

## THE ENGLISH LANGUAGE OLYMPIAD 2017 (FORM 11)

This is a syllabus for the English Language Olympiad 2017 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: <b>an article</b> . Minimum 300 words. Input material: a short video presentation (about 10 min.) viewed twice before writing.	Skills: - summarising - expressing and justifying opinion - evaluating	<b>15</b>	Viewing time: about 20 minutes  Writing time: 60 minutes  TOTAL TIME: <b>up to 80 minutes</b>
TWO	A two-way collaborative task: <b>a pair discussion</b> . 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	<b>15</b>	Preparation time: 2 minutes  Speaking time: 3 minutes  TOTAL TIME: <b>5 minutes</b> (per two students)
<b>TOTAL</b>			<b>30</b>	

#### NON-FORMALLY assessed tasks / team work

TASK	TASK FORMAT	TASK FOCUS	TIME	ASSESSMENT CRITERIA
THREE	Creative group task.  <u>Suggested topics:</u> Places, People, Events  <u>Suggested formats:</u> Advertisement Poster Slide show Video Poem Skit Slam Song	Skills: - creativity - collaboration	Working time: 30-90 minutes (depending on the task)  Presentation time: 2-3 minutes per team	- Aesthetic appeal  - Relevance to the topic  - Effectiveness of presentation

## TASK SPECIFICATIONS AND TASK SAMPLES

### TASK ONE: WRITING 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:	<a href="http://www.ted.com/talks/mike_matas">http://www.ted.com/talks/mike_matas</a>

**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 talk, 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.*

*Write at least 300 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: 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 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:*

- *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.



#### **What is Centrepoin and how do they help homeless young people in the UK?**

*Centrepoin* is the UK's charity for homeless young people and support over 9,000 16–25 year olds into housing and employment every year. They run hostels seven days a week, every week of the year – even Christmas day. Their staff are dedicated to making sure they can help every young person that comes through the door.

Working in London, *Centrepoin* also partners with other organisations across the UK and gives homeless young people a voice through the *Centrepoin Parliament*. It influences government policy with the overall aim of ending youth homelessness. *Centrepoin* provide a wide range of help to homeless young people, with 90 per cent positively moving on. They get young people back into education, training or work and ultimately into independent living.

Ever since *Centrepoin* began, they've seen thousands of success stories in the last four decades. *Centrepoin* continue to have a major impact for the country's most vulnerable young people, all thanks to their fantastic supporters. Prince William has been their Patron since 2005 – following in the footsteps of his mother, Princess Diana. He regularly visits *Centrepoin* both in the public eye and also in private, so he can meet and chat to the young people who need support.

<http://www.independent.co.uk/news/homelesshelpine/centrepoin-how-help-vulnerable-young-people-youth-homelessness-a7424656.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

<b>ARTICLE ASSESSMENT SCALE</b>		
<b>CRITERIA</b>	<b>SCORE</b>	<b>DESCRIPTORS</b>
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.
<b>Total</b>	<b>15</b>	

### 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
<b>CONTENT</b>		
<b>*Introduction (Student A)</b>		
2		Effective summary of the news item and initiation of the discussion.
1		Adequate summary of the news item and initiation of the discussion.
<b>Argumentation</b>		
2		All arguments relevant, very well organised and easy to follow.
1		Most arguments relevant, quite well structured and rather easy to follow.
<b>Examples / Illustrations</b>		
2		Highly effective use of relevant examples.
1		Adequate use of examples.
<b>Language resources</b>		
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.
<b>*Conclusion (Student B)</b>		
2		Effective summary of the main points and excellent final comment.
1		Adequate summary of the main points and acceptable final comment.
<b>DELIVERY</b>		
<b>Interaction</b>		
2		Effective use of strategies to initiate discussion and respond to questions.
1		Adequate use of strategies to initiate discussion and respond to questions.
<b>Accuracy</b>		
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.
<b>Pronunciation</b>		
2		Clear articulation. Effective intonation.
1		Most text is articulated clearly. Adequate intonation.
<b>Total 15</b>		
<b>* NOTE: Student A gets points for the introduction and Student B - for the conclusion.</b>		

## 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><a href="http://www.englishprofile.org/">http://www.englishprofile.org/</a></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><a href="http://englishagenda.britishcouncil.org/sites/ec/files/books-british-council-eaquals-core-inventory.pdf">http://englishagenda.britishcouncil.org/sites/ec/files/books-british-council-eaquals-core-inventory.pdf</a></p>
<p>Sources of talks / video presentations</p>	<p><a href="https://www.ted.com/">https://www.ted.com/</a>  <a href="http://www.toastmasters.org/">http://www.toastmasters.org/</a>  <a href="http://lingorank.com/talks/">http://lingorank.com/talks/</a></p>
<p>Sources of news items</p>	<p>The Guardian <a href="http://www.theguardian.com/international">http://www.theguardian.com/international</a>  The Independent <a href="http://www.independent.co.uk/">http://www.independent.co.uk/</a>  The Telegraph <a href="http://www.telegraph.co.uk/">http://www.telegraph.co.uk/</a>  The Times <a href="http://www.thetimes.co.uk/tto/news/">http://www.thetimes.co.uk/tto/news/</a></p>
<p>More information about the English Language Olympiad 2016</p>	<p><a href="http://www.lmnc.lt/lt/anglu_k_">http://www.lmnc.lt/lt/anglu_k_</a>  <a href="http://www.lmnc.lt/lt/olimpiadu_grafikas">http://www.lmnc.lt/lt/olimpiadu_grafikas</a></p>