

**ANGLŲ KALBOS KONKURSAS 2016 (9-10 KLASĖMS)**

**ENGLISH LANGUAGE CONTEST 2016 (FORMS 9-10)**

**MEDŽIAGA RAJONO ETAPUI**

- **Rekomenduojami filmukai (1 lapas).**
- **Užduotis raštu (5 lapai).**
- **Užduotys žodžiu / monologas (10 lapų).**
- **Užduotys žodžiu / dialogas (10 lapų).**
- **Vertinimo kriterijai (3 lapai).**
- Rekomendacijos dėl komandinių užduočių pateikiamos konkurso programoje [www.lmnsclt](http://www.lmnsclt)

## REKOMENDUOJAMI FILMUKAI

Prašome pasirinkti norimą filmuką iš siūlomų filmukų sąrašo.

Siekiant išvengti interneto trikdžių konkurso dieną, rekomenduojame filmuką parsisiųsti iš anksto ir išsaugoti laikmenoje.

"Don't Judge A Book By Its Cover" A short film by Vinny and Ron (5:42)

<https://www.youtube.com/watch?v=NH-M9sYdpDU/>

Too Quick To Judge (Touching Short-Film) (3:42)

[https://www.youtube.com/watch?v=Fzn\\_AKN67oI/](https://www.youtube.com/watch?v=Fzn_AKN67oI/)

Never Judge people by their appearance (2:28)

<https://www.youtube.com/watch?v=hAhxYXrHrSE/>

**UŽDUOTIS RAŠTU**

**ENGLISH LANGUAGE CONTEST 2016 (FORMS 9–10)**

*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 vardas, pavardė (pildo dalyvis)**

**Dalyvio mokykla (pildo dalyvis)**

**Dalyvio kodas (pildo komisija):**

## ENGLISH LANGUAGE CONTEST 2016 (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.*

UŽDUOTYS RAŠTU	MAKSIMALUS TAŠKŲ SKAIČIUS	SURINKTA TAŠKŲ (1 vertintojas)	SURINKTA TAŠKŲ (2 vertintojas)
FILM REVIEW	15		
IŠ VISO			

1 VERTINTOJAS \_\_\_\_\_ (parašas)

2 VERTINTOJAS \_\_\_\_\_ (parašas)

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

Dalyvio kodas (pildo komisija):

## FILM REVIEW

*You are writing a film review for a website.*

*You are going to watch a short film. The film will be shown twice.*

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

*After viewing the film, write a review. Follow this structure:*

- give a **short** summary of the plot of the film;*
- state the main idea / message of the film;*
- respond to the idea of the film by sharing your experience / opinion;*
- give your overall evaluation of the film; say why you recommend / do not recommend it.*

*Please remember to give a title to your text.*

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

*You must write at least 250 words. You have 60 min. for writing.*

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

**USE THIS SHEET TO WRITE YOUR DRAFT**

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

**YOU MUST WRITE AT LEAST 250 WORDS.**

**TITLE:**

**No. 1**

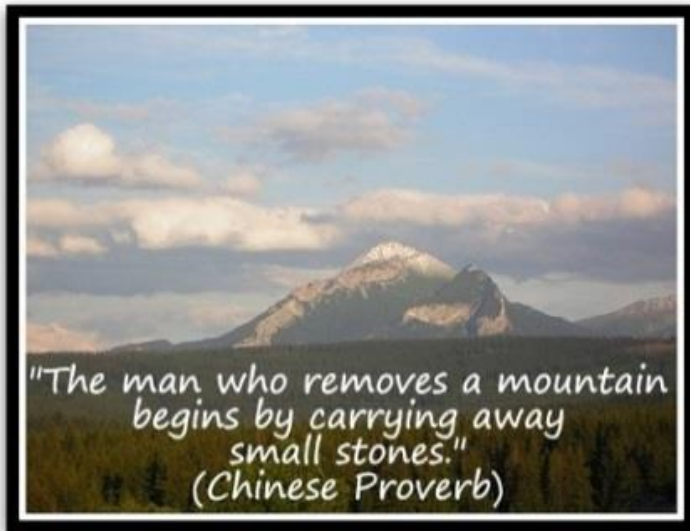
**INDIVIDUAL TALK**

*You have just read a proverb / quote. Your task is:*

- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***The man who removes a mountain begins by carrying small stones.***

