tendencijas; beveik visada pateikiama tinkamų paremiamųjų detalių.
2	- Duomenys iš esmės aprašomi tinkamai: bandoma aprašyti tendencijas ir jas gretinti, bet ne visada veiksmingai; pateikiama pavyzdžių iš duomenų, tačiau gali pasitaikyti netinkamai parinktų detalių ir/arba klaidingai interpretuojamų duomenų.
1	- Duomenys aprašomi netinkamai: bandoma įvardyti tendencijas ar jas lyginti; pateikiama netinkamai parinktų detalių.
0	- Didesnė pateikto atsakymo dalis neatitinka užduoties klausimo.

Turinys ir teksto struktūra

I kriterijus: išsamumas ir tinkamumas

Bendra apžvalga (mokinių pavyzdžiai)

e.g. *The purpose of this report is to present the types of after-school clubs that appeal the most to teenagers. The bar chart provides information about five after-school clubs and the number of males and females who wish to participate in them.*

Išsamiai ir tinkamai

Teenagers these days have loads of choices of what extra curriculum they want to do after school.

netinkamai

The chart shows the percentage of different after-school clubs chosen by teenagers from all over the world.

Klaidinga informacija

Turiny's ir teksto struktūra

I kriterijus: išsamumas ir tinkamumas

Pagrindinė tendencija (mokinių pavyzdžiai)

e.g. Overall, male and female respondents seem to exhibit different preferences. Robotics and sports are more appealing to males while photography and volunteering to females.

Apibūdinamos ir gretinamos pagrindinės tendencijos

When I first time looked, I noticed that there is a after-school club of photography that the contrast between boys and girls is similar or even equal.

Bandoma įvardyti tendenciją

Turinys ir teksto struktūra

I kriterijus: išsamumas ir tinkamumas

Paremiamosios detalės (mokinių pavyzdžiai)

e.g. *Males are most keen about sports in which 70% of all male respondents would like to participate. The second place amongst males is taken by robotics with only 10% lower than sports accounting for 60%. Males seem to be least enthusiastic about photography as only 10% of them would like to join this club.*

On the contrary, photography is the most desirable amongst females with 65% of all respondents choosing this after-school club. In the same way as with males, sports also seem to be in high position for females accounting for slightly more than a half of all respondents. Even though robotics are the second choice for males, females would like to join it the least with only a third of all respondents willing to participate.

Išsamiai ir tinkamai

Apibūdinama ir gretinama

Tinkamos detalės

Turinys ir teksto struktūra

I kriterijus: išsamumas ir tinkamumas

Paremiamosios detalės (mokinių pavyzdžiai)

e.g. Taking a better look into the graphics there are two main clubs that boys and girls choose. When talking about the most chosen clubs' boys chose to do sports after school while in the second place, they chose robotics as for girl's sport remained in the second place and photography was in the first considering the fact that it is the last chosen things by youngsters. While robotics and sports clubs are the most chosen, volunteering and film making remains in the middle for both boys and girls.

Paremiamosios detalės?

Turinys ir teksto struktūra

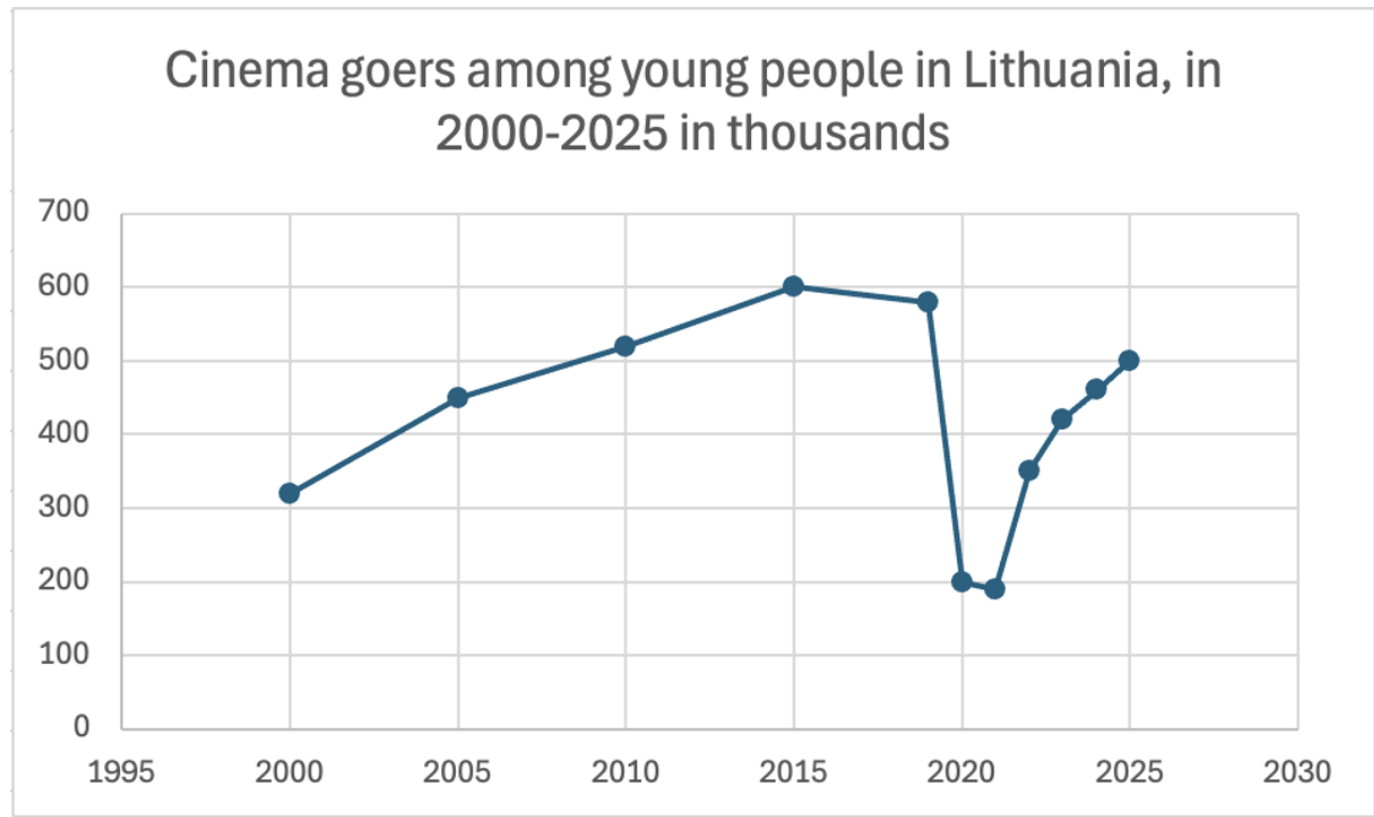
II kriterijus: koherencija, kohezija, struktūra

4	- Tekstas rišlus ir tinkamos struktūros: veiksmingai parodoma minčių dėstymo seka; tinkamai vartojama įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).
3	Tekstas gana rišlus ir aiškos struktūros: stengiamasi susieti mintis; bandoma vartoti įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).
2	- Teksto rišlumas ir struktūra turi trūkumų minčių dėstymo seka nenuosekli; teksto siejimo priemonės vartojamos ribotai, dažniau pasitaiko įprastiniai teksto siejimo žodžiai ir frazės.
1	- Tekstas dažnai nerišlus ir netinkamos struktūros: mintys dėstomos padrikai; jų siejimas neveiksmingas.
0	- Teksto struktūra netinkama.

The International Association of Youth is collecting data from all over the world about the popularity of cinema in different regions. You have decided to send data from your country.

Write a report to the Association and describe the data presented in the chart by highlighting the main trends and disclosing changes from 2000 to 2025.

You have to write at least 150 words.



- 4 - Tekstas rišlus ir tinkamos struktūros: veiksmingai parodoma minčių dėstymo seka; tinkamai vartojama įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).

The purpose of this report is to illustrate the number of young people going to the cinema in Lithuania. The line graph provides information about popularity of cinema from 2000 till 2025.

tikslas

kokie duomenys

Overall, the number of young cinema goers has been increasing in most of the given time period with a few drops in cinema's popularity around 2020. From 2000 till 2015 cinema's popularity was surging. In 2000 about 320 thousand young people were going to the cinema and this number grew until it reached its peak in 2015 accounting for 600 thousand cinema goers in total.

tendencija

Duomenų
pavyzdžiai

From 2015 till 2019 the number of cinema goers slightly decreased and then hit the bottom in 2020 reducing the number of young people visiting the cinema almost by 400 thousand. The number of cinema goers started to go up in 2021 and was gradually increasing till 2025. In 2025 the number of cinema goers reaches 500 thousand.

Generally, two main growth periods can be observed in people's visits to cinema, one from 2000 till 2015 and another from 2021 till 2025, however, after the fall in 2020 the popularity of cinema still hasn't reached its prior position which it had before the drop. (201 w.)

Apibendrina-
mos įžvalgos

Turinys ir teksto struktūra

II kriterijus: struktūra

Mokinių pavyzdžiai:

Teksto rišlumas ir struktūra
turi trūkumų

The graph describes popularity of cinema among youngsters throughout the years from year 2000 to 2025 in my country. It can be seen that since 2000 a gradual increase of cinema goers has been displayed over the following 15 years. In 2015 it reached a peak, 600 thousand of visitors that year. In first five years the sharpest rise was indicated, it increased by about 150 thousand of watchers. The later one and a half of a decade illustrated a more of steady upward trend. For example, in 2010 it has only rose by one third of the previous amount. Then, for instance, dramatic fall happened in 2020. It illustrated a rapid fall of about two thirds prior to a year 2015. It would have revealed a declining trend, but after approximately a year it started to reveal a notable rise. It displayed a significant growth that was around 150 thousand of younger individuals. After that teens started to visit cinema more often.

Turinys ir teksto struktūra

II kriterijus: kohezija

Mokinių pavyzdžiai:

- *In first five years the sharpest rise was indicated, it increased by about 150 thousand of watchers.*
- *Filmmaking is the only after-school club where both genders show the same level of interest. In contrast, curiosity in volunteering is also fairly equal.*

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UŽSIENIO (ANGLŲ) KALBOS VALSTYBINIO BRANDOS EGZAMINO VERTINTOJŲ MOKYMŲ PROGRAMOS

MOKYMŲ MEDŽIAGA

2025 m. kovo-gegužės mėn.

