

2024 M. ANGLŲ KALBOS KONKURSAS (9–10 KL.)

ENGLISH LANGUAGE CONTEST 2024 (FORMS 9-10)

- Konkurso užduočių struktūra (1 lapas)
- Pasirengimas (1 lapas)
- Rekomenduojamų video interviu nuorodos (1 lapas)
- Užduotis raštu (5 lapai)
- Tinklaraščio įrašo vertinimo lentelė (1 lapas)
- Užduotys žodžiu
 - Monologas / Pasisakymas (10 lapų)
 - Monologas / Pasisakymas (4 lapai su ukrainietiškomis patarlėmis)
 - Monologo / Pasisakymo vertinimo lentelė (1 lapas)
 - Dialogas / Diskusija (10 lapų)
 - Dialogo / Diskusijos vertinimo lentelė (1 lapas)

KONKURSO UŽDUOČIŲ STRUKTŪRA

UŽDUOTIES TIPAS	UŽDUOTYS	TAŠKAI	LAIKAS
RAŠTU	<p>Tinklaraščio įrašas.</p> <p>Minimalus žodžių skaičius – 250.</p> <p>Maksimalus žodžių skaičius – 300.</p> <p>Rašymo užduotis atliekama pažiūrėjus trumpą video interviu (iki 15 min).</p> <p>Video interviu žiūrimas du kartus.</p>	20	<p>Video interviu peržiūrai (2 kartus) skiriama iki 30 min.</p> <p>Rašymui skiriama 60 min.</p> <p>Iš viso apie 90 min.</p>
ŽODŽIU	<p>Monologas:</p> <p>Pasisakymas aptariant patarlę.</p>	10	<p>Pasirengimui skiriama 2 min.</p> <p>Pasisakymui skiriama 3 min.</p> <p>Iš viso mokiniui iki 5 min.</p>
	<p>Dialogas:</p> <p>Diskusija aptariant perskaitytą naujienų tekstą.</p>	10	<p>Pasirengimui skiriama 3 min.</p> <p>Diskusijai skiriama 5 min.</p> <p>Iš viso 8 min mokinių porai.</p>
IŠ VISO		40	

KOMANDINES UŽDUOTIS rajono (miesto) komisija organizuoja savo nuožiūra (žr. Konkurso programą).

Šios užduotys vertinamos neformaliai.

PASIRENGIMAS			
UŽDUOTYS	LAPAI	PASIRENGIMAS	
RAŠTU	Viršeliai kodavimui.	2 lapai	<ul style="list-style-type: none"> - Parengti kopijas kiekvienam mokiniui. - Surašyti kodus prieš išdalijant užduotis dalyviams. - Surinkti pirmuosius viršelius su dalyvių pavardėmis.
	<p>Tinklaraščio įrašas. Rašymo užduotis atliekama pažiūrėjus trumpą video interviu.</p> <p>Video interviu žiūrimas du kartus.</p>	<p>1 lapas – užduotis ir vieta užrašams.</p> <p>1 lapas – juodraštis.</p> <p>1 lapas – švarraštis.</p> <p>1 lapas – vertinimo lentelė.</p>	<ul style="list-style-type: none"> - Pasirinkti video interviu iš rekomenduojamų. - Siekiant išvengti interneto trikdžių olimpiados dieną, patartina video interviu išsaugoti laikmenoje. - Parengti užduoties kopijas dalyviams. - Parengti vertinimo lentelės kopijas – tiek kopijų, kiek mokinių. Vertintojai apveda balų skaičių pagal kiekvieną kriterijų, o bendrą balą įrašo apačioje. Pasibaigus konkursui, vertinimo lenteles galima atiduoti mokiniams.
ŽODŽIU	Monologas :	<p>10 užduočių* lapų su skirtingomis patarlėmis.</p> <p>1 lapas – vertinimo lentelė.</p>	<ul style="list-style-type: none"> - Pasirinkti norimas patarles. - Parengti užduočių kopijas dalyviams ir vertintojams. - Parengti vertinimo lentelės kopijas – tiek kopijų, kiek mokinių. Vertintojai apveda balų skaičių pagal kiekvieną kriterijų, o bendrą balą įrašo apačioje. Po konkurso vertinimo lenteles galima atiduoti mokiniams.
	Dialogas: Diskusija pagal perskaitytą naujienų tekstą.	<p>5 užduočių komplektai (Mokiniui A ir Mokiniui B).</p> <p>1 lapas – vertinimo lentelė.</p>	<ul style="list-style-type: none"> - Parengti užduočių komplektų kopijas dalyviams ir vertintojams. - Parengti vertinimo lentelės kopijas – tiek kopijų, kiek mokinių. Vertintojai apveda balų skaičių pagal kiekvieną kriterijų, o bendrą balą įrašo apačioje. Pasibaigus konkursui, vertinimo lenteles galima atiduoti mokiniams.

