

THE ENGLISH LANGUAGE OLYMPIAD 2016 (FORM 11)

This is a syllabus for the English Language Olympiad 2016 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 article . Minimum 300 words. Input material: a short video presentation (about 10 min.) viewed twice before writing.	Skills: - summarising - expressing and justifying opinion - evaluating	15	Viewing time: about 20 minutes Writing time: 60 minutes TOTAL TIME: up to 80 minutes
TWO	A two-way collaborative task: a pair discussion . Input material: a news item (about 200 words).	Skills: - stating the issue - 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			30	

NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT CRITERIA
THREE	Creative group task. <u>Suggested topic:</u> "My town / region" <u>Subtopics:</u> Places / People / Events <u>Suggested formats:</u> Advertisement Poster Poem Skit Slam Song Slide show Video	Skills: - creativity - collaboration	Working time: 30 minutes Presentation time: 2-3 minutes per team	- Aesthetic appeal - Relevance to the topic - Effectiveness of presentation

TASK SPECIFICATIONS AND TASK SAMPLES

TASK ONE: AN ARTICLE

Skills focus:	Summarising; expressing and justifying opinion; evaluating.
Writing situation:	Students are writing for an English website.
Target audience:	Peer students and their English teachers; general public.
Length of text:	Minimum 300 words.
Input material:	A short video presentation (about 10 minutes).
Viewing time:	Approximately 20 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/graham_hill_less_stuff_more_happiness?language=en

Sample instructions for students:

You are writing an article for an English website.

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 will have 60 minutes to write your article.

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 by giving your opinion on the issue(s) discussed by the speaker and / or linking the topic / issue to your personal experience;*
- *comment on the speaker's presentation skills (manner of speaking, visuals etc.).*

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

Give a title to your article.

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 world issues.
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.

Whatever you give, I'll double it: George Osborne backs The Independent's Christmas Appeal

Every pound raised by The Independent's Give to GOSH (Great Ormond Street Hospital) appeal will be matched by an equal gift from the Treasury under a pledge made by George Osborne, Chancellor of the Exchequer. The Chancellor threw his weight behind The Independent's Christmas Appeal which aims to help sick children from across the country. The pledge will also help fund cutting-edge research programmes to find new treatments for rare diseases.

Mr Osborne's pledge announced in the House of Commons means that every donation made to the campaign will be doubled by the UK Government. Funding will go towards a new hospital unit to help children with heart failure or suffering from life-threatening illnesses. The money will also fund family support, including accommodation for parents so they can stay close to children going through treatment.

This move has been welcomed by Dr. Peter Steer, the chief executive of the Hospital, expressing his delight at the initiative: "We are absolutely thrilled with the announcement that the UK Government will generously match all donations. Now the money given by you, the readers of The Independent, will go twice as far. Thank you in advance for your support – from all the staff and patients at GOSH."

Adapted from <http://www.independent.co.uk/voices/campaigns/give-to-gosh/autumn-statement-george-osborne-set-to-pledge-up-to-15m-to-the-independents-charity-appeal-a6747781.html>

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

ARTICLE 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	15	

NOTES

- **Length** – minimum 300 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.

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 15		
* 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/ http://lingorank.com/talks/</p>
<p>Sources of news items</p>	<p>The Guardian http://www.theguardian.com/international The Independent http://www.independent.co.uk/ The Telegraph http://www.telegraph.co.uk/ The Times http://www.thetimes.co.uk/tto/news/</p>
<p>More information about the English Language Olympiad 2016</p>	<p>http://www.lmnc.lt/lt/anglu_k_ http://www.lmnc.lt/lt/olimpiadu_grafikas</p>