

ENGLISH LANGUAGE CONTEST 2016 (FORMS 9-10)

This is a short syllabus for the English Language Contest 2016 for forms 9–10. Here you will find:

- General overview of the structure of the contest;
- Task specifications and sample tasks;
- Assessment criteria;
- 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: a film review. Minimum 250 words. Input: a short film (5– 10 min.) viewed twice before writing.	Skills: - summarising - narrating - describing - expressing and justifying opinion - evaluating	15	Viewing time: up to 20 minutes Writing time: 60 minutes TOTAL TIME: up to 80 minutes (per group)
TWO	An individual long turn: A talk based on a proverb / quote. Input: a proverb / quote.	Skills: - interpreting a statement - expressing opinion - agreeing / disagreeing - sharing experience and / or ideas	15	Preparation time: 2-3 minutes Speaking time: 1-2 minutes TOTAL TIME: up to 5 minutes per one student
THREE	A two-way collaborative task: a pair discussion. Input: a news item with an illustration. The news is from / about Lithuania.	Skills: - identifying the topic / stating the issue / formulating the main idea - turn-taking (initiating and responding appropriately) - expressing and justifying opinion - summarizing and concluding the discussion	15	Preparation time: 2 minutes Speaking time: 3 minutes TOTAL TIME: 5 minutes per two students
TOTAL			45	Total time depends on the number of students

RECOMMENDED NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT CRITERIA
ONE	Treasure Hunt	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

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: FILM REVIEW

Skills focus:	Summarising; narrating; describing; expressing opinion; evaluating.
Writing situation:	Students are writing a film review for a website.
Target audience:	Peer students, English teachers and general public.
Type of text:	Mixed text with elements of description, narration and argumentation.
Length of text:	Minimum 250 words.
Input material:	A short film (5-10 minutes).
Viewing time:	Up to 20 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:	<i>“If you give a little love you can get a little love of your own”</i> (4:37) https://www.youtube.com/watch?v=y_JAITxc1k4

Sample instructions for students:

You are 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 yur 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.

YOUR NOTES (a separate sheet provided)

YOUR DRAFT (a separate sheet provided)

YOUR FINAL VERSION (a separate sheet provided)

TITLE:

TASK TWO: INDIVIDUAL TALK

Skills focus:	Interpreting a statement (proverb / quote); Expressing opinion; agreeing / disagreeing; Sharing experience / ideas / examples related to the topic.
Input material:	A proverb / quote. Written prompts may be provided.
Output expected:	Interpretation of the proverb / quote and expressing opinion.

Sample instructions for students:

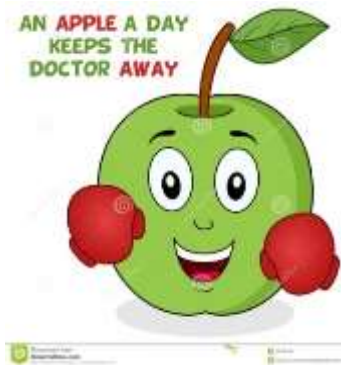
You have just read a proverb / quote. Your task is:

- (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.*

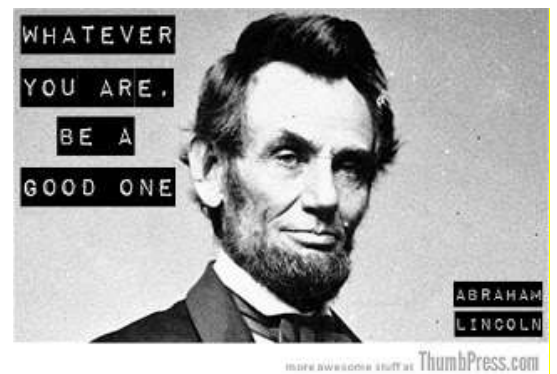
Preparation time 2-3 minutes. You can make notes if you wish in the space below.

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

Sample proverbs / quotes:



“An apple a day keeps the doctor away.” English proverb



“Whatever you are, be a good one.” Abraham Lincoln

TASK THREE: PAIR DISCUSSION

Skills focus:	Identifying the topic / Stating the issue / Formulating the main idea; Turn-taking (initiating and responding appropriately); Expressing and justifying opinion; Summarising and concluding the discussion.
Input material:	A news item with a picture.
Topics:	Current news from/about 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 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.

Sample news item:



Sand sculpture commemorating January 13 made by artist in California

Bill Lewis, a sand sculptor based in Santa Cruz, California, shared a photo of a sand sculpture on Facebook that he made to commemorate the events of 13 January, 1991 in Lithuania.

“This sand sculpture was made to commemorate the events in Lithuania, 25 years ago. My family came from Lithuania, so I wanted to honor those who sacrificed their lives for freedom.”

On his Facebook page, Lewis also went into detail about how he made the sculpture: “The sculpture was made from just sand and salt water. Tools used were common yard and house tools, such as a shovel, rake, buckets, garden sprayer, masonry trowel, utensils, spatulas, and brushes. I also made the Lithuanian flag, since I could not find one of the right size. The American flag is there because this was in America and America supports Lithuanian freedom.”

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

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.

ASSESSMENT CRITERIA

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.

INDIVIDUAL TALK based on a proverb / quote**ASSESSMENT SCALE**

SCORE	DESCRIPTORS
Introduction / Interpretation of the statement (proverb / quote)	
2	Effective introduction / interpretation of the statement.
1	Adequate introduction / interpretation of the statement.
Expressing opinion / Sharing experience / ideas / examples related to the topic	
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.
Language resources (lexico-grammatical structures)	
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.
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	
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.
Pronunciation	
2	Clear articulation. Effective intonation.
1	Most text is articulated clearly. Adequate intonation.
Total (out of 15)	Assessor's signature and comment.

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 relevant examples.
1		Adequate use of examples.
Language resources		
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.
*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		
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.
Pronunciation		
2		Clear articulation. Effective intonation.
1		Most text is articulated clearly. Adequate intonation.
Total (out of 15)		
* NOTE: 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 news items</p>	<p>www.baltictimes.com www.baltic-course.com http://en.delfi.lt/lithuania/</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 2016</p>	<p>http://www.lmnc.lt/lt/olimpiadu_grafikas http://www.lmnc.lt/lt/anglu_kalbos_konkursas</p>