*papildomos 4 užduotys su ukrainietiškomis patarlėmis.

REKOMENDUOJAMI VIDEO INTERVIU

Atsidarykite šią nuorodą:

New book aims to help teens and parents process and embrace adolescent emotions

5:42 <https://www.youtube.com/watch?v=fSrVbHLOIkM>

Atsidarykite šią nuorodą:

Harvard psychiatrist says this is the secret to happiness

6:37 <https://www.youtube.com/watch?v=hUI--G-vlsI>

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Šis viršelis skirtas kodavimui.

Dalyvio kodą įrašo komisija prieš išdalindama užduotis dalyviams.

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

Dalyvio kodas (pildo komisija)	
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Dalyvio vardas, pavardė (pildo dalyvis)	
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Dalyvio mokykla (pildo dalyvis)	
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ENGLISH LANGUAGE CONTEST 2024 (FORMS 9-10)

Šis viršelis skirtas rašymo užduoties vertinimo fiksavimui.

Dalyvio kodą įrašo komisija prieš išdalindama užduotis dalyviams.

Dalyvis grąžina šį viršelį komisijai kartu su atliktomis užduotimis.

Dalyvio kodas (pildo komisija)	
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UŽDUOTIS RAŠTU	MAKSIMALUS TAŠKŲ SKAIČIUS	SURINKTA TAŠKŲ (1 vertintojas)	SURINKTA TAŠKŲ (2 vertintojas)
Tinklaraščio įrašas	20		

1 VERTINTOJAS _____ (parašas)

2 VERTINTOJAS _____ (parašas)

KOMISIJOS PIRMININKAS _____ (parašas)

BLOG POST

You are going to write a blog post.

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

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

After viewing the video interview, you will have 60 minutes to write your blog post.

In your blog post, you must:

- give a summary of the interview (guest(s); host(s); brief content);*
- reflect on what you have seen / heard (your thoughts / emotions / knowledge / experience in relation to the video);*
- comment on the atmosphere of the show and the communication between the host(s) and the guest(s).*

Write at least 250 words, but no more than 300 words.

Use neutral register.

Give a title to your blog post.

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

USE THIS SPACE FOR YOUR NOTES WHILE WATCHING THE INTERVIEW

USE THIS SHEET TO WRITE YOUR DRAFT

USE THIS SHEET TO WRITE YOUR FINAL VERSION.

YOU MUST WRITE AT LEAST 250 WORDS.

TITLE:

_____ **words**

BLOG POST ASSESSMENT SCALE	
SCORE	DESCRIPTORS
Content	
4	Response to all bullet points of the task. Thorough and extensive coverage of major content points.
3	Response to the bullet points of the task is sufficient. Adequate coverage of major content points.
2	
1	No response to 1-2 bullet points of the task. Too few content points covered. Some irrelevant material.
Organisation (coherence and cohesion)	
4	Effective organisation; excellent coherence and cohesion; proper layout.
3	Adequate organisation; good coherence and cohesion; problems with layout.
2	
1	Lack of organisation; some coherence and cohesion; problems with layout.
Language resources / Range of vocabulary and structures	
5	Wide range of vocabulary and structures.
4	Good range of vocabulary and structures.
3	
2	Adequate range of vocabulary and structures.
1	Limited range of vocabulary and structures.
Accuracy (vocabulary, grammar, spelling, punctuation)	
4	No errors / minimal errors.
3	A few errors in complex structures.
2	
1	Frequent errors, both in complex and simple structures.
Appropriacy of register (neutral)	
3	Consistent use of neutral register.
2	Inconsistent use of neutral register.
1	
Total score (out of 20)	

NOTES

- **Length** – between 250 – 300 words. If the text is shorter or longer, the final score is adjusted as agreed by the evaluation committee.
- **Spelling** – British and American varieties are acceptable.
- **Contractions** are acceptable.

