

ENGLISH LANGUAGE CONTEST 2015

(FORMS 9-10)

This is a short syllabus for the English Language Contest 2015 for forms 9–10. Here you will find:

- General overview of the structure of the contest;
- Task specifications and sample tasks;
- Assessment criteria and notes for assessors;
- Links to resources for teachers and students.

GENERAL OVERVIEW

FORMALLY assessed tasks / individual and pair work

TASK	TASK FORMAT	TASK FOCUS	SCORE	TIME
ONE	An open cloze: a modified cloze text containing 17 gaps.	Skills: - reading comprehension - language awareness	17	Time: up to 10 minutes (per group)
TWO	A situationally-based writing task: a film review. Minimum 200 words. Maximum 300 words. Input material: a short film (about 10 minutes) viewed before writing.	Skills: - summarising - narrating - describing - expressing and justifying opinion - evaluating	15	Viewing time: up to 30 minutes Writing time: 60 minutes TOTAL TIME: up to 90 minutes (per group)
THREE	An individual long turn: a picture story with an open end. Input material: a set of pictures which make an incomplete story; written prompts may be provided.	Skills: - narrating / telling a picture story / completing a story - describing places, events, people (appearance, character)	14	Preparation time: 2-3 minutes Speaking time: 1-2 minutes TOTAL TIME: 5 minutes (per one student)
FOUR	A two-way collaborative task: a pair discussion. Input material: a picture	Skills: - identifying the problem / stating the issue - turn-taking (initiating and responding appropriately) - expressing and justifying opinion - summarizing and concluding the discussion	14	Preparation time: 2 minutes Speaking time: 3 minutes TOTAL TIME: 5 minutes (per two students)
TOTAL			60	up to 110 minutes

NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT CRITERIA
ONE	Treasure Hunt (outdoors)	Skills: - information management / reading the clues	up to 90 minutes	- Time spent on task - Number of items collected
TWO	Knowledge Quiz	Skills: - collaboration - sharing information	up to 30 minutes	- Team score
THREE	Designing a Poster / Logo	Skills: - creativity - collaboration	Working time: 30 minutes Presentation time: 5-6 minutes per team / up to 60 minutes for ten teams Total 90 minutes	- Aesthetic appeal - Relevance to the topic
			TOTAL TIME: 210 minutes / 3.5 hours	

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: OPEN CLOZE

Skills focus:	Reading comprehension and language awareness (lexis and grammar).
Type of text:	Informative texts written in neutral register.
Topic of text:	Topics of interest for the target age group.
Level of difficulty:	Authentic text adapted to suit the language level of the target group.
Number of gaps:	17 gaps
Number of points:	17 points
Time:	Up to 10 minutes

Sample instructions for students:

You are going to read an article about ... There are some words missing in the text. Complete the text by writing **ONE** word in each space. There is an example at the beginning (0).

Sample cloze test:

The Duke of Edinburgh's Award Programme for Young People

The Duke of Edinburgh's Award (DofE) is a youth programme founded in the United Kingdom in 1956 by Prince Philip, Duke of Edinburgh that has since expanded to 140 other countries. The awards are given to young people (0) for completing a series of self-improvement exercises.

History. In 1956, the Award was designed for boys only, aged 15 to 18. The aim was (1) _____ attract boys who were not interested (2) _____ joining the British Scout Association. In 1958, the programme was extended to girls, but it was not the same (3) _____ that for boys. In 1969, a single programme for boys and girls aged 14 to 21 was launched, and in 1980 it was extended to young people (4) _____ to 25 years of age.

Award Programmes. The DofE programmes take 1–4 years (5) _____ complete. The programmes are at three levels which, (6) _____ successfully completed, lead to a Bronze, Silver or Gold Badge. Participants set personal goals in each of (7) _____ following areas: volunteering – doing service to the community; physical – improving (8) _____ a chosen area of sport or fitness activities; skills – developing practical and social skills; expedition – training (9) _____ and completion of an adventurous journey in the UK or abroad. At Gold level, participants must do an additional residential section, (10) _____ involves staying and working away (11) _____ home doing a shared activity.