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I MOKYMŲ DALIS: Rašymo užduočių vertinimo lentelės

ESĖ / STRAIPSNIS (daugiausia 15 taškų)	
Taškai	Turinys
6	<ul style="list-style-type: none"> - Visas turinys atitinka temą. - Tema atskleidžiama išsamiai: pateikiami tinkami argumentai, mintys išplėtojamos, tinkamai pagrindžiamos detalėmis ar pavyzdžiais. - Aptariamoms ir vertinamos skirtingos idėjos (pvz., požiūriai, galimybės, sprendimo būdai); apibendrinama, daromos logiškos išvados. - Autoriaus pozicija visada suprantama, ji pagrindžiama.
5	<ul style="list-style-type: none"> - Visas turinys atitinka temą. - Tema atskleidžiama išsamiai: beveik visada pateikiami tinkami argumentai, mintys dažnai pagrindžiamos detalėmis ar pavyzdžiais. - Aptariamoms ir vertinamos skirtingos idėjos (pvz., požiūriai, galimybės, sprendimo būdai); stengiamasi apibendrinti, daryti išvadas. - Autoriaus pozicija visada suprantama.
4	<ul style="list-style-type: none"> - Beveik visas turinys atitinka temą. - Tema atskleidžiama gana išsamiai: dažniausiai pateikiami tinkami argumentai, beveik visos mintys pagrindžiamos detalėmis ar pavyzdžiais. - Aptariamoms skirtingoms idėjoms (pvz., požiūriai, galimybės, sprendimo būdai); apibendrinama. - Autoriaus pozicija beveik visada suprantama.
3	<ul style="list-style-type: none"> - Turinys iš esmės atitinka temą. - Tema atskleidžiama gana išsamiai: pateikiama argumentų, kai kurios mintys pagrindžiamos detalėmis ar pavyzdžiais, bet ne visada sėkmingai. - Bandoma aptarti skirtingas idėjas (pvz., požiūrius, galimybes, sprendimo būdus); apibendrinama. - Autoriaus pozicija pateikiama tiesmukai, nesistengiama jos pagrįsti.
2	<ul style="list-style-type: none"> - Didesnė turinio dalis iš esmės atitinka temą. - Pasitaiko nukrypimų nuo temos: kai kurie argumentai netinkami, kartais stokojama detalių ar pavyzdžių. - Pateikiamos skirtingos idėjos, tačiau jų vertinimas paviršutiniškas; bandoma apibendrinti. - Autoriaus pozicija kartais nesuprantama.
1	<ul style="list-style-type: none"> - Mažesnė turinio dalis iš esmės atitinka temą. - Dažnai nukrypstama nuo temos: pateikiama netinkamų argumentų, mintys retai pagrindžiamos detalėmis ir pavyzdžiais. - Pateikiami skirtingi požiūriai, tačiau jie nevertinami; apibendrinama netinkamai. - Autoriaus pozicija gali būti nesuprantama ar nepagrįsta.
0	<ul style="list-style-type: none"> - Turinys neatitinka temos.* - Tema neatskleista: pateikti netinkami argumentai, pavyzdžiai. - Nepateikiama kitokių požiūrių ar jų vertinimo. - Autoriaus pozicija nesuprantama ir nepagrįsta.

Taškai	Teksto struktūra
4	<ul style="list-style-type: none"> - Turinys dėstomas logiškai ir nuosekliai. - Visos pastraipos tinkamai išplėtos, veiksmingai išryškinant pagrindines mintis ir atskiriant pagrindžiančias detales. - Veiksmingai siejamos mintys: vartojama įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).
3	<ul style="list-style-type: none"> - Turinys beveik visada dėstomas logiškai ir nuosekliai. - Dauguma pastraipų tinkamai išplėtos, išryškinant pagrindines mintis ir pagrindžiančias detales. - Mintys siejamos: stengiamasi vartoti įvairias teksto siejimo priemones (jungiamąsias frazes, jungtukus, įvardžius, leksinę raišką).
2	<ul style="list-style-type: none"> - Stengiamasi turinį dėstyti logiškai ir nuosekliai, tačiau kartais seka nutrūksta. - Kai kurios pastraipos išplėtos, tačiau ne visada sėkmingai. - Pasitaiko nesusietų minčių: siejama vartojant paprastus teksto siejimo žodžius ir frazes.
1	<ul style="list-style-type: none"> - Loginė teksto seka nenuosekli, pasitaiko padrikų, nesusietų minčių. - Daugumos pastraipų struktūra netinkama. - Pasitaiko nesusietų minčių: siejama vartojant paprastus teksto siejimo žodžius ir frazes.
0	<ul style="list-style-type: none"> - Loginė teksto seka netinkama. - Tekstas nesuskirstytas į pastraipas arba tai daroma netinkamai. - Mintys dažnai siejamos netinkamai: gali būti klystama vartojant įprastinius siejimo žodžius ir frazes.
Taškai	Kalbos ištekliai
5	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis tiksliai ir detalai: vartojamas platus bendrasis ir teminis žodynas, sudėtingesnės raiškos leksinės ir gramatinės struktūros; laisvai perfrazuojama, siekiant išvengti pasikartojimo. - Nuosekliai laikomasi pasirinkto registro. - Leksinės ir gramatinės struktūros visuomet vartojamos taisyklingai. Gali pasitaikyti klaidų vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Daroma pavienių rašybos ar skyrybos klaidų.
4	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Bendrasis ir teminis žodynas gana platus, pasitaiko sudėtingesnės raiškos leksinių ir gramatinių struktūrų. Bandoma perfrazuoti, siekiant išvengti pasikartojimo. - Nuosekliai laikomasi pasirinkto registro. - Leksinės ir gramatinės struktūros beveik visuomet vartojamos taisyklingai. Daugiau klaidų pasitaiko vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Kai kurios rašybos ar skyrybos klaidos pasikartoja.
3	<ul style="list-style-type: none"> - Mintys kartais reiškiamos apibendrintais teiginiais, dėl žodyno spragų apibūdinama netiksliai. Vyrauja bendrasis žodynas, teminės leksikos pasitaiko retai, daugiausia vartojamos paprastos leksinės ir gramatinės struktūros, gali būti bandoma vartoti vieną kitą sudėtingesnę struktūrą. Pasitaiko pakartojimų, nebandoma perfrazuoti. - Bandoma laikytis pasirinkto registro, tačiau ne visada sėkmingai. - Daroma klaidų vartojant sudėtingesnes ir paprastas struktūras, tačiau klaidos netrukdo suprasti, ką norėta pasakyti. Kai kurios rašybos ar skyrybos klaidos kartojasi.
2	<ul style="list-style-type: none"> - Mintys reiškiamos apibendrintais teiginiais, paaiškinami svarbiausi dalykai, bet žodyno nepakanka aptarti detales. Vyrauja bendrasis žodynas, daugiausia vartojamos paprastos leksinės ir gramatinės struktūros. Dažnai pasikartojama, nebandoma perfrazuoti. - Nukrypstama nuo pasirinkto registro arba jo nepaisoma. - Klystama vartojant net ir paprastas struktūras, tačiau klaidos netrukdo suprasti, ką norėta pasakyti. Rašybos ar skyrybos klaidos kartojasi.
1	<ul style="list-style-type: none"> - Mintys reiškiamos kartojant apibendrintus teiginius, nepateikiama detalių. Vyrauja kasdienė leksika, paprastos leksinės ir gramatinės struktūros. - Registro iš esmės nepaisoma. - Daroma nemažai klaidų, dėl to kartais gali būti sunku suprasti mintį. Dažnos rašybos ar skyrybos klaidos.
0	<ul style="list-style-type: none"> - Minčių raiška nepakankama norint įvertinti pagal šį kriterijų. - Nepaisoma registro. - Daroma daug klaidų, dėl to gali būti sunku suprasti mintį. Dažnos rašybos ar skyrybos klaidos.

*Pastaba: Visa esė / straipsnio rašymo užduoties atliktis vertinama 0 taškų, jei teksto turinys neatitinka nurodytos temos ar komunikacinės situacijos.

Minimali atlikties apimtis – 250 žodžių. Jeigu esė / straipsnio apimtis mažesnė negu 250 žodžių, bendras vertinimas mažinamas tokia tvarka, atimant taškus iš bendros taškų sumos:

- 249–230 žodžių – taškų neatimama;
- 229–200 žodžių – atimamas 1 taškas;
- 199–170 žodžių – atimami 2 taškai;
- 169–126 žodžiai – atimami 3 taškai;
- ≤ 125 žodžiai – užduotis vertinama 0.

PUSIAU OFICIALUS LAIŠKAS (daugiausia 7 taškai)	
Taškai	Turinys ir teksto struktūra
4	<ul style="list-style-type: none"> - Tinkamai įgyvendintos visos užduotyje nurodytos komunikacinės intencijos. - Laisvai ir išsamiai perteikiama informacija, pasakojama, apibūdinama patirtis, komentuojami įvykiai. Mandagiai reiškiamas požiūris, išdėstomi lūkesčiai. - Laikomasi pusiau oficialaus susirašinėjimo laiško (užklauso, reikalavimo, prašymo, skundo) struktūros. Laiškas tinkamai suskirstytas pastraipomis ir įformintas. - Turinys išdėstytas nuosekliai ir logiškai. Teksto siejimo priemonėmis pavieniai elementai veiksmingai jungiami į rišlią minčių seką.
3	<ul style="list-style-type: none"> - Tinkamai įgyvendintos beveik visos užduotyje nurodytos komunikacinės intencijos. - Perteikiama detali informacija, pasakojama, apibūdinama patirtis, komentuojami įvykiai. Stengiamasi mandagiai reikšti požiūrį ir dėstyti lūkesčius. - Iš esmės laikomasi pusiau oficialaus susirašinėjimo laiško (užklauso, reikalavimo, prašymo, skundo) struktūros. Laiškas tinkamai suskirstytas į pastraipas, gana nuosekliai laikomasi įforminimo reikalavimų. - Beveik visas turinys išdėstytas nuosekliai ir logiškai. Teksto siejimo priemonėmis pavieniai elementai jungiami į rišlią minčių seką.
2	<ul style="list-style-type: none"> - Įgyvendintos beveik visos užduotyje nurodytos komunikacinės intencijos, tačiau kai kada nesėkmingai. - Dažniau perteikiama tik esminė informacija be detalių, apibendrintai pasakojama, apibūdinama patirtis, komentuojami įvykiai. Reiškiant požiūrį ir dėstant lūkesčius, kartais nukrypstama nuo registro. - Bandoma laikytis pusiau oficialaus susirašinėjimo laiško (užklauso, reikalavimo, prašymo, skundo) struktūros. Pasitaiko netinkamo pastraipų išskyrimo ir įforminimo trūkumų. - Turinį stengiamasi išdėstyti nuosekliai. Teksto siejimo priemonės kartais vartojamos netinkamai.
1	<ul style="list-style-type: none"> - Įgyvendinta dauguma užduotyje nurodytų komunikacinių intencijų. - Perteikiama esminė informacija, apibendrintai pasakojama, apibūdinama patirtis, komentuojami įvykiai. Reiškiant požiūrį ir dėstant lūkesčius, kartais nepaisoma registro. - Dažnai nepaisoma pusiau oficialaus susirašinėjimo laiško (užklauso, reikalavimo, prašymo, skundo) struktūros. Laiško skirstymas į pastraipas netinkamas, daug įforminimo trūkumų. - Turinį stengiamasi išdėstyti nuosekliai. Teksto siejimo priemonės dažnai vartojamos netinkamai.
0	<ul style="list-style-type: none"> - Įgyvendinta mažiau negu pusė užduotyje nurodytų komunikacinių intencijų. Pateiktas atsakymas neatitinka užduoties temos.* - Informacija perteikiama nesėkmingai. Nepaisoma registro. - Dažnai nesilaikoma reikiamos struktūros. - Mintys dėstomos nenuosekliai.
Taškai	Kalbos ištekliai
3	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis tiksliai ir detalai. Vartojamos sudėtingesnės raiškos leksinės ir gramatinės struktūros. Laisvai perfrazuojama, siekiant išvengti pasikartojimo. - Nuosekliai laikomasi pasirinkto registro (neutralaus arba pusiau oficialaus). - Kalba vartojama taisyklingai: gali pasitaikyti klaidų, vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Daroma pavienių rašybos ar skyrybos klaidų.
2	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Pasitaiko sudėtingesnės raiškos leksinių ir gramatinių struktūrų. Bandoma perfrazuoti, siekiant išvengti pasikartojimo. - Laikomasi pasirinkto registro (neutralaus arba pusiau oficialaus). - Kalba vartojama gana taisyklingai: daugiau klaidų daroma vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Kai kurios rašybos ar skyrybos klaidos pasikartoja.
1	<ul style="list-style-type: none"> - Mintys dažnai reiškiamos apibendrintais teiginiais, netiksliai. Daugiausia vartojamos paprastos leksinės ir gramatinės struktūros, pasitaiko pavienių sudėtingesnės raiškos atvejų. Pasitaiko pakartojimų, nebandoma perfrazuoti. - Bandoma laikytis pasirinkto registro (neutralaus arba pusiau oficialaus). - Daroma klaidų vartojant net ir paprastas struktūras, tačiau klaidos netrukdo suprasti, ką norėta pasakyti. Kai kurios rašybos ar skyrybos klaidos pasikartoja.
0	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis apibendrintais netiksliais pasakymais. Vartojama paprasta leksika ir paprastos struktūros sakiniai. Dažnai pasikartoja, nebandoma perfrazuoti. - Registro nepaisoma. - Daroma daug klaidų, dėl to gali būti sunku suprasti mintį. Dažnos rašybos ar skyrybos klaidos.