INDIVIDUAL TALK – 1

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Aklas matančio nevedžioja, katė už šunį neluoja.

INDIVIDUAL TALK – 2

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Kiaušinis vištą moko.

INDIVIDUAL TALK – 3

You have just read a proverb. Your task is:

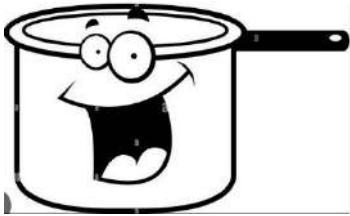
(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Juokiasi puodas, kad katilas juodas.

INDIVIDUAL TALK – 4

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Iš didelio debesio maža lietaus.

INDIVIDUAL TALK – 5

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Ant gero žmogaus ir šuo neloja.

INDIVIDUAL TALK – 6

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Vieni sēja, kiti pjauna.

INDIVIDUAL TALK – 7

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Nèra namı be dūmı.

INDIVIDUAL TALK – 8

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Išmokyk akmenį plaukti, kad skęsta.

INDIVIDUAL TALK – 9

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Vasaros prakaitas žiemą šildo.

INDIVIDUAL TALK – 10

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Devynis kartus pamatuok, o dešimtą – kirpk.

INDIVIDUAL TALK – 11

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Або пан, або пропав.

INDIVIDUAL TALK – 12

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Лізти поперед батька в пекло.

INDIVIDUAL TALK – 13

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Язык до Києва доведе.

INDIVIDUAL TALK – 14

You have just read a proverb. Your task is:

(1) to interpret the meaning of the proverb;

(2) to give your opinion on the idea(s) expressed in the proverb (agree / disagree);

(3) to share your own experience / ideas related to the topic.

Preparation time is 2 minutes. You can make notes if you wish in the space below.

You will have 2-3 minutes to give your talk.



Копійка гривню береже.

INDIVIDUAL TALK based on a proverb

ASSESSMENT SCALE

SCORE	DESCRIPTORS
Explanation / Interpretation of the proverb and expressing opinion / ideas / relevant examples	
3	Effective explanation / interpretation of the meaning of the proverb. Excellent argumentation and coherence. Highly relevant ideas and examples.
2	Good explanation / interpretation of the meaning of the proverb. Good argumentation and coherence. Relevant ideas and examples.
1	Adequate explanation / interpretation of the meaning of the proverb. Adequate argumentation and coherence. Some irrelevance of ideas and examples may be noticed.
Language resources (lexico-grammatical structures)	
2	Wide range of language resources; always used clearly and precisely to convey the content.
1	Good range of language resources; often used clearly and precisely to convey the content, but sometimes lack of clarity and precision may be noticed.
Fluency and pronunciation	
2	Maintains a smooth flow of language with natural hesitation. Clear articulation. Effective intonation.
1	Maintains a flow of language; hesitation occurs when searching for language resources. Most text is articulated clearly. Adequate intonation.
Accuracy	
3	Excellent control of simple and complex lexico-grammatical structures; no or a few minor errors in complex structures. Meaning is never obscured.
2	Good control of simple and complex lexico-grammatical structures; occasional errors in simple and complex structures. Meaning is never obscured.
1	Adequate handling of simple lexico-grammatical structures; problems may occur with both simple and complex structures. Meaning may be obscured.
Total score (out of 10)	

Student A

PAIR DISCUSSION

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

Your partner has also read the same news item.

*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
- *exchange opinions with the partner about the addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion (Student B).*

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 1.