To achieve an award, the participant must work on each section for (12) _____ certain period of time, and must be assessed (13) _____ someone with knowledge of the chosen activities. Each level demands more time and effort (14) _____ participants: Bronze: 3–6 months; Silver: 6–9 months; Gold: 12–18 months.

DofE – Lithuania. The DofE Award for young people in Lithuania started in 2006. The majority of groups involved (15) _____ the programme are state schools and youth centers. (16) _____ 2013, twelve organisations have been actively participating in various international activities. In 2014, the British Ambassador to Lithuania David Hunt awarded 37 Bronze, 19 Silver and 1 Gold badge (17) _____ Lithuanian students. The ceremony was held at the British Embassy in Vilnius.

(Adapted from: http://en.wikipedia.org/wiki/Duke_of_Edinburgh's_Award)



Photo source: [http:// www.lithuaniatribune.com](http://www.lithuaniatribune.com)

TASK TWO: FILM REVIEW

Skills focus:	Summarising; narrating; describing; expressing opinion; evaluating.
Writing situation:	Students are taking part in a film review contest.
Target audience:	Writing teachers and assessors.
Type of text:	Mixed text with elements of description, narration and argumentation.
Length of text:	Minimum 200 words. Maximum 300 words.
Input material:	A short film (about 10 minutes).
Viewing time:	Up to 30 minutes. The film is viewed twice.
Writing time:	60 minutes
Score:	15 points
Assessment criteria:	Content; organisation; range of vocabulary and structure; accuracy (vocabulary, grammar, spelling, punctuation); appropriacy of register.
Film sample:	“Connected” (8:24) / A Jubilee Project Short Film https://www.youtube.com/watch?v=nUY3H741eKE

Sample instructions for students:

You are taking part in a film review contest. You must write a film review.

You are going to watch a short film about...

The film will be shown twice. You can take notes if you wish. Use this sheet for your notes.

After viewing the film, you are going to write a review for the contest. You must:

- *give a short summary of the plot of the film;*
- *state the main idea (message) of the film;*
- *give your evaluation of the film;*
- *say why you recommend / do not recommend the film;*
- *give a title to your text.*

Use the sheets provided for your draft and your final version. Give a title to your review.

YOUR NOTES (a separate sheet provided)

YOUR DRAFT (a separate sheet provided)

YOUR FINAL VERSION (a separate sheet provided)

TITLE:

TASK THREE: PICTURE STORY

Skills focus:	Narrating / telling a picture story / completing a story; Describing places, events, people (appearance and character);
Input material:	A set of pictures which make an incomplete story. Written prompts may be provided.
Output expected:	A coherent story based on a set of pictures and completed by the narrator.

Sample instructions for students:

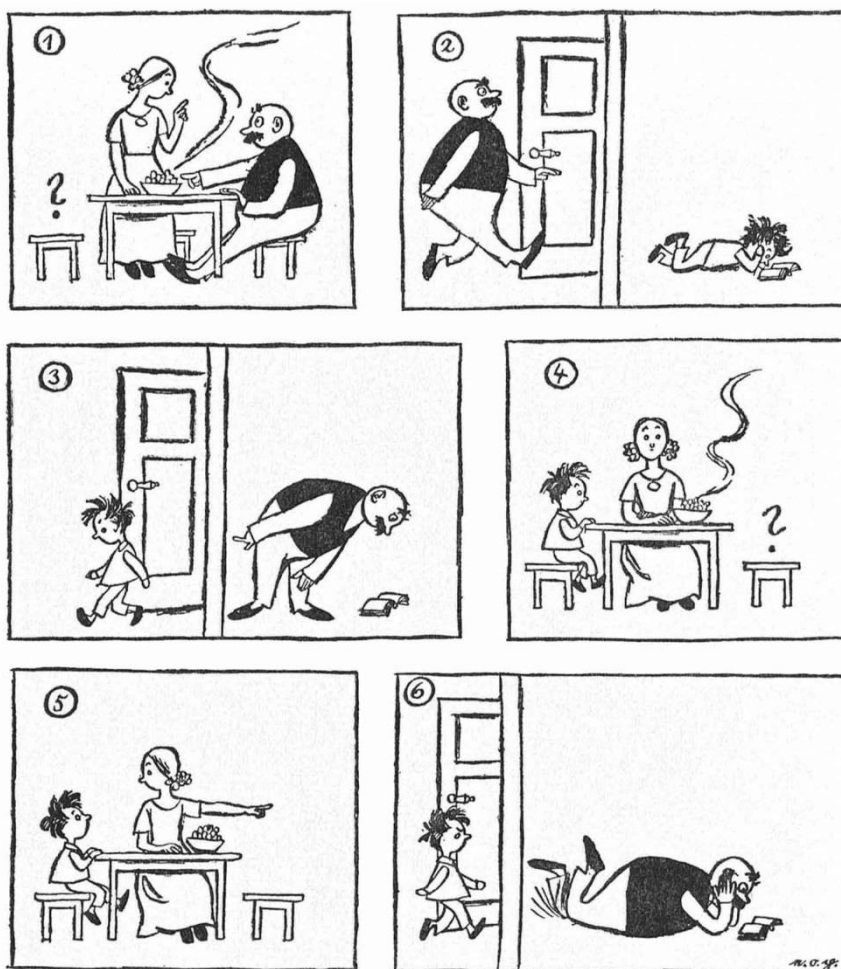
You have a set of pictures. The pictures make a story. However, the story is incomplete. Your task is

- (1) to tell the story which is illustrated in the pictures and*
- (2) to complete the story in any way you wish.*

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

You will have 1-2 minutes to tell the whole story to the audience / teachers.

Sample pictures:



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WHAT HAPPENED NEXT?

COMPLETE THE STORY IN ANY WAY YOU WISH.

TASK FOUR: PAIR DISCUSSION

Skills focus:	Identifying the problem / Stating the issue; Turn-taking (initiating and responding appropriately); Expressing and justifying opinion; Summarising and concluding the discussion.
Input material:	A picture.
Topics:	Teenage life / Social issues
Output expected:	Personal response to the issue and discussion with a partner.

Sample instructions for students:

You will be given a picture. You have to respond to the issue represented in the picture and discuss it with a partner. Your partner has the same picture. You have 2 minutes to look at the picture and prepare for the discussion. You are expected to:

- *identify the problem / state the issue represented in the picture (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.

Sample picture: “Waste left behind by outdoor music festival goers at Glastonbury”



Source: <http://www.demotix.com/node/2215126>

Instructions for assessors:

Student A and Student B have the same picture.

Student A starts the discussion by identifying the problem / stating the issue represented in the picture.

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

ASSESSMENT CRITERIA AND NOTES FOR ASSESSORS

OPEN CLOZE ASSESSMENT

- (1) to
- (2) in
- (3) as
- (4) up
- (5) to
- (6) if/when
- (7) the
- (8) in
- (9) for
- (10) which
- (11) from
- (12) a
- (13) by
- (14) from
- (15) in
- (16) Since
- (17) to

NOTES

- **Using the key.** There may be more than one acceptable word for a gap, given in the answer key. Any other answers produced by the students will be judged by the assessors.
- **Spelling.** Correct spelling is required. Spelling mistakes are penalised (minus 0.5 points).

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 and comment on the title

NOTES

- **Length** – minimum 200 words, maximum 300 words. If the text is below or above the indicated length, the final score is adjusted.
- **Spelling.** British and American varieties are acceptable.