*(Chinese proverb)*



**No. 2**

**INDIVIDUAL TALK**

*You have just read a proverb / quote. Your task is:*

- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***A good friend is like a four leaf clover – hard to find and lucky to have.***

*(Irish proverb)*

**No. 3**

**INDIVIDUAL TALK**

*You have just read a proverb / quote. Your task is:*

- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***A good laugh and a long sleep are the two best cures for anything.***

*(Irish proverb)*

**No. 4**

**INDIVIDUAL TALK**

*You have just read a proverb / quote. Your task is:*

- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***Give one a fish and he's fed for only a day.***

***Teach one how to fish and he'll be free from hunger all his life.***

*(Chinese proverb)*

**No. 5**

**INDIVIDUAL TALK**

*You have just read a proverb / quote. Your task is:*

- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***If you want to go fast, go alone. If you want to go far, go together.***  
*(African proverb)*

## UŽDUOTIS ŽODŽIU / monologas

**No. 6**

### INDIVIDUAL TALK

*You have just read a proverb / quote. Your task is:*

- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***“Not all of us can do great things. But we can do small things with great love.”***  
*(Mother Teresa)*

## UŽDUOTIS ŽODŽIU / monologas

**No. 7**

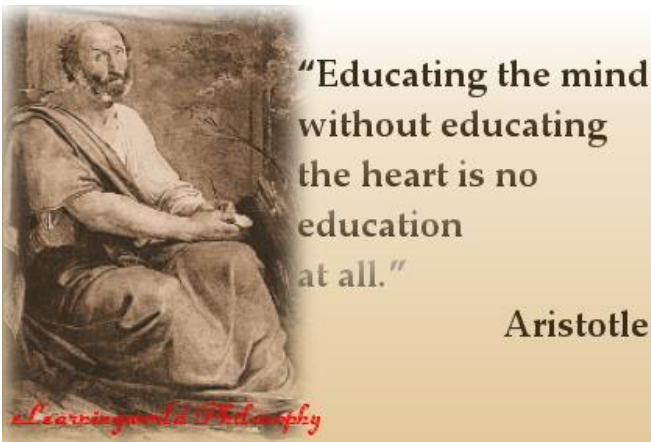
### INDIVIDUAL TALK

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- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***“Educating the mind without educating the heart is no education at all.”***

*(Aristotle)*

## UŽDUOTIS ŽODŽIU / MONOLOGAS

**No. 8**

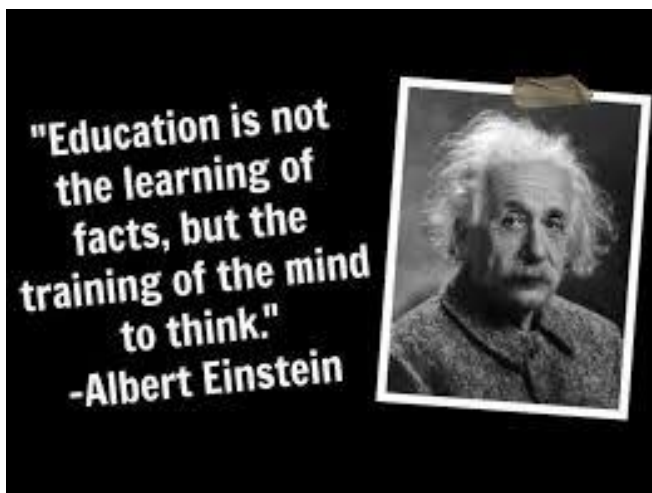
### INDIVIDUAL TALK

*You have just read a proverb / quote. Your task is:*

- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***“Education is not the learning of facts, but the training of the mind to think.”***

