

UŽSIENIO (ANGLŲ) KALBOS VALSTYBINIO BRANDOS EGZAMINO VERTINTOJŲ

III DALIES MOKYMŲ PROGRAMOS MEDŽIAGA

2026 m. kovo-balandžio mėn.

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I 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 nesusikirstytas 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 DALIS. Rašinio, duomenų komentavimo ir laiško atliktys aptarimui koherencijos ir kohezijos aspektu

2025 m. VBE pakartotinės sesijos rašinio (esė) užduotis ir atliktys

Part 3 (15 points). Essay

An international magazine called *Mindspace* is inviting student essays from around the world as part of a special edition focusing on digital life and self-identity. Write an essay for submission to this magazine on the following topic:

The online content that young people consume plays a major role in shaping their sense of identity.

To what extent do you agree or disagree with this statement?

In your essay, provide at least two arguments to support your view.

You should write at least 250 words. Please count the number of words and write the word count on the Answer Sheet in the space below your essay.

1 atliktis

In today's digital world, young people spend a significant part of their lives online, interacting with social media, videos, games, and online communities. I strongly agree that the online content under-age people consume plays a major role in shaping their sense of identity.

Firstly, online content affects how young people perceive social norms, appearance, and success. Social media platforms often present idealized lifestyles, beauty standards, and achievements. When teenagers constantly see influencers promoting certain body types, fashion styles, or lifestyles, they might begin to measure their own worth against these standards. This can influence their self-esteem, interests and personal goals. For example, a young person who frequently watches fitness influencers may start identifying with health culture, while someone following gaming communities may develop an identity connected to gaming culture. Thus, online spaces can shape personal values and aspirations.

Secondly, the internet provides spaces where young people can explore identities they might not feel comfortable expressing offline. Online communities allow users to connect with others who share similar interests, beliefs, or experiences. This can be especially important for those who feel isolated in their real-life environment. Through social media, young people can experiment with self-expression and discover their true identity. This positive influence can help them build confidence and a stronger sense of belonging. Thus, social media can be described as a positive affect on youngsters.

In conclusion, while many factors shape identity, online content now plays a crucial role in influencing young people's beliefs, self-image, and social connections. Because digital platforms are such a large part of daily life, their impact on identity will likely continue to grow in the future. (271 ž.)

2 atliktis

Nowadays people consume various types of content spread all around social media coming from different corners of the world. It has become normalized to give young children and teenagers full access to their phones and the content that is available there. I believe that what young people see on their online feed daily certainly makes an impact on their worldview, values and shapes their identity.

Firstly, young people's worldview and beliefs are heavily influenced by the people they deem important, which in this case could be social media influencers and content creators. By watching these individuals voice their personal, political or social opinions, children and teenagers might start to interpret those opinions as their own and lose their identity in the process. A great example of this phenomenon could be a podcaster named Andrew Tate, whose misogynistic stances and toxic masculinity propaganda has influenced millions of young boys to deem themselves better and more powerful than women, which resulted in a damaging mindset for millions of young children and teenagers.

Secondly, the content young people consume on social media platforms shapes their sense of worth and confidence. It is common to see unrealistic beauty standards online, which might subconsciously set up new insecurities and standards in a young person's mind. This can damage their self-worth in the process, making them unhappy with how they look for the rest of their life. For instance, in the past few years famous models and influencers have been following a trend of plastic surgery and using medications such as ozempic, to make themselves fit in the current beauty standards, making young girls with no access to such things insecure.

In conclusion, the online media young people consume can definitely shape and influence their sense of identity, worldview and values. It can also damage their self worth with unrealistic beauty standards and damage their outlook on certain things at an early age. (317 ž.)

3 atliktis

Nowadays, the world is moving rapidly and parents are usually focused on their work even when they get back home. In these situations they give their smartphones to kids, because it is the easiest way to find an attraction for a young person. However, information that young people may consume on the internet might be inappropriate, as they are not capable of filtering the information. That is why this topic is controversial.

On the one hand, social media has a major impact on the young person's sense of identity. If parents let young people spend all their free time on TikTok, Instagram, Youtube, they won't be able to grow as critically thinking individuals. Video creators focus on engaging videos that would catch people's attention, they are not interested in creating informative videos, because they won't get paid, as the audience for such types of videos is niche. For instance, short videos about scientific research get less views than the ones where people show a funny situation or breathtaking sideviews. In addition, influencers and social media have a bad impact on young children. On the internet people adore showing a fancy lifestyle, luxury cars, they propagandise that 9 to 5 work is only for broke people. That information creates the illusion for a young person that everything is easy and they do not want to study, as on social media studying is not valued.

On the other hand, social media does not have a major impact on the young person's sense of identity. Nowadays, new devices have a family plan, where parents can limit phone usage for children. Thus, parents have the biggest impact on their kids, they can choose what type of information a young person can consume. Parents can allow children to watch documentaries which would be useful for them. Also apps like Duolingo and quizlet would help young persons to learn new languages.

In conclusion it is evident that online content can have a negative impact on young persons' self identity, but if parents control children they can get valuable information. I believe that online content will have an even bigger role in young people's sense of identity. (360 ž.)

2025 m. VBE pakartotinės sesijos duomenų komentavimo užduotis ir atliktys

Part 2 (8 points). Data description

An educational institute in Australia is conducting research into the reasons why young people choose to take a gap year after completing secondary school. You have found recent survey data from Newcastle, Australia, showing the motivations of male and female school leavers for taking a gap year between 2021 and 2025, along with projections for 2027 (see the table below).

Write a report for publication on the platform. In your report, identify and compare the key trends and differences.

Reason	2021		2023		2025		Projections for 2027	
	M*	F*	M	F	M	F	M	F
Travelling	18%	22%	39%	61%	37%	67%	35%	65%
Volunteering	12%	20%	14%	18%	16%	10%	20%	12%
Working	56%	44%	34%	14%	31%	13%	25%	13%
Personal Development	14%	14%	13%	7%	16%	10%	20%	10%

*M = male, F = female

You should write at least **150 words**. Please count the number of words and write the word count on the Answer Sheet in the space below your report.

1 atliktis

The purpose of this survey is to compare the motivations of male and female school leavers for taking a gap year between 2021, 2025 and projections for 2027. The data is split into 4 categories: travelling, volunteering, working and personal development.

The biggest motivations between males and females for taking a gap year are travelling and working. In contrast, volunteering and personal development have not reached the same interest yet. Travelling as a motivation is more attributed to women. In 2021 about 20% of females chose to travel the world and as the years go by it increased to a stable 65%. In contrast, males tend to choose travelling less often. It also had an increase in 2021 from 18% to around 40% between the period of 2023 and 2027 projections.

The second also very popular motivation for taking a gap year is working. Although it picked up rather fast in 2021 at around 50% for both genders and over the years it slowly decreased to approximately 30% for males and 15% for females. Volunteering and personal development are motivations, which gets the least recognition. Volunteering for both genders have a very small increase at around 2% every 2 years. Personal development over the years had its ups and downs, but overall did not change much.

Overall, reasons for taking a gap year vary a lot. Travelling has always been a popular option and projections say that in the future the numbers will not drop. Although working picked up rather fast it is becoming less popular with upcoming years. Volunteering and personal development has been the least recognisable reasons, which percentages between males and females stay with little to none change. (281 ž.)

2 atliktis

The given survey data provides insight into the reasons why young people choose to take a gap year after completing secondary school. The data comes from Newcastle, Australia, and is divided by gender, showing the motivations of male and female school leavers between 2021 and 2025, with projections for 2027.

Overall, the most dramatic changes can be observed among female school leavers. The proportion of females choosing to work during their gap year declined significantly over time, while travelling became increasingly popular. Travelling emerged as the most common reason for taking a gap year for both males and females. Between 2021 and 2025, the percentage of males choosing to travel rose from 18% to 37, while the figure for females increased much more sharply, from 22% to 67%. A slight decline in travelling is projected for both genders by 2027. In contrast, working showed a steady decrease, particularly among females, dropping from 44% in 2021 to just 13% in 2025, with no change expected in 2027. Volunteering remained relatively stable overall with slight variations of about 6% to 10% among both genders with male participation projected to increase by 2027. Personal development showed moderate growth among males, whereas female figures remained consistently lower.

In conclusion, travelling and volunteering remained the most varying in percentages reasons for a gap-year, whereas volunteering and personal development showed much slighter changes over the recorded years. (231 ž.)

3 atliktis

The aim of this report is to describe the changes in choosing the purpose of the gap year. The data includes the males and females choices made through 2021 to 2025 and the predictions for 2027. Males and Females are the participants and had the assortment of travelling, volunteering, working and personal development.

The first trend was in 2021, when working was the most common reason for the gap year. However, the choice constantly fell on the females' side, while on the men's the choice slumped as the time past on. The least chosen reasons were volunteering with personal development, and it was stable and maintained the least favorite option all the time except a dip in 2023. Travelling became a new trend from 2023 and soared by doubling the numbers from earlier. The reasons in the future are likely to distribute more equally than earlier in the man's side; however, the majority of females are willing to travel in upcoming year.

Overall, the changes are gradual, except the surge towards travelling and the slump on the working reason. (179 ž.)

4 atliktis

I am writing this report to inform about the reasons and projections for females and males to take a gap year after studying at a secondary school. The least popular reason to take a gap year between females in 2021 was personal development, only 14% of females marked it. While the least popular reason between males for taking a gap year in 2021 was volunteering. Only 14% chose it. In 2021 20% of female population in Newcastle, Australia chose to take a year gap because of volunteering while 14% of male population took it because of the personal development. 22% of females and 18% of males in 2021 took a year gap because they wanted to travel more. In 2021 56% of males took a gap year because of a need to work, the biggest percentage of females - 44% also chose this reason. In 2023 numbers do change. The biggest percentage of females dramatically increase from 22% to 61% for traveling as a reason to take a gap year. 39% of males took a gap year because of that too. The least percentage of votes got the need for personal development. Only 7% of females and 13% of males marked this for a reason. Volunteering and working between the two parties got approximately the same amount of percentage. In 2025 numbers for some sections do not change. The biggest amount of percentage between females and males for a reason to take a gap year still got travelling while the same amount, the least amount of votes got volunteering and personal development. They both got 16% from men and 10% from women. In 2025 working as a reason to take a gap year was well received too. 13% of females and 31% of males chose it. The speculations for the future do not drastically change. Travelling as reason to take a gap year still is the most picked but by 2% its popularity decreased. Now between females in Newcastle, Australia it has 65% and between males it has 35%. Working is the least liked reason

to take a gap year even in the projection for the future. 25% of males and 13% of females is speculated to take this chance. While volunteering and personal development still has the same percentage of males for a choice, the female's population is projected to have more interest in volunteering than in personal development by 2%. In conclusion, the most common choice for people to take a gap year in Newcastle, Australia is either volunteering or personal development. (424 ž.)

2025 m. VBE pakartotinės sesijos elektroninio laiško užduotis ir atliktys

Part 1 (7 points). Semi-formal email

An international conference titled *Creative Futures*, focused on sharing knowledge about innovations across various fields, is taking place in Dublin. The Embassy of Ireland in Lithuania has announced that it will cover all conference-related expenses for the team that presents the most innovative project. Your school has recently completed several projects in the areas of **education**, **health**, and **robotics**. You participated in one of these projects and would now like to apply for the funding for your team to go to the conference.

Write an email to Ms Sinead O'Brien, Cultural Affairs Officer at the Irish Embassy. In your email:

- describe the project you took part in, highlighting what made it innovative;
- summarise the results of your project;
- explain how your team would benefit from attending the conference.

Sign your email as Alex Brown.

*You should write at least **150 words**. Please count the number of words and write the word count on the Answer Sheet in the space below your email.*

1 atliktis

Dear Ms Sinead O'Brien,

I am writing to ask for funding for the conference titled Creative Futures.

I took part in my school project about teenagers health. We noticed a problem that teenagers in our city eat very unhealthy. We came up with a way to solve this problem. We created an app which shows different ideas for tasty, nutritious school lunch based on products teenagers have at home. This problem is very important to solve, because teenagers eat very poorly and this affects their learning. As a result of our project, some of our city's teenagers have started to use this app and they are making school lunch every day. The feedback was amazing, teenagers said that the app is easy to use and that after eating a nutritious lunch they have much more energy during the day.

If our team attends the conference we would present our project and become known internationally. Our team would gain experience and we could improve our work. We believe that during the conference trip our team would get closer and maybe we will continue our work in the future. I hope that my request will be considered.

I look forward to your response.

Kind regards,

Alex Brown (205 ž.)

2 atliktis

Dear Ms O'Brien,

I'm writing you to discuss the application of our team regarding "Creative Futures" conference. We have finished polishing all the details of our project, thus would like to claim the coverage of the conference-related expenses.

Over the past 6 months I took part in a robotics project, which purpose was to allow students to stay hydrated throughout the day. As we all know, water is not only essential to our bodies, but to the mind as well. We have created a robot, whose dimensions are roughly 100x30cm, which is not that big, but will not pass unnoticed. It had to collect water bottles from the students before the start of the class, and bring them refilled during or after the class. We had to program the robots software to track the number of bottles and to upload the whole schools layout for it to not get lost along the way.

The majority of students agree that although they bring water bottles everyday, they often forget to refill them or are simply occupied by other activities. At first the robot had some struggles, but after some updates everybody gladly gave up their bottles to be refilled. Some even brought a few bottles as they thought the robot was very effective and interesting to follow. No other school has yet to implement a technology that encourages hydration as effectively during the day. We would like to share this innovation with other schools and partaking in a conference may not only bring new ideas on how to improve our project, but also to share it with students from around the world. As our primary occupation is attending school, additional funds could greatly alleviate the expenses for this trip.

Hope this letter finds you well and i will be looking forward to hearing from you as soon as possible.

Kind regards,

Alex Brown (312 ž.)

3 atliktis

Dear Ms Sinead O'brien,

I am writing to request an application to the interational conference "Creative Futures". I have participated in one of my school projects in the education area.

We created an app for interactive learning, so students could have fun while studying a subject. It has multiple games which include the studying material that the students can upload. It summarizes it to the most important details, creates a game, for example, a puzzle where everytime the student wants to get a new puzzle piece, they have to answer a question from the subject they are learning. This app has made studying more productive for many students. We got great reviews from various schools, who noted that their srudents grades have improved drastically. Many prefer interactive learning, because it does not bore them and helps them remember the information for a longer period of time.

I believe, that our team could benefit even more students all around the world by introducing this app to them. If we could promote it in Dublin, it's advantages would spread faster and more globally. Also, in the conference we would learn about other similar apps and experts could tell us how we could improve ours, plus we would get feedback, which is also very important to us. It would be a great opportunity to represent our school in such an international event and show what our students can achieve.

Best regards,

Alex Brown (240 ž.)

III DALIS. Rašymo užduotys analizei, atlikčių vertinimui ir aptarimui su lektorėmis

Straipsnio užduotis ir atliktys

Ongoing social debates show that many young people consider professional experience to be more important than formal academic education. Write an article for the international online magazine www.WeAreGenerationZ.com in which you explain which is more beneficial in the contemporary world for an individual to have a successful life: having a university degree or practical work experience. You should write at least 250 words.

1 atliktis

Never before has the professional experience debate over academic education has been as vital as nowadays. Many young people support practical learning, despite that it is still a bone of contention in today's society. Both the empiric and academic ways of learning have their advantages and disadvantages, that cause people to differentiate between these two beliefs.

Real experiences let people feel the type of work from different aspects and find out what it is like to work in that profession although the knowledge gaps might occur. Undergoing in life situations enriches students with confidence in a certain field. For example the person that wants to start a business will benefit dramatically from practical work in a well known company rather than from a pile of information. Because he will have already undergone problems and processes, this way he will know what to expect in his future job. This is why practice based universities are starting to become more popular.

However, the lack of academic knowledge might affect certain decisions and one's abilities to do specific tasks. For instance a medical can not possibly experience every operation.

Overall, practice ensures people feel prepared for work they are ongoing to do, although experiences can not guarantee for certain professions. (207 ž.)

2 atliktis

Majority of people want a successful life. The success the people is relating is having a fun, high income job that they like. People then prioritise academic achievements to get a diploma with good grades in order to get the job they always wanted. The first schools originate back to Persian empire time where schools' objective was to create good workers and do the things on what they are told. And though out the years there is still that stigma that in order to be successful, a person needs to have a diploma. But this attitude is slowly shifting. People started to realise that professional experience is far more important than having a degree. Thus this is a controversial topic.

