

THE ENGLISH LANGUAGE OLYMPIAD 2015

(FORM 11)

This is a short syllabus for the English Language Olympiad 2015 for form 11. Here you will find:

- A general overview of the structure of the Olympiad.
- 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	A situationally-based writing task: an essay . Minimum 200 words. Maximum 300 words. Input material: a short video presentation (approximately 15 minutes long) viewed before writing.	Skills: - summarising - expressing and justifying opinion - evaluating	15	Viewing time: up to 30 minutes Writing time: 60 minutes TOTAL TIME: up to 90 minutes
TWO	A two-way collaborative task: a pair discussion . Input material: a news item.	Skills: - 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
TOTAL			29	up to 95 minutes

NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT CRITERIA
THREE	Designing a Poster / Logo of the current Olympiad	Skills: - creativity - collaboration	Working time: 30 minutes Presentation time: 5 minutes per team / 60 minutes for 12 teams TOTAL TIME: up to 90 minutes	- Aesthetic appeal - Relevance to the topic - Effectiveness of presentation

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: AN ESSAY

Skills focus:	Summarising; expressing and justifying opinion; evaluating.
Writing situation:	Students are taking part in an essay writing competition.
Target audience:	Writing teachers and assessors.
Type of text:	Mixed text.
Length of text:	Minimum 200 words. Maximum 300 words.
Input material:	A short video presentation (about 15 minutes).
Viewing time:	Approximately 30 minutes. The video presentation 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.
Video presentation sample:	https://www.ted.com/talks/michael_pritchard_invents_a_water_filter

Sample instructions for students:

You are taking part in an essay competition.

You are going to watch a short video presentation about...

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

After viewing the video presentation, you are going to write an essay for the competition.

Follow this plan:

- *state the topic / issue of the talk;*
- *give a short summary of the content of the talk and formulate the main message;*
- *respond to the message of the talk (give your opinion on the issue(s) discussed by the speaker, link the topic / issue to your personal experience, if possible;*
- *comment on the speaker's presentation skills.*

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

YOUR NOTES (a separate sheet provided)

YOUR DRAFT (a separate sheet provided)

YOUR FINAL VERSION (a separate sheet provided)

TITLE:

TASK TWO: PAIR DISCUSSION

Skills focus:	Identifying the message / Stating the issue; Turn-taking (initiating and responding appropriately); Expressing and justifying opinion; Summarising and concluding the discussion.
Input material:	A news item.
Topics:	Current issues in Lithuania.
Output expected:	Personal response to the issue and discussion with a partner.

Sample instructions for students:

You are going to read a news item. You have to respond to the issue and discuss it with a partner. Your partner has also read the same news item. You have 3 minutes to read the news and prepare for the discussion. You are expected to:

- *define the message / state the issue presented in 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.

Sample news item.

In its official website, the UK's daily broadsheet, The Telegraph, has recommended the Christmas market in Vilnius for holiday makers and Christmas enthusiasts.

"Most eye-catching is the Vilnius Television tower, transformed into a 550-ft high Christmas tree with millions of light bulbs.

"Stay healthy in the snow by buying a new warm hat and gloves. Along with woollen slippers and pottery candle holders, these are among the regional handicrafts that make great gifts.

Munch on Lithuanian pastries, such as raguolis – a poppy seed cake. And, in the season of good will, what is more appropriate than the International Christmas Charity Fair, where foreign embassy staff from around the world sell home-made cakes and gifts," telegraph.co.uk said.

Vilnius Christmas market will be open from 29 November to 11 January.

<http://en.delfi.lt/lithuania/culture/britains-the-telegraph-recommends-vilnius-christmas-market.d?id=66513730#ixzz3KJMVDf4n>

Instructions for assessors:

Student A and Student B have the same text.

Student A starts the discussion by identifying the issue presented in the news item.

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

ASSESSMENT CRITERIA AND NOTES FOR ASSESSORS

ESSAY 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.

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 talks / video presentations</p>	<p>https://www.ted.com/ http://www.toastmasters.org/</p>
<p>Sources of news items</p>	<p>http://www.lithuaniantribune.com/ http://www.baltictimes.com/news_lithuania/ http://www.telegraph.co.uk/news/worldnews/europe/lithuania</p>
<p>More information about the English Language Olympiad 2015</p>	<p>http://www.lmnc.lt/lt/anglu_k_ http://www.lmnc.lt/lt/olimpiadu_grafikas</p>