*(Albert Einstein)*

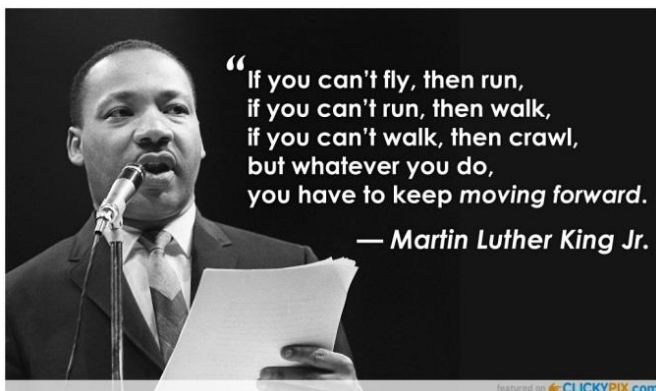
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- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***‘If you can’t fly, then run. If you can’t run, then walk. If you can’t walk, then crawl. But whatever you do, you have to keep moving forward.’***

*(Martin Luther King Jr.)*



**No. 10**

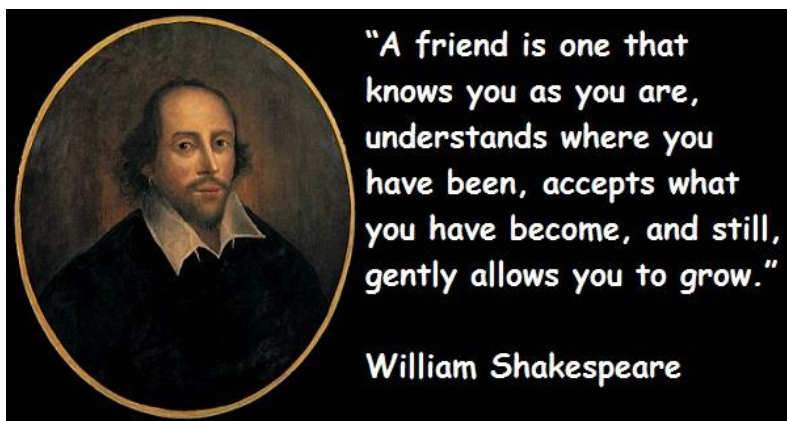
**INDIVIDUAL TALK**

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- (1) to interpret the meaning of the proverb / quote;*
- (2) to give your opinion on the idea(s) expressed in the proverb / quote (agree / disagree);*
- (3) to share your own experience / ideas related to the topic.*

*Preparation time 2-3 minutes. You can make notes if you wish in the space below.*

*You will have 1-2 minutes to give your talk.*



***"A friend is one that knows you as you are, understands where you have been, accepts what you have become, and still, gently allows you to grow."***

***(William Shakespeare)***

## UŽDUOTIS ŽODŽIU / dialogas

**No. 1**

**Student A**

### PAIR DISCUSSION

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

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

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

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

*You are expected to:*

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

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

### Refugees should study the Lithuanian language and culture

Source: [http://www.baltictimes.com/news\\_lithuania/](http://www.baltictimes.com/news_lithuania/)



Lithuania's Government Vice-Chancellor Rimantas Vaitkus who heads the coordination of refugee resettlement says that Lithuania should learn from Sweden and make it mandatory for refugees to attend language and culture lessons in exchange for numerous benefits.

"We see that the refugees in Sweden are actively engaged in the integration process – in other words, they are required to participate in every part of the process, and their active participation determines the system of benefits and support which they receive from the state. So far, here in Lithuania, our agreements with refugees are rather mild and not quite specific," Vaitkus told BNS.

"We do not have a requirement for refugees to attend, for instance, language and culture courses or take their children to local kindergartens, and this is something we will have to revise shortly."

Vaitkus said he would propose the matter for discussion at the government.

#### Instructions for assessors:

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.

## UŽDUOTIS ŽODŽIU / dialogas

**No. 1**

**Student B**

### PAIR DISCUSSION

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

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

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

*You are expected to:*

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

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

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#### Instructions for assessors:

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## UŽDUOTIS ŽODŽIU / dialogas

No. 2

Student A

### PAIR DISCUSSION

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

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

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

*You are expected to:*

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

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

### London Lithuanians run out to make sure memories of January 13 will not be forgotten

Source: <http://en.delfi.lt/global-lt/>



Despite the rain, Lithuanians living in London met at Parsloes park on 9th January for a commemorative marathon to mark the historic events of January 13.

One of the runners, Vydmantas Martinaitis, said the event showed that Lithuanians can unite not only by watching basketball, but also by participating in a tribute to a very important day in the country's history.