Professional experience is far more relevant in successful life than a diploma for one key reason. Firstly, these people think outside the box than academic students because professional experience develops a person's identity, help them become far more distinctive than average people. Professional experience helps people to have a deep understanding of themselves, solve real life problems. Bill Gates is a great example. Even though Bill Gates has attended Harvard university, he dropped out because he had a clear set of goals. When he was a teenager Bill and his best friend were always on their computers since the computer at that time was a new thing. This action helped getting a lot of experience and fast forward in ten years, Bill Gates created one of the biggest and richest companies tech companies in the world and that is Microsoft. Thus, professional experience looks far more appealing than having a diploma.

However, diploma or a degree has its benefits for two reasons. First of all, getting a degree is far more safer than having a professional experience. Having a degree is like having a plan B where if something goes wrong in life, for instance, a person migrates to another country, a diploma is like a passport that shows a person's capabilities and ensures that a person won't fail in life. Secondly, there are a lot of jobs that require having a diploma rather than experience, since a diploma never lies and shows a person's achievements while a person can lie about professional experiences or overestimate their accomplishments. Jobs that require

having a good qualification, having a degree is mandatory. In order to become a doctor or an attorney, knowledge is more important than experience because without knowledge it is impossible to become a doctor or a lawyer. Thus, A degree is a must to ensure a successful life.

In conclusion, o think both are non negotiable because diploma shows that a person is disciplined and professional experience helps a person to decide where to pursue his abilities. But successful life does not always mean having a good job, it can sometimes mean starting a family or pursuing in physical accomplishments like iron-man triathlon. (483 ž.)

3 atliktis

Ongoing social debates show that many young people believe practical work experience is more important than formal academic education. In the modern world, success can be achieved in different ways, and people often disagree on whether a university degree or work experience is more beneficial. Both options have advantages, and their importance depends on personal goals and career choices.

A university degree is still very important for many professions. Careers such as medicine, law, engineering, and education require formal qualifications and deep theoretical knowledge. University also helps students develop important skills like critical thinking, research, and problem-solving. In addition, having a degree can improve job opportunities and provide more stability in the future.

However, practical work experience is becoming more valuable, especially in fast-growing industries. Many employers prefer workers who already have real-life skills and can adapt quickly. Work experience helps young people learn teamwork, communication, and responsibility. In fields like business, technology, and creative industries, experience can sometimes be more useful than a degree.

In conclusion, the best path to a successful life is a combination of both education and experience. A degree gives a strong foundation, while work experience shows how to apply knowledge in real situations. In today's world, being flexible and willing to learn is more important than choosing only one path. (216 ž.)

4 atliktis

Nowadays, everyone keeps telling youngsters that they should get a degree in a selected field to get a well paid job. However, not that long ago people were guaranteed a position in a firm if they had had some kind of practical work experience. Why is that?

In the XXth century most job positions were filled by people who have been working in that firm for years. It was not uncommon to find that some people have worked there over 40 years. Naturally, a good specialist was whom had the most experience in a certain field of work. However, in today's day and age, this is simply not the case.

Never has the world been so divided in this many categories of sub-positions. If in the last century it was rare to have an assistant in an office, now even the assistant has its assistants though they have responsibilities of different calibre. Many of these positions are like steps, created to train and climb through the hierarchy in the firm, though it becomes increasingly difficult to work for a firm for only a fraction of the standard average of the last century.

Changes in positions require various knowledge, but most importantly a special kind of a mindset. There has been a change in sought after qualities. This is the reason why a diploma is regarded as a better measure for personal abilities. If the person has finished university and gained a degree, it means that at least the person is ready to begin the "training process". The work itself provides the necessary tools to get it done, however, personal adaptability and ability to perceive knowledge is thought through persons studies. Many examples show that in a contemporary world, it is more important how you think, than what you think. There have been some cases that show this phenomenon quite clearly. For example a doctor, a surgeon to be exact, had had a change of heart and established his own development firm becoming an architect. An engineer who suddenly fell out with his field of work became an economist. Though these are individual cases, it shows a principle, that if you have a degree in certain field, no matter what kind, you can find success in many different fields of work.

Though practical work is always beneficial, a sudden change in work can eliminate its advantages. On the other hand, after gaining a degree, it is way easier, especially for youngster, to retrain.

There is no need to discuss the advantages of this additional flexibility in a current world, which is changing faster than ever before. (435 ž.)

5 atliktis

It has always been known that obtaining a degree from university is a crucial step in your journey to success in the work world. But is this really the case? Does an academic degree really outweigh the sheer importance of having work experience?

Our entire educational system is very simple: first children attend primary and secondary school, once their time in secondary school is finished they head on to university where they obtain theoretical knowledge about how their chosen specialty works. University gives a person much needed knowledge and competencies for the work world and this mentioned knowledge can act as a key to getting a well-respected job. For instance, a hard-working pupil's effort pays off and this pupil gets into a top-class university with a very well respected name (for example The University of Cambridge) and he decides that is career path should be in finance. Having finished university his future is career's success rate is almost guaranteed to be tremendously high. Having completed such respectable studies, he gets a job offer at a major bank (for example Barclays) and starts his career at a low-level position. His pay isn't fantastic and his workload is extraordinarily high. Now on the other hand, a different hardworking pupil finishes secondary school and decides not to go to university and go head on into the work world. He lands a low-level job at a less notorious bank (for example NatWest). The second pupil has a long way ahead of him if he wants to make something out of his life, so he puts his head down works extremely hard. As a result of his hard work the second pupil reaches a higher work position in the same time the first pupil finished university. So taking this example into account, the person with a degree has less pay at the same age as the second pupil. However, as the first pupil has entered a position at a more profitable bank his reputation and his pay in the long run is going to end up being greater to the second pupil's.

As a conclusion, it is safe to say that a university degree will always be more respected most of the time and in the long run will unlock beneficial opportunities for a person career. However, if making as much money as I person can as soon as possible, then entering the working world without a degree may be a viable option. But it has to be remembered that, a degree is always more attractive to an employer and recruitment priorities will almost certainly be directed towards a applicant with a degree. (438 ž.)

6 atliktis

How would you take the next step towards your future? For previous generations, the answer was almost automatic - go to university, earn a degree and success would follow. Today, that certainty has disappeared. With tuition fees climbing and the job market offering fewer guarantees, young people are beginning to question whether a university education is still the smartest move. At the same time, experience-based career paths, particularly in technological fields, are proving that practical skills and early employment can be just as powerful, if not more, in building a successful life.

On the one hand, university education has traditionally been seen as a reliable path to success. It offers theoretical knowledge, academic credibility and personal development. However, this path is becoming less attractive due to rising tuition fees and the instability of today's job market. Many graduates spend years studying and paying increasingly high tuition fees, only to discover that a degree no longer guarantees a stable career. In an unstable job market, employers often freeze hiring or expect prior experience even for entry-level roles. As a result, young graduates frequently find themselves overqualified for basic jobs, underprepared for specialised ones and weighed down by student debt.

On the other hand, practical work experience is gaining strong momentum, particularly in technological and digital sectors. Instead of spending years in lecture halls, many young people now step straight into the workplace through structured training programs. In fields like software development or cybersecurity, beginners can start as juniors and steadily move up to intermediate or even senior roles simply by proving their skills over time. What makes these paths especially appealing is that they are built around real demand and often come with a guaranteed position at the end. For many, this kind of certainty feels far more reassuring than graduating with a degree and no clear job prospects.

In conclusion, young people are no longer chasing prestige alone - they are chasing stability, relevance and real opportunities. While university degrees still have their place, they are no longer the safest or most practical option for everyone. Experience-based pathways, especially in fast-moving industries, offer something many graduates lack - a clear route forward. By rewarding skills rather than certificates, these alternatives reflect how success actually works today. For the current generation, practical experience is not a shortcut - it is simply the smarter response to the realities of modern life. (399 ž.)

7 atliktis

In today's world, many people want to achieve success as early as possible. For most, that means having a successful career and a stable job. This has led to discussions about whether formal education or practical work experience is more necessary.

On the one hand, having a university degree is more beneficial for starting a successful career for two reasons. First, most well-paid and stable jobs require a university degree. Employers often use a degree as a basic requirement, for example, in professions, such as medicine, law, engineering, and teaching. Therefore, formal education is required to obtain a position at most jobs. Another reason is that universities provide a deep knowledge of the subject. In medicine, for example, people need to know various terms, methods, and have studied important cases to be successful at their job. Such skills are taught at university. Thus, having a degree can ensure a stable job position and prepare people with important knowledge required for the subject.

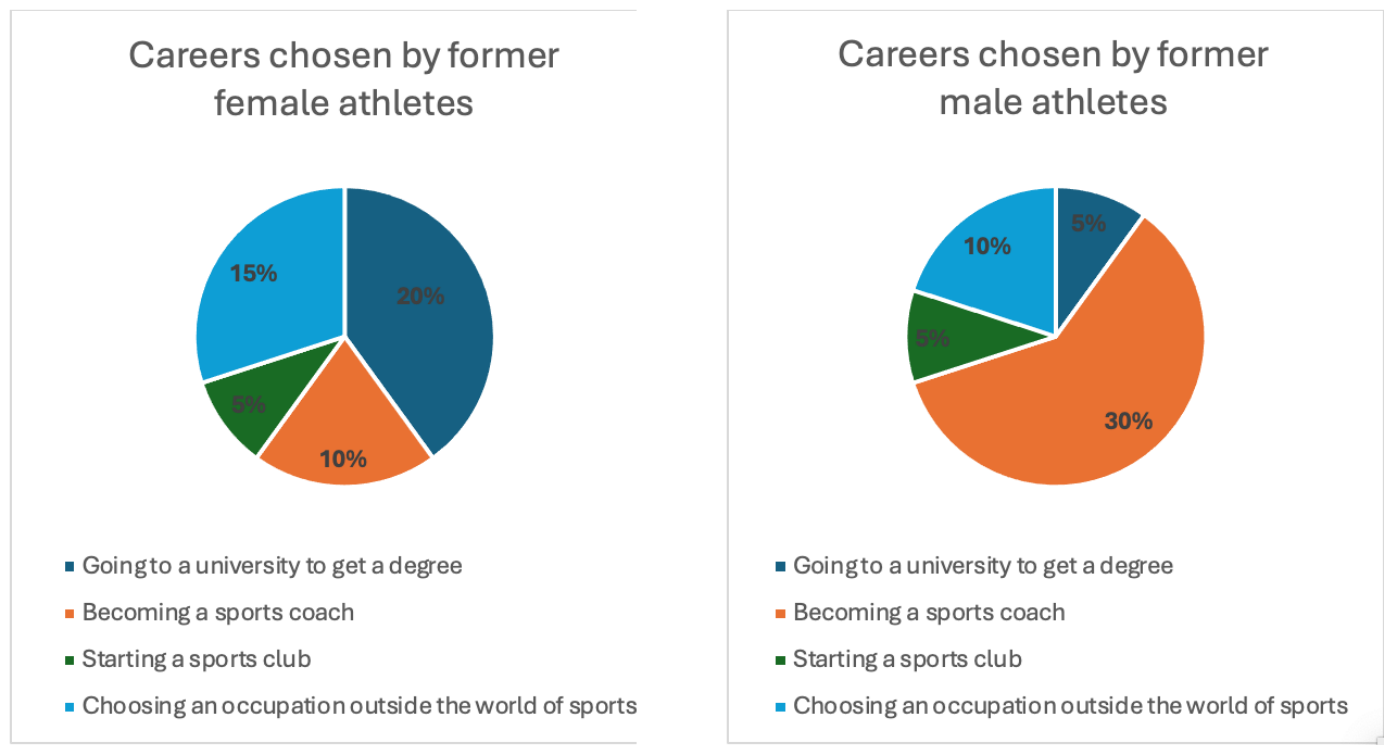
The opposing view sees that practical work experience can be more useful. First of all, experience helps understand how the workplace actually functions. At university, people may not learn to apply their knowledge in real situations and adapt to work environments, whereas practical work allows individuals to develop such skills. In addition, starting work early can help with financial independence. It enables young people to start making money and building a life for themselves. They step into adulthood sooner and must make important financial decisions for their life and career.

To summarise, even though practical work experience offers valuable skills and early independence, a university degree is more beneficial for building a successful career. In my opinion, experience is important, but a university degree remains stronger for long-term success. (291 ž.)

Duomenų komentavimo užduotis ir atliktys

An international trade union organization is collecting information from different countries about the careers of former professional sportsmen. You have decided to send your report, in which you describe information published in an English-speaking news portal of your country. Describe the data presented in the pie chart given below. In your report, compare the choices of female and male athletes.

You have to write at least 150 words.



1 atliktis

This report is written to present information about former professional athletes' career choices based on their gender. The data in pie chart is divided not only by sex, but also by different types of job, such as going to a university to get a degree, becoming a sports coach, starting a sports club and choosing an occupation outside the world of sports.

There is a clear division between males' and females' main choices of their future, but correlation among the other options is approximately the same. A fifth of a females are more likely to go to the university to get a degree, meanwhile males are less interested in education and reaches only 5%. Also, a marked contrast between genders can be seen in becoming a sports coach, as 30% of men and only 10% of women being interested in such future. What concerns starting a sports club, the number of males and females are the same and contain only 5%. Similar ratio can be seen in choosing an occupation outside the world of sports, as female individuals reach 15% and male only a tenth.

Generally, female former athletes tend to choose university and getting a degree, while males go for becoming sports coaches. Whereas starting a sports club is similarly unpopular among both genders. (215 ž.)

2 atliktis

The pie charts illustrate the different career paths chosen by male and female professional athletes after retirement.

Overall, the largest proportion of male athletes choose the career of a sports coach, whereas coaching is only the third most popular option among females. In contrast, the most common choice for women is to study for a university degree after finishing their sports careers.

Approximately one third of men continue their careers as sports coaches after retiring. The second most popular option among males is a career path outside the world of sports. By comparison, only a very small proportion of former male athletes choose to start a sports club or get a university degree.

Similar to male athletes, only five percent of females start a sports club after finishing their professional sports careers. One-tenth of women athletes choose the field of coaching. The two most common career paths for women are a career outside the world of sports or a university degree. (161 ž.)

3 atliktis

The purpose of this report is to discuss the differences between male and female former career choices in sports and the percentages in each category.

Overall, it is clear that one third of the former male athletes are becoming a sports coach while on the other side former female athletes one in five going to University to get a degree. It can be observed that male former athletes as well as females have the same percentage in creating a sports club after their professional career. A notable difference in numbers is shown in the percentage of males and females going to University to get a degree while after their career. Females dominate that number in the pie chart with 20 per cent while in contrast former male athletes indicate only 5 per cent and it is on the lower end. There are some similarities between male and female choosing an occupation outside the world of sports. With male candidates having 10 per cent and female candidates 15 per cent.

Overall, it is shown that most of the female former athletes chose to get an University degree while former male athletes chose to pursue their career in being a sports coach. (200 ž.)

4 atliktis

The pie charts illustrate male and female shares of career choices after pursuing athletes' careers. Generally, the majority of female athletes chose a future none related to sports, compared to males who preferred to stay in the same field. The main difference is that the largest share of male respondents chose to be a fitness coach making up 30%, in contrast to females of which the majority decided to get higher education, which accounted for 20%. The minority of male and female respondents thought of creating a sports club, both sharing equal percentages in their pie charts, at 5%. The second most popular option is doing something not related to sports, with a 10% share of males choosing this option, while females exceed that share by one third. The second to last career choice for women is becoming a sports coach, adding up to 10% whilst men trouble that amount. Only 5% of men are getting a degree whereas this option for women is twice as high. To sum up the most similar shares of both genders are starting a sportsclub and endeavoring non-sports careers. (185 ž.)

5 atliktis

The pie chart illustrates most commonly chosen career paths pursued by former female athletes conducted internationally. Applying to universities to pursue higher education makes up the lions share while setting up their own sport clubs remain the most unpopular decision.

The dominating part of pie chart suggests that the majority of retired female athletes derive from the path of sports and pursue careers free of sports. Only a third of these athletes stay in the sports sector: a larger part of them become coaches and only a tenth decide to make an entrepreneurial effort of their experience. In comparison, most retired professional male athletes tend to stay in sports. More than half of them become sports coaches and set up their own gyms, while the rest more often choose unrelated career paths over pursuit of specific qualifications.

In summary women tend more to choose unrelated to sportsworld careers and gain higher education after retiring while men are more inclined to further revolve their lives around sport extend their expertise through coaching. (171 ž.)

6 atliktis

The purpose of this report is to compare the choices between the two genders in four different career options.

Male and female respondents seem to exhibit different preferences. Overall, most former female athletes chose to get a degree at a university, whereas the majority of males chose to become a sports coach. 10% of women chose the career of being a sports coach, and in a similar way, only 5% of males went to university to get a degree.

On the contrary, the two genders do have some similarities in their career choices. 15% of female former athletes chose an occupation outside the world of sports. This was a nearly as popular option for the opposite gender, with about 10% of males choosing it. Finally, 5% of former male athletes, as well as the same number of females, chose to start a sports club.