After-school activities: how to balance interests and responsibilities

Choosing the right after-school activities for kids has become a big focus in many schools as they all start organising club fairs. Such events where students can check out different teachers' classrooms or the school hall to discover different clubs have become really important for school life.

Younger students often prefer school clubs, while seniors, especially those from wealthier families, tend to explore external options and they are more likely to be chauffeured or travel themselves to clubs such as art, sports, mathematics, or others organised by providers of these services selected by their parents.

Parents face the challenge of guiding their kids without making all the decisions for them, trying to find the right mix of involvement and independence. The image of a child weighed down by a heavy school bag, a musical instrument, or sports gear is a symbolic reminder of the importance of choosing clubs wisely. There is concern that, in trying to give kids a well-rounded education, they might end up making their kids feel stressed and burdened. So, parents have to find a balance – making sure the clubs align with their child's interests without overwhelming them with too much responsibility.

The question who and how much should get involved in this decision-making process remains on the fence. When is it okay for parents to step in when choosing a club, and when is it okay for a child to take a step back? These considerations highlight the changing landscape of education where after-school activities play a big part in shaping a child's overall development.

<https://youth.gov/youth-topics/afterschool-programs>

Student B

PAIR DISCUSSION

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

Your partner has also read the same news item.

*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
- *exchange opinions with the partner about the addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion (Student B).*

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 1.



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Student A

PAIR DISCUSSION

You are going to read a news item. You have to respond to the news and discuss it with a partner. Your partner has also read the same news item.

*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
- *exchange opinions with the partner about the addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion (Student B).*

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 2.



What we (can) do: teenagers and ecology

Developing an environmental awareness, regarding both knowledge and behaviour, is crucial, particularly in Eastern Europe. Discover how smart high school students in Serbia contribute to environmental preservation offering potential inspiration!

Understanding the harmful impact of plastic on the environment, some schools in Serbia provide students with ecological water bottles upon enrollment. These bottles not only discourage plastic use but also serve as indicators for water quality through bacteriological testing. Emitting a strong smell if the water is contaminated, these bottles encourage nature conservation awareness from the very beginning at school.

Engaging students in humanitarian actions, like "Plant life, be a hero!", is another exemplary initiative. Students participate in the action by purchasing special pencils containing seeds of mint, basil or lavender, thus contributing to the National Association of Parents of Children with Cancer.

Students also follow guidelines for waste separation, which encourages them to responsibly dispose of glass, organic matter, and plastic waste. While such practices may not be widespread in Serbia, fostering healthy habits in students is crucial for environmental preservation.

Finally, a group of high school students further enhances environmental consciousness through various activities, discussions, and art exhibitions in the country. This cooperative initiative fosters awareness about environmental care and marks the importance of solidarity and mutual support.

There are many ways to engage young people in current environmental issues, but which one do you practise or would like to initiate in your school or the whole country?

<https://www.green-scent.eu/what-we-can-do-teenagers-and-ecology/>

Student B

PAIR DISCUSSION

You are going to read a news item. You have to respond to the news and discuss it with a partner. Your partner has also read the same news item.

*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
- *exchange opinions with the partner about the addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion (Student B).*

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 2.



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There are many ways to engage young people in current environmental issues, but which one do you practise or would like to initiate in your school or the whole country?

<https://www.green-scent.eu/what-we-can-do-teenagers-and-ecology/>

Student A

PAIR DISCUSSION

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

Your partner has also read the same news item.

*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
- *exchange opinions with the partner about the addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion (Student B).*

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 3.



Lithuania unsure what to do about rising drug use among minors

The number of minors using drugs is on the rise in Lithuania. In 2021, there were 74 cases of teenagers poisoned by drugs, and 115 were registered in 2022. Politicians are divided on what to do, with some saying that education is enough and others advocating for stricter measures.

Some claim that non-formal education can act as a drug use prevention tool and that more money should be spent on encouraging children to participate in it. Others disagree and are more inclined to support the idea to allow both school staff and police officers to check students' belongings.

School heads prefer "soft" measures, and the Association of School Heads is now considering allowing children to stay in schools longer after classes than before.