Vydmantas said the events of 1991 are connected directly with the current situation of the Lithuanian diaspora. "It gave us the opportunity to gain a wider understanding of the world and to choose where and how we want to achieve our goals."

Kestutis Dabravolskas, one of the event's organisers, felt the memorial run was a huge success and hopes it will become a yearly event.

London resident Jolita who took women's gold in the run said she felt surprised at the number of Lithuanians in London that showed such enthusiasm for their home country. "Next year I will definitely run again and will call more people to join. This marathon gave us the feeling that Lithuanians, whether in London or Vilnius, will cherish the memories of our recent history."

#### Instructions for assessors:

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.

## UŽDUOTIS ŽODŽIU / dialogas

No. 2

Student B

### PAIR DISCUSSION

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

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

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

*You are expected to:*

- identify the topic / state the issue / formulate the idea of the text (**Student A**);
- exchange opinions with the partner about the issue;
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- relate the issue to your own experience or knowledge, give examples;
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Student B completes the discussion by summarising it and drawing conclusions.



No. 3

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.*

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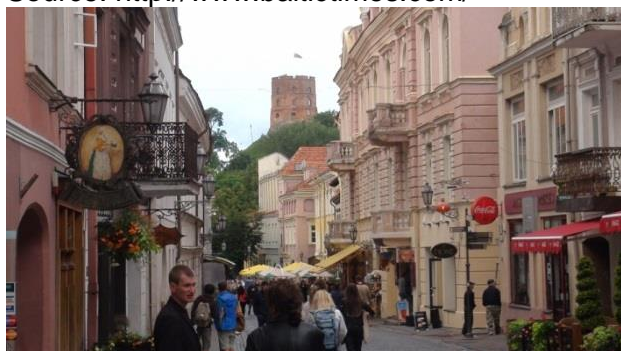
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- identify the topic / state the issue / formulate the idea of the text (**Student A**);
- exchange opinions with the partner about the issue;
- justify your opinion, provide arguments;
- relate the issue to your own experience or knowledge, give examples;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

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

**People in the Baltic States are 'rather unhappy'**

Source: <http://www.baltictimes.com/>



According to global indexes, people in the Baltic States are 'rather unhappy.'

The Human Development Index (HDI) ranks countries based on annual income, life expectancy and education levels. In 2013, out of 187 countries measured, the Baltic States fared quite well: Estonia came 33rd, Lithuania was 35th and Latvia 48th.

Each of the Baltic States registered a level of "Very High Human Development" on the global scale. That certainly would seem something to be happy about.

However, newer indexes have come out in recent years and, unfortunately, they tell a different story. The report focuses on criteria such as freedom from corruption, freedom to make life choices and social support.

The Baltic region scores a medium level of happiness according to these indexes, and its inhabitants are much happier than those of Belarus, Russia and Ukraine.

Some people have reported that they are starting to take happiness more seriously as the United Nations now marks an International Day of Happiness on March 20th.

**Instructions for assessors:**

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.

## UŽDUOTIS ŽODŽIU / dialogas

**No. 3**

**Student B**

### PAIR DISCUSSION

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

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

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

*You are expected to:*

- identify the topic / state the issue / formulate the idea of the text (**Student A**);
- exchange opinions with the partner about the issue;
- justify your opinion, provide arguments;
- relate the issue to your own experience or knowledge, give examples;
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#### Instructions for assessors:

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.

No. 4

Student A

### PAIR DISCUSSION

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

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

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

*You are expected to:*

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

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



### Lithuania publishes 2016 conscription lists

Source: [http://www.baltictimes.com/lithuania\\_publishes\\_2016\\_conscription\\_lists/](http://www.baltictimes.com/lithuania_publishes_2016_conscription_lists/)

In January 2016 Lithuania's Ministry of National Defence published 2016's conscription lists. The lists contain names of over 30 thousand men aged between 18-25 grouped for the army units in the regions of Alytus, Kaunas, Klaipėda, Panevėžys, Šiauliai and Vilnius.

Following the publication of the list, young men and women will still be able to join the army as volunteers and do mandatory service.

Minister of National Defense Juozas Olekas, who is in favor of a professional army, hopes that just like last year, all young people doing military service will do so voluntarily.

"From the experience we have, it is likely that we might not need conscription lists at all," the minister told BNS. "We already have over 600 volunteers, and we had that number last April.