To conclude, the most popular option for former female athletes to choose is to get a university degree, however males go on to become sports coaches. In addition, a minority of both genders choose to start a sports club. (183 ž.)

Laiško užduotis ir atliktys

You recently read a series of articles in the magazine *Local Interests* about the increasing influence that local communities may have on the development of construction projects in their areas. The articles covered several protests against the construction of new factories that might worsen the lives of local people. You have decided to write a letter to the editor. In your letter, you have to:

- express your interest in the topic,
- suggest two ways in which national authorities should communicate with local communities to ensure a smooth development of new projects.

Sign your email as Alex Brown.

Write at least 150 words.

1 atliktis

Never before has the human kind been so dependant on resources produced by factories. Whether it may be oil facilities or various utility factories it greatly impacts people needs. However, due to the expansion and growth of these factories, they are more and more often built next to local residences or settlements. Without a doubt, the majority of these factories produce harmful waste that can negatively affect the quality of life. However, not all is lost.

Nowadays, more and more people get together and have a say against the development of these factories near local households. This has positively affected the communication between project managers and local communities. On the other hand, some additional changes can be made to further facilitate this process. Firstly, the government, alongside immediate report about ongoing plannings, could implement a tax system that encourages factories to be built in places, distant from living areas. For example, the government can implement an progresively increasing amount of taxes according the distance to the living areas. On the other hand, some factories generate such a remarkable revenue that the additional investment costs does not affect the plans. This is why a second measure should be implemented. A new institution can be introduced, which seeks a compromise with factorie representatives, while taking into account the opinion and well being of local communities. While factories may agree to a change in plans regarding local communities, they too can have unrealistic expectations on where these factories should be built. With these two additional changes the majority of emerged problems could be solved.

With a global polution being at an all time high, it is necessary that as much of the measures ensuring a great quality of life is taken. Dialogue and compromises are as important as never before. Both sides should take into account the point of view of the other side. That way, the negative effects of global warming can be put off, and our dependence on various resources can be satisfieds. (332 ž.)

2 atliktis

Dear Editor,

I recently read a series of articles in Local Interests about the increasing influence of local communities on construction projects. I found this topic very interesting, because these projects can have a strong impact to people's daily lives.

In my opinion, it is very essential that national authorities communicates more clearly with local residents in order to avoid conflicts. One effective way would be to organise public meetings before major decisions are made. During these meetings, people could share their concerns and get information about possible benefits and risks of new projects. Another useful way of communication would be online consultations and surveys. By using digital platforms, authorities can reach more people and make sure that different opinions is considered. This would help residents feel more involved and increase trust between communities and government.

To conclude, I strongly believe that open communication are the key to smooth development of construction projects. When local people feel heard, cooperation becomes easier.

Yours faithfully,

Alex Brown

(163 ž.)

3 atliktis

Dear sir,

It has come to my attention that there were plans on the development of projects in local areas. I am writing to you in regard to discuss the construction of new factories that might have a negative effect on local people's lives.

After discussing with locals, we came up with 2 suggestions that we hope we can agree upon, so that everybody would be satisfied with the end result. Firstly, we believe that in order to get constructions started there should be a unanimous decision with signed agreements between locals. If at least one person has some kind of an issue with proposed plans, they should be postponed immediately.

Another reason, which we believe national authorities should take into account is pollution of air and irritating sounds. The local area is filled with families, who have children and building factories near those homes can cause diseases from the machines produced smoke. Also, loud sound is one of the main issues that people have today. Local communities believe that for elder and younger people that might be unbearable, causing sleep loss and other possible problems.

We hope that national authorities will pay attention to our made suggestions and compromise will be made.

I look forward to hearing from you.

Tomas

(210 ž.)

4 atliktis

Dear Sir/Madam

I am writing to share my opinion about the projects that my worsen the lives of locals. I also want share my viewpoint how local authorities should communicate with local residents. I feel deeply touched by this topic. It is important to discuss future construction projects with people because otherwise conflicts can appear.

I have realised that national authorities often do not pay enough attention to the needs of locals. Firstly, local authorities should bring more details about the developing projects and explain why they are important. This would make citizens feel more in control of their surroundings, reduce negative feedback. Secondly, there should be offered compensations for the inconveniences that residents have to experience. This way people would not feel deceived.

I appreciate you spending your time to read this letter. I look forward to your reply.

Best regards, Alex Brown

(144 ž.)

5 atliktis

Dear Mr. or Ms.,

I am writing to you about the recent series of articles you helped edit. I think that the articles were incredibly educational and interesting. Although I think you did not talk enough about how authorities should communicate with the local communities. This topic mainly interests me because it personally affects me and I have seen first hand just how unpleasant life gets for local communities once the factories are built.

If possible, the next series of articles could be about how authorities should communicate about these projects. An example could be talking thoroughly with residents who already live to just constructions, ask them for suggestions for how far the factories should to not disturb their way of life.

Another suggestion could be that the local communities could get certain discounts when purchasing the companies products or getting a service by them as contribution.

Sincerely,

Alex Brown

(148 ž.)

6 atliktis

Dear editor,

I am writing in response to your recent series of articles about the impact that local people have on the development of construction.

I believe that this topic is really important for local people who live near the construction sites and for the ones carrying out the construction, so everything goes smoothly. The most important thing in this situation is good communication. I would like to offer you two ways how you could manage the worries of local people and carry out the construction smoothly.

One of the best ways to deal with all the questions is organising a meeting right before the construction starts or at the early stages of it. During that meeting people who can be affected by the ongoing construction can come and ask all about the new factories. It is important that they feel heard and understood. You should prepare an overview of your construction project and present it to people, so they understand how everything is going to work and develop. After the meeting there will surely be less worried and angry people.

Another good way of communicating with local communities is through local magazines, radio stations and other sources of media that are widely used in that region. You should constantly publish updates about the ongoing construction and all the new information. It is important that you include how many new work places are going to be available, all the long term benefits as well as about the environmental impact. That way people can know what to expect, and you can avoid any misunderstandings regarding the construction details.

Good communication and transparency is the key to ensure the construction goes smoothly. I appreciate you bringing the attention to this important matter and hope everything goes well.

Yours faithfully,

Alex Brown

(297 ž.)

IV DALIS. Rašymo užduotys savarankiškam darbui

Straipsnio užduotis ir atliktys

People keep arguing about which is more important for global progress and the development of humankind: the natural sciences (e.g., biology, chemistry, physics) or the humanities (e.g., linguistics, literature, philosophy). Write an article for the international online magazine www.PopularScience.com in which you explain your position on this topic.

You should write at least 250 words.

1 atliktis

Have you ever thought about what is best for our global progress and the development of humankind? What kind of information is needed to improve our world? Here is my opinion on which is more useful for our economy: natural sciences or humanities.

Let's start off with natural sciences. Science explains how physically everything works: from what kind of gas we breathe in, to how we are able to walk on earth, to how the human brain works. Natural science is very important because it can answer a lot of our questions about how certain things work. I think every person should at least know how their body works. Science is made for curious people, people who want to know more, and I think everyone should have that kind of mindset.

The humanities, on the other hand, are made for understanding how humans make meaning of the world. It is more about how people think and interpret life. Humanities are more based on feelings and the concept of living. Literature is about analysing how authors felt while writing certain things, what was their background life like, how that shaped their thoughts. Psychology is about how the brain develops feelings and how certain things work.

In my opinion, both things are worthy studying and are important to form our global progress and development of humankind. The need to understand how basic tools of our life work, but feelings aren't less important. In my opinion, natural sciences are more important, because without it, there wouldn't be any humanities. The way our brain develops feelings is part of biology. We need to understand how our brain works in order to make sense of how our state of mind operates.

In conclusion, both the natural sciences and the humanities are important for global progress and the development of humankind, but if we had to choose one over the other, my pick is natural science. (320 ž.)

2 atliktis

People always debate about whether natural science is more important than humanities, a century ago people might have said that literature and psychology are more important than natural science as in the middle of the 19th century there were plenty of wars across Europe. Technologies evolved, the economy grew and people today again started to debate, which is more important for today's humans. It is hard to answer on the spot as both have advantages and drawbacks. That is why this topic is controversial.

On the one hand, natural science is more important for global progress and for humankind. One of the fields of natural science is focused on people's health, which is the most important aspect of every humankind. Even these days there are plenty of diseases that are incurable, such as, cancer, AIDS, Parkinson's and Alzheimer diseases. If scientists would be able to find the vaccine for such diseases, hundreds of thousands of people would be saved. Moreover, without scientists incredible work during 2019 - 2021 millions of people would have died from COVID-19. All the best scientists from natural science combined together and after 6 months they created a vaccine which helped reduce the chance of getting sick from that disease.

On the other hand, humanities are as important as natural science for two main reasons. Firstly, history repeats itself and people that are into history can predict different economical crises or wars. For instance, in 1929 happened a "Great Depression" which was caused by stock market speculation and weak banking control. The crash led to mass unemployment, poverty. Governments initially reacted slowly, which worsened the crisis. And a similar situation happened in the 2008 "Global Financial Crisis". It was caused by

risky housing loans, overconfidence in markets, and poor financial regulation. When housing prices fell, banks failed, businesses closed, and unemployment rose. Both events happened because of uncontrolled speculation and weak regulations.

In conclusion it is evident that, natural science and humanity are important, but for global progress and humankind, natural science should have a bigger impact on the people. I believe that natural science is better, as it is based on science not predictions. (360 ž.)

3 atliktis

Nowadays humankind improves every day, however some people develop from humanities and others from natural science. Humanities are involving the speech and the culture of language through progress, while natural science relies on the theories and facts about the world. Also, the person becomes different either way. Language learning people become more sensitive and sensual, but the other people become more practical and see the world with theories and truths.

The science of humanities helps people to read deeper and feel or express feelings to others. Firstly, not everybody can figure out what is happening to the person by its' actions and expressions. And the ability to read it helps people not to offend the weak person when he is at his breaking point. For example, when a person is fighting with a cancer and his appearance has changed, people should not joke about it. Second of all, expressing feeling helps people to feel more safe and respected with friends. Telling hard moments to friends creates the strong link with them and makes sure that the person cares to others. The support would reduce the possibility of depression and sadness.

On the other hand, the world without the natural science would not make sense and even confuse people. First of all, the transformations and changes depend on logics and the science helps to prove them in people language and helps to understand it easier. For instance, the water boils at 100 Celcius, because the molecules start to move more rapidly and physics helps to prove it by creating formulae for it. Secondly, not knowing the natural science, which is very useful practical in real life, can confuse us and makes more difficult to understand the world. A lot of theory are taught in school, which is going to be helpful for students later. For example, the electricity movement and amount of heat will be useful in building home.

To conclude, the natural science is more important in developing the humankind, in my opinion, because it can be used more practically and more often. However, the ability of reading feelings and emotions is also a very unique, which helps to create stronger society and community. (364 ž.)

4 atliktis

Education is a crucial aspect for development of humanity. Education provides knowledge that drive innovation and problem-solving. It helps people understand social and global issues. To make those changes humanity must possess knowledge in various fields, not only chemistry and physics but also linguistics and philosophy.

On one hand, natural science is the main driver of progress in humanity because through them, people develop new technologies. It also encourages experimentation, and critical thinking, which lead to innovations.

A perfect example is Marie Curie, whose deep knowledge of chemistry and physics let her discover radioactivity. Without her expertise, she couldn't isolate radioactive elements or understand their properties. Her work led to innovations in medicine and science, showing that strong natural science knowledge is essential for global progress.

In short, natural science provides the foundation for technological and industrial progress.

On the other hand, we need the humanities because they help people understand themselves and their societies. Humanities explore why people live, think, or act the way they do. Subjects like history, philosophy and literature teach empathy, culture, and critical thinking to make better decisions.

Another example is Steve Jobs. While he had technical teams for engineering, Job used his knowledge of design, art, and human psychology to create products like the iPhone. His understanding of aesthetics and giving people what they want and expect shaped modern society. Without humanities, his innovations wouldn't have had the same success.

In short, humanities guide social and cultural progress of humanity.

In conclusion, I think both are essential. Natural science drives technological and material progress, while humanities guide social innovation, together shaping a balanced and advanced society. (272 ž.)

5 atliktis

Since the beginning of the traditional education system, there have been two main parts of it - the natural sciences and the humanities. In the natural sciences, people are taught concrete and unchangeable theory, which has remained roughly the same over hundreds of years, whereas the humanities focus more on exploring various existential questions and unanswerable concepts. However, people have long been debating which side is better for the future of humanity.

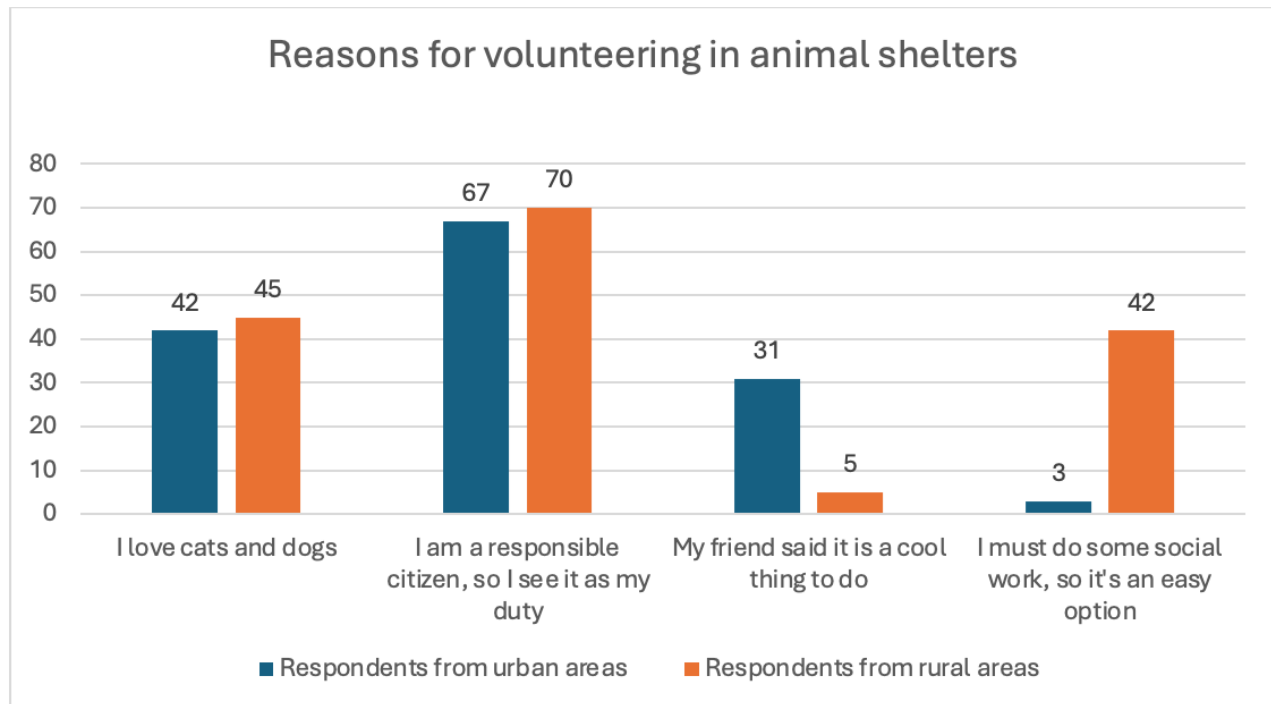
The natural sciences are, in fact, extremely important for humans for a couple of reasons. Firstly, they are the driving force behind technological achievements and new inventions. By mastering these sciences, one understands how various complex mechanisms in our world work and can find or explore new ways to enhance them. A physicist, for example, may find ways to simulate new extreme environments in a particle accelerator to drive industry and innovation forward, thus contributing to the development of humankind. Additionally, knowledge of the natural sciences creates a more overall knowledgeable society. When people know how to treat an infection, reduce CO₂ emissions, or even lift a heavy object using a helical gear, they can collectively achieve better results and be more productive in areas where it is needed.

However, the humanities also contribute greatly to the development of humankind and global progress in several ways. First of all, they help maintain a more varied and unique society. The humanities encourage people to think about humans themselves and their place in the world. This automatically fosters a deeper connection with oneself, which enables the development of a strong personal identity. A great number of different minds produces unique ideas and a wide range of opinions, all of which can be extremely helpful in advancing society. Moreover, the humanities stimulate critical thinking. The need to always foster one's mind eventually produces a critically thinking brain, which is not guided by emotions, rather by reason. People become problem solvers. As a result, any struggles that humanity faces, like war, infectious diseases, natural disaster, therefore, are much easier to deal with and the humankind can move on and develop further.

Undoubtedly, the humanities are as equal or even more important than the natural sciences. While overall knowledge is extremely useful for everyone to know and it can help with innovations and developing new technologies, it is important to constantly remember that we are all unique humans with different ideas and how valuable it is to train our brain to critically think, because only then can we find unity which helps us to better our future. (424 ž.)

