ENGLISH LANGUAGE CONTEST 2017 (FORMS 9-10)

This is a short syllabus for the English Language Contest 2017 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: **an article.** Minimum 250 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	An individual long turn: **A talk based on a proverb.** Input: a proverb.	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.	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 and Presentation	Skills: - information management - oral presentation skills	- up to 90 minutes for the hunt - up to 3 minutes per team for the presentation	- Time spent on task - Number of items collected - Team presentation
TWO	Knowledge Quiz	Skills: - collaboration - sharing information	- up to 30 minutes	- Team score

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 250 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 sample:	*http://www.ted.com/talks/melati_and_isabel_wijsen_our_campaign_to_ban_plastic_bags_in_bali?language=en*
	"Our campaign to ban plastic bags in Bali" (11:00)

Sample instructions for students:

You are going to write an article for an English website.

Before writing, you are going to watch a short video presentation.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 f speaking, visuals etc.).*

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

Write at least 250 words.

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: INDIVIDUAL TALK

Skills focus:	Rendering the meaning of a Lithuanian proverb into English;
	Ecplaining / Interpreting a proverb;
	Expressing opinion; agreeing / disagreeing;
	Sharing experience / ideas / examples related to the topic.
Input material:	A proverb in Lithuanian. Written prompts / visuals may be provided.
Output expected:	Interpretation of the proverb / quote and expressing opinion.

Sample instructions for students:

You have just read a proverb. Your task is:

> *(1) to explain / interpret the meaning of the proverb;*
> *(2) to give your opinion on the idea(s) expressed in the proverb (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:

"Lašas po lašo ir akmenį pratašo".

"Žodis ne žvirblis, išskris – nepagausi".

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.
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:

Tourist knocks over and destroys 18th Century statue

An 18th century statue was knocked down and smashed by a tourist who walked backwards to take a selfie with it. The incident took place at the National Museum of Ancient Art in Lisbon.The Brazilian tourist tried to take a selfie but staggered backwards into the sculpture of Saint Michael that was on a pedestal in one of the chambers of the museum. It fell to the floor and shattered into several pieces.

Jose Alberto Seabra Carvalho, a deputy director of the National Museum of Ancient Art told local media: 'I've been working in the museum for many years and cannot recall anything similar happening.'

According to experts the damage done to the statue is irreversible.

In September, museum director Antonio Filipe Pimentel, warned the authorities the institution was under staffed. He said: 'There are only 64 people for 84 chambers open to public. I am very sure one day we will see hazards in the museum. It will happen because we're playing with our heritage.'

The case is currently being investigated and the name of the man who knocked down the statue has not been made public.

http://www.dailymail.co.uk/news/article-3917184/

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 if the text.
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 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.

SCORE	DESCRIPTORS
INDIVIDUAL TALK based on a proverb ASSESSMENT SCALE	

Introduction and Explanation / Interpretation of the proverb

2	Effective introduction and explanation / interpretation of the meaning of the proverb.
1	Adequate introduction and explanation / interpretation of the meaning of the proverb.

Expressing opinion / Sharing experience / ideas / examples related to the topic

3	Excellent argumentation and coherence. Higly 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; occassional 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; occassional 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

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.	http://www.englishprofile.org/
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.	http://englishagenda.britishcouncil.org/sites/ec/files/books-british-council-eaquals-core-inventory.pdf
Sources of talks / video presentations	https://www.ted.com/ http://lingorank.com/talks/
Sources of news items	www.baltictimes.com http://en.delfi.lt/global-lt http://www.theguardian.com/international http://www.independent.co.uk/ http://www.telegraph.co.uk/ http://www.thetimes.co.uk/tto/news/ http://www.dailymail.co.uk/
Sources of quizzes	http://www.quizfactor.com/
Information on "Scavenger Hunt" / "Treasure Hunt"	http://www.quickhunts.com
More information about the English Language Contest 2017	http://www.lmnsc.lt/lt/olimpiadu_grafikas http://www.lmnsc.lt/lt/anglu_kalbos_konkursas