*Pastaba: Visa laiško rašymo užduoties atliktis vertinama 0 taškų, jei teksto turinys neatitinka nurodytos temos ar komunikacinės situacijos.

Minimali atlikties apimtis – 150 žodžių. Jeigu laiško apimtis mažesnė negu 150 žodžių, bendras vertinimas mažinamas tokia tvarka, atimant taškus iš bendros taškų sumos: 149–130 žodžių – taškų neatimama; 129–110 žodžių – atimamas 1 taškas; 109–90 žodžių – atimami 2 taškai; 89–76 žodžiai – atimami 3 taškai; ≤ 75 žodžiai – užduotis vertinama 0.

DUOMENŲ KOMENTAVIMAS (daugiausia 8 taškai)	
Taškai	Turinys ir teksto struktūra
4	<ul style="list-style-type: none"> Išsamiai ir tinkamai atsakyta į užduoties klausimą: pateikiama bendra apžvalga, apibūdinamos ir gretinamos pagrindinės tendencijos; pateikiama tinkamų pagrindžiamųjų detalių. Tekstas rišlus ir tinkamos struktūros: veiksmingai parodoma minčių dėstymo seka; tinkamai vartojamos įvairios teksto siejimo priemonės (jungiamosios frazės, jungtukai, įvardžiai, leksinė raiška).
3	<ul style="list-style-type: none"> Duomenys aprašomi tinkamai: bandoma pateikti bendrą apžvalgą, apibūdinti ir gretinti pagrindines tendencijas; beveik visada pateikiama tinkamų pagrindžiamųjų detalių. Tekstas gana rišlus ir aiškios struktūros: stengiamasi susieti mintis; bandoma vartoti įvairias teksto siejimo priemones (jungiamąsias frazes, jungtukus, įvardžius, leksinę raišką).
2	<ul style="list-style-type: none"> Duomenys iš esmės aprašomi tinkamai: bandoma aprašyti tendencijas ir jas gretinti, bet ne visada veiksmingai; pateikiama duomenų pavyzdžių, tačiau gali pasitaikyti netinkamai parinktų detalių ir (ar) klaidingai interpretuojamų duomenų. Teksto rišlumas ir struktūra turi trūkumų: minčių dėstymo seka nenuosekli; teksto siejimo priemonės vartojamos ribotai, dažniau pasitaiko paprastų teksto siejimo žodžių ir frazių.
1	<ul style="list-style-type: none"> Duomenys aprašomi netinkamai: bandoma įvardyti tendencijas ar jas lyginti; pateikiama netinkamai parinktų detalių. Tekstas dažnai nerišlus ir netinkamos struktūros: mintys dėstomos padrikai; jų siejimas neveiksmingas.
0	<ul style="list-style-type: none"> Didesnė pateikto atsakymo dalis neatitinka užduoties klausimo.* Teksto struktūra netinkama.
Taškai	Kalbos ištekliai
4	<ul style="list-style-type: none"> Kalbos ištekliai leidžia reikšti mintis tiksliai ir detalai. Siekiant išvengti pasikartojimo, vartojamos įvairios leksinės ir gramatinės struktūros, dažnai pasitaiko sudėtingesnės raiškos struktūrų. Nuosekliai laikomasi neutralaus arba pusiau oficialaus registro. Kalba vartojama taisyklingai: beveik nedaroma žodyno ar gramatikos klaidų. Rašybos ar skyrybos klaidų pasitaiko retai.
3	<ul style="list-style-type: none"> Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Siekiant išvengti pasikartojimo, bandoma vartoti įvairias leksines ir gramatines struktūras, pasitaiko sudėtingesnės raiškos struktūrų. Laikomasi neutralaus arba pusiau oficialaus registro. Kalba vartojama gana taisyklingai: klaidų gali pasitaikyti vartojant retesnius žodžius ar sudėtingesnes gramatines struktūras. Daroma pavienių rašybos ar skyrybos klaidų.
2	<ul style="list-style-type: none"> Kalbos ištekliai leidžia reikšti mintis apibendriniais teiginiais. Pasitaiko pasikartojančių leksinių ir gramatinių struktūrų, dažniau vartojamos paprastos raiškos struktūros. Bandoma laikytis neutralaus arba pusiau oficialaus registro. Kalba vartojama gana taisyklingai, tačiau kartais neaišku, ką norėta pasakyti. Daroma rašybos ir (ar) skyrybos klaidų.
1	<ul style="list-style-type: none"> Kalbos ištekliai leidžia reikšti mintis apibendrintai ir netiksliai. Dažnai kartojamos vienodos leksinės ir gramatinės struktūros, vyrauja paprastos raiškos struktūros. Registro nepaisoma. Klystama vartojant žodžius ir gramatines struktūras, kai kurios mintys nesuprantamos. Daroma daug rašybos ir (ar) skyrybos klaidų.
0	<ul style="list-style-type: none"> Kalbos ištekliai riboti. Vartojama tik paprastos raiškos kalba. Registro nepaisoma. Daroma daug klaidų, dėl to gali būti sunku suprasti mintį. Dažnos rašybos ir (ar) skyrybos klaidos.

***Pastaba:** Visa duomenų komentavimo užduoties atliktis vertinama 0 taškų, jei teksto turinys neatitinka nurodytos temos ar komunikacinės situacijos.

Minimali atlikties apimtis – 150 žodžių. Jeigu duomenų komentavimo apimtis mažesnė negu 150 žodžių, bendras vertinimas mažinamas tokia tvarka, atimant taškus iš bendros taškų sumos:

- 149–130 žodžių – taškų neatimama;
- 129–110 žodžių – atimamas 1 taškas;
- 109–90 žodžių – atimami 2 taškai;
- 89–76 žodžiai – atimami 3 taškai;
- ≤ 75 žodžiai – užduotis vertinama 0.

II MOKYMŲ DALIS: atlikčių aptarimas su lektoriais

Rašinių (esė) atliktys

I užduotis (RAŠINYS)

You have been selected to represent your school in an international essay competition. Write an essay on the following topic:

Modern people tend to live longer than previous generations. Why is this the case, and what are the consequences for society?

You should write at least 250 words.

1 atliktis

Nowadays people have a need to live longer than earlier generations like our great-grandparents. A lot of things have changed since that time, everything has progressed. Earlier generation lives were remarkably different than modern peoples, living or working conditions have or had a major influence on their length of living.

Modern people tend to do interesting things to stay healthy and live longer. First argument is that people these days are more educated on how to support healthy body and mind and healthy food. People come up with challenges like 75 hard, during which they do different sports, keep on a healthy diet, and keep a healthy lifestyle. Another reason is that medicine is way better than it was for earlier generation. Now people can get a drug for almost every illness, people also can do check ups on their body and get treatment fast. And finally, nowadays people have great spaces, the work environment has changed. Also, now there are higher restrictions for jobs.

No doubt the consequences for longer living are getting bigger. First reason is that now in a lot of countries the population is growing and there are too many people for the country's land. In the last few years mortality has become almost three times bigger than birth rate. Another consequence for society is that there are not enough workplaces, and more people become unemployed. Then they cannot earn money to maintain their life and become homeless. Finally, because people live longer, they stay in pension longer, this is a big problem for the government. The government must pay their pensions and health insurances longer than for earlier generations.

In conclusion, for society the most crucial step is to have a balanced mortality and birth rate. The tendency to live longer is not always healthy or a powerful thing, it comes with different consequences for society and government. (313 w.)

2 atliktis

People these days tend to live longer than previous generations. With the emergence of new technologies comes new ways to treat sick people. By treating those people with new treatments, they recover faster or live longer than being said to live. Not only there are new technologies that can treat people, there are new drugs that also has a big impact on modern people living longer.

Modern technologies help people to heal or live longer. While sick with a serious illness like cancer where might be nothing to do but these devices might help the people to live longer or even recover. While it may be good it creates pressure for all the healthcare systems.

New drugs help people to reduce their illnesses. By creating new drugs people tend to overcome more and more illnesses that were not possible to overcome in the past. But these new drugs might cost a lot and not all people can afford that, and with that the society becomes unfair for them.

In conclusion, new technologies and drugs help people to live longer than previous generations, but it might have a negative impact on the healthcare systems and people who cannot afford them. In the future I think drugs will cost less due to new ways of getting them so that all people could afford them. (222 w.)