Duomenų komentavimo užduotis ir atliktys

An international animal protection forum is collecting data from around the world on young people's engagement in running animal shelters. You have decided to write a report on data collected in your local community and send it to the forum.



In your report, describe the data presented in the chart by highlighting the main trends and disclosing contrasts between respondents from urban and rural areas.

You have to write at least 150 words.

1 atliktis

The horizontal chart below provides information about the youth's from rural and urban areas reasonings for volunteering in animal shelters. A tendency is seen that the majority of responders actively participate in running animal shelters because they feel that it is their responsibility as citizens.

Second most popular reason for volunteering appears to be the love for cats and dogs for both people from urban and remote areas. In contrast, a significant difference is seen as the youth from cities tend to volunteer to maintain status among their friends while it is the least popular reason among youngsters from rural areas. It is also evident that almost no responders from cities volunteer in animal shelters because of the easiness of the job, though the same reason is the third most popular among young people from distant areas.

In conclusion, even though a part of people from rural and urban areas are prone to choosing different motivations for volunteering in animal shelters, the biggest majority of youth tend to have similar causes. (171 ž.)

2 atliktis

This report presents information on why people volunteer in animal shelters. The chart shows responses from people living in rural and urban areas. According to the data, the most common reason was that people think that they are responsible citizens and are obliged to volunteer. The reason that a friend recommended it received the least votes from respondents in rural areas, getting only 5 out of 162 votes, while it got 31 out of 143 votes from people in urban areas. Meanwhile the least common response from urban areas was that people volunteer because they must do some social work and that is an easy option, receiving only 3

out of 143 votes. In contrast, it got 42 out of 162 in rural areas. In addition, the second most popular response from both areas was that they adore cats and dogs, collecting 87 out of 305 votes. (147 ž.)

3 atliktis

The purpose of this report is to analyze a bar chart that shows the popularity of reasons for volunteering in animal shelters. Respondents were divided into two different groups according to their place of residence and picked one out of four reasons for their help.

Both rural and urban areas had a similar total number of volunteers, although slightly more volunteers were from rural areas. The majority of helpers from cities and villages chose to help animals because they see it as their duty. 45 respondents from the countryside and three fewer from cities stated that their motivation was love for cats and dogs. Surprisingly, 42 individuals from rural areas volunteered in shelters because they wanted an easy way to do social work. There were 14 times fewer respondents in urban areas. Finally, a little less popular reason was chosen by 5 villagers and a little more than 30 townspeople who did it because a friend said it was cool.

In conclusion, people who are engaged in running animal shelters have different reasons why they are helping. The total number of volunteers from urban and rural areas is almost the same. (191 ž.)

4 atliktis

The survey illustrates the difference in popularity of reasons why people in cities and in rural areas volunteer in animal shelters. The survey was carried out internationally.

In general, there are more volunteers from rural areas than in urban areas, and both seem to have an almost equal share of people participating in animal shelter work because of innate citizenship responsibility and love for household pets. A double reverse trend seems to emerge among urban respondents participating in animal care organizations motivated by recommendations for this kind of work exceed those for rural respondents by more than six times and rural respondents choosing this kind of work as an easy social work option two times the first fraction difference than urban respondents. In both cases, these are the most unpopular reasons, rural residents hardly choose voluntary work with animals because of a recommendation and urban residents - because of social work motivation.

To conclude rural residents are more likely to occupy themselves with volunteering in animal shelters, but both groups mostly volunteer because they view it as their immediate responsibility. (180 ž.)

5 atliktis

This report aims to discuss the data collected in the local community on young people's reasons for volunteering in animal shelters. The chart compares responses from young people living in urban and rural areas.

Overall, love for animals and a sense of responsibility are the dominant motives for volunteering in both urban and rural areas. A sense of responsibility is the most frequently cited reason, selected by 67 respondents living in urban areas and 70 respondents from urban areas. Love for animals is also a strong motivating factor, accounting for 42 respondents in urban areas and 45 in rural areas. The similarity of these figures indicates that these motivations are shared across both groups and are not strongly influenced by place of residence.

A clear change in pattern emerges when socially and practically motivated reasons are considered. Volunteering because friends consider it a cool activity is far more common among urban respondents of which 31 chose this option, compared to only 5 people from rural areas. In contrast, doing social work as an easy option is much more typical among rural respondents, where it was selected by 42 people, while just 3 people residing in urban areas chose this reason.

In conclusion, the data shows that while emotional attachment to animals and a sense of responsibility motivate young people in both urban and rural settings, social influence is more significant in urban areas, whereas practical reasons play a greater role in rural volunteering. (243 ž.)

Laiško užduotis ir atliktys

You recently read a series of articles in the magazine *Language Matters* about the declining interest among language learners in studying multiple foreign languages and the dominant position of English in global communication. You have decided to write a letter to the editor. In your letter, you have to:

- express your own opinion on the topic,
- suggest at least two reasons why knowing a second foreign language is beneficial,
- explain how the magazine could promote the learning of more than one foreign language.

Sign your email as Alex Brown.

Write at least 150 words.

1 atliktis

Dear editor,

It has come to my attention that the magazine “Language Matters” is writing an article about a topic that I am dearly interested in. The decline in interest in learning a second foreign language is an extremely worrying matter and for sure has to be addressed. I have been following the issue for quite a while now and I have developed an urge to try and motivate students to learn a foreign language. My personal opinion is that foreign languages are very important for a person's future and career as knowing a certain country's language can automatically open up a whole new job market for a person. This is because, even though English is the most popular language to communicate with, English does not cut it for a job in a foreign country as local business almost always is communicated in the local language. For example, in Lithuania business is dealt with in Lithuanian, in Germany in German and in France in French etc. Another reason is that for most pupils looking for a university in a foreign country not knowing the local language can be a major setback as in some countries proof of knowing the local language is mandatory in order to have a chance to study there. A great example is Germany; Germany has some elite universities (for example TUM and LMU) but a person can only attend them if they provide proof of B2 level knowledge in German. Now as a way to promote interest in foreign languages, this magazine could state my previously mentioned benefits of foreign language fluency. This would potentially open the youth's eyes to the academic benefits.

Yours sincerely,

Alex Brown

(279 ž.)

2 atliktis

Dear Sir/Madam,

I am writing in regard of the recent series of articles published in the magazine *Language Matters* about the declining interest in learning multiple foreign languages and the growing dominance of English in global communication.

In my opinion, while English is undeniably essential, relying on only one language is limiting. Knowing a second foreign language offers significant advantages. Firstly, it improves career opportunities, as employers start to value multilingual employees who can communicate with international clients and understand people who might not know English. Secondly, learning foreign languages enhances cultural awareness and cognitive skills, allowing individuals to think more flexibly and adapt more easily to new environments.

I believe your magazine could play an important role in encouraging people to start learning foreign languages again. For example, you could publish success stories of people who have benefited professionally or personally from knowing multiple languages. In addition, including practical learning tips could definitely motivate people to take the first step into learning a different language.

Thank you for addressing this important issue. I hope my suggestions will be considered and I look forward to reading more articles about the importance of learning foreign languages.

Yours faithfully,

John Smith
(197 ž.)

3 atliktis

Dear Sir or Madam,

I have recently read about the decreasing interest among people in studying more than one language and the dominance of the English language in today's world in your magazine *Language Matters*. Therefore, I am writing concerned with current situation.

Learning more than one language is very beneficial and therefore the number of interest to study should increase rather than decline. First of all, learning a new language helps to slow down cognitive decline and mental aging. Recent research shows that multilingual adults experienced the first signs of Alzheimer's and dementia at a later age compared to monolinguals. Moreover, learning a new language can improve one's attention span by maintaining focus and blocking distractions. This is a result of regularly switching between languages.

For these reasons I believe that magazine should promote the learning of new languages. I believe that presenting recent studies about the benefits of learning a new language can attract more people. Furthermore, the magazine can write a text on a relevant topic in different languages for each publication with a glossary next to it explaining the meaning of idioms or harder words.

I hope that these suggestions will be useful and if you have any questions or would like to discuss the ideas further, do not be afraid to contact me.

Sincerely,
Alex Brown
(219 ž.)

4 atliktis

Dear the Editor,

I am writing to you in connection with the series of articles published in the *Language Matters* magazine regarding the decreasing interest to learn numerous foreign languages among language learners and English language influence globally.

As far as I am concerned, the dropping numbers of people interested in knowing a couple of languages do come from the world-wide ability to communicate only in one language – English. Since the English language from the early days is being taught to all children around the world, most just don't see the necessity to bother in learning another. In an always rushing today's world learning various languages is considered to be time consuming and energy draining. And understandably, if people don't see the inevitable need to get the hang of another language, they just tend to abandon the opportunity to do so.

Nevertheless, the knowledge of a second foreign language does provide some benefits. Firstly, the ability to communicate in two foreign languages can make one a more competitive candidate applying for job. As more and more companies are becoming international, an individual that is able to speak two or more foreign languages becomes more in demand in labor market. In addition, having learnt multiple foreign languages, a person is considered to be more intelligent. For the reasoning that additional information is constantly being stored in one's mind, an individual becomes more capable of memorizing complex information.

While the magazine *Language Matters* is written in English, I would strongly suggest that some of the published articles would be printed in various foreign languages. This considerably small change could encourage some readers to begin learning another language.

I am looking forward for your response and thoughts on my expressed ideas.

Yours faithfully,
Alex Brown
(290 ž.)

5 atliktis

Dear Editor,

I recently read the articles in Language Matters discussing the declining interest to study multiple foreign languages and the position of the English language in the world. In my opinion, it is undeniable that English plays a dominant role in global communication, however, when people rely on only one language it limits the society. Today's world is extremely diverse and communication is crucial for building relationships, making arrangements, alliances. That would not be possible without knowing more foreign languages, for example, other than English.

Knowing more than one foreign language is extremely beneficial for two main reasons. First of all, it provides better career opportunities. People who know more than one language can work in foreign countries, international environments, communicate with a wider range of individuals. It is extremely useful in fields, such as aviation, law enforcement, business, finance. The second reason is that learning another language helps people to understand different cultures, their ways of thinking. Therefore, they can communicate more easily when travelling or working, and get to know the diversity of the world. This way society becomes more connected globally.

I believe that the magazine could promote the learning of more foreign languages in a few different ways. First, provide tips and ways to learn a different language more easily. For example, suggest classes that people can take, apps to use, ways to learn, and even what languages are the most useful or interesting. This way, more people might be interested to learn. Another option is adding real people's stories and experiences with learning a foreign language to the magazine. It could help people see the benefits, possibilities and even influence them.

It is important to encourage people to learn more foreign languages and connect to the global world.

Best regards,
Alex Brown
(296 ž.)



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UŽSIENIO (ANGLŲ) KALBOS VALSTYBINIO BRANDOS EGZAMINO VERTINTOJŲ MOKYMAI

2026 m. kovo-balandžio mėn.

**Užsienio (anglų) kalbos VBE (II dalies raštu) kalbos
valstybinio brandos egzamino vertintojų mokymų
programa (III dalis)**
B2+ kalbos mokėjimo lygis

NŠA mokymų programa (III d.)

1 blokas: Interaktyvi teorinė paskaita (2 akad. val.)

Data: šiandien

lektorė: Rita Juknevičienė

Seminarai (2 akad. val. + 4 akad. val.)

Data: kovo 16-19 d. ir kovo 23-26 d.

lektorės: Jolanta Antanavičienė, Ilona Deikienė, Jurga Kasteckienė,
Romualda Stankevičienė, Ramutė Žemaitienė

2 blokas: savarankiškas darbas (4 akad. val.)

kovo-balandžio mėn.

3 blokas: savarankiško darbo aptarimas (4 akad. val.)

balandžio 20-23 d.

lektorės: Jolanta Antanavičienė, Ilona Deikienė, Jurga Kasteckienė,
Romualda Stankevičienė, Ramutė Žemaitienė

Part 3 (15 points). Essay

An international magazine called *Mindspace* is inviting student essays from around the world as part of a special edition focusing on digital life and self-identity. Write an essay for submission to this magazine on the following topic:

The online content that young people consume plays a major role in shaping their sense of identity.

To what extent do you agree or disagree with this statement?

In your essay, provide at least two arguments to support your view.

You should write at least 250 words. Please count the number of words and write the word count on the Answer Sheet in the space below your essay.

ATLIKTIS 1

In today's digital world, young people spend a significant part of their lives online, interacting with social media, videos, games, and online communities. I strongly agree that the online content under-age people consume plays a major role in shaping their sense of identity.

Firstly, online content affects how young people perceive social norms, appearance, and success. Social media platforms often present idealized lifestyles, beauty standards, and achievements. When teenagers constantly see influencers promoting certain body types, fashion styles, or lifestyles, they might begin to measure their own worth against these standards. This can influence their self-esteem, interests and personal goals. For example, a young person who frequently watches fitness influencers may start identifying with health culture, while someone following gaming communities may develop an identity connected to gaming culture. Thus, online spaces can shape personal values and aspirations.

How young people perceive social norms, appearance, success



Platforms present idealised lifestyles, beauty standards, achievements



Influencers promote certain body types, fashion styles, lifestyles



Influence their self-esteem, interests and personal goals



Watches fitness influencers ... identifying with health culture,
following gaming communities ... connected to gaming culture

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When teenagers constantly see influencers promoting certain body types, fashion styles, or lifestyles, they might begin to measure their own worth against these standards. **This** can influence their self-esteem, interests and personal goals. **For example**, a young person who frequently watches fitness influencers may start identifying with health culture, while someone following gaming communities may develop an identity connected to gaming culture. **Thus**, online spaces can shape personal values and aspirations.

Secondly, the internet provides spaces where young people can explore identities they might not feel comfortable expressing offline. Online communities allow users to connect with others who share similar interests, beliefs, or experiences. This can be especially important for those who feel isolated in their real-life environment. Through social media, young people can experiment with self-expression and discover their true identity. This positive influence can help them build confidence and a stronger sense of belonging. Thus, social media can be described as a positive affect on youngsters.

In conclusion, while many factors shape identity, online content now plays a crucial role in influencing young people's beliefs, self-image, and social connections. Because digital platforms are such a large part of daily life, their impact on identity will likely continue to grow in the future.

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In conclusion, while many factors shape identity, online content now plays a crucial role in influencing young people's beliefs, self-image, and social connections. Because digital platforms are such a large part of daily life, their impact on identity will likely continue to grow in the future.

ATLIKTIS 2

Nowadays people consume various types of content spread all around social media coming from different corners of the world. It has become normalized to give young children and teenagers full access to their phones and the content that is available there. I believe that what young people see on their online feed daily certainly makes an impact on their worldview, values and shapes their identity.

Firstly, young people's worldview and beliefs are heavily influenced by the people they deem important, which in this case could be social media influencers and content creators. By watching these individuals voice their personal, political or social opinions, children and teenagers might start to interpret those opinions as their own and lose their identity in the process. A great example of this phenomenon could be a podcaster named Andrew Tate, whose misogynistic stances and toxic masculinity propaganda has influenced millions of young boys to deem themselves better and more powerful than women, which resulted in a damaging mindset for millions of young children and teenagers.

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Secondly, the content young people consume on social media platforms shapes their sense of worth and confidence. It is common to see unrealistic beauty standards online, which might subconsciously set up new insecurities and standards in a young person's mind. This can damage their self-worth in the process, making them unhappy with how they look for the rest of their life. For instance, in the past few years famous models and influencers have been following a trend of plastic surgery and using medications such as ozempic, to make themselves fit in the current beauty standards, making young girls with no access to such things insecure.

In conclusion, the online media young people consume can definitely shape and influence their sense of identity, worldview and values. It can also damage their self worth with unrealistic beauty standards and damage their outlook on certain things at an early age.

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In conclusion, the online media **young people** consume can definitely shape and influence **their** sense of identity, worldview and values. It can also damage **their** self worth with unrealistic beauty standards and damage **their** outlook on certain things at an early age.

ATLIKTIS 3

Nowadays, the world is moving rapidly and parents are usually focused on their work even when they get back home. In these situations they give their smartphones to kids, because it is the easiest way to find an attraction for a young person. However, information that young people may consume on the internet might be inappropriate, as they are not capable of filtering the information. That is why this topic is controversial.

On the one hand, social media has a major impact on the young person's sense of identity. If parents let young people spend all their free time on TikTok, Instagram, Youtube, they won't be able to grow as critically thinking individuals. Video creators focus on engaging videos that would catch people's attention, they are not interested in creating informative videos, because they won't get paid, as the audience for such types of videos is niche. For instance, short videos about scientific research get less views than the ones where people show a funny situation or breathtaking sideviews. In addition, influencers and social media have a bad impact on young children. On the internet people adore showing a fancy lifestyle, luxury cars, they propagandise that 9 to 5 work is only for broke people. That information creates the illusion for a young person that everything is easy and they do not want to study, as on social media studying is not valued.