The Ministry of Education, Science and Sport points out that children are taught about the dangers of drugs in the life skills programme launched in Lithuanian schools this year. Life skills programmes are designed to equip students with practical skills that are essential for their personal development and a specific focus is placed on educating children about the risks and dangers associated with drug use.

According to police data, the number of cases of minors committing criminal offences related to the disposal and smuggling of narcotic drugs and psychotropic substances is still growing. Recent incidents indicate the threatening consequences of drug use, leading to fatalities and instances of poisoning. Are all students aware of educational resources and programmes on the prevention of drug abuse? Do our efforts to create a drug-free and supportive community environment can resonate with them?

<https://www.lrt.lt/en/news-in-english/19/2094303/lithuania-unsure-what-to-do-about-rising-drug-use-among-minors>

Student B

PAIR DISCUSSION

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

Your partner has also read the same news item.

*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
- *exchange opinions with the partner about the addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion (Student B).*

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 3.



Lithuania unsure what to do about rising drug use among minors

The number of minors using drugs is on the rise in Lithuania. In 2021, there were 74 cases of teenagers poisoned by drugs, and 115 were registered in 2022. Politicians are divided on what to do, with some saying that education is enough and others advocating for stricter measures.

Some claim that non-formal education can act as a drug use prevention tool and that more money should be spent on encouraging children to participate in it. Others disagree and are more inclined to support the idea to allow both school staff and police officers to check students' belongings.

School heads prefer "soft" measures, and the Association of School Heads is now considering allowing children to stay in schools longer after classes than before.

The Ministry of Education, Science and Sport points out that children are taught about the dangers of drugs in the life skills programme launched in Lithuanian schools this year. Life skills programmes are designed to equip students with practical skills that are essential for their personal development and a specific focus is placed on educating children about the risks and dangers associated with drug use.

According to police data, the number of cases of minors committing criminal offences related to the disposal and smuggling of narcotic drugs and psychotropic substances is still growing. Recent incidents indicate the threatening consequences of drug use, leading to fatalities and instances of poisoning. Are all students aware of educational resources and programmes on the prevention of drug abuse? Do our efforts to create a drug-free and supportive community environment can resonate with them?

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Student A

PAIR DISCUSSION

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

Your partner has also read the same news item.

You have **3 minutes** to read the text and prepare for the discussion.

The discussion should take up to **5 minutes**.

You are expected to:

- give a short summary of the text (Student A);
- exchange opinions with the partner about the addressed problem;
- relate the news to your own experience or knowledge;
- suggest how the given problem should/could be solved;
- summarise and conclude your discussion (Student B).

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 4.



Time to take academic pressure seriously

School is a place for learning, development, and friendship; yet, for many children and adolescents, school – and academic pressure in particular – can also be a source of stress and unhappiness. In the UK, the Good Childhood Report revealed that a significant percentage of adolescents expressed unhappiness with school and schoolwork in 2019–20. As there has been a rise in school absenteeism and mental health disorders among adolescents, the topic of *academic pressure* has become central in youth mental health discussions.

A 2023 systematic review found 52 relevant studies in Asia and Europe, linking academic pressure to depression and mixed depressive and anxiety symptoms. The studies suggest that suicides, suicide attempts, and mental health-related hospital presentations are more common during term time than school holidays.

Understanding academic pressure is complicated due to issues like the absence of a clear definition and limited measurement tools. The reasons behind academic pressure are diverse, including worries about failing, anxieties about the future, stress related to school tasks and exams, parental expectations, and competition with classmates.

The researchers suggest considering individuals, family, school, and cultural factors across different settings more carefully and seriously. They emphasise the need for caring support from adults, providing personalised help to teens dealing with academic pressure, and creating an environment that values overall well-being. The question for all of us remains: How can society, teachers, parents and students work together to tackle the increasing problem of academic pressure on kids and teens and enhance their mental health?

[https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642\(23\)00231-6/fulltext](https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(23)00231-6/fulltext)

Student B

PAIR DISCUSSION

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

Your partner has also read the same news item.

You have **3 minutes** to read the text and prepare for the discussion.