3 atliktis

Nowadays people live longer than previous generations. The reason for it is improved living quality. People have better access to healthcare, majority of the world does not live in hunger and nowadays it is easier to get help if you are in need from the government or various donations. Some say it is a good thing that people live longer, but others see the problem of overpopulation.

Firstly, the advantages of people's live expectancy increasing means that there are more people in the planet, and that increases each country's economy. They have workers of all different ages and work experiences. The oldest workers have the most experience and that benefits the company. To add to that, because people live longer, it shows that medicine and healthcare has improved drastically. What is more, older generations share wisdom and knowledge with younger people. They pass on traditions, culture and family values.

On the other hand, increasing life expectancy means that there are more people in the world. Overpopulation is a huge problem nowadays, it contributes to global warming and increases the use of scarce resources. Because there are more people the demand for food, water and energy is growing. Those resources are not endless and people have to learn how to manage them in order to still have them for future generations. To add to that, older people require more healthcare which is expensive for governments.

Over all, I think the advantages outweigh the disadvantages of people living longer. People need to pass on traditions to other generations and also the economy benefits from people living longer. (265 w.)

4 atliktis

In the modern world the quality of life is constantly increasing, therefore the life expectancy is improving as well. For instance, previous generations used to deal with illnesses such as plague which could not be cured and caused numerous deaths. However, with the discovery of antibiotics not only plague, but other severe diseases as well, today can be cured. Not only improved medicine had an impact on individuals' life expectancy, but improved sanitation and hygiene as well. Now most people are able to use clean water, consume healthy nutrients, there is better waste management and personal hygiene which reduces the risk of infectious diseases. All these factors contribute to a healthier lifestyle and longer life expectancy.

However, longer life expectancy has some effects on society. One big challenge is the growing number of elderly people, which puts pressure on healthcare systems and pensions. Governments need to spend more money on medical care and support for older citizens. Also, with fewer young workers, societies may need to adjust retirement ages or use technology to fill job gaps.

On the bright side, longer lives mean people can work and contribute to society for more years. Older individuals can share their experience and knowledge, helping younger generations. Advances in medicine also allow elderly people to stay active and independent longer. For instance, many retired professionals, such as teachers, doctors, and engineers, continue to share their experiences by mentoring young people or working part-time. This allows older individuals to stay engaged and contribute their knowledge.

In conclusion, better healthcare, hygiene, and medicine have helped people live longer. While this creates some challenges, it also provides opportunities for societies to adapt and make the most of an aging but healthier population. (286 w.)

5 atliktis

Modern people tend to live longer than previous generations. Why is this the case and what are the consequences for the society? Average life expectancy has significantly increased over the last century for a lot of reasons. Firstly, achievements in medicine allowed patients with serious sicknesses, like cancer, to be cured and become fully functioning members of society again, while in the older days doctors had to just let them die even at a young age. Also, modern world is a lot more sanitary, so deadly bacterias do not cause as much deaths as they did when older generations were living. These are just a few reasons why modern people tend to live longer than previous generations.

However, for the society this increased life expectancy has both good and bad consequences. Increased life expectancy has plenty of benefits for the society. Firstly, people who live longer tend to do more things in their lives. Their actions can leave either a positive or negative impact on Earth for years to come, however most people usually try to leave the world a better place. Therefore, longer lives give an opportunity for good people to do something great with their time on Earth and benefit the society. This is especially beneficial for the great minds, like Nobel prize winners, as they can discover a lot more during their time on Earth. In addition, younger generations of today get to see their grandparents or even grand grandparents grow old. This is beneficial to the society as children of modern world grow up with the love of their older family members and get to hear and carry on all of the stories from the older days.

However, there are a number of reasons why modern world's longer life expectancy is bad for the society. Firstly, increasing number of people living on Earth contributes to climate change and pollution of the Earth. For previous generations this problem was a little bit smaller, because people died younger and did not overpopulate the planet. Modern society is suffering from this problem a lot as the big number of people living on Earth cut down forests, burn fossil fuels and eat a lot of animals. In addition, people of very old age tend to not be fully responsible for themselves and young people have to take care of them. This can make society not very functional as those of working age have to give money and time to take care of older people who do not benefit society as much as younger people who could be using their time to do better things for the society.

In conclusion, a lot of negative things that are caused by increased life expectancy can be named. However, in my opinion humans and the modern world's opportunity to live long, healthy and happy lives is more important than any of those issues. Maybe in the future they can be solved without naming longer life expectancy as one of the causes. (498 w.)

6 atliktis

Improvements in the medical field such as vaccines, antibiotics and organ transplantation, better hygiene of people and a change of lifestyle where a lot of emphasis is put on sports and nutritious diet have increased the average lifespan of humans. Some people believe that this situation can have negative impacts on society as working people have to financially support older people or might end up without a job, while others say that it allows people to spend more time with their family.

Longer life expectancy can have two negative consequences for society. First, there is an increasing amount of older people in society. When society is aging, fewer young people have to take care of a lot of elderly people. This means that working young people have to pay more taxes so that the old can be supported as the money is used for their pensions and healthcare system. Second, there might be a lack of work places. When people live longer they also spend more time at their workplace and retire later in life. This means that younger people who are new to the job market might not be able to find a job. Companies are more likely to hire older people with more experience rather than young people who have just finished university. As a result, there could be more homeless people in a society as they will be unable to find jobs.

However, longer life expectancy can also have positive effects such as more leisure time. With longer lifespans people have more time to spend with their family after they retire. Spending more time with their loved ones can result in older people feeling less lonely and reduce the gap between different generations. Leisure time can also be used for travelling or learning new hobbies that people have never tried before when they did not have the time.

In conclusion, even though longer life expectancy can have some negative impacts on society such as aging society or lack of workplaces, it can also provide people with positive effects such as more freetime. This is why governments should think of ways to reduce the burden of taxes for young working people in order to remove the negative consequences of longer lifespans. (373 w.)

You have decided to publish an article in the international online magazine www.lifetoday.com on the following topic:

With the advancement of artificial intelligence, certain professions are losing their importance.

In your article, you should discuss key challenges and new career opportunities arising from this transformation. You should write at least 250 words.

1 atliktis

Artificial intelligence (AI) has been developing for many years. In the past, simple machines helped with factory work, but today, AI is much more advanced. It is used in many industries, like healthcare, banking, and transportation, to make work faster and easier. While AI has many benefits, it also creates problems, especially for jobs that involve simple and repetitive tasks.

One big challenge is that AI is replacing some jobs. For example, self-checkout machines in stores are taking the place of cashiers, and chatbots like ChatGPT are answering customer questions instead of human workers. In factories, robots are building cars and machines, reducing the need for factory workers. Even office jobs are changing, as AI can now do some of the work that accountants and financial analysts used to do. Many people worry that AI will take away jobs and leave them unemployed.

However, AI is also creating new job opportunities. Companies need people to design, fix, and improve AI systems. Jobs in AI development and data analysis are growing. Healthcare is another area where AI is helping, but human doctors and nurses are still needed to make important decisions.

In conclusion, addressing these shifts requires governments and businesses to prioritize training programs that equip workers with new skills. More technology related courses should be made available at schools and universities. (221 w.)

2 atliktis

Nowadays, artificial intelligence has become something society uses daily. For example, ChatGPT is one of the most common tools to be used. Although, people see AI as a positive achievement of society, there are some drawbacks arising from it. This essay will discuss the difficulties caused by this phenomenon and which careers are becoming worthy of attention because of it.

Some positions being replaced by AI is not necessarily a positive thing. While companies are satisfied by the need of less workers since using AI is cheaper than paying wages, people are facing big challenges. A lot of them are getting fired because their profession is not valued in the job market anymore. For instance, data analysts' job can be done quicker and without errors by AI. AI is known to increase companies' productivity. Thus, even though people are professionals in a specific field they are forced to change their profession and gain new skills. This is extremely exhausting, especially for older individuals since they are obliged to start their career from the beginning.

Although some professions become unimportant, new ones are replacing them. As computers and mobile devices were getting more advanced, the necessity of programmers increased. Although the code nowadays can be written by AI, there is an increasing demand for AI developers. Moreover, AI can do repetitive tasks, such as analyzing the data or answering questions because of the infinitive knowledge it has. Though it does not have soft skills as humans. The only way to be more advantageous than AI is to have these skills. As a result, coaches of soft skills, who can teach teamwork, communication, adaptability, are wanted and their need is going to increase.

To conclude, if AI continues to be developed, a lot of automatically done jobs will be done completely by it, which leads to a high unemployment rate. Controversially the demand for AI developers and soft skill coaches will increase and professionals in these fields are going to be needed. (330 w.)

3 atliktis

With the introduction of AI and its evolving nature, many job professions begin to lose their value and importance. While this shift of changes in the job industry possesses certain challenges it undeniably provides new opportunities for new professions to arise.

To begin with, as artificial intelligence is capable of completing monotonous, repetitive work efficiently and quickly, many job professions are on the verge of extinction. For example, fields such as IT programming, finance analytics and law are all based on numbers, analysis and data observation. Moreover, any work that is related to these particular sectors can be completed in a matter of seconds using AI, while it takes a significantly larger period for human beings to assess. In addition, companies will evaluate the efficiency of this technology and implement it to their work, resulting in a noticeable increase of unemployment worldwide.

On the other hand, such advancements in AI will provide the opportunity for new job professions to establish. As artificial intelligence servers require a large number of workers to operate, programmers specializing in the monetarization of AI will experience a great increase in demand. IT specialists, which nowadays dedicate their work to programming in areas like “Python”, “C++” And “Java” will adapt to this change and seek new career opportunities associated with operating AI and enhancing its accessibility to data and shortening the response time of the bot.

In conclusion, while AI poses certain challenges regarding the replacement of various job fields it also allows for new sectors to arise. I believe that as our world constantly evolves, so should the selection of jobs and AI will lay the groundwork for numerous job fields to originate, which will greatly improve the global economy and the ever-changing job market. (290 w.)

4 atliktis

Since artificial intelligence is becoming more and more advanced some professions are losing their significance. People are starting to realise that some jobs can be done by robots instead of people and that is more convenient for companies. This change brings certain challenges to workers, but at the same time new career opportunities could arise.

First of all, the main challenge that workers have to face nowadays due to artificial intelligence taking over their positions is losing their jobs. People who work in customer service, cashiers, data entry clerks and many more workers have been replaced by technology. For example, nowadays in the supermarkets more and more self-service technology can be seen. This transformation in the work place brings fear to society, because many see that their jobs could be taken over as well. People losing their jobs leads to higher unemployment rate and brings down economy.