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On the other hand, social media does not have a major impact on the young person's sense of identity. Nowadays, new devices have a family plan, where parents can limit phone usage for children. Thus, parents have the biggest impact on their kids, they can choose what type of information a young person can consume. Parents can allow children to watch documentaries which would be useful for them. Also apps like Duolingo and quizlet would help young persons to learn new languages.

In conclusion it is evident that online content can have a negative impact on young persons' self identity, but if parents control children they can get valuable information. I believe that online content will have an even bigger role in young people's sense of identity.


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In conclusion it is evident that online content can have a negative impact on young persons' self identity, but if parents control children they can get valuable information. I believe that online content will have an even bigger role in young people's sense of identity.

Part 2 (8 points). Data description

An educational institute in Australia is conducting research into the reasons why young people choose to take a gap year after completing secondary school. You have found recent survey data from Newcastle, Australia showing the motivations of male and female school leavers for taking a gap year between 2021 and 2025 along with projections for 2027 (see the table below).

Write a report for publication on the platform. In your report, identify and compare the key trends and differences.



Reason	2021		2023		2025		Projections for 2027	
	M*	F*	M	F	M	F	M	F
Travelling	18%	22%	39%	61%	37%	67%	35%	65%
Volunteering	12%	20%	14%	18%	16%	10%	20%	12%
Working	56%	44%	34%	14%	31%	13%	25%	13%
Personal Development	14%	14%	13%	7%	16%	10%	20%	10%

*M = male, F = female

You should write at least **150 words**. Please count the number of words and write the word count on the Answer Sheet in the space below your report.

ATLIKTIS 1

The purpose of this survey is to compare the motivations of male and female school leavers for taking a gap year between 2021, 2025 and projections for 2027. The data is split into 4 categories: travelling, volunteering, working and personal development.

The biggest motivations between males and females for taking a gap year are travelling and working. In contrast, volunteering and personal development have not reached the same interest yet. Travelling as a motivation is more attributed to women. In 2021 about 20% of females chose to travel the world and as the years go by it increased to a stable 65%. In contrast, males tend to choose travelling less often. It also had an increase in 2021 from 18% to around 40% between the period of 2023 and 2027 projections.

The second also very popular motivation for taking a gap year is working. Although it picked up rather fast in 2021 at around 50% for both genders and over the years it slowly decreased to approximately 30% for males and 15% for females. Volunteering and personal development are motivations, which gets the least recognition. Volunteering for both genders have a very small increase at around 2% every 2 years. Personal development over the years had its ups and downs, but overall did not change much.

Overall, reasons for taking a gap year vary a lot. Travelling has always been a popular option and projections say that in the future the numbers will not drop. Although working picked up rather fast it is becoming less popular with upcoming years. Volunteering and personal development has been the least recognisable reasons, which percentages between males and females stay with little to none change.

Atliktis 2

The given survey data provides insight into the reasons why young people choose to take a gap year after completing secondary school. The data comes from Newcastle, Australia, and is divided by gender, showing the motivations of male and female school leavers between 2021 and 2025, with projections for 2027.

Overall, the most dramatic changes can be observed among female school leavers. The proportion of females choosing to work during their gap year declined significantly over time, while travelling became increasingly popular. Travelling emerged as the most common reason for taking a gap year for both males and females. Between 2021 and 2025, the percentage of males choosing to travel rose from 18% to 37, while the figure for females increased much more sharply, from 22% to 67%. A slight decline in travelling is projected for both genders by 2027. In contrast, working showed a steady decrease, particularly among females, dropping from 44% in 2021 to just 13% in 2025, with no change expected in 2027. Volunteering remained relatively stable overall with slight variations of about 6% to 10% among both genders with male participation projected to increase by 2027. Personal development showed moderate growth among males, whereas female figures remained consistently lower.

In conclusion, travelling and volunteering remained the most varying in percentages reasons for a gap-year, whereas volunteering and personal development showed much slighter changes over the recorded years.

Atliktis 3

The aim of this report is to describe the changes in choosing the purpose of the gap year. The data includes the males and females choices made through 2021 to 2025 and the predictions for 2027. Males and Females are the participants and had the assortment of travelling, volunteering, working and personal development.

The first trend was in 2021, when working was the most common reason for the gap year. However, the choice constantly fell on the females' side, while on the men's the choice slumped as the time past on. The least chosen reasons were volunteering with personal development, and it was stable and maintained the least favorite option all the time except a dip in 2023. Travelling became a new trend from 2023 and soared by doubling the numbers from earlier. The reasons in the future are likely to distribute more equally than earlier in the man's side; however, the majority of females are willing to travel in upcoming year.

Overall, the changes are gradual, except the surge towards travelling and the slump on the working reason.

Atliktis 4

I am writing this report to inform about the reasons and projections for females and males to take a gap year after studying at a secondary school. The least popular reason to take a gap year between females in 2021 was personal development, only 14% of females marked it. While the least popular reason between males for taking a gap year in 2021 was volunteering. Only 14% chose it. In 2021 20% of female population in Newcastle, Australia chose to take a year gap because of volunteering while 14% of male population took it because of the personal development. 22% of females and 18% of males in 2021 took a year gap because they wanted to travel more. In 2021 56% of males took a gap year because of a need to work, the biggest percentage of females - 44% also chose this reason. In 2023 numbers do change. The biggest percentage of females dramatically increase from 22% to 61% for traveling as a reason to take a gap year. 39% of males took a gap year because of that too. The least percentage of votes got the need for personal development. Only 7% of females and 13% of males marked this for a reason. Volunteering and working between the two parties got approximately the same amount of percentage.

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Sakiniai nesusieti

In 2025 numbers for some sections do not change. The biggest amount of percentage between females and males for a reason to take a gap year still got travelling while the same amount, the least amount of votes got **volunteering and personal development**. They both got 16% from men and 10% from women. In 2025 working as a reason to take a gap year was well received too. 13% of females and 31% of males chose **it**. The speculations for the future do not drastically change. Travelling as reason to take a gap year still is the most picked but by 2% its popularity decreased. Now between females in Newcastle, Australia it has 65% and between males it has 35%. Working is the least liked reason to take a gap year even in the projection for the future. 25% of males and 13% of females is speculated to take **this chance**. While volunteering and personal development still has the same percentage of males for a choice, the female's population is projected to have more interest in volunteering than in personal development by 2%. In conclusion, the most common choice for people to take a gap year in Newcastle, Australia is either volunteering or personal development.

Sakiniai nesusieti

Part 1 (7 points). Semi-formal email

An international conference titled *Creative Futures*, focused on sharing knowledge about innovations across various fields, is taking place in Dublin. The Embassy of Ireland in Lithuania has announced that it will cover all conference-related expenses for the team that presents the most innovative project. Your school has recently completed several projects in the areas of education, health, and robotics. You participated in one of these projects and would now like to apply for the funding for your team to go to the conference.

Write an email to Ms Sinead O'Brien, Cultural Affairs Officer at the Irish Embassy. In your email:

- describe the project you took part in, highlighting what made it innovative;
- summarise the results of your project;
- explain how your team would benefit from attending the conference.

Sign your email as Alex Brown.

You should write at least 150 words. Please count the number of words and write the word count on the Answer Sheet in the space below your email.

Atliktis 1

Dear Ms Sinead O'Brien,

I am writing to ask for funding for the conference titled Creative Futures.

I took part in my school project about teenagers health. We noticed a problem that teenagers in our city eats very unhealthy. We came up with a way to solve this problem. We created an app which shows different ideas for tasty, nutritious school lunch based on products teenagers have at home. This problem is very important to solve, because teenagers eat very poorly and this affects their learning. As a result of our project, some of our city's teenagers have started to use this app and they are making school lunch every day. The feedback was amazing, teenagers said that the app is easy to use and that after eating a nutritious lunch they have much more energy during the day.

If our team attends the conference we would present our project and become known internationally. Our team would gain experience and we could improve our work. We believe that during the conference trip our team would get closer and maybe we will continue our work in the future. I hope that my request will be considered.

I look forward to your response.

Kind regards,

Alex Brown

Atliktis 2 Dear Ms O'Brien,

I'm writing you to discuss the application of our team regarding "Creative Futures" conference. We have finished polishing all the details of our project, thus would like to claim the coverage of the conference-related expenses.

Over the past 6 months I took part in a robotics project, which purpose was to allow students to stay hydrated throughout the day. As we all know, water is not only essential to our bodies, but to the mind as well. We have created a robot, whose dimensions are roughly 100x30cm, which is not that big, but will not pass unnoticed. It had to collect water bottles from the students before the start of the class, and bring them refilled during or after the class. We had to program the robots software to track the number of bottles and to upload the whole schools layout for it to not get lost along the way.

The majority of students agree that although they bring water bottles everyday, they often forget to refill them or are simply occupied by other activities. At first the robot had some struggles, but after some updates everybody gladly gave up their bottles to be refilled. Some even brought a few bottles as they thought the robot was very effective and interesting to follow. No other school has yet to implement a technology that encourages hydration as effectively during the day. We would like to share this innovation with other schools and partaking in a conference may not only bring new ideas on how to improve our project, but also to share it with students from around the world. As our primary occupation is attending school, additional funds could greatly alleviate the expenses for this trip.

Hope this letter finds you well and i will be looking forward to hearing from you as soon as possible.

Kind regards,

Atliktis 3

Dear Ms Sinead O'brien,

I am writing to request an application to the international conference "Creative Futures". I have participated in one of my school projects in the education area.

We created an app for interactive learning, so students could have fun while studying a subject. It has multiple games which include the studying material that the students can upload. It summarizes it to the most important details, creates a game, for example, a puzzle where everytime the student wants to get a new puzzle piece, they have to answer a question from the subject they are learning. This app has made studying more productive for many students. We got great reviews from various schools, who noted that their srudents grades have improved drastically. Many prefer interactive learning, because it does not bore them and helps them remember the information for a longer period of time.

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I believe, that our team could benefit even more students all around the world by introducing this app to them. If we could promote it in Dublin, it's advantages would spread faster and more globally. Also, in the conference we would learn about other similar apps and experts could tell us how we could improve ours, plus we would get feedback, which is also very important to us. It would be a great opportunity to represent our school in such an international event and show what our students can achieve.

Best regards,

Alex Brown

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Best regards,

Alex Brown

Schedule for the coming seminars (group 1)

- ✓ Seminar on 26 March (focus on analysis of different tasks and assessment of student works):
 - article
 - data description
 - semi-formal letter
- ✓ Individual work on RM (March – April)
- ✓ Seminar on 23 April (revision of individual work and assessment alignment)



Bendrai finansuoja
Europos Sąjunga

SIMA
socialinės informacijos ir mokymų agentūra

UŽSIENIO (ANGLŲ) KALBOS VALSTYBINIO BRANDOS EGZAMINO VERTINTOJŲ MOKYMAI

2026 m. kovo-balandžio mėn.

**Užsienio (anglų) kalbos VBE (II dalies raštu) kalbos
valstybinio brandos egzamino vertintojų mokymų
programa (III dalis)**
B2+ kalbos mokėjimo lygis

NŠA mokymų programa (III d.)

1 blokas: Interaktyvi teorinė paskaita (2 akad. val.)

Data: šiandien

lektorė: Rita Juknevičienė

Seminarai (2 akad. val. + 4 akad. val.)

Data: kovo 16-19 d. ir kovo 23-26 d.

lektorės: Jolanta Antanavičienė, Ilona Deikienė, Jurga Kasteckienė,
Romualda Stankevičienė, Ramutė Žemaitienė

2 blokas: savarankiškas darbas (4 akad. val.)

kovo-balandžio mėn.

3 blokas: savarankiško darbo aptarimas (4 akad. val.)

balandžio 20-23 d.

lektorės: Jolanta Antanavičienė, Ilona Deikienė, Jurga Kasteckienė,
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VBE rašymo užduotys (B2+)

I. Rašinys (angl. *essay*) arba straipsnis (angl. *article*):

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

Klaidų žymėjimo simboliai rašymo užduotyse

Kriterijus	Simbolis	Klaidų žymėjimo simbolių paaiškinimai
Turiny (Content)	C	Turinio klaidos (angl. content (ir)relevance): nukrypimai nuo turinio, neišsamus atsakymas, užduoties neatitinkantis tekstas ir pan. Žymima tekste arba paraštėje šalia netinkamo turinio.
Teksto struktūra (Organisation)	O	Teksto komponavimo / struktūros klaidos (angl. organisation): taip žymimos visos teksto siejimo priemonių vartojimo klaidos; netinkamas pastraipų skirstymas, kohezijos (teksto rišlumo) klaidos; laiško įforminimo klaidos.
Leksinių ir gramatinių formų bei struktūrų taisyklinguma (Language use)	L	<ul style="list-style-type: none"> Netinkamo registro žodis (angl. register); neleistini registro vientisumo pažeidimai. Gramatinės klaidos (angl. grammatical error): veiksmažodžių laikai, prielinksniai, artikkeliai, įvardžiai, veiksnio-tarinio derinimas, vienaskaitos / daugiskaitos klaida, žodžių tvarka, kalbos dalis, supinklinta gramatinė raiška ir t. t. Leksikos vartojimo klaidos (angl. lexical error): kolokacijos, žodžių reikšmės klaidos, frazinių veiksmažodžių klaidos, netinkamai vartojamas žodis, trūksta žodžio, nereikalingas žodis, supinklinta leksinė raiška ir pan. Rašybos klaidos (angl. spelling): žodžių rašybos klaidos; didžiųjų / mažųjų raidžių netinkamas vartojimas (capitalisation); neteisingas apostrofo įrašymas (pvz. žodyje can't n ir t raidės sujungiamos). Skyrybos klaidos (angl. punctuation): skyrybos klaidos. Pasikartojančios to paties tipo klaidos laikoma viena klaida.

Part 3 (15 points). Essay

An international magazine called *Mindspace* is inviting student essays from around the world as part of a special edition focusing on digital life and self-identity. Write an essay for submission to this magazine on the following topic:

The online content that young people consume plays a major role in shaping their sense of identity.

To what extent do you agree or disagree with this statement?

In your essay, provide at least two arguments to support your view.

You should write at least 250 words. Please count the number of words and write the word count on the Answer Sheet in the space below your essay.

B2+ Esė / straipsnis

Turinio kriterijus - aspektai

6

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

B2+ Esė / straipsnis

Teksto struktūra - aspektai

4	<ul style="list-style-type: none">- Turinys dėstomas logiškai ir nuosekliai.- Visos pastraipos tinkamai išplėtos, veiksmingai išreiškiant pagrindines mintis 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 pagrindines mintis ir pagrindžiančias detales.- Parodomos minčių sąsajos: stengiamasi vartoti įvairių teksto siejimo priemonių (jungiamųjų frazių, jungtukų, įvardžių, leksinės raiškos).	

B2+ Esė / straipsnis

Kalbos ištekliai - aspektai

Taškai	Kalbos ištekliai
5	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai: vartojama įvairi raiškos leksinės ir gramatinės struktūros: laisvai perfrazuojama. - Nuosekliai laikomasi pasirinkto registro. - Leksinės ir gramatinės struktūros visuomet vartojamos tiksliai ar sudėtingesnes gramatines struktūras. Daroma.
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.

ATLIKTIS 1

In today's digital world, young people spend a significant part of their lives online, interacting with social media, videos, games, and online communities. I strongly agree that the online content underage people consume plays a major role in shaping their sense of identity.

Tinkami argumentai, mintys
pagrindžiamos detalėmis ir pavyzdžiais

Firstly, online content affects how young people perceive social norms, appearance, and success. Social media platforms often present idealized lifestyles, beauty standards, and achievements. When teenagers constantly see influencers promoting certain body types, fashion styles, or lifestyles, they might begin to measure their own worth against these standards. This can influence their self-esteem, interests and personal goals. For example, a young person who frequently watches fitness influencers may start identifying with health culture, while someone following gaming communities may develop an identity connected to gaming culture. Thus, online spaces can shape personal values and aspirations.

Secondly, the internet provides spaces where young people can explore identities they might not feel comfortable expressing offline. Online communities allow users to connect with others who share similar interests, beliefs, or experiences. This can be especially important for those who feel isolated in their real-life environment. Through social media, young people can experiment with self-expression and discover their true identity. This positive influence can help them build confidence and a stronger sense of belonging. Thus, social media can be described as a positive affect on youngsters.

Aptariamos ir vertinamos skirtingos idėjos

In conclusion, while many factors shape identity, online content now plays a crucial role in influencing young people's beliefs, self-image, and social connections. Because digital platforms are such a large part of daily life, their impact on identity will likely continue to grow in the future.