The discussion should take up to **5 minutes**.

You are expected to:

- give a short summary of the text (Student A);
- exchange opinions with the partner about the addressed problem;
- relate the news to your own experience or knowledge;
- suggest how the given problem should/could be solved;
- summarise and conclude your discussion (Student B).

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 4.



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Student A

PAIR DISCUSSION

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*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
- *exchange opinions with the partner about the addressed problem;*
- *relate the news to your own experience or knowledge;*
- *suggest how the given problem should/could be solved;*
- *summarise and conclude your discussion (Student B).*

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

Student A and Student B read the same news item.

Student A starts the conversation by summarising the news item.

Student B completes the conversation by summarising the discussion.

NO 5.



Will open data encourage volunteering?

The Registry Centre has opened the data on the activities of volunteers of non-profit organisations in the country. Such information is now required by the Centre and is publicly accessible. The initiative, supported by the Ministry of Social Security and Labour, aims to enhance transparency and enable decision-makers to analyse and address societal issues more effectively.

Recently, the Registry Centre has analysed data from around 18,000 non-profit organisations, including over 10,000 associations, almost 850 charity and support funds, and more than 6,000 public institutions. The analysis of the reports reveals that nearly 120,000 volunteers contributed almost 5 million hours of voluntary activity, with an average of around 40 hours per volunteer annually. According to the indicated number of hours of voluntary activity, the leaders are the Lithuanian Red Cross Society (480 thousand hours), the Lithuanian Union of Polish Scouts (218,4 thousand hours), and the Lithuanian School Students' Union (150 thousand hours).

While recognising potential inaccuracies due to reporting variations, the Head of the Data Solutions and Analysis Department at the Registry Centre, Aistė Gudaitienė, highlights the importance of this being the first source of data on volunteering in Lithuania. Justina Lukaševičiūtė, advisor at the Ministry of Social Security and Labor, emphasises the significance of the data for policy-makers and organisations, providing a starting point to evaluate, support and promote volunteering culture.

Whether the increased transparency and insights into the scale of volunteering will encourage and inspire greater participation in volunteerism across society is a pivotal question. The unfolding impact of this heightened awareness remains to be seen in the future.

<https://madeinvilnius.lt/naujienos/lietuvos-naujienos/atverti-duomenis-paskatins-savanoryste/>

Student B

PAIR DISCUSSION

You are going to read a news item. You have to respond to the news and discuss it with a partner. Your partner has also read the same news item.

*You have **3 minutes** to read the text and prepare for the discussion.*

*The discussion should take up to **5 minutes**.*

You are expected to:

- *give a short summary of the text (Student A);*
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Note: if you start the discussion, your partner will have to complete the discussion and vice versa.

Student A and Student B read the same news item.

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PAIR DISCUSSION ASSESSMENT SCALE	
SCORE	CRITERIA AND DESCRIPTORS
Content: Opinion, comment (relevance, coherence, fluency)	
3	All ideas relevant, coherent, easy to follow.
2	Most ideas relevant, quite coherent, rather easy to follow.
1	Few ideas; lack of coherence; may be difficult to follow.
Language resources (range, appropriacy, clarity of meaning)	
2	Wide range of lexico-grammatical structures used appropriately; the meaning is always clear.
1	Adequate range of lexico-grammatical structures used mostly appropriately; the meaning is generally clear.
Interaction, cooperation, response	
2	Good use of discussion strategies / response to questions / cooperation with the interlocutor.
1	Adequate use of discussion strategies / response to questions / cooperation with the interlocutor.
Accuracy	
3	Excellent control of simple and complex language structures; no / minor accuracy errors.
2	Good control of simple and complex language structures; occasional errors in complex structures.
1	Adequate handling of simple language structures; problems occur with complex and simple structures.
Total score (out of 10)	

NOTE: Summary by Student A and conclusion by Student B are NOT assessed.

Nuotraukos / paveikslėliai monologo užduočiai imtos iš interneto svetainių:

- www.unsplash.com
- <https://www.speakua.com/25-ukrainian-famous-sayings-proverbs-and-idioms-to-get-your-head-around/>