On the other hand, it is easier than ever to try and use artificial intelligence to your advantage. Many people make their jobs easier and do work more efficiently by using this new technology. This means that if a person knows how to use artificial intelligence they can be a better employee, bring more money to the company, later on get a better position at their job and that way climb up the career ladder. Others use artificial intelligence to make money online by selling digital products. For example, they create poster designs using artificial intelligence that people can buy and print out on their own. That means that money can be earned without even having to sell a physical product. Knowing how to use artificial intelligence is the key to trying to make money from it or better your career.

In conclusion, this new technology has brought people a new way of living by making their everyday lives easier with doing tasks that do not need to be done by a person. From this perspective it looks like artificial intelligence is a positive improvement. But knowing that people will lose their jobs to it, brings concern to everybody. In the future I think that artificial intelligence will improve even more and some jobs will be completely taken over by it. (368 w.)

5 atliktis

Artificial intelligence becomes more and more incorporated in people's daily life. If five years ago not many knew about it, today, AI apps is almost on everyone's phones, some students and professionals cannot imagine their working or learning process without it. An impact made on the society, especially by artificial intelligence is already huge, yet opinions about it differ.

Artificial intelligence has many advantages. First, it created new career opportunities. Monotonous jobs, which are often boring and really time consuming now can be done easily by the computers. Automatically, new skills are needed to control the systems and to tell them specific tasks. Another advantage is that AI helps to spare money. Earlier creating a simple logo or a poster was a task that could be made only by digital designers, who are not cheap. Today, everyone can tell the requirements and get a set of new logos to choose from in just a couple of seconds.

However, artificial intelligence has advantages as well. Although it creates career opportunities, it also takes them away. IT, marketing specialists, web designers need to prove every day that they still needed and worth paying salaries to. Finally, ethical problems appear, because of artificial intelligence. Many students take advantage of it. Not seldom they write essays or do homework with AI instead of themselves and lie to their teachers about it.

To conclude, AI can help a person out with different expenses or time consuming daily tasks, but it creates problems too. Many people become dishonest or unethical in work and study fields. (259 w.)

6 atliktis

Artificial intelligence (AI) may be one of the biggest challenges today's society is facing and many IT professionals are trying to find ways to resolve them so that artificial intelligence would not be seen as a foe, but a friend. With it constantly developing and expanding it's data base, it contains more information than any human being. It is developing enormously fast, learning new skills every day which might lead to some individuals loosing their jobs in the future. For instance, with the help of AI, mail or food delivery robots are developed. While they are still not as popular, AI specialists say that they will be in the near future which will likely cause a huge job loss.

AI replacing certain professions could cause the growth of unemployment since employers would fire their employees as using AI would be more economical than using workforce. This way the company would earn more profit. The growth of unemployment would create a big economic gap since the government would have to support the unemployed. In order to do that, taxes could be put up and citizens would be dissatisfied. Furthermore, AI taking over some jobs, could have an impact on individuals mental health since they could feel unmotivated to pursue a career they want. For instance, some want to pursue a career as a nail technician, but since there are already AI driven machines which can do that, some individuals would feel unmotivated and see no point in that since AI can already do their job.

However, AI could also create more job opportunities since it requires more and more professionals so it could be modified. For instance, university of Cambridge already has a study course based on how AI functions and how to control it. AI requires not only IT professionals, but psychologists as well since the ethics of it is constantly being questioned. This could motivate some individuals to pursue a career related to AI since this technology will always need those who can modify it.

In conclusion, AI raises many challenges which are being learnt how to deal with it. However, it can create various opportunities as well. In order to get situated with this technology, people have to start seeing it as a friend, not a foe and learn how to work with it instead of seeing only it's negative side. (393 w.)

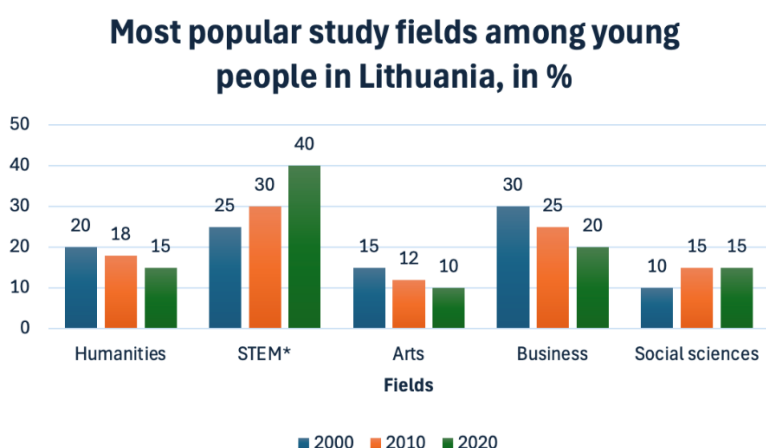
Duomenų komentavimo atliktys

Užduotis

The International Association of Youth is collecting data from around the world about young people's preferences in studies. You have decided to send data from your country.

Write a report to the Association and describe the data presented in the chart by highlighting the main trends and disclosing how young people's choices changed in 2000, 2010, and 2020.

You have to write at least 150 words.



**STEM – science, technology, engineering and mathematics*

1 atliktis

The aim of today's report is to analyse the most popular young people's chosen study fields. STEM, business, humanities, social sciences and arts are talked about in 2000, 2010 and 2020 in Lithuania.

Business, humanities and arts show decline through the years. The sharpest drops can be seen in the business studies, each ten years there were 5 percent less new students than before. In year 2000 five percent more students showed interest in humanities field than in arts, however they both indicated a similar trend in the future. In 2020 their popularity dropped 5 percent. On the other side STEM display a significant rise. In 2000 it was the second popular choice after business, but in 2010 it reached to the top having almost one third of all the young people. In 2020 STEM field indicate a continuous rise with 40%. Social sciences was the least chosen field of all five in 2000. Yet in the next decade latter outran the arts. In 2010 and in 2020 social studies reached a plateau having 15% of young people in Lithuania.

Although in 2010 people thought about learning social sciences the least and about business the most, in 2020 the popularity differs. STEM reached the top and the bottom. Humanities display stability. (211 w.)

2 atliktis

This report is written to present information about study fields that are chosen by young people living in Lithuania. The data in this chart is divided by fields and different decades.

Data in my country shows that in 2000 the most popular subject was business, but over the years the likability of it has been decreasing every 10 years by 5% while the popularity of STEM has rapidly increased reaching 40% of students choosing it in 2020. The reasoning of that could be the technology advancements making it available for more people. The less popular fields are arts and social sciences who do not reach over

15% of young people picking it. The number of students going into humanities has been shrinking by a little, making it go from 20% to 15% in twenty years.

To summarize, even though the number of students going in different fields has changed over time. The most popular remained STEM and business. It can also be seen that fields like humanities, arts and business are becoming less and less popular. (176 w.)

3 atliktis

The given bar chart reflects young people's from Lithuania preferences in studies. The information was taken in 2000, 2010 and 2020. STEM studies stayed the most popular every year, but in 2020 40 percent of young Lithuanians chose these studies, earlier the percentage was a little bit smaller. Art field is the least common among youth. In 2020 only 10 percent preferred it, the popularity of these studies was at its highest in 2000 with 15 percent. The biggest loss suffered business studies, from 2000 to 2020 10 percent of students chose different fields instead of business. Social studies had the most stable change through out the years with about 15 percent. Humanities field popularity from second place in 2000 fell to 3rd place in 2020. Overall STEM studies stayed the most chosen subject and art field became less and less popular. (142 w.)

4 atliktis

Times change, peoples choices too. We always wanna to study something that we love. As we see arts field were never peoples favourite thing to study, maybe that's because arts field is not so popular as "STEM" or business. "STEM" popularity grows faster than others and the reason is, that people talks more about that, they share ideas and that's how they making this field more popular. As we see business in 2000 years were way more popular opinion than in 2020 years, it is one of examples how humans mindset is changing every year, and it's not only mindset, ther's always social media which can control some peoples choices and make one field popular than other. City where person studies also have much infect, that's beacause every country has their own culture and traditions. So when person is chosing where to study, he also have to know something about that place. (152 w.)

5 atliktis

In my report, I am going to represent data about changed young people's choices in their career paths over time. The given bar chart is divided in various types of education. In this report, I will discuss about how young people interests in education were changed.

According to the bar chart, young people have lost interest in some of the study fields, but in other education aspects have gained. In 2000 tend to dominate STEM and business education fields. Young people's interest in STEM was only increasing and in 2020 there were 40% students studying STEM. However, business education study field was steadily shrinking and in 2020 the percentage of students dropped from 30% to 20%. Interest in humanities in 2000 was 20% and went down by 5% after twenty years. Overall, arts and social sciences were the least interested study fields out of all in every period of time. Social sciences from 2000 have engaged young students by 5% to study in their field and ten years it has remained the same.

In contrast, the most interesting education path for young people is STEM and arts or social sciences get at least attention. Different likeable hobbies and famous trends at the time determines education path choices. (207 w.)

6 atliktis

The purpose of the report is to present the results of the survey on young people choosing different study fields in 2000, 2010 and 2020. There are five main fields: Humanities, STEM, Arts, Business and Social sciences compared with each other.

Humanities experienced a steady decline decreasing, from 20% in 2000 to 18% in 2010 and to 15% in 2020. In STEM fields consistent growth can be seen, increasing from 25% to 30% in 10 years till 2000. In 2020 STEM reached its peak, rising by 10% from 2010.

Arts decreased from 15% in 2000 to 12% in 2010 and reached its lowest point in 2020 only 10%. A steady decreasing in business can be seen, each 10 years popularity decreased by 5% from 2000 till 2020. Social sciences grew only 5% from 2000 till 2010. During 2010 and 2020 remained stable at 15%.

In conclusion, given chart shows a growing trend in STEM and a popularity decline in other fields, proving that science, technology, engineering and mathematics becoming more popular. (171 w.)

Elektroninio laiško atliktys

Užduotis

You enrolled in a language course abroad through www.learnlanguages.com, but the experience was unsatisfactory.

Write an email to the organization in which you:

- indicate the course and location you booked;
- describe what services did not meet your expectations (e.g., teaching, facilities, accommodation, meals);
- explain what you want the organization to do;
- propose ways to enhance the quality of their programs.

You should write at least 150 words.

1 atliktis

Dear Sir/Madam,

I have recently participated in the language course and want to tell more about my experience.

The place where the course took place was as perfect as I had imagined. The building was in the city centre, classrooms had huge windows and enough space for everyone. However, teaching quality was a bit disappointing. The teacher gave no personal attention. In my opinion, some classes were boring, there was a lack of creative tasks, which could improve speaking skills.