ATLIKTIS 2

Nowadays people consume various types of content spread all around social media coming from different corners of the world. It has become normalized to give young children and teenagers full access to their phones and the content that is available there. I believe that what young people see on their online feed daily certainly makes an impact on their worldview, values and shapes their identity.

Turiny's beveik visada
dėstomas nuosekliai

Firstly, young people's worldview and beliefs are heavily influenced by the people they deem important, which in this case could be social media influencers and content creators. By watching these individuals voice their personal, political or social opinions, children and teenagers might start to interpret those opinions as their own and lose their identity in the process. A great example of this phenomenon could be a podcaster named Andrew Tate, whose misogynistic stances and toxic masculinity propaganda has influenced millions of young boys to deem themselves better and more powerful than women, which resulted in a damaging mindset for millions of young children and teenagers.

Secondly, the content young people consume on social media platforms shapes their sense of worth and confidence. It is common to see unrealistic beauty standards online, which might subconsciously set up new insecurities and standards in a young person's mind. This can damage their self-worth in the process, making them unhappy with how they look for the rest of their life. For instance, in the past few years famous models and influencers have been following a trend of plastic surgery and using medications such as ozempic, to make themselves fit in the current beauty standards, making young girls with no access to such things insecure.

In conclusion, the online media young people consume can definitely shape and influence their sense of identity, worldview and values. It can also damage their self worth with unrealistic beauty standards and damage their outlook on certain things at an early age.

ATLIKTIS 3

Nowadays, the world is moving rapidly and parents are usually focused on their work even when they get back home. In these situations they give their smartphones to kids, because it is the easiest way to find an attraction for a young person. However, information that young people may consume on the internet might be inappropriate, as they are not capable of filtering the information. That is why this topic is controversial.

Turinyš iš esmės atitinka temą

On the one hand, social media has a major impact on the young person's sense of identity. If parents let young people spend all their free time on TikTok, Instagram, Youtube, they won't be able to grow as critically thinking individuals. Video creators focus on engaging videos that would catch people's attention, they are not interested in creating informative videos, because they won't get paid, as the audience for such types of videos is niche. For instance, short videos about scientific research get less views than the ones where people show a funny situation or breathtaking sideviews. In addition, influencers and social media have a bad impact on young children. On the internet people adore showing a fancy lifestyle, luxury cars, they propagandise that 9 to 5 work is only for broke people. That information creates the illusion for a young person that everything is easy and they do not want to study, as on social media studying is not valued.

On the other hand, social media does not have a major impact on the young person's sense of identity. Nowadays, new devices have a family plan, where parents can limit phone usage for children. Thus, parents have the biggest impact on their kids, they can choose what type of information a young person can consume. Parents can allow children to watch documentaries which would be useful for them. Also apps like Duolingo and quizlet would help young persons to learn new languages.

Stengiamasi turinį dėstyti logiškai ir nuosekliai

In conclusion it is evident that online content can have a negative impact on young persons' self identity, but if parents control children they can get valuable information. I believe that online content will have an even bigger role in young people's sense of identity.

Article

Ongoing social debates show that many young people consider professional experience to be more important than formal academic education. Write an article for the international online magazine www.WeAreGenerationZ.com in which you explain which is more beneficial in the contemporary world for an individual to have a successful life having a university degree or practical work experience.

You should write at least 250 words

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 - aspektai

- 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; **struktūra** tinkamai vertinama įvairių teksto siejimo priemonių (jungiamųjų frazų, jungtelių, **kohezija** leksinės raiškos).

Turinyis ir teksto struktūra

- Nurodytas **tikslas**

e.g. In this report, data on gender differences in study choices for EduVision will be presented. / The purpose of the report is / I am going to present the results of

! Jei tikslas nenurodytas – atimamas 1 taškas

- Paaiškinta, **kokie duomenys bus pristatomi**,

e.g. The table summarizing survey data presents numbers for male and female respondents choosing four fields of study in the period of 2021 – 2025 and the projections for 2027.

Turinys ir teksto struktūra

- Įvardijama nustatyta **tendencija**(-os),
- Tendencija gali būti nurodyta ir įžangos pastraipoje, ir dėstymo pastraipoje (pastraipose) – TINKA.
- Jei yra kelios dėstymo pastraipos, kiekviena GALI prasidėti nuo tendencijos, o tada ji iliustruojama detalėmis iš duomenų – TINKA.

Turinys ir teksto struktūra

- Aprašomi **išsiskiriantys ar panašūs aspektai**, t.y. lyginamos ir gretinamos respondentų grupės, duomenų kategorijos, pvz. pagal lytį, pagal pokytį bėgant metams, pagal studijų sritį;
- Tendencijos TURI BŪTI iliustruojamos **duomenų pavyzdžiais, (ir skaičiais, ir dalimis)**,
- Jei konkrečių duomenų (t.y. skaičių) nėra – max 2 taškai
- Pasirenkama veiksminga duomenų **pristatymo seka**, pvz. nuo didžiausio skirtumo iki mažiausio, arba laiko tėkmėje, arba kaip atskaitos tašką imant skirtingas lytis.
- **Apibendrinamos** anksčiau aptartos **įžvalgos** / daromos **išvados**.
- Tekstas turi būti suskirstytas į pastraipas.

Turinio pastebėjimai

- Visi papildomi komentarai traktuojami kaip NETINKAMAI PARINKTOS DETALĖS, t.y. ne į temą, nes to duomenyse nematome.
- BET **Conclusion dalyje** gali būti apibendrinimas ir išvada, kuri nėra tiesiogiai matoma duomenyse – NEBAUDŽIAME,
- Jeigu aptartos NE VISOS KATEGORIJOS, tuomet max TURINIO ir STRUKTŪROS įvertinimas 3 (ir mažiau).
- TAČIAU tekste nebūtinai turi būti aptarti visi duomenys (t.y. skaičiai).

Teksto struktūros pastebėjimas

Jeigu tekstas rišlus (yra visos sudėtinės dalys), bet parašytas viena pastraipa - už TURINIO ir TEKSTO STRUKTŪROS kriterijų maksimalių taškų neskiriame

Duomenų komentavimas


Kalbos ištekliai - aspektai

Taškai	Kalbos ištekliai
4	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai. Siekiant išvengti pasikartojimo, bandoma vartoti įvairias leksines ir gramatinės struktūros, dažnai pasitaiko sudėtingesnės raiškos struktūros. - Nuosekliai laikomasi neutralaus arba pusiau oficialaus registro. - Kalba vartojama taisyklingai: beveik nedaroma žodžių ir gramatinės struktūros klaidų. <div data-bbox="1465 506 2395 592">Raiškos turtingumas (range)</div> <div data-bbox="968 606 2395 692">Raiškos tinkamumas (appropriacy, register)</div> <div data-bbox="1235 706 2395 792">Raiškos taisyklingumas (accuracy)</div>
3	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Siekiant išvengti pasikartojimo, bandoma vartoti įvairias leksines ir gramatinės struktūros, pasitaiko sudėtingesnės raiškos struktūrų. - Laikomasi neutralaus arba pusiau oficialaus registro. - Kalba vartojama gana taisyklingai: klaidų gali pasitaikyti vartojant retesnius žodžius ar sudėtingesnes gramatinės struktūras. Daroma pavienių rašybos ar skyrybos klaidų.
2	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis apibendrintais 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.

Part 2 (8 points). Data description

An educational institute in Australia is conducting research into the reasons why young people choose to take a gap year after completing secondary school. You have found recent survey data from Newcastle, Australia showing the motivations of male and female school leavers for taking a gap year between 2021 and 2025 along with projections for 2027 (see the table below).

Write a report for publication on the platform. In your report, identify and compare the key trends and differences.



Reason	2021		2023		2025		Projections for 2027	
	M*	F*	M	F	M	F	M	F
Travelling	18%	22%	39%	61%	37%	67%	35%	65%
Volunteering	12%	20%	14%	18%	16%	10%	20%	12%
Working	56%	44%	34%	14%	31%	13%	25%	13%
Personal Development	14%	14%	13%	7%	16%	10%	20%	10%

*M = male, F = female

You should write at least **150 words**. Please count the number of words and write the word count on the Answer Sheet in the space below your report.

ATLIKTIS 1

The purpose of this survey is to compare the motivations of male and female school leavers for taking a gap year between 2021, 2025 and projections for 2027. The data is split into 4 categories: travelling, volunteering, working and personal development.

Tikslas

Duomenys

The biggest motivations between males and females for taking a gap year are travelling and working. In contrast, volunteering and personal development have not reached the same interest yet. Travelling as a motivation is more attributed to women. In 2021 about 20% of females chose to travel the world and as the years go by it increased to a stable 65%. In contrast, males tend to choose travelling less often. It also had an increase in 2021 from 18% to around 40% between the period of 2023 and 2027 projections.

Tendencija

**Duomenų
aptarimas**

The second also very popular motivation for taking a gap year is working. Although it picked up rather fast in 2021 at around 50% for both genders and over the years it slowly decreased to approximately 30% for males and 15% for females. Volunteering and personal development are motivations, which gets the least recognition. Volunteering for both genders have a very small increase at around 2% every 2 years. Personal development over the years had its ups and downs, but overall did not change much.

Overall, reasons for taking a gap year vary a lot. Travelling has always been a popular option and projections say that in the future the numbers will not drop. Although working picked up rather fast it is becoming less popular with upcoming years. Volunteering and personal development has been the least recognisable reasons, which percentages between males and females stay with little to none change.

Atliktis 2

Tikslas?

The given survey data provides insight into the reasons why young people choose to take a gap year after completing secondary school. The data comes from Newcastle, Australia, and is divided by gender, showing the motivations of male and female school leavers between 2021 and 2025, with projections for 2027.

Duomenys

Overall, the most dramatic changes can be observed among female school leavers. The proportion of females choosing to work during their gap year declined significantly over time, while travelling became increasingly popular. Travelling emerged as the most common reason for taking a gap year for both males and females. Between 2021 and 2025, the percentage of males choosing to travel rose from 18% to 37, while the figure for females increased much more sharply, from 22% to 67%. A slight decline in travelling is projected for both genders by 2027. In contrast, working showed a steady decrease, particularly among females, dropping from 44% in 2021 to just 13% in 2025, with no change expected in 2027. Volunteering remained relatively stable overall with slight variations of about 6% to 10% among both genders with male participation projected to increase by 2027. Personal development showed moderate growth among males, whereas female figures remained consistently lower.

Bandoma aprašyti tendencijas

In conclusion, travelling and volunteering remained the most varying in percentages reasons for a gap-year, whereas volunteering and personal development showed much slighter changes over the recorded years.

Atliktis 3

The aim of this report is to describe the changes in choosing the purpose of the gap year. The data includes the males and females choices made through 2021 to 2025 and the predictions for 2027. Males and Females are the participants and had the assortment of travelling, volunteering, working and personal development.

The first trend was in 2021, when working was the most common reason for the gap year. However, the choice constantly fell on the females' side, while on the men's the choice slumped as the time past on. The least chosen reasons were volunteering with personal development, and it was stable and maintained the least favorite option all the time except a dip in 2023. Travelling became a new trend from 2023 and soared by doubling the numbers from earlier. The reasons in the future are likely to distribute more equally than earlier in the man's side; however, the majority of females are willing to travel in upcoming year.

Overall, the changes are gradual, except the surge towards travelling and the slump on the working reason.

**Mintys reiškiamos
apibendrintai, netiksliai**

Atliktais 4

**Teksto rišlumas ir
struktūra turi trūkumu**

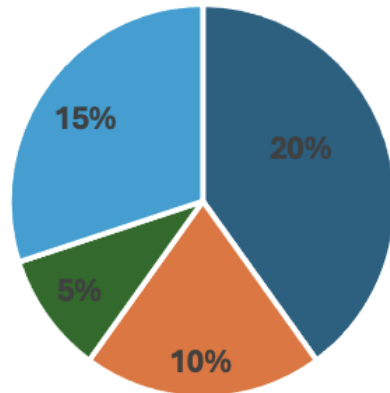
I am writing this report to inform about the reasons and projections for females and males to take a gap year after studying at a secondary school. The least popular reason to take a gap year between females in 2021 was personal development, only 14% of females marked it. While the least popular reason between males for taking a gap year in 2021 was volunteering. Only 14% chose it. In 2021 20% of female population in Newcastle, Australia chose to take a year gap because of volunteering while 14% of male population took it because of the personal development. 22% of females and 18% of males in 2021 took a year gap because they wanted to travel more. In 2021 56% of males took a gap year because of a need to work, the biggest percentage of females - 44% also chose this reason. In 2023 numbers do change. The biggest percentage of females dramatically increase from 22% to 61% for traveling as a reason to take a gap year. 39% of males took a gap year because of that too. The least percentage of votes got the need for personal development. Only 7% of females and 13% of males marked this for a reason. Volunteering and working between the two parties got approximately the same amount of percentage.

In 2025 numbers for some sections do not change. The biggest amount of percentage between females and males for a reason to take a gap year still got travelling while the same amount, the least amount of votes got volunteering and personal development. They both got 16% from men and 10% from women. In 2025 working as a reason to take a gap year was well received too. 13% of females and 31% of males chose it. The speculations for the future do not drastically change. Travelling as reason to take a gap year still is the most picked but by 2% its popularity decreased. Now between females in Newcastle, Australia it has 65% and between males it has 35%. Working is the least liked reason to take a gap year even in the projection for the future. 25% of males and 13% of females is speculated to take this chance. While volunteering and personal development still has the same percentage of males for a choice, the female's population is projected to have more interest in volunteering than in personal development by 2%. In conclusion, the most common choice for people to take a gap year in Newcastle, Australia is either volunteering or personal development.

An international trade union organization is collecting information from different countries about the careers of former professional sportsmen. You have decided to send your report, in which you describe information published in an English-speaking news portal of your country. Describe the data presented in the pie chart given below. In your report, compare the choices of female and male athletes.

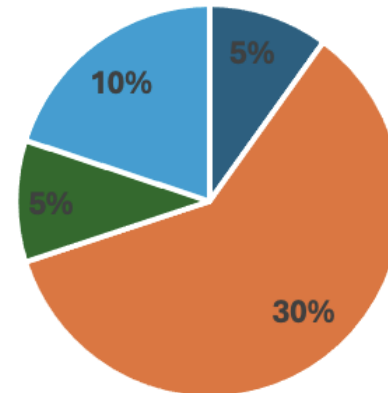
You have to write at least 150 words.

Careers chosen by former female athletes



- Going to a university to get a degree
- Becoming a sports coach
- Starting a sports club
- Choosing an occupation outside the world of sports

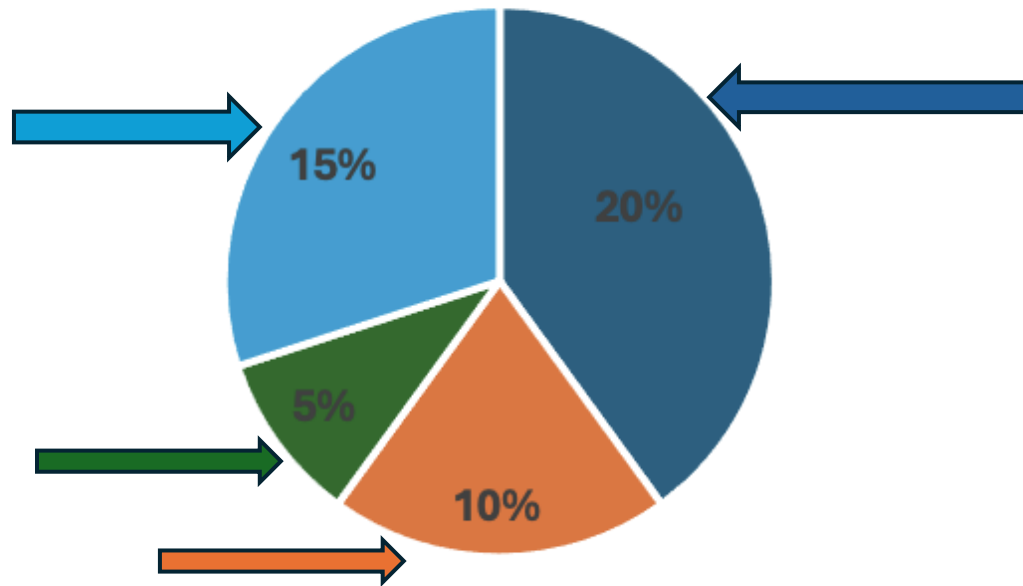
Careers chosen by former male athletes



- Going to a university to get a degree
- Becoming a sports coach
- Starting a sports club
- Choosing an occupation outside the world of sports

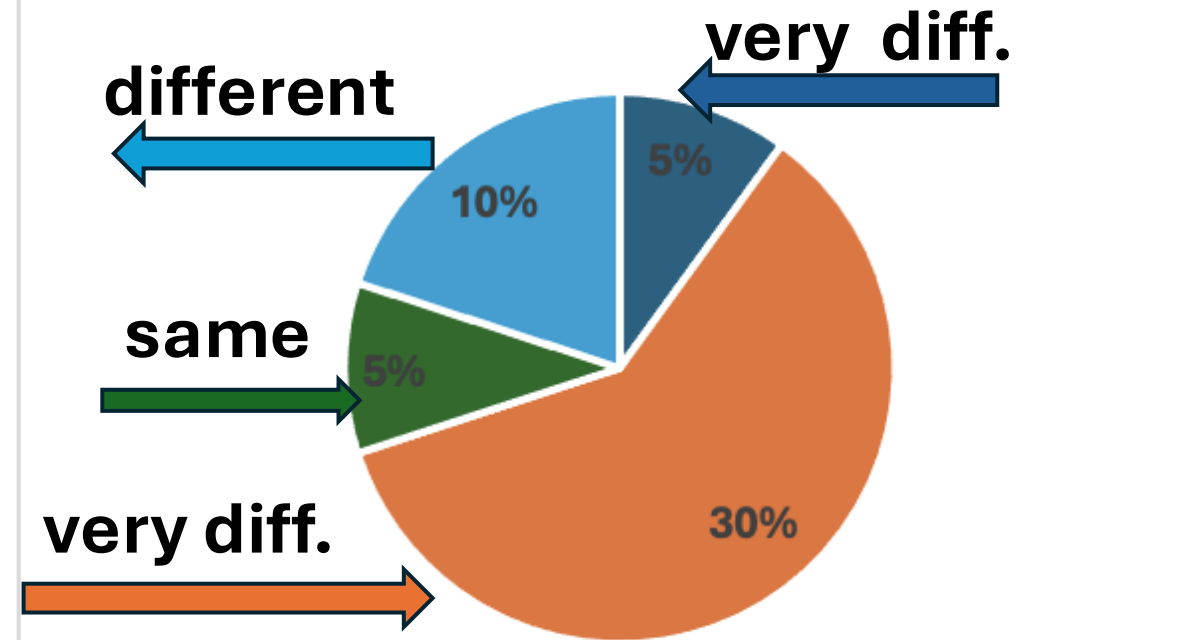
You have to write at least 150 words.