Lithuania re-introduced conscription in 2015, following the Kremlin's annexation of the Crimea. Since then, around 3,000 men in Lithuania are annually invited to do mandatory military service.

### Instructions for assessors:

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.



## UŽDUOTIS ŽODŽIU / dialogas

No. 4

Student B

### PAIR DISCUSSION

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

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

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

*You are expected to:*

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

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



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### Instructions for assessors:

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.

No. 5

Student A

PAIR DISCUSSION

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

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

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

*You are expected to:*

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

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

**Lithuanians among 'most politically inactive in Europe'**

Source: <http://en.delfi.lt/lithuania/society/>



In the European Social Survey in 2015, Lithuanian residents were asked "How interested are you in politics?" Only a quarter of respondents gave a positive answer. At the same time, in Germany, the Netherlands and Sweden the figure was more than 60%, and in Estonia - over 45%.

What is preventing more Lithuanian citizens from giving more attention to politics? Firstly, a sceptical attitude towards the current political system. Lithuanians were asked to rate the extent to which the political system allows them to influence politicians and their decisions - respondents rated that at 2.54 out of 10. Secondly, when Lithuanians were asked how much politicians care about citizens, they gave a rating of 2.63.

The question: "Are you satisfied with democracy in Lithuania?" received 4.42 points. Interestingly, the score has increased compared to 3.6 in 2011. Similarly, positive assessment of the government's work has increased from 2.8 to 3.96 since 2011. Such positive assessments of state policies, government and democracy lead to a hope for a more politically active society.

**Instructions for assessors:**

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.

## UŽDUOTIS ŽODŽIU / dialogas

No. 5

Student B

### PAIR DISCUSSION

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

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

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

*You are expected to:*

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

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

### Lithuanians among 'most politically inactive in Europe'

Source: <http://en.delfi.lt/lithuania/society/>



In the European Social Survey in 2015, Lithuanian residents were asked "How interested are you in politics?" Only a quarter of respondents gave a positive answer. At the same time, in Germany, the Netherlands and Sweden the figure was more than 60%, and in Estonia - over 45%.

What is preventing more Lithuanian citizens from giving more attention to politics? Firstly, a sceptical attitude towards the current political system. Lithuanians were asked to rate the extent to which the political system allows them to influence politicians and their decisions - respondents rated that at 2.54 out of 10. Secondly, when Lithuanians were asked how much politicians care about citizens, they gave a rating of 2.63.

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#### Instructions for assessors:

Student A and Student B have the same news item.

Student A starts the discussion by stating the topic / issue / main idea of the text.

Student B completes the discussion by summarising it and drawing conclusions.

# VERTINIMO KRITERIJAI

## ENGLISH LANGUAGE CONTEST 2016 (FORMS 9–10)

### FILM REVIEW ASSESSMENT SCALE

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

### NOTES

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

<b>INDIVIDUAL TALK based on a proverb / quote</b> <b>ASSESSMENT SCALE</b>	
<b>SCORE</b>	<b>DESCRIPTORS</b>
<b>Introduction / Interpretation of the statement (proverb / quote)</b>	
2	Effective introduction / interpretation of the statement.
1	Adequate introduction / interpretation of the statement.
<b>Expressing opinion / Sharing experience / ideas / examples related to the topic</b>	
3	Excellent argumentation and coherence. Highly relevant ideas and examples.
2	Good argumentation and coherence. Relevant ideas and examples.
1	Adequate argumentation and coherence. Some irrelevance of ideas and examples may be noticed.
<b>Language resources (lexico-grammatical structures)</b>	
3	Wide range of language resources; always used clearly and precisely to convey the content.
2	Good range of language resources; most often used clearly and precisely to convey the content.
1	Adequate range of language resources; lack of clarity and precision may be noticed.
<b>Fluency</b>	
2	Maintains a smooth flow of language with natural hesitation.
1	Maintains a flow of language; hesitation occurs when searching for language resources.
<b>Accuracy</b>	
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.
<b>Pronunciation</b>	
2	Clear articulation. Effective intonation.
1	Most text is articulated clearly. Adequate intonation.
<b>Total (out of 15)</b>	<b>Assessor's signature and comment.</b>

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