The organisation should consider hiring professionals, which can make the language seem interesting. Teachers should motivate their students to learn. Another thing that the company could do is create learning programs, which pay more attention to daily speaking skills. Group tasks, doing projects in pairs, even excursion to the ice cream shop to practise simple everyday phrases are wonderful examples how to make the lessons more practical and fascinating.

I hope my propositions will be considered and the program would be even greater.

Yours faithfully, (165 w.)

2 atliktis

Dear Sir/Madam,

I am writing to you in regard to the language course I have recently attended. I took part in the English language courses for beginners which took place in London, United Kingdom.

Even though on the website these courses seemed to get a lot of positive feedback, the lecturer that I got was unsuitable for the job and was unable to speak properly. The pronunciation of the lecturer was so unclear that it was hard to understand him and learn properly. This experience made learning the correct pronunciation of English words impossible.

The accommodation that was chosen also disappointed me. The hotel was far away from the place where courses were happening and it was hard to get there. It took me almost an hour everyday to get to the place by public transportation.

I would suggest hiring lecturers more carefully or appointing them to certain courses as the lecturer I got might suit advanced speakers better. I would also recommend choosing a better location of accommodation. There is even a hotel nearby which could be used as an option.

Regarding all the inconvenience I had to experience I would like a refund on my everyday drives to the location of the courses and a refund for the bad quality of the courses. I hope the matter will be resolved and you will find better lecturers and accommodation for future participants. I hope to hear from you soon.

Yours sincerely,

Alex Brown (242 w.)

3 atliktis

Dear Sir/ Madam,

A week ago I partook in intensive French course in the Central library of Nice, thus, I am writing to inform you that I am dissatisfied with the course for a couple of key reasons.

Firstly, although, B1 level was supposed to be taught, our class was learning only the very basics like primitive phrases “how are you?” or “how old are you?”. I believe a mistake had been made and I had been registered to the wrong course, even my teacher reassured me that my name is on her list.

As if there were not enough, I had to share a room with my classmate, despite I had booked and paid for a single room. Having inquired about this misunderstanding at the reception, I was answered that all single rooms were occupied. As the course absolutely does not meet my expectations, you should bear the responsibility and I feel to be entitled to at least 50% of a refund.

In the near future, I would suggest you check if the course provides the same level as it was written in the description and ensure that the number of rooms you reserved is enough for all the clients. I am looking to hearing from you soon.

Faithfully, (210 w.)

4 atliktis

Dear Sir/Madam,

I am writing to inform you about the latest language course abroad that I participated in.

On your website I found that you were offering Russian language course in Moscow. This included a group lessons in Russian, a stay in five-star hotel, a luxury bus drives group from Vilnius to Moscow and back, hot meals and after classes sightseeing trips around Moscow. I have never been to Moscow, so it caught my attention and booked it.

However, the experience during the trip was not exactly what I hoped for. To begin with, the course group was travelling to Moscow in minibus, which was not comfortable at all. We were promised to get warm food, but we only received sandwiches. The tutors were students that were studying Russian, they could not answer to all my questions connected with Russian language. One time, we were watching the film, because the tutor had a lecture and could not be with us.

I would like to request a half refund as the half conditions fit the reality or a trip to Moscow where everything would be more organized.

I would like to suggest you to organize your courses better, find out who will give lectures, clarify the details about the trip, food and correct the descriptions if they cannot fit the reality.

I look forward to hear from you.

Yours, (228 w.)

5 atliktis

Hello,

I want to inform you about my disappointing experience at your course. I came across your school page on the internet and decided to book a class in Milan to learn Italian. This exact class was in the city centre location. The page described this institution best to learn various languages, offering best teachers and clean and cozy environment to study. My teacher was great, she was really helpful and interested to try to help her students learn. But the thing that disappointed me was the classes. They absolutely were not clean and cozy as promised. It was dust and trash all over the place. I went to the class on August 18th which means it was extremely hot outside and the classes did not have air conditioning. Where were ten of us in one small class and only four desks. We had to sit closely and share the desks. The open window did not help with the lack of air in the classroom. These conditions made it impossible to concentrate and try to learn something.

I think for you to improve the quality of your school you must think of installing air conditioning and also cleaning the classes more carefully. I hope you will take my notes into consideration. (211 w.)

6 atliktis

Dear LearnLanguages,

A few months ago, I booked a course in Spanish (B2) in Madrid. The booking and payment were processed on your website (see the attached invoice). Unfortunately, this was a very unsuccessful choice, and I consider the course a complete failure.

First of all, the main language of the course was English because all the explanation and chatting were done in English. I expected that at the level of B2 the teacher would use more Spanish and allow the participants to practise that language. This was not the case. It was also sad that the only topics we covered during the week were related to Spanish cuisine and food, which I am not interested in at all.

If you plan to continue the course next year, I suggest you instruct your teachers to use Spanish in the classroom. You may also remember that not all of your participants plan to become chefs or spend their free time ordering meals. Many other interesting aspects of Spanish culture could be discussed in the classroom. In the future, you may add a question in your registration questionnaire about the participants' hobbies or occupations, so that the teaching materials could interest everybody.

Wishing you all the best.

Kind regards (207 words)

Alex Brown

III MOKYMŲ DALIS: atliktys savarankiškam vertinimui

Rašiniai

Užduotis

You decided to participate in an essay competition for young authors. This is the topic for submissions:

Some people believe that families should teach young people money management at home, while others argue that schools should take responsibility for the financial education of teenagers.

In the essay, discuss your opinion on this topic and provide arguments to support your viewpoint.
You should write at least 250 words.

1 atliktis

Money management is an important skill that helps people make good decisions about their finances. In today's world, where financial responsibilities start at a young age with credit cards and online shopping, it is essential to teach children how to handle money wisely. Many young people struggle with poor financial decisions, which highlights the need for proper financial education.

First, not all parents know about money management to teach their children. Some parents might struggle with their own finances and may not be able to give the right advice. For example, if parents do not budget properly or save for the future, their children might make the same mistake. Schools, on the other hand, can provide correct and useful information to all students, helping them avoid bad habits and mistakes in the future.

Second, schools offer a structured learning environment that makes financial education more effective. Teachers can create lessons that cover important topics like saving, budgeting and investing. Students can learn how to calculate interest on loans, understand credit scores and manage expenses through practical exercise. This ensures that all students learn the same important skills rather than relying on their parents, who may have different levels of knowledge. Also, learning about money in school can prepare students for the real world, where they will need to make smart financial choices.

In conclusion, financial education should be taught in schools to ensure students gain essential money management skills. While parents can support learning at home, structured lessons in schools provide a more reliable foundation for financial success. (258 w.)

2 atliktis

Financial education is an important topic to be taught at a young age. Whether studied at home by family or at school does not matter. Most importantly, it is to make sure that little ones understand the importance of money management and the responsibilities that come with it. Schools should enclound lessons about the basis of this topic, however, parents should also encourage and help their children to learn it.

First of all, schools need to provide information about financial education. As schoolers grow up in different families, not each one can take lessons about money management at home. Not only do some families not talk about this subject at home, but not every parent has enough knowledge by himself. In this case, the only place to learn the responsibilities of finances is the school or the student himself. For instance, it is a severe topic that schools should not leave kids on their own and teach them at least the basis of money management.

On the other hand, if parents put a remark into teaching their children financial education, it would be great for their foreseeable future when they start living on their own. Every parent wants to set a good example for their children, and if they can be it when discussing the financial responsibility topic, they should be. In this case, a child will be more motivated to learn the basis of the topic, moreover, it will be understood easier

as he will have an example to follow. Therefore, parents should make an effort to teach their children about money management.

In conclusion, I believe that parents are the ones who should make an attempt to give the basis of financial education to their children as they are the ones raising them, however, the school should have lessons about it if some families do not have the opportunity to teach it at home. Maybe, if everyone started learning the responsibility of money, the world would become a better place. (332 w.)

3 atliktis

Rarely can many people agree on one particular topic. One of the most common topics, where people's opinions often differ is education. Some people say that education should be free, some think home teaching is a waste of time, other disagree and there are many other opinions. Nowadays, people often argue, whether parents or school should teach students about money management. As I would say, while parents could provide more practical knowledge, school should focus on theory.

Parents should help their kids manage their own money. As parents often set an example for their children, they should teach them real life knowledge. It is a great way for a child to learn how to manage own money when learning it from parents, since they can provide opportunities, school cannot. For instance, parents can teach their children how to create and divide their families basic weekly budget. Children could divide money for food, fuel, other necessary matters and some of the rest could be intended for a child's wishes as an encouragement.

Conversely, school should serve more precise knowledge about investments and economic principles. Schools may not be able to provide students real life practical knowledge, instead they should teach more about investments and financial management from the theory side. Little as every parent know about, for example, crypto and can teach their kids about it. However, qualified economic teachers can tell more about its roots and possible dangers when investing. Furthermore, teachers can teach kids different strategies about planning budgets or investments.

To conclude, both school and parents have a huge role on a child's learning. As students need both practical and theoretical knowledge and while parents could teach one, school should teach the other. (285 w.)

4 atliktis

In the modern world, where money is one of the most important parts of people's lives, even young people have some of their own and are taught about finances from the earliest days. There is no doubt that this is an important practice. However, some believe that money management should be taught at home by parents, while others argue that it is schools' responsibility to provide financial education. In my opinion schools should focus on teaching students subjects that their exams will be on and other education used in real life should be learned at home.

Firstly, everyone grows up under different circumstances and with different financial situations. Teaching money saving or spending at schools can be difficult while for some students even 20 euros is a lot of money and for others it can be something they get from their parents every day. Money is not like maths or physics which rules apply the same for everyone. One student may have bigger allowance than another and teachers talking about how one should spend their weekly money could confuse them, especially younger students who sometimes lack critical thinking. So financial education should be more personal and taught inside families.

Secondly, teachers can make money management lessons look boring or useless to young people. A lot of students look at school taught subjects as something that they will not need in real life situations and is only needed for 45 minutes of their day. However, finance management is a big part of everyone's lives until death. These kind of life lessons are very important and should be learned throughout young people's lives not

only in one or few academic hours which often are spent by students looking at their phones or chatting with their classmates. This is less likely to happen when parents are the ones talking to their children.

In conclusion, older family members are responsible for the young ones and their finances. Schools should talk about money, but it is not their main task to teach students financial responsibilities. (340 w.)

5 atlikis

Financial illiteracy to this day is a problem faced by society. Planning a budget and managing the income is known to be immensely difficult for many young individuals as they lack knowledge in this field. In my opinion, teaching how to control money should be taken seriously by the schools because not all parents have enough understood about this and sometimes act irresponsibly.

The main task of the school is to provide a common comprehension of every subject and prepare young people for life. If they want to deepen their knowledge in any subject, they are welcome to do so in the university, but schools should provide at least basic information about money management. Moreover, teachers are qualified to teach economics and consequently can give trustable information to the class, whereas some parents do not have enough knowledge themselves to teach their children. For instance, a significant proportion of Americans take credits, which are a burden for life, and sometimes some cannot pay them anymore if they financial situation worsens.