PICTURE STORY

ASSESSMENT SCALE

CRITERIA	SCORE	DESCRIPTORS
CONTENT		
Introduction / Description of setting (time, place, people)		
	2	Effective introduction / description of setting.
	1	Adequate introduction / description of setting.
Story development		
	2	Effective development of the story. Logical sequence of ideas with clear transitions.
	1	Adequate development of the story. Sequence may be obscure, lack of transitions.
Language resources		
	2	Wide range of lexico-grammatical structures. Always used clearly and precisely to convey the content of the pictures and finish the story.
	1	Good range of lexico-grammatical structures. Most often used clearly and precisely to convey the content of the pictures and finish the story.
Ending		
	2	The story resolves in a creative way and evokes intense feelings in the listener.
	1	The story resolves in a matter-of-fact way and may leave the listener rather indifferent.
DELIVERY		
Fluency		
	2	Maintains a smooth flow of language with natural hesitation.
	1	Maintains a flow of language; hesitation occurs when searching for language resources.
Accuracy		
	2	Good control of simple and complex lexico-grammatical structures; occasional errors, but meaning never obscured.
	1	Adequate handling of simple lexico-grammatical structures; problems may occur with complex structures; meaning occasionally obscured.
Pronunciation		
	2	Clear articulation. Effective intonation.
	1	Most text is articulated clearly. Adequate intonation.
Total (out of 14)		Assessor's signature and comments.

PAIR DISCUSSION

ASSESSMENT SCALE

CRITERIA	SCORE	DESCRIPTORS
CONTENT		
*Introduction (Student A)		
	2	Effective summary of the news item and initiation of the discussion.
	1	Adequate summary of the news item and initiation of the discussion.
Argumentation		
	2	All arguments relevant, very well organised and easy to follow.
	1	Most arguments relevant, quite well structured and rather easy to follow.
Examples / Illustrations		
	2	Highly effective use of examples.
	1	Adequate use of examples.
Language resources		
	2	Communicates using a wide range of lexico-grammatical structures; the meaning is always clear and precise.
	1	Communicates using an adequate range of lexico-grammatical structures; the meaning is generally clear and precise.
*Conclusion (Student B)		
	2	Effective summary of the main points and excellent final comment.
	1	Adequate summary of the main points and acceptable final comment.
DELIVERY		
Interaction		
	2	Effective use of strategies to initiate discussion and respond to questions.
	1	Adequate use of strategies to initiate discussion and respond to questions.
Accuracy		
	2	Good control of simple and complex lexico-grammatical structures; occasional errors, but meaning never obscured.
	1	Adequate handling of simple lexico-grammatical structures; problems may occur with complex structures; meaning occasionally obscured.
Pronunciation		
	2	Clear articulation. Effective intonation.
	1	Most text is articulated clearly. Adequate intonation.
Total (out of 14)*		Assessor's signature and comments.
* NOTES		*Student A gets points for the introduction and Student B - for the conclusion.

RESOURCES

<p>English Profile provides detailed information about what learners 'can do' in English at each of the six levels of the Common European Framework of Reference, offering a clear benchmark for progress for English language learners.</p>	<p>http://www.englishprofile.org/</p>
<p>This document consists of a core curriculum inventory for teaching the English language. It is based in part on the Common European Framework of Reference and is constructed around key language points for each level, including grammar, vocabulary, discourse markers and functions.</p>	<p>http://englishagenda.britishcouncil.org/sites/ec/files/books-british-council-eaquals-core-inventory.pdf</p>
<p>Sources of short films</p>	<p>http://jubileeproject.org/ http://www.bbc.co.uk/filmnetwork/films http://www.shortoftheweek.com</p>
<p>Sources of pictures</p>	<p>http://www.eslflow.com/Picturelessonsandteachingideas.html http://www.mittelschulvorbereitung.ch/content_new/english/V280Burglars.pdf http://www.cal.org/caela/esl_resources/health/healthindex.html</p>
<p>Sources of quizzes</p>	<p>http://www.quizfactor.com/</p>
<p>Information on “Scavenger Hunt” / “Treasure Hunt”</p>	<p>http://www.quickhunts.com</p>
<p>More information about the English Language Contest 2015</p>	<p>http://www.lmnsc.lt/lt/olimpiadu_grafikas http://www.lmnsc.lt/lt/anglu_kalbos_konkursas</p>