Careers chosen by former female athletes



- Going to a university to get a degree
- Becoming a sports coach
- Starting a sports club
- Choosing an occupation outside the world of sports

Careers chosen by former male athletes



- Going to a university to get a degree
- Becoming a sports coach
- Starting a sports club
- Choosing an occupation outside the world of sports

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

Turinys ir teksto struktūra - aspektai

- | | | |
|---|--|--|
| 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 suskirstytas į paragrafus ir įformintas.- Turinys išdėstytas nuosekliai ir logiškai. Teksto siej | <div>Komunikacinės intencijos</div> <div>Išsamumas / mandagumas</div> <div>Struktūra / įforminimas</div> <div>Koherencija / kohezija</div> |
|---|--|--|

Part 1 (7 points). Semi-formal email

An international conference titled *Creative Futures*, focused on sharing knowledge about innovations across various fields, is taking place in Dublin. The Embassy of Ireland in Lithuania has announced that it will cover all conference-related expenses for the team that presents the most innovative project. Your school has recently completed several projects in the areas of education, health, and robotics. You participated in one of these projects and would now like to apply for the funding for your team to go to the conference.

Write an email to Ms Sinead O'Brien, Cultural Affairs Officer at the Irish Embassy. In your email:

- describe the project you took part in, highlighting what made it innovative;
- summarise the results of your project;
- explain how your team would benefit from attending the conference.

Sign your email as Alex Brown.

You should write at least 150 words. Please count the number of words and write the word count on the Answer Sheet in the space below your email.

III aspektas: Struktūra ir įforminimas

- Turinio išdėstymas
 - Komunikacinės intencijos gali būti pateiktos ne tokiu būdu, kuris nepažeidžia logikos **nebaudžiama**
- Pastraipos
 - Ribos matyti, net ir jei nepaliktos eilutės **nebaudžiama**
 - Nesuskirstyta į pastraipas **0 taškų**
 - Išskirtas kreipinys ir atsisveikinimas, o tekstas 1 pastraipa
 - Kreipinys neišskirtas, bet tekstas suskirstytas į pastraipas **Atimamas 1 taškas**

III aspektas: teksto struktūra ir įforminimas

- Būtinai įforminimai:

- kreipinys, e.g. *Dear Sir / Madam*, Dear Sir or Madam, Dear sponsorship coordinator, Dear coordinator, etc.

NETINKAMI *Dear Sir, Dear Sirs, Dear Mr / Mrs, Dear organization, To whom it may concern, To the sponsorship coordinator, Dear Marie ...* (ar kita išgalvotas adresatas)

Baudžiame
dalimi
taško

- pabaigos frazė

e.g. *I am looking forward to.... / Looking forward to / I look forward to ... / I hope to hear from you... / I hope you will take our situation into consideration ; ir t.t.*

- atsisveikinimo frazė

e.g. *Yours faithfully, Faithfully, Sincerely, Sincerely yours, Kind regards, (With) best wishes, Best regards , etc.*

- Jei nepateikta jokia pabaigos **ir/arba** atsisveikinimo frazė
- Jeigu nenurodytas joks asmenvardis arba nurodytas kitas nei Alex Br...

Baudžiame
dalimi
taško

Laiškas

	- Mintys dažnai reiškiamos netiksliai.
Taškai	Kalbos ištekliai
3	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis tiksliai ir detaliai. Vartojama sudėtingesnė leksika ir gramatinė struktūra. Laisvai perfrazuojama, siekiant išvengti pasikartojimo. - Nuosekliai laikomasi pasirinkto registro (neutralaus arba pusiau oficialaus). - Kalba vartojama taisyklingai: daugiau klaidų daroma vartojant retesnę leksiką ar sudėtingesnes gramatines struktūras. Daroma pavienių rašybos ar skyrybos klaidos pasikartoja.
2	<ul style="list-style-type: none"> - Kalbos ištekliai leidžia reikšti mintis gana tiksliai. Pasitaiko sudėtingesnės raiškos tekstinių 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 pasikartojama, nebandoma perfrazuoti. - Registro nepaisoma. - Daroma daug klaidų, dėl to gali būti sunku suprasti mintį. Dažnos rašybos ar skyrybos klaidos.

Atliktis 1

Dear Ms Sinead O'Brien,

Funding

I am writing to ask for funding for the conference titled Creative Futures.

Description

I took part in my school project about teenagers health. We noticed a problem that teenagers in our city eats very unhealthy. We came up with a way to solve this problem. We created an app which shows different ideas for tasty, nutritious school lunch based on products teenagers have at home. This problem is very important to solve, because teenagers eat very poorly and this affects their learning. As a result of our project, some of our city's teenagers have started to use this app and they are making school lunch every day. The feedback was amazing, teenagers said that the app is easy to use and that after eating a nutritious lunch they have much more energy during the day.

Results

If our team attends the conference we would present our project and become known internationally. Our team would gain experience and we could improve our work. We believe that during the conference trip our team would get closer and maybe we will continue our work in the future. I hope that my request will be considered.

I look forward to your response.

Kind regards,

Alex Brown

Atliktis 2 Dear Ms O'Brien,

Funding

I'm writing you to discuss the application of our team regarding "Creative Futures" conference. We have finished polishing all the details of our project, thus would like to claim the coverage of the conference-related expenses.

Description

Over the past 6 months I took part in a robotics project, which purpose was to allow students to stay hydrated throughout the day. As we all know, water is not only essential to our bodies, but to the mind as well. We have created a robot, whose dimensions are roughly 100x30cm, which is not that big, but will not pass unnoticed. It had to collect water bottles from the students before the start of the class, and bring them refilled during or after the class. We had to program the robots software to track the number of bottles and to upload the whole schools layout for it to not get lost along the way.

The majority of students agree that although they bring water bottles everyday, they often forget to refill them or are simply occupied by other activities. At first the robot had some struggles, but after some updates everybody gladly gave up their bottles to be refilled. Some even brought a few bottles as they thought the robot was very effective and interesting to follow. No other school has yet to implement a technology that encourages hydration as effectively during the day. We would like to share this innovation with other schools and partaking in a conference may not only bring new ideas on how to improve our project, but also to share it with students from around the world. As our primary occupation is attending school, additional funds could greatly alleviate the expenses for this project.

Results

Innovation

Benefit for the team

Hope this letter finds you well and i will be looking forward to hearing from you as soon as possible.

Kind regards,

Alex Brown

Atliktis 3

Dear Ms Sinead O'brien,

I am writing to request an application to the international conference "Creative Futures". I have participated in one of my school projects in the education area.

Funding?

Description

We created an app for interactive learning, so students could have fun while studying a subject. It has multiple games which include the studying material that the students can upload. It summarizes it to the most important details, creates a game, for example, a puzzle where everytime the student wants to get a new puzzle piece, they have to answer a question from the subject they are learning. This app has made studying more productive for many students. We got great reviews from various schools, who noted that their students grades have improved drastically. Many prefer interactive learning, because it does not bore them and helps them remember the information for a longer period of time.

Results

I believe, that our team could benefit even more students all around the world by introducing this app to them. If we could promote it in Dublin, it's advantages would spread faster and more globally. Also, in the conference we would learn about other similar apps and experts could tell us how we could improve ours, plus we would get feedback, which is also very important to us. It would be a great opportunity to represent our school in such an international event and show what our students can achieve.

Benefit for the team

Best regards,

Alex Brown

You recently read a series of articles in the magazine *Local Interests* about the increasing influence that local communities may have on the development of construction projects in their areas. The articles covered several protests against the construction of new factories that might worsen the lives of local people. You have decided to write a letter to the editor. In your letter, you have to:

- express your interest in the topic,
- suggest two ways in which national authorities should communicate with local communities to ensure a smooth development of new projects.

Sign your email as Alex Brown.

Write at least 150 words.

Schedule for the coming seminars (group 1)

- ✓ Individual work on RM (March – April)
 - article
 - data description
 - semi-formal letter
- ✓ Seminar on 23 April (revision of individual work and assessment alignment)



Bendrai finansuoja
Europos Sąjunga

SIMA
socialinės informacijos ir mokymų agentūra

UŽSIENIO (ANGLŲ) KALBOS VALSTYBINIO BRANDOS EGZAMINO VERTINTOJŲ MOKYMAI

2026 m. kovo-balandžio mėn.

**Užsienio (anglų) kalbos VBE (II dalies raštu) kalbos
valstybinio brandos egzamino vertintojų mokymų
programa (III dalis)**
B2+ kalbos mokėjimo lygis

NŠA mokymų programa (III d.)

1 blokas: Interaktyvi teorinė paskaita (2 akad. val.)

Data: šiandien

lektorė: Rita Juknevičienė

Seminarai (2 akad. val. + 4 akad. val.)

Data: kovo 16-19 d. ir kovo 20-23 d.

lektorės: Jolanta Antanavičienė, Ilona Deikienė, Jurga Kasteckienė,
Romualda Stankevičienė, Ramutė Žemaitienė

2 blokas: savarankiškas darbas (4 akad. val.)

kovo-balandžio mėn.

3 blokas: savarankiško darbo aptarimas (4 akad. val.)

balandžio 20-23 d.

lektorės: Jolanta Antanavičienė, Ilona Deikienė, Jurga Kasteckienė,
Romualda Stankevičienė, Ramutė Žemaitienė

Apie ką ši paskaita

Koherencija ir kohezija

- Ką rodo moksliniai tyrimai
- Kaip ši kompetencija matoma mokinių raiškoje (rašiniuose)

Atlikčių analizė

- Leksinė ir gramatinė kohezija
- Koherencija

Tekstų analizės įrankiai mokytojams ir mokiniams

- Jeigu liks laiko
- Vocabulary Profiles
- General Scale of English

Kuo B2+ kalbos mokėjimo lygis
skiriasi nuo gretutinių lygių?

B2+ aptartys rašytinei raiškai ir kalbinei kompetencijai (Council of Europe 2020)

Sustained monologue:
giving information

Can communicate complex information and advice on the full range of matters related to their occupational role.

Sustained monologue:
putting a case

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

Creative writing

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.

Vocabulary range

Can understand and use the main technical terminology of their field, when discussing their area of specialisation with other specialists.

Thematic development

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

Coherence and
cohesion

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

Selected B2+ descriptors for production and linguistic competences (Council of Europe 2020)

Sustained monologue:
giving information

Can communicate complex information and advice on the full range of matters related to their occupational role.

Sustained monologue:
putting a case

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

Creative writing

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.

Vocabulary range

Can understand and use the main technical terminology of their field, when discussing their area of specialisation with other specialists.

Thematic development

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

Coherence and
cohesion

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

B2+ lygio esminiai bruožai (angl. *salient features*)

(Council of Europe 2020: 174; BEKM 2008: :59)

Šiame lygyje svarbiausia yra argumentavimas, veiksmingas socialinis diskursas ir kalbos įsisamoninimas – pastarasis kaip B2 tęsinys. Tačiau **argumentavimo ir socialinio diskurso pabrėžimas aiškintinas kaip naujas požiūris į diskursinius gebėjimus**. Aukštesnė diskurso kompetencija išryškėja apibūdinant pokalbio organizavimą (...) Nauja yra ir tai, kad susiję su rišlumu (koherencija ir kohezija): ***kad sujungtų sakinius į aiškų rišlų diskursą, ribotai vartoja jungiklius; kad veiksmingai susietų mintis, vartoja nemažai jungiamųjų žodelių; nuosekliai plėtoja argumentaciją tinkamai pabrėždamas tai, kas svarbu, ir pasitelkdamas tinkamus įrodymus.*** (...)

B2+ lygio esminiai bruožai (angl. *salient features*)

(Council of Europe 2020: 174; BEKM 2008: :59)

At the next band – representing a “strong Vantage” (B2+) performance – the focus on argument, effective social discourse and on language awareness that appears at B2 (“Vantage”) continues. However, the focus on argument and social discourse can also be interpreted as **a new focus on discourse skills**. This new degree of discourse competence shows itself in conversational management (co-operating strategies): *“give feedback on and follow up statements and inferences by others and so help the development of discussion”*; *“relate own contribution skilfully to those of others”*. It is also apparent in relation to coherence/cohesion: **“use a limited number of cohesive devices to link sentences together smoothly into clear, connected discourse”**; *“use a variety of linking expressions efficiently to mark clearly the relationships between ideas”*; **“develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail”**.

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 – pasitaissomos 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.

Kohezija ir koherencija

BEKM: nuoseklumas, temos plėtotė, ryškinimas

Jeigu paprastų jungtukų B2+ mokinys vartotoja mažiau, kokiomis priemonėmis jis kuria teksto rišlumą ir nuosekliai plėtoja argumentavimą?

Sąvokos

Angl. **coherence** – minčių / turinio rišlumas

Angl. **cohesion** – raiškos priemonių rišlumas

Lietuviškame vertime vartojami terminai *rišlumas (koherencija ir kohezija)*

Sąvokos

Koherencija atsiranda tuomet, kai mintys tarpusavyje logiškai susijusios:

1: nesusijusios mintys

(...) There are many ways to improve critical thinking. Literature is interesting and we read a lot at school. Another way is to read other books. (...)

2: susijusios mintys

(...) There are many ways to improve critical thinking. Debating is perhaps one of the opportunities to become a critically minded person. (...)

Sąvokos

Kohezija sukurama vartojant kalbines raiškos priemones, kurios sieja mintis, parodo, kaip jos susijusios, sukuria kalbinį rišlumą.

1: mažiau vykusi rišlumo raiška

*(...) There are many ways to improve critical thinking. Literature is interesting and we read a lot at school. **Another way** is to read other books. (...)*

2: ryškesnė rišlumo raiška

*(...) There are **many ways** to improve critical thinking. Debating is perhaps **one of the opportunities** to become a critically minded person. (...)*

KOHEZIJOS RAIŠKA

RAŠINIAI

Cohesion refers to linguistic connectedness

Halliday & Hasan (1974) *Cohesion in English*

- Lexical cohesion:
 - reiteration of words and synonyms; collocations
- Grammatical cohesion:
 - ellipsis, deixis, connectives, substitution, reference

Research findings on cohesion

1. Crossley et al. (2016, 2019):

- local cohesion indices: e.g. connectives, lexical and synonym overlaps across sentences
- global cohesion indices: e.g. cohesion across paragraphs
- text cohesion indices: e.g. repetition of tense, aspect

2. Zhang & Zhang (2023):

- A longitudinal study of cohesion
- Local cohesion (across sentences) is more typical of beginning learners
- Global cohesion (across paragraphs) describes intermediate learners

Leksinė kohezija

**Teminių žodžių ir
sinonimų
kartojimas tekste**

TOPIC:

Reading fiction
improves young
people's critical
thinking skills.