However, there are students who are not listening to the lessons attentively and miss a lot of information. Consequently, many gaps arise in their comprehension of money. When this is the case, parents should step in and give at least background information about financial matters. For example, how to make a budget to not overspend the allowance or income. Furthermore, the advice given by the parents is often easier to understand because they back it up with real-life situations.

In conclusion, schools should be obliged to provide background information about money management as it is crucial for a successful future. Parents can deepen their children understanding by giving real life examples and talking from a practical perspective. In my opinion, schools should take economics as an important subject and pay great attention to it as it teaches young people to take care of their money. (315 w.)

6 atlikis

There is a saying “money makes world go around”, that is why it is essential that young people would be taught about financials. It is debated about from whom they should learn about managing their money, but solution can be found, if children in primary and middle schools would be taught by their parents, then high schoolers could learn from teacher in educational institution.

Basic financial skills can be taught by parents. Earlier in life kids do not need to manage large sums of money, therefore learning about saving, responsible spending or money worth can be a great start in financial education. By giving a kid weakly allowance, it can be a great way off showing that money doesn't grow on trees. If he would spend all the pocket-money in one day and couldn't purchase anything for the rest of the week, it would be a great lesson about saving or managing its finances. The next week money would be spent more carefully. Therefore, early in life managing money can be taught by parents.

Teenagers need to be taught about financial education by a professional in school. Because high school students already know about basic money management, they need to learn more about taxes or investing, that could be helpful and essential later in life, while building their own lives. Education institutes can even invite special guests to speak about specific topics about economy. The older the person, the bigger sums of money, therefore, stakes of losing their livelihood funds are higher. Therefore, a specialist could help to deepen knowledge about financial education or help teenagers invest their money into profitable stocks.

Overall, both parties, and school, and parents need to take responsibility, when teaching young minds about financial education. This knowledge will lead them all their lives and can play an essential role, when making money management decisions. (309 w.)

You saw the following invitation to write an article for the international students portal www.studentlife.com:

*The question of whether **parents should help their children with schoolwork** continues to attract our readers' attention. We invite you to write your article and discuss different viewpoints.*

Your article should be at least 250 words long.

1 atliktis

Schoolwork is important to not only gain academic knowledge but also to grow as an individual. Sometimes it can be difficult and children might need help. That is when it is important to get the support from parents.

On the one hand, although schoolwork is a student's responsibility, parents should help their kids when it is needed. Especially when a child is still young, he gains a lot of new information every day and it can be confusing or tiring, and the parents are the ones who should be interested in how their little ones are doing. Moreover, in most cases, a child feels more comfortable with their parents rather than their teachers. As a result, if he is afraid to ask something that he does not understand in school, he probably will not be around his parents.

On the other hand, parents should not help their kids with all tasks. Kids need to try to deal with the things they do not understand on their own. It makes the brain think harder, find a way to comprehend, and deal with a problem. If older ones always interrupt their children's work, they will expect help in everything they do later on. So parents should not help every time with schoolwork, especially when a kid can do it by themselves.

To sum up, I believe that parents should help their children with schoolwork. However, it is essential to leave free space for little ones to deal with it on their own. (250 w.)

2 atliktis

All children had and had the same problem – homework, not one of them wants to do it, but parents always push them to do it anyways. While doing homework they may have questions but no teachers to answer them, that is why parents come around and help them. Not all parents have patience to deal with them so they start to get angry and by that only doing homework is more difficult. So should parents help their children with their schoolwork.

When there are no teachers', parents always like to help their kids to do schoolwork. While as said not all parents have the patience some do, but not know how to exactly help their child. Parents should know that kids already have enough stress and there is no need for extra that's why they need to be extra patient. When helping kids do not just tell them the answers, explain why is that the answer so

they could understand better and if a mistake is made do not get mad, because mistakes make people stronger, and just repeat the same exercise until there are no mistakes left.

Overall, not all parents can help their kids with schoolwork, but if they knew how to help all kids would agree that help is needed. And if not being able to help your kids try asking them what the best way is I could help and that will definitely work. (238 w.)

3 atliktis

Parents are the most important people in a child's life. At first they help them walk, teach them how to talk and help them understand the world. Despite that, the question, „should the parents help their children with their schoolwork?“, come up. Parents help can bring both, positive and negative impacts on a child's life, depending on their age.

Not only can parents build strong relationships when helping children, but they can also understand them better. While working together on schoolwork, parents can spend more time with their kids, understand their feelings, provide trust and this way build strong, trustful relationship. Moreover, work together reveals all the emotions, which assists parents when understanding their children well-being. For instance, when doing homework, students often get lost, their emotions get out and they show their real reactions, feelings. Because of that, it is easier for parents to absorb kids behavior.

On the other hand, constantly helping children with assignments could cause some issues. Help provided for teenagers might cause challenges in relationships. When growing, kids and parents relationship changes, children want to be independent, have their own position, and helping them with their schoolwork in teenage years could be challenging. Despite that parents always want good for their children, they often keep their strong opinion about particular assignments. When this happens, both kids and the parents frequently lose their temper, causing disputes.

To conclude, while parents help can serve benefits for younger children, it can cause complications when maintaining good relationship with teenagers. Finding the right balance between providing and respecting other opinion is crucial to maintain healthy parent-child relationship. (269 w.)

4 atliktis

Parental involvement in child's education is very important. Schoolwork can be challenging and parental support can make a big difference in a child's learning experience. When parents take an active interest in their child's learning, it not only helps them perform better in school but also strengthens their motivation and emotional state.

Parents helping their children with school work have a lot of benefits in their academic preformance. Children whose parents help them with schoolwork tend to have better grades and a greater understanding of the subjects they are learning.

Beyond academics, parental involvement also boosts a child's confidence and motivation. When children see that their parents care about their education, they feel more encouraged to work hard and do their best. Positive energy from parents can help reduce stress and anxiety related to schoolwork. Additionally, children who receive guidance from their parents tend to have better social skills and emotional intelligence, making it easier for them to interact with teachers and classmates.

In conclusion, parental involvement is important and beneficial a child's educational journey. It improves academic achievements, builds confidence, and strengthens the parent and child bond. Every child benefits from knowing that their parents support and believe in them, making education a shared and rewarding experience. (208 w.)

5 atliktis

In modern generation people usually discuss is it relevant to parents helping their children with their schoolwork. And there are positive and negative statements about that question.

Parents' help for their children schoolwork has a few positive things. Firstly is improving their kids' skills. Nowadays juveniles is too shy in lessons and do not have brave to ask about their mistakes or subjects

that they do not understand. And in these situations practicing at home by doing homework or parents' explanation would help them to improve their acknowledge. Another thing is spending time together. So many people have a very strict timetable and do not have any time for their kids. And doing work together could help to be closer in family. So, parents helping with their child' schoolwork would help to build stronger relationship and also improve their kids' skills by revising material.

Sometimes parents' help has negative aspects and consequences for their child. One of them could be lost of independence. Usually parents do their kids' homework just to faster have their own peaceful time cause doing and teaching someone needs so many patience. And after long day parents tired to do schoolwork together. Second one that children do not self-confident when they work alone. For example, if parents do task with kid, he probably will not use his own acknowledge because his parents will do for him. And when kid will work in a school, he probably will confuse and do not understand how exercise should be done and will lose his confidence. Thus, sometimes parents' help has negative implications for child' work in the future.

In conclusion, parents' help has negative and positive implications. In my point of view, parents should help their kids but do not all schoolwork and give their children a chance to try their own opportunities cause it will have positive implications for their acknowledge and for parents' peace. (317 w.)

6 atliktis

Many parents place a lot of emphasis on their children education. They put a lot of pressure on them so they maintain high grades. Although only some help them with schoolwork. In my opinion, if parents put high expectations on their children, they must help them to do their homework and other work that was not understood because of the numerous benefits that comes with it.

Typically classrooms are full of students, therefore teachers are struggling to pay attention to each child individually. Some questions remained unanswered and gaps in some topics develop. This leads to struggles and hardships in the future. The solution is for the parents to help their children with topics, which are hard for them. Consequently, by explaining concepts in a different way, parents can deepen their child's understanding and make the information more memorable.

Spending time with children does not only improve academic achievement, but also is a great way to bond. By sitting down and working on the tasks, parents can create a supportive and calming environment and strengthen their relationship. Children appreciate their parents time and effort put towards them and understand how valuable education really is. Thus, by feeling parents support children are more motivated to study and put their emphasis on schoolwork.

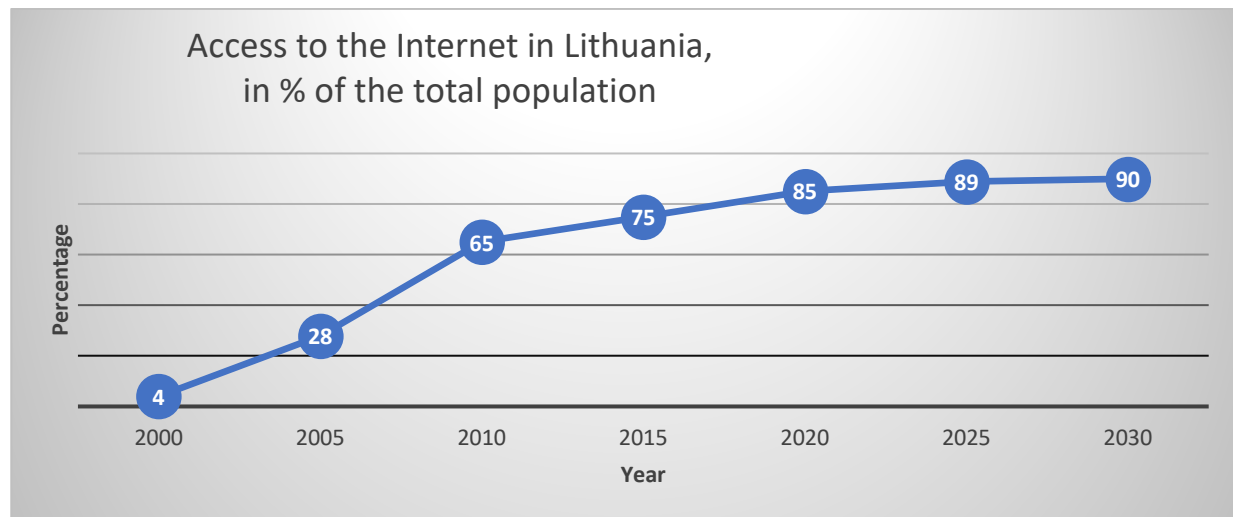
To conclude, it is very important for the parents to help their children to do the schoolwork. Not only do students become more advanced academically, but also have a more closely knit relationship with their parents and feel encouraged to study. (252 w.)

Duomenų komentavimas

Užduotis

The Association of IT Professionals is collecting data from Europe about people's access to the Internet in different countries. You have decided to write a report on data in Lithuania and send it to the organization.

In your report, describe the data presented in the line graph by selecting and reporting the main trends and making comparisons where relevant. You have to write at least 150 words.



1 atliktis

This report presents the data about people's access to the Internet in Lithuania throughout the years from the 2000 to 2025 and predictions in the near future till 2030. The line graph below shows an upward trend throughout the period. Since 2010 the percentage of people who had access to the Wi-fi had increased gradually for a decade. It revealed an upward movement by equal parts of 10% every five years. The sharpest peak is spotted from 2005 to 2010 when the percentage of population who were able to connect to the Internet rose by 37%. Also a rapid increase was showed in 2005. It grew by seven times since 2000. From the last half of the decade the possibility to have Internet in Lithuanian households has also presented WW a notable trend, so nowadays it is almost the same as it was before. In the future, it is predicted to show a minimal change and 90 per-cent of Lithuania will have the possibility to use their modern devices on full capacity. In conclusion, in the early years a significant rise of the people who have access to Wi-fi was displayed, that was followed by a gradual upward trend and in the future will maintain almost the same accessibility as it is now. (213 w.)

2 atliktis

The purpose of this report to describe the access to the Internet in Lithuania. The chart is dividend by different years. From the past 2000 to the 2030 in the future. Overall, there can be seen a enormous change through the years. In the 2000 only the small percentage of people had the access to the internet, only 4%. While in the 2030 their's prediction that the majority of the people will have the access to the Internet in Lithuania, since the chart shows that 90% of people in the country will have the access. Generally, the chart shows that from 2000, the access to the Internet got wider and more people could use it through the years, since the percentage of the chart got bigger and will grow more in foreseeable future. (133 w.)

3 atliktis

The graph shows the percentage of Lithuania's population with Internet access from 2000 to 2030. Over this period, Internet usage grew steadily, with the largest increase occurring in the earlier years.

At the start of the century, only a small portion of the population had Internet access. Within five years, this number multiplied several times. By 2010, more than half of the population was online, and five years later, this number increased even further.

In the following years, growth continued but at a slower pace. By 2020, most of the population had Internet access. Over the next decade, the numbers increased only slightly, nearing complete coverage by 2030.

Overall, Lithuania has seen consistent growth in Internet access, with rapid increases in the first half of the period and minimal changes in later years as usage nears its peak. (138 w.)

4 atliktis

The aim of this report is to discuss the accessibility of the internet in Lithuania. The provided linear graph offers a compelling insight into data, which is presented in percentage and is not only from the past (2000-2025), but also the predicted percentage of the future (2025-2030).

Overall, the proportion of people who can get internet connection increases steadily throughout the years. In 2000 only 4% of people could use internet, which was the lowest in the 30-year period. There was a significant increase of 14% over the next 5 years. However, the biggest surge was seen from 2005 to 2010, as around two thirds of the population had access. From 2010 to the current year the percentage increased continuously by 4% to 5% each year. It is expected that in the upcoming 5 years there will be a slight rise, reaching a peak of 90%.

In conclusion, as the years pass more people gain access to the internet. It is predicted that in the future internet will be accessible for nine out of ten people. (176 w.)

5 atliktis

The aim of this report is to measure the accessibility of the internet in Lithuania during various years. The provided line chart offers a compelling insight into the credibility of Lithuania's internet during three decades (from 2000s to 2030s). The information is measured by percentages. Generally, the accessibility of the internet is rising currently and will be the most credible in the year of 2030.

In the 2000s the approachability of the internet for Lithuanian people was only 4 percent. However, in the beginning of the twentieth century it skyrocketed by approximately 60 percent. In 2015 the credibility of the internet increased by 10 percent and rose steadily till 2020. Nevertheless, from the year of 2020 the handiness of the World Wide Web started to increase minimally. To illustrate, by the year of 2025 the ease of access to cyberspace for Lithuanians rose by only 4 percent. In 2030 it is expected to increase only by 1 percent and to reach the 90 percent line.

To sum up, the credibility of the internet in Lithuania rose rapidly compared to the accessibility Lithuanians had in the 2000s. It is hoped that by 2030 it will reach 90 percent. (197 w.)

6 atliktis

The aim of this chart is to present information about peoples' access to the internet in Lithuania. The presented information highlights how the percentage of Lithuanians who have access to the internet changed over the years.

Overall, the trend shows a significant increase in internet accessibility over the years. In 2000 the least amount of people had access to the internet, only 4% of the country. However, in 2005 this chart grew rapidly, reaching 28%. Five years later the numbers were still growing and the accessibility of internet reached almost quarter of the population. Between the years 2020, 2025 and 2030 access to the internet did not change drastically, maximum of 4% per year.

Generally, Lithuania witnessed a substantial growth in internet access, from only 4% of Lithuanians to almost every person having access to the internet. The growth was seen every year, but the biggest breakthrough was between the years 2005 and 2010. (154 w.)

Užduotis

You are interested in joining an outdoor adventure summer camp to explore nature and improve your survival skills. Write an email to the camp coordinator, Ms. Sarah Collins, at www.wildernesscampadventures.com, in which you:

- describe your interest in outdoor activities and any previous experience you have with camping or hiking;*
- ask about important details of the camp (e.g., duration, daily schedule, types of activities, accommodation, and meals);*
- inquire about student discounts available.*

Your email should be at least 150 words.

1 atliktis

Dear Ms. Sarah Collins,

I am writing this letter as I am interested in joining the outdoor adventure camp that you are organizing. I have heard that it is focused on exploring nature and improving survival skills. It sounds fascinating.

In my interest, outdoor activities are a great leisure time. Not only to learn new skills but also to get out of the everyday routine. Moreover, most of the time when camping the usage of phones, and social media decreases, leading the brain to relax even more. In my case, I remember when I was camping in the forest near the lake and had a marvelous time when in the evening we sat together near the fire, and had a talk. It felt like therapy. As I am planning to attend this camp I would like to know more information: how long it will be held, what includes in the daily schedule and what types of activities there will be? Also, should I plan my own meals and where to live, or is it also taken care of?

Ultimately, as I am a student and do not have constant income it would be great if there were any discount that I would be able to get. Is there any chance for it?

Yours Sincerely, (214 w.)

2 atliktis

Hello, Ms. Sarah Collins, I am writing you to express my interest in your summer adventure camp. I have always been an outdoorsy person and majority of my trips are camping or hiking in the mountains. I love to spend time outside with my friends or a group of similar people enjoying the nature. When I saw your add online I thought it was perfect opportunity for me to meet more people who have the same interests as me. I wanted to know more details about the camp. I can see that it is a camping + hiking trip in Austria, but can you specify the exact location and date? Also, I am interested to know what other activities will we do besides hiking and camping. Another thing that I need information on is accommodation and meals. Is it included in the price? Do I need to bring my own food or maybe we will be camping where shops are nearby? Also, I was wondering if there are any student discounts or scholarships available on this trip? I am a student in a university in Austria and have heard of trips what can be funded. Thank you very much! Hope to get an answer soon. (207 w.)

3 atliktis

Dear Ms. Sarah Collins,

I am writing to inform you that I would like to participate in an outdoor summer camp and experience nature life.

I have been always interested in outdoor activities and wild life. Every time in summer holidays me and my family members go to the camping site near the sea. It became like a tradition. Last week me and my dad went hiking because it was a perfect weather for a great hike.

Also, I wanted to ask you about the summer camp programme. What day it starts and ends. What time the participants of the summer camp does need to be at the location? Besides, what living supplies do the participants need to bring except the tent?

Furthermore, I have heard about that there can be discounts for students and I am keen on to ask you if there are any available left.

Hopefully, I will hear from you soon.

Sincerely, (156 w.)

4 atliktis

Dear Ms. Sarah Collins,

I am writing to you in regard to an outdoor adventure summer camp you are organising.

I believe this camp will be a perfect fit for me as outdoor activities have been a part of my life ever since I was a little child. Our family has a tradition of going hiking somewhere annually. Sometimes we choose to trek in our home country and sometimes we travel abroad. My favourite countries where I have hiked so far were Nepal and Switzerland.

I would be grateful if you could provide me with more details about the camp. First, I would like to know when the camp takes place and for how long it will be going on. I would also appreciate it if you could present camp's daily activities to me so that I could think of clothes I might need. I would also like to know whether vegetarian food choices are offered in the camp and whether participants are required to bring their own tents.

Another matter I need information on is the cost of the camp. As the price of the camp is quite expensive would it be possible for you to inform me whether there are any student discounts available to reduce the price?

I would appreciate it if you could inform me as soon as possible. I look forward to hearing from you.

Yours sincerely,

Alex Brown (232 w.)

5 atliktis

Dear Sarah Collins,

I want to come to your outdoor adventure camp because I want to explore nature and improve my survival skills. I have zero experience in camping because I don't like staying in the forest at night. But some of my friends were in your camp and recommended to me. So I hope you will show me that sleeping in a tent is nice.

Can you inform me about important information: what will we do every day? What activities we will do during the camp? I am vegetarian, so will you have vegetarian food? I know that this camp is 10 days, but I can only be one week. Will you give me a lower price?

As you know, I am a student, so can I pay less? My parents will be happy if you give a discount.

Please answer me as soon as possible, because I have other plans, so I have to know what to do.

Good bye! (162 w.)

6 atļikis

Dear Ms. Sarah Collins,

I am writing to you, since a few days ago I saw your outdoor adventure summer camp's advertisement, which immediately got my eye, and I would like to know more about it.

Since I was a child, I have always loved nature and all the activities you can do there. Every summer my family and I go camping in the forest. Each year we choose a different lake by which we want to spend our time. For example, last year we were camping in front of a lake called Dysnai. Then it was my first time when I learnt how to light up a fire by myself. Through all those years of camping, I have learned not only survival skills like sleeping in a naked nature or cooking on a campfire, but also being with myself and meditating. However, I would love to improve my skills and monitor nature in your camp as well.

Anyway, the main reason why I am writing is to figure out some precise details of the camp. Since I am a vegetarian, it is very important for me to know, if there would be a chance for me to get a plant-based meal. Another question would be about the accommodation. Do all participants live in one house or a tent? Is there a distinction between girls and boys areas? Furthermore, should I bring my own sleeping bag or tent? Lastly, I would like to know about the daily activities. Do campers have free time? What type of tasks people get? Do they involve more individual or teamwork?

Finally, I am curious about the chance to get a discount. Do you cooperate with schools? If so, it would be lovely to see the list of those schools.

Best regards, (295 w.)