*As already mentioned, reading **fictional literature** is beneficial to one's **imagination, creativity**. Such **literature** may provide **wisdom**, enhance some important **values**, teach about taking different **approaches** on everyday's **challenges**, and that alone could be considered as having positive effect on young mind's **ability to work critically**: thinking "outside the box", taking alternative **standpoints** and generally being more cautious about the surrounding environment are just a few things contributing towards **development of the skill**.*

Leksinė kohezija

Teminių žodžių ir
sinonimų
kartojimas tekste

TOPIC:
Reading fiction
improves young
people's critical
thinking skills.

*Every work of fiction is a source of **profound knowledge**. The brain of teenagers are more open to **new information**. While developing, it is easier for them to remember what they have learnt. This ultimately leads to think about **every aspect of a certain topic**. To not only use feeling and intuition but **experience, knowledge and logic**. Having these skills, one may find their academic life easier. It becomes less challenging to digest the material you are being taught.*

Leksinė kohezija

Kolokacijos

TOPIC:
Reading fiction
improves young
people's critical
thinking skills.

As already mentioned, reading fictional literature is beneficial to one's imagination, creativity. Such literature may provide wisdom, enhance some important values, teach about taking different approaches on everyday's challenges, and that alone could be considered as having positive effect on young mind's ability to work critically: thinking "outside the box", taking alternative standpoints and generally being more cautious about the surrounding environment are just a few things contributing towards development of the skill.

Leksinė kohezija

Kolokacijos

TOPIC:
**Reading fiction
improves young
people's critical
thinking skills.**

*In essence, **reading** is extremely important for young people. Not only it **provides** them with a great amount of information, it also **improves** critical thinking skills. Books should become a part of every teenager. However, they shouldn't be forced to read as it can only **hinder** their perspective towards the benefits of reading. To be open to the unknown is the most important aspect of a teenager.*

VBE rašinių analizė

Tikslas:

Teminės leksikos kartojimas kaip kohezijos raiškos priemonė

Tyrimo klausimai:

- 1: Kiek yra teminės leksikos rašiniuose ir monologuose?
- 2: Ar retesnės leksikos vartojimas koreliuoja su vertinimu?

Mokinių atlikčių analizė pagal vartojamų žodžių dažnumą

Atliktys:

- 36 rašiniai
- 20 monologų
- Temos: *role of reading fiction, classical literature, etc. for the development of critical thinking, personal growth*

Vocabulary Profiles

(Heatley et al. 2002, Cobb 2002)

Books have been in everyone's lives since the invention of writing itself. Every human being has inevitably read something. It may be a textbook for school, an historical novel, some philosophical poetry or a fairy-tale their mother used to read before sleep. Every possible genre can teach a person something useful in the real world, whether it may be a fantasy novel about love or an interpretation of misery, reading provides one with the ability to think more clearly, it especially improves critical thinking skills in young brains and in this article I would like to talk how it benefits children. (...)

Sample output of VocabProfiler

	%
K1 words	84.98
K2 words	7.69
K3 words	2.56
K4 words	4.76

<https://www.lex tutor.ca/vp/eng/>

Vocabulary Profiles

(Heatley et al. 2002, Cobb 2002)

1k types: [families 109 : types 132 : tokens 272] a [12] ability [1] about [3] also [1] always [1] amount [1] an [2] and [4] are [3] article [1] as [3] at [1] be [4] become [1] becomes [2] been [1] before [1] begin [1] begins [1] being [2] better [1] book [1] books [2] but [1] can [2] certain [1] children [1] clearly [1] decisions [1] demand [1] developing [1] different [2] easier [2] every [5] everyone [1] exercise [1] experience [1] feeling [1] find [1] for [5] forced [1] from [1] great [1] has [1] have [2] having [1] historical [1] how [1] however [1] human [1] i [1] ideas [1] important [2] in [5] is [7] it [9] itself [1] knowledge [2] leads [1] learnt [1] less [1] life [1] like [1] lives [1] love [1] material [1] may [3] more [4] most [1] mother [1] new [1] not [3] of [12] one [2] only [3] open [2] or [3] part [1] people [2] person [1] possible [1] proof [1] provides [2] question [1] rather [1] reach [1] read [3] reading [4] real [1] remember [1] school [1] should [2] since [1] sleep [1] some [1] something [2] start [1] such [1] talk [1] taught [1] teach [1] teachers [1] than [1] the [14] their [5] them [2] these [1] they [5] think [2] thinking [3] this [4] to [15] towards [1] trust [1] truth [1] try [1] understand [1] unknown [1] use [1] used [1] useful [1] what [2] whether [1] while [1] with [2] word [1] work [1] world [1] would [1] writing [1] you [3] young [3]

2k types: [13:14:22] brain [2] brains [1] critical [3] especially [1] essence [1] explore [1] extremely [1] hinder [1] improves [3] information [2] invention [1] parents [1] poetry [1] skills [3]

AWL types: [16:17:19] academic [1] analyse [1] aspect [2] authorities [1] benefits [2] challenging [1] constant [1] inevitably [1] interpretation [1] logic [1] perspective [1] philosophical [1] source [1] text [1] texts [1] topic [1] ultimately [1]

OFF types: [?:18:21] comprehending [1] comprehension [1] digest [1] fairy [1] fantasy [1] fiction [1] genre [1] genres [1] intuition [1] misery [1] novel [2] profound [1] surroundings [1] tale [1] teenager [3] teenagers [1] textbook [1] vital [1]

Sample output of VocabProfiler

	%
K1 words	84.98
K2 words	7.69
K3 words	2.56
K4 words	4.76

<https://www.lex tutor.ca/vp/eng/>

Vocabulary Profiles

(Heatley et al. 2002, Cobb 2002)

Examples of words from different frequency bands:

K1: *the, be, have, do, say, go, get, make, people, time*

K2: *compare, discuss, guess, improve, information, probably, reflect*

K3: *approach, beneficial, circumstances, classic, dramas, impact, involve, relevance, topic*

K4: *critique, engage, intrigued, leisure, masterpiece, medieval, novels, outdated, romance*

Sample output of
VocabProfiler

	%
K1 words	84.98
K2 words	7.69
K3 words	2.56
K4 words	4.76

<https://www.lex tutor.ca/vp/eng/>

Ką parodė rašinių ir monologų tyrimas pagal žodžių dažnį?

- Stiprūs ir silpni rašiniai statistiškai reikšmingai skiriasi pagal retesnių žodžių vartojimą.
- Stiprūs ir silpni monologai šiuo požiūriu nesiskiria.

	Frequency bands	Welch's <i>t</i>	<i>p</i> values
Essays	K1 words	-3.7057	0.9996
	K2 words	-0.85212	0.7996
	K3 words	3.6403	0.0005083***
	K4 words	2.6984	0.005487**
Monologues	K1 words	0.59518	0.2797
	K2 words	-0.64932	0.7378
	K3 words	-0.75085	0.7685
	K4 words	0.1211	0.4525

Apibendriname: leksinė kohezija

Teminė leksika rašiniuose:

- Sukuria rišlumą
- Susieja mintis
- Rodo mokinio kalbinius išteklius
- Leidžia geriau atskleisti temą

Cohesion refers to linguistic connectedness

Halliday & Hasan (1974) *Cohesion in English*

- Lexical cohesion:
 - reiteration of words and synonyms; collocations
- **Grammatical cohesion:**
 - ellipsis, deixis, connectives, substitution, reference

Gramatinė kohezija

Elipsė

(one part of the structure is unsaid but recoverable from the context)

TOPIC:

Reading fiction improves young people's critical thinking skills.

Palyginkime:

*Reading books like poetry can help you grow your artistic soul **or not**. Maybe even become a great artist whose paintings or poetry pieces will be worth millions.*

*Reading books like poetry can help you grow your artistic soul **or it does not help you to grow artistically**. Maybe even become a great artist whose paintings or poetry pieces will be worth millions.*

Gramatinė kohezija

Substitution

(replaces repetition by keeping only the grammatical structure of the omitted element)

TOPIC:

Reading fiction improves young people's critical thinking skills.

Palyginkime:

*Reading books like poetry can help you grow your artistic soul **or it does not.** Maybe even become a great artist whose paintings or poetry pieces will be worth millions.*

*Reading books like poetry can help you grow your artistic soul **or it does not help you to grow artistically.** Maybe even become a great artist whose paintings or poetry pieces will be worth millions.*

Gramatinė kohezija

Deiksė

(using words or phrases—such as "I," "here," "now," or "that"—whose meaning requires contextual information to be understood)

TOPIC:

Reading fiction improves young people's critical thinking skills.

Palyginkime:

In essence, reading is extremely important for young people. Not only it provides them with a great amount of information, it also improves critical thinking skills. Books should become a part of every teenager. However, they shouldn't be forced to read as it can only hinder their perspective towards the benefits of reading. To be open to the unknown is the most important aspect of a teenager.

Gramatinė kohezija

Demonstrative reference

(linking elements of the text by pointing to them:
this / these / that / those)

TOPIC:

Reading fiction improves young people's critical thinking skills.

Palyginkime:

*First of all, reading helps you understand the world better. Studies have shown, that people who take interest in reading, often have an easier time understanding difficult concepts, than **those** who do not. Reading novels or poetry, can help understand human emotions or actions and why they happen. **This** especially helps upon encountering uncomfortable arguments with another person (...)*

Gramatinė kohezija

Conjunctions

(logical relations by exemplification, addition, sequencing, etc.
however / in other words / also / to sum up / firstly)

TOPIC:

Reading fiction improves young people's critical thinking skills.

Second of all, reading helps you answer difficult questions. In life, a person will encounter situations, **which** require a difficult choice to make. **While** others try to think logically to solve the problem, others will use philosophy to really grasp the given situation. This gives people versatility in problem solving and can be used as a tool for other situations, such as math problems, writing literature. As the famous philosopher William Shakespeare said: "To be or not to be, that is the question." The quote dictates a choice that a person must often make, **for example**, to make the bed or not to.

Apibendriname: gramatinė kohezija

„Nepastebimos“ rišlumo priemonės rašiniuose:

- Eliptiniai sakiniai verčia mintimis grįžti į ankstesnį sakinį.
- Deiksė (*it, he, she, they*) susieja konkrečiai įvardytus asmenis ar objektus su tolesniu tekstu.
- Parodomieji įvardžiai (*this, that*) susieja aptariamus dalykus.
- Jungtukai yra elementariausia rišlumo raiškos priemonė.

Coherence refers to logical connection of ideas

First of all, reading helps you understand the world better. Studies have shown, that people who take interest in reading, often have a easier time understanding difficult concepts, than those who do not. Reading novels or poetry, can help understand human emotions or actions and why they happen. This especially helps upon encountering uncomfortable arguments with another person, as a wise person would not try to escalate a heated argument and rather settle it down.

Kohezija ir koherencija užduočių vertinimo kriterijuose

- Turinys: atsakymas į temą, komunikacinių intencijų realizavimas
- Struktūra: pastraipos, minčių siejimas ir junglumas
- Kalbos ištekliai: leksinės ir gramatinės raiškos turtingumas ir vartojimo taisyklingumas
- Koherencijos ir kohezijos raiška patenka į skirtingus kriterijus:
 - Minčių sąsajos → turinio aspektas
 - Jungiamieji žodžiai → struktūros aspektas
 - Teminė leksika → kalbos išteklių aspektas
- Svarbu suprasti, kad sėkminga / turtinga / efektyvi koherencijos ir kohezijos raiška rodo aukštesnio lygio kalbinę kompetenciją.

Rašinių aptarimas

Užduotis: atkreipti dėmesį į kohezijos raišką ir minčių koherenciją

Rašinio užduotis

An international magazine, *The Next Chapter*, is collecting student essays from around the world for a special edition on young people and reading books. Write an essay for submission to this magazine, addressing the following topic:

Reading books* improves young people's critical thinking skills.

To what extent do you agree or disagree with this statement?

*refers to **fiction only** – such as novels, short stories, or poetry, in any format (print or digital).

In your essay, provide at least two arguments to support your view.

Turiny's: raktinēs sąvokos

✓ BOOKS = FICTION

✓ YOUNG PEOPLE

✓ *CRITICAL THINKING SKILLS*

Critical thinking is the intellectually disciplined process of actively analyzing, synthesizing, and evaluating information to guide belief and action. It involves questioning assumptions, evaluating evidence, and forming reasoned judgments rather than accepting information at face value. Key components include clarity, accuracy, objectivity, and recognizing bias.

Teksto struktūra

I variantas

Introduction: general statement(s) + thesis statement

Body paragraph 1: (positive/negative) impact

Body paragraph 2: (positive/negative) impact

(Optional body paragraph 3: (negative/positive) impact)

Conclusion: restatement of thesis statement and final statement.

II variantas

Introduction: general statement(s) + thesis statement

Body paragraph 1: (positive/negative) impact 1 and (positive/negative) impact 2

Body paragraph 2: (negative/positive) impact

Conclusion: restatement of thesis statement and final statement.

Kalbiniai ištekliai

- Teminės leksika
- Teminių žodžių perfrazavimai, pakartojimai, sinonimai
- Įvairovė
- Tinkamai parinktas sinonimas
- Kolokacijos

Rašinių aptarimas

Books have been a big part of people's lives since books have become freely accessible. They have been used for a lot of things ranging from education to recreation. Most people view educational books as beneficial for education but some might think that fictional books are not useful and are a waste of time. In my opinion, reading books of fiction is as useful as reading any other books; I believe it greatens the minds of young people and it also improves critical thinking. This essay will explore how reading books is beneficial to young people's minds.

Firstly, a lot of books feature situations that can happen in real life, so if a problem occurs it could be useful to remember what happened in the book. Of course each book is different and not everything could be used from them but picking up some real life knowledge from books is greatly beneficial. For example, if a book includes a survival scenario remembering how the characters survived could even save your life one day. So it can be said that knowledge from books can help young people come up with a solution if a similar problem is a books they read comes up in real life.

Secondly, reading more complex books can also improve young people's attention to detail. This can also be a benefit to every day life and it also improves critical thinking. For instance, when you have read a lot you can notice something hidden even if it's not there. Noticing details can also help with interacting with people it helps you read their emotions and body language. Books are a good way to improve your attention to detail, which also helps with critical thinking.

In conclusion, books are mostly a positive tool for learning and improving critical thinking skills even though there are people that would disagree. Reading books can help a young person to deal with real life situations which require more thought put into them. Also reading books greatly improves attention to detail, which can help find a solution to a hard problem.

Never have people liked watching movies on "Netflix" over reading real books so much over the past decades. This particular phenomenon is caused by a reduced people's attention span and lower initial movie costs. I firmly believe that reading can greatly benefit ones critical thinking skills.

First and foremost, it can improve person's imagination. For instance, most of teenagers have issues with essay writing, complex math problems or with creative tasks like cardboard. Honestly, it is hard to believe that this matter can be caused by poor imagination. However, if a person reads lots of poetry or fancy novels he will need to figure out how the main characters look like, what is special about the environment or what time is it. He needs all this knowledge to understand the plot and because there is no visuals in the books you need to use your imagination. As a result, to understand even the most complex math problems one will need to use their creativity.

Last but not least, this habit might also assist your mental health which is really important for individual brain performance. To justify, if a person sits still while reading for long periods, his dopamine levels will remain steady. Because he choose to do one boring activity instead of using social media. Consequently, if you let your brain to rest from dopamine spikes you will have more sharp mind and less brain fog.

In conclusion, reading fiction books might help people to enhance their imagination and also preserve their mental health which is important for critical thinking. I strongly believe that the schools, the government have to encourage this habit especially for young people.

By reading books young people's critical thinking skills are improved by a mile. Reading books for young people is improving critical thinking skills by faster understanding of new information and understanding hard texts, book and reading could be a type of therapy.

Firstly, faster understanding new information faster than others, helps in life and for schools work. Book such as novels or poetry have hard texts, for a first time reader these type of texts are hard. Many years passes until these books could be easily understood, but on young people that reads a lot help in life finding new information more easy to understand and addapte to todays world. Being able to understand new information faster and more easily than other young people help to study witch helps to have way better grades setting up good for the hole life.

Secondly, by reading a lot of book that are interesting and dont make people sleepy could be a form of therapy. In todays world way to many young people, students got big levels of stress, because of school, homework, exams, and personal things. Just by grabing a book and reading a few pages the levels of stress drops a lot. This type of therapy is great for those who aren't as active or dont do any sports. Big readers read just to realife stress levels, and it helps a lot, without stress critical thinking improves and overall people start to feel better about them-selves.

In conclusion, reading books improves young people's critical thinking, informasion understanding skills and a great way to use it as therapy. strongly agree that reading is a key for a good life.



Tekstų analizės įrankiai

VocabProfiler|
GSE